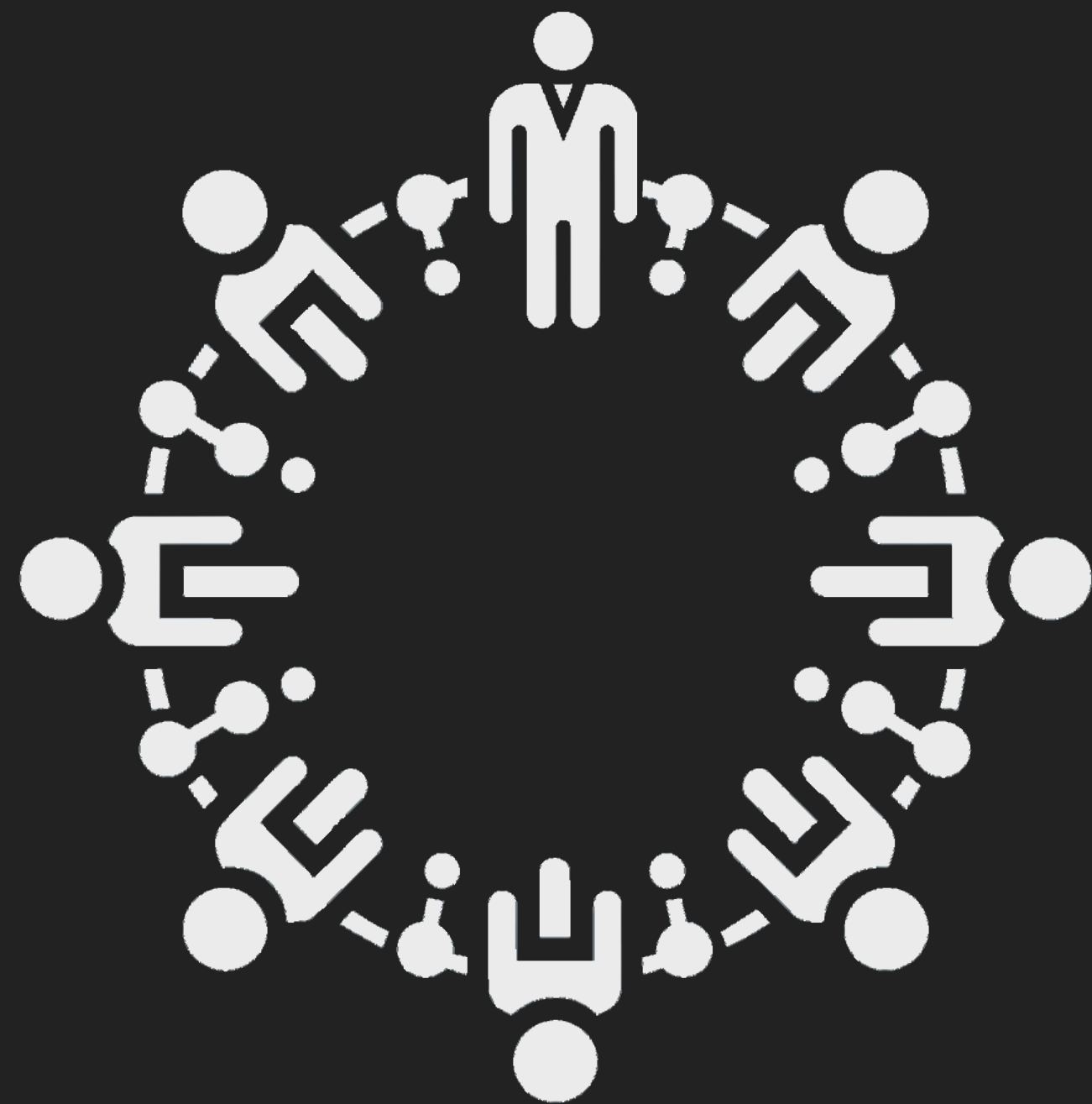


SPRING 2024 SOWK 487W
JACOB CAMPBELL, PH.D. LICSW
HERITAGE UNIVERSITY

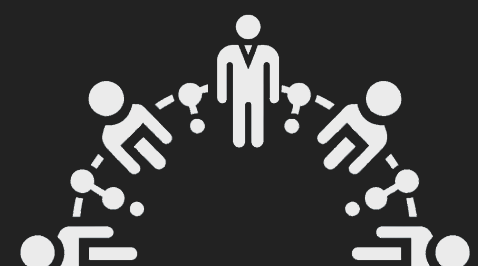
WEEK 08

FACILITATING SOCIAL WORK GROUPS

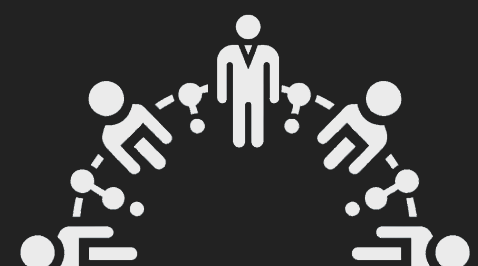


AGENDA

- ▶ Group dynamics in social work facilitation
- ▶ Ethics in group work
- ▶ Planning and implementing of social work groups



PRESENTATION

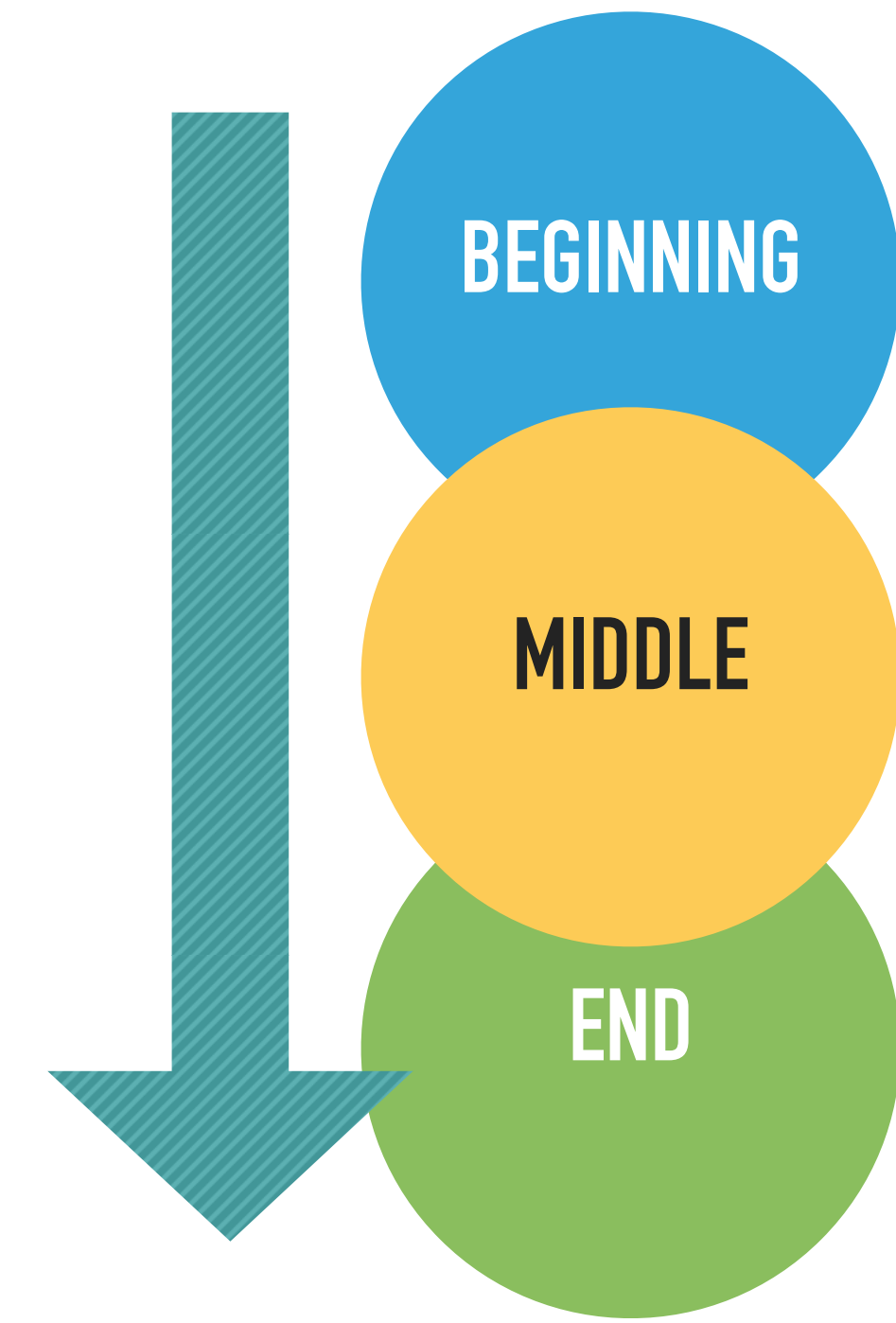
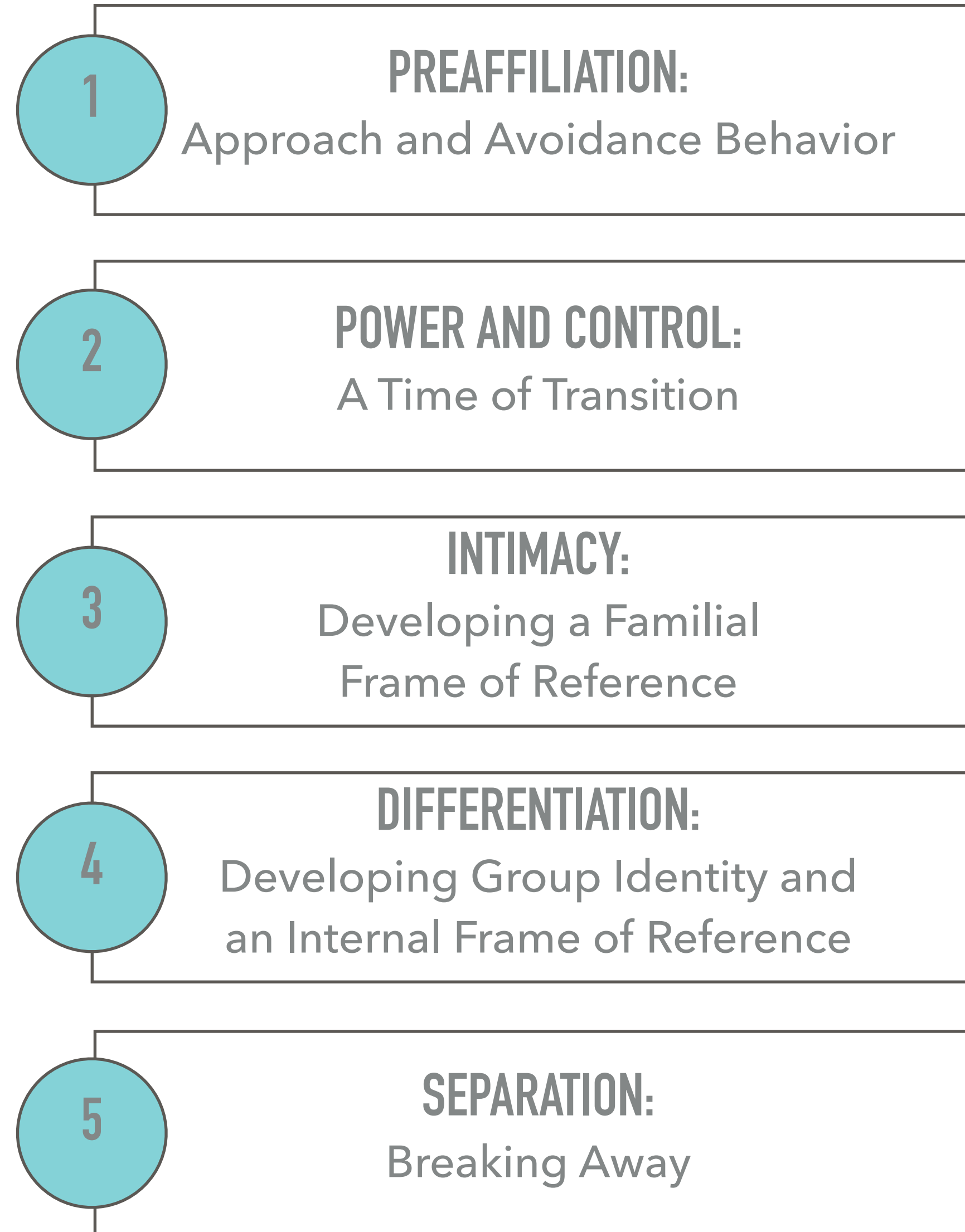


Spring 2024 SOWK 487 with Jacob Campbell, Ph.D. LICSW at Heritage University

(Hepworth et al., 2022)



(Tuckman, 1965)



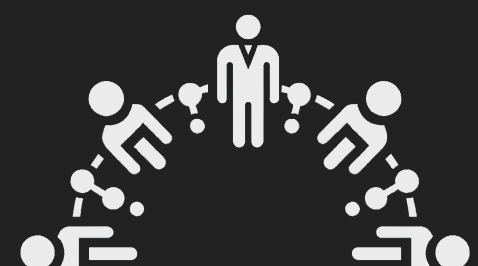
GROUP DYNAMICS

CONCEPTUAL FRAMEWORK

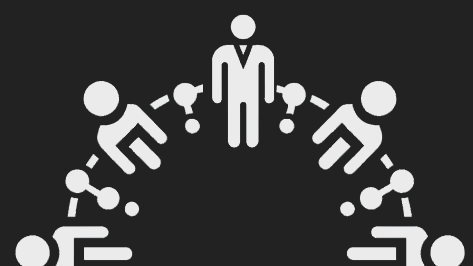


EXAMPLES OF DYNAMICS FROM GROUPS

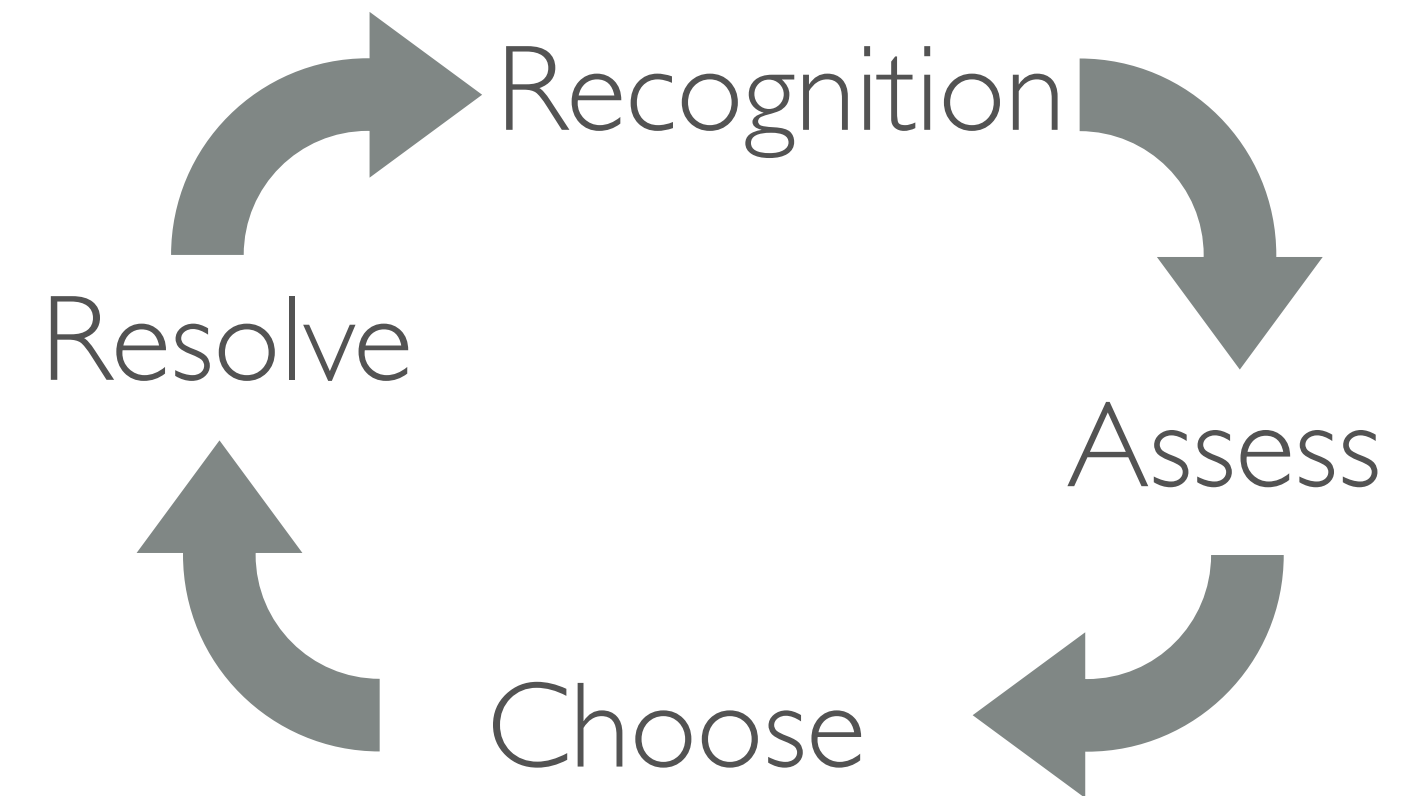
In small groups, review pp. 373-374 in your textbooks. For each stage, have some discussion regarding group member's experiences in groups and what happened in those dynamics.



- ▶ 3. Among the critical activities of group facilitation is related to group norms. Facilitators often call attention to group norms, reinforce group norms, or seek to influence norms to ensure that they support the purposes of the group. Using groups that students have experienced, ask students to analyze norms through the lenses of the orienting frameworks that underlie this text—ecological systems theory, strengths perspective, cultural humility, anti-oppressive practice, trauma informed practice, evidence-informed practice. Identify norms that students may want to influence based on their analysis.



CONFLICT RESOLUTION FOR TASK AND TREATMENT GROUPS



**EVOKING
BEHAVIOR
CHANGE**

MODELING

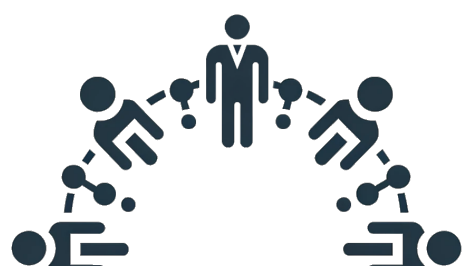
COACHING



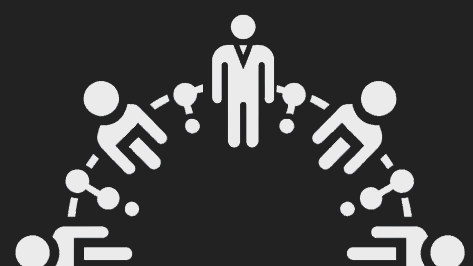
CONFRONTATION

Appropriate Confrontation

- The worker engaging in nonblaming type of confrontation
- Pointing out the discrepancy
- How it affects the worker, for example, by using “I” statements



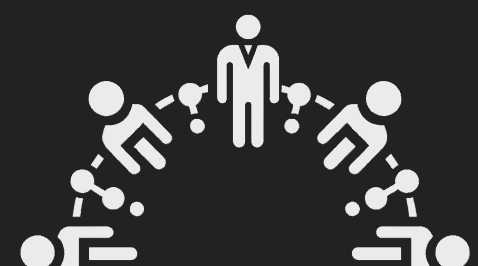
- ▶ To emphasize group processes, dynamics, and development, it is useful to assign various members to play a particular role. Information may be provided on a 3 × 5 card, which is not shared with others in the group. Afterward, students should discuss and evaluate the experience, focusing on the various roles played by members, functional and dysfunctional member behavior, group development, and leader intervention.
- ▶ Suggested member roles include formal and informal leader or co-leader, clown, isolate, scapegoat, agitator, griper, expert, facilitator, peacemaker, advocate, spokesperson, and resource person.



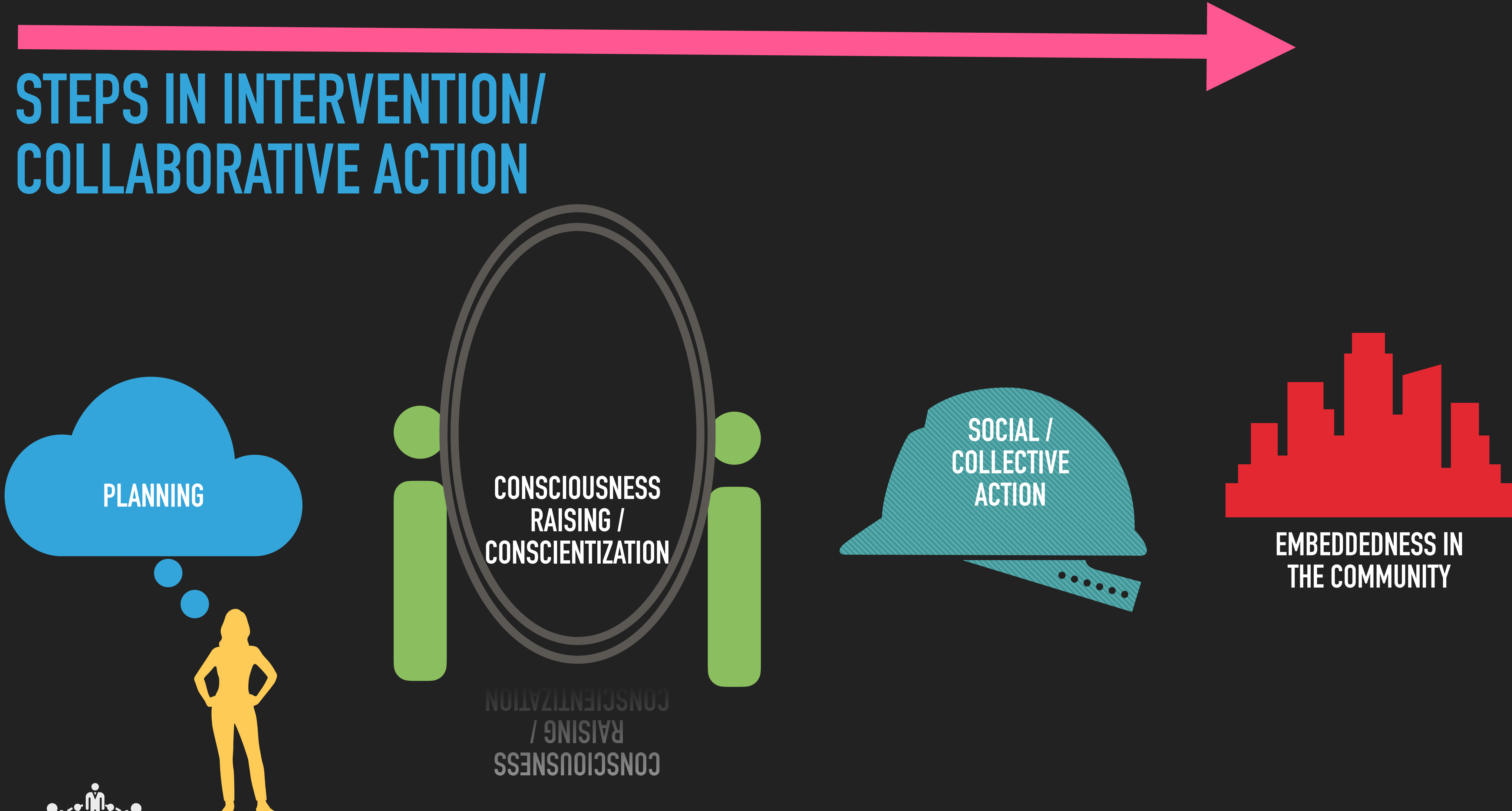
UNDERLYING VALUES ORIENTATIONS FOR SOCIAL JUSTICE GROUP WORK




TIME TO TALK IN ABOUT GROUP FACILITATION ACTIVITY



STEPS IN INTERVENTION/ COLLABORATIVE ACTION



Empowerment for Students

A photograph of Columbia Basin College. In the foreground, a large, dark stone sign with the college's name is visible. Behind it is a modern, multi-story building with a mix of brick and large glass windows. The scene is set outdoors on a clear day with some trees and a parking lot in the background.

Columbia Basin
College

Thinking about using empowerment in relationship to students at Heritage and Potential needs. Start the planning of what a social action group might look like.

TASKS IN THE EVENT OF AN ETHICAL DILEMMAS

- ▶ Identify ethical issues
- ▶ Determining appropriate help
- ▶ Thinking critically
- ▶ Managing conflict
- ▶ Planning and implementing decisions
- ▶ Evaluating and follow-up



WORK WITH GROUPS CASE EXAMPLES

Group 1

Pawlukewicz and Ondrus (2013) have a journal article, *Ethical dilemmas: The use of applied scenarios in the helping professions. Appendix A (at the end) has a set of numbered scenarios. Talk about the following: 3, 7, 9, 11, 17, 22, and 25.*

Group 2

Garland (2010) in her book, *The Groups Book Psychoanalytic Group Therapy: Principles and Practice*, has a number of vignettes. I've provided Vignette D: Verbal abuse. Read through the example and the discussion. What are thoughts that it brings up and considerations we should have?

Group 3

Goodrich and Luke (2015) in their book, *Group Counseling with LGBTQI Persons* provide a number of great case examples and discussions. An example about starting an empowerment group. Read through the example and the discussion. What are thoughts that it brings up and considerations we should have?



PRACTICE PLANNING GROUPS

SELECT A POPULATION

- ▶ People charged with domestic violence
- ▶ Middle school students with diabetes
- ▶ Teenage fathers
- ▶ Families of people with schizophrenia
- ▶ Elementary school children who have been exposed to family or community violence
- ▶ Parents and community members who wish to change a school policy on suspensions
- ▶ People newly admitted to an assisted living facility
- ▶ Seventh and eighth graders who have no friends
- ▶ Teens who want to start a Gay-Straight Alliance in their high school
- ▶ Premarital couples
- ▶ Widowers
- ▶ People concerned about bullying in a school

MAKE A PLAN



- The name you will give the group
- The type of group
- A one-sentence statement of purpose
- The size of the group
- The length, structure, and format
- The location where you will meet
- Important factors in group composition
- How you will recruit and screen members

