

1: Group theory for social workers: an introduction - Ken Heap - Google Books

Social Group Work Theory and Practice By Gertrude Wilson, Professor, University of California at Berkeley. A Presentation at the the 83 rd Annual Forum of the National Conference Of Social Work, St. Louis, Missouri, May ,

The group as the unit of social work practice[edit] A common conceptualization of the small group drawn from the social work literature is as "a social system consisting of two or more persons who stand in status and role relationships with one another and possessing a set of norms or values which regulate the attitudes and behaviors of the individual members in matters of consequence to the group. A group is a statement of relationship among person. Therefore, social systems have structure and some degree of stability, interaction, reciprocity, interdependence and group bond. Open social systems do not exist in a vacuum; they are part of and transact withâ€ their surroundingsâ€ . For Schwartz , the group was most simply, "a collection of people who need each other in order to work on certain common tasks, in an agency hospitable to those tasks" p. Evolution of social group work in the United States[edit] Pres[edit] Social group work and group psychotherapy have primarily developed along parallel paths. Where the roots of contemporary group psychotherapy are often traced to the group education classes of tuberculosis patients conducted by Joseph Pratt in , the exact birth of social group work can not be easily identified Kaiser, ; Schleidlinger, ; Wilson, Social group work approaches are rooted in the group activities of various social agencies that arose in the latter part of the 19th century and the early years of the 20th century. Social upheaval and new found demands as a result of post Civil War industrialization, migration and immigration created many individual and societal needs Brown, ; Kaiser, ; Middleman, ; Reid, ; Schwartz, ; Wilson, Some of these needs were met through group work endeavors found in settlement houses [2] as well as religious and charity organizations Middleman, ; Wilson, As Clara Kaiser has indicated there have been numerous philosophical and theoretical influences on the development of social group work. Mead ; the democratic ethic articulated by early social philosophers; the psychoanalytic theories of Rank and Freud; the practice wisdom, theory building, educational and research efforts of early social group workers Alissi, ; Kaiser, ; Wilson, Early theoretical, research and practice efforts of Grace Coyle , , , , Wilber Newstetter , and Neva Boyd paved the way for the advancement and development of social group work. As the editor of several small group research compendiums Hare would later point out, "many of her insights about group process were ahead of her time" p. The mid-thirties to the s[edit] Social group work was introduced to the social work profession when it made its debut at the National Conference for Social Work in At this conference, Newsletter introduced the concept of social group work to the social work profession and identified group work as a field, process and set of techniques. He described group work as an "educational process" concerned with "the development and social adjustment of an individual through voluntary group association" and "the use of this association as a means of furthering other socially desirable ends" p. The period of time between the s and the s was one of growth and expansion for social group work Alissi, ; Wilson, The economic despair of and varied psychosocial needs resultant of the Great Depression paved the way for greater affiliation between the social work profession and the field of group work Alissi, ; Konopka, ; Wilson, The psychological needs of returning war veterans who served in World War II resulted in the more frequent application of social group work in psychiatric treatment Konopka, During this period of time not only would the field of social group work debut at the National Conference for Social Work but additional advances would be made. The first textbooks would appear as well, written by Harleigh Trecker and Gertrude Wilson and Gladys Ryland The s would usher in even greater affiliation of group work with the profession of social work Alissi, ; Andrews, The impact of the merger was reflected in efforts at definitional shifts regarding group work. The new definition dismissed the idea of group work with normal growth and development and instead saw group work as a "service to a group where the primary purpose is to help members improve social adjustment, and the secondary purpose is to help the group achieve objectives approved by societyâ€the definition assumes that the members have adjustment problems" Alissi, , p. Less than one fifth of the group work section agreed with this definition at the time Alissi, Having expanded into differing practice settings, the purposes and goals of

group work had been more broadly described at this juncture than in previous decades. Group work scholars made great strides in developing practice theories. Schwartz proposed his vision of the small group as an enterprise in mutual aid. In Papell and Rothman presented a typology of social group work that included the social goals model in the tradition of Coyle , the remedial model as developed by Vinter and the reciprocal model as articulated by Schwartz. In Middleman made a seminal contribution in articulating an approach to group work practice that utilized non-verbal activities. As theory building proliferated there was a simultaneous effort to distill the essential elements of social group work. In Papell and Rothman wrote, "The process of distilling and identifying the central identity of group work in the contemporary period has already begun" p. In adopting the phrase, the Mainstream Model of Social Work with Groups, Papell and Rothman conferred their agreement with Lang that there existed a "mainstream of social work practice with groups" p. Papell and Rothman suggested the essential characteristics of the mainstream model were "common goals, mutual aid, and non-synthetic experiences" , p. The late seventies saw the reemergence of a professional journal, *Social Work with Groups* in Contemporary group work practice continues to be informed by the work of early pioneers and the vanguards of the s and s. In addition to the Mutual Aid Model of social work with groups, the Cognitive-Behavioral Group Work Model is recognized as influential on contemporary group work practice Rose, The approach suggested by Rose , integrates cognitive and behavioral interventions with small group strategies. While primacy is not placed on establishing the group as a mutual aid system in quite the same way as with the Mutual Aid Model, Rose suggests the worker promote group discussion and member interaction. Purpose[edit] In the Committee on Practice of the Group Work Section of the National Association of Social Workers proposed that group work was applicable for the following purposes: Guiding values[edit] Northen and Kurland identify the value system informing group work practice with "the ultimate value of social work" which they suggest is "that human beings have opportunities to realize their potential for living in ways that are both personally satisfying and socially desirable" p. Humanistic values guide social work practice with groups, inform worker role and use of self, and the understanding of membership in a social work group. The following humanistic values have been highlighted by social work educators, such as Gisela Konopka , as integral to social work practice with groups: Primary rationale for group services in social work[edit] Opportunities for mutual aid to be found in the group encounter offer the major rationale for the provision of group services by social workers. Gitterman , a social work educator and group work scholar has elaborated on the role of mutual aid in the small group noting that "as members become involved with one another, they develop helping relationships and become invested in each other and in participating in the group" p. Not only do group services offer opportunities for social support as Toseland and Siporin explain "there is also an important helper therapy principle that operates in groups" p. Toseland and Siporin elaborate: Mutual aid is often erroneously understood as simply the exchange of support. Mutual aid is better conceptualized as multidimensional with at least 10 types of processes or activities that occur amongst and between members, including: Practice models[edit] The mutual aid model[edit] The Mutual Aid Model of group work practice Gitterman, has its roots in the practice theory proposed by William Schwartz which was introduced in the article, "The Social Worker in the Group". Schwartz envisioned the group as an "enterprise in mutual aid, an alliance of individuals who need each other in varying degrees, to work on certain common problems" p. This need to use each other, to create not one but many helping relationships, is a vital ingredient of the group process and constitutes a need over and above the specific tasks for which the group was formed" , p. Schwartz regarded this approach as resonant with the demands of a variety of group types including, natural and formed; therapeutic and task; open and closed; and voluntary and mandatory. Schwartz , initially thought of this approach as an organic systems model as he viewed the group as an organic whole later to refer to it as the mediating model and then the interactionist model Schwartz, The model initially proposed by Schwartz has been further developed most notably by Lawrence Shulman and Alex Gitterman, who have since referred to this model as the Mutual Aid Model Gitterman, , ; Shulman, , , , b. Cognitive-behavioral group work[edit] The Cognitive-Behavioral Group Work Model is recognized as influential contemporary group work practice approach Rose, Special considerations[edit] Group work with mandated members[edit] The involuntary client can be understood as someone who is pressured by some external source to seek social

services Rooney and Chovanec, Rooney and Chovanec identify reactance theory as an explanatory framework for the attitude and behaviors of the involuntary client and the mandated involuntary client. Rooney and Chovanec suggest an approach that draws upon the Transtheoretical Stages of Change Model and Motivational Interviewing in identifying strategies for engaging involuntary clients in the group process. Behroozi has noted tensions between the concept of working with mandated clients and professional ethics, such as the belief in fostering self-determination. The chief concern is whether or not "involuntary applicants" are in fact "clients", as to become a client of a professional social worker requires "mutual agreement" Behroozi, , p. In social work practice, the primary task given this issue is to help the applicant "transform to clienthood" Behroozi, , p. The findings of an exploratory study conducted by Schopler and Galinsky concluded that movement beyond beginnings is possible. As a concept, open-endedness exists along a continuum dependent upon the duration of the group Gitterman, ; Schopler and Galinsky, a; Shulman, When membership is open but the group is of a long duration a core group of members is likely to emerge Schopler and Galinsky, a; Shulman, ,

2: Reflection on Social Work Group Work Processes

Presents aspects of group theory from the disciplines of social and developmental psychology, small-group psychology, psycho-analytical theory and practice. The concepts discussed are chosen for their relevance to understanding the behavior of clients who are members of groups in social work treatment, and the book is extensively illustrated by.

A theory may explain human behavior, for example, by describing how humans interact or how humans react to certain stimuli. Social work practice models describe how social workers can implement theories. Practice models provide social workers with a blueprint of how to help others based on the underlying social work theory. While a theory explains why something happens, a practice model shows how to use a theory to create change.

Social Work Theories There are many social work theories that guide social work practice. Here are some of the major theories that are generally accepted in the field of social work: It is premised on the idea that an effective system is based on individual needs, rewards, expectations, and attributes of the people living in the system. According to this theory, families, couples, and organization members are directly involved in resolving a problem even if it is an individual issue. New behavior will continue if it is reinforced. According to this theory, rather than simply hearing a new concept and applying it, the learning process is made more efficient if the new behavior is modeled as well. Erikson believed everyone must pass through eight stages of development over the life cycle: Each stage is divided into age ranges from infancy to older adults. This social work theory describes the personality as consisting of the id responsible for following basic instincts, the superego attempts to follow rules and behave morally, and the ego mediates between the id and the ego. In healthy individuals, these stages contribute to creativity, wisdom, and altruism. In people lacking healthy ego development, experiences can lead to psychosis.

Social Work Practice Models There are many different practice models that influence the way social workers choose to help people meet their goals. Here are some of the major social work practice models used in various roles, such as case managers and therapists: Rather than tell clients what to do, social workers teach clients how to apply a problem solving method so they can develop their own solutions. Social workers and clients collaborate together and create specific strategies and steps to begin reaching those goals. In the story, the client is not defined by the problem, and the problem exists as a separate entity. Social workers assist clients in identifying patterns of irrational and self-destructive thoughts and behaviors that influence emotions. The model includes seven stages: This social work practice model is commonly used with clients who are expressing suicidal ideation.

3: What is Social Exchange Theory? - Social Work Degree Guide

4 GROUPTWORK PRACTICE FOR SOCIAL WORKERS context. In exploring groupwork for social workers who work with adults and chil - dren across a whole range of needs, this book takes a generic approach.

Even for individual issues, families, organizations, societies, and other systems are inherently involved and must be considered when attempting to understand and assist the individual. According to this theory, all systems are interrelated parts constituting an ordered whole and each subsystem influences other parts of the whole. There have been dozens of unofficial iterations of Systems Theory over the past few hundred years, applied to society, science, and many other areas. In the 20th century, multiple scientists, philosophers, and academics began to outline and define the structure of Systems Theory in their various disciplines; there are now systems theories for biology, cybernetics, and for social work. While the applications obviously vary depending on the discipline, all systems theories follow the concept of interrelated parts influencing one another as part of an ordered whole. Several prominent thinkers advanced Systems Theory in social work. Robert Merton is considered one of the founding fathers of modern sociology and significantly advanced Systems Theory through his progressive theories on functional analysis. She mentored and worked extensively with Alex Gitterman , who continues to develop Systems Theory through the Life Model. Case Study in Systems Theory The Pruett case study provides a concrete, real-world example of how Systems Theory is applied to understand how interrelated factors contribute to unhealthy actions. In this case, the client was engaging in risky behaviors drug abuse and unprotected sex and not attending school. She had not had contact with her father for five years, and some of her only memories of him involved him abusing drugs and arguing with her mother at home. In the Family Systems Theory, individuals must not be evaluated in isolation, but in the context of the family, as the family operates as a unit. Clearly, the client was missing one of the corners of the triangle and thus one of the pillars of healthy emotional development. Another concept is the family projection process, wherein the client suffers from the emotional dysfunction of the family unit. In this case, the client witnessed her father abusing drugs to self-medicate, so she imitated that behavior, thinking it might help her. The full complexities of this case go beyond the scope of this post, but it serves as an example of how a social worker must understand interrelated systems e. Issues Addressed by Systems Theory Systems Theory is used to develop a holistic view of individuals within an environment and is best applied to situations where several systems inextricably connect and influence one another. It can be employed in cases where contextual understandings of behavior will lead to the most appropriate practice interventions. The recommended interventions thus involved strengthening the missing part of her family unit, referring her to counseling services, and connecting her with academic support. There are many practice interventions available to social workers and their applications vary greatly depending on the context, but following are a few common interventions used as part of Systems Theory. Strengthen one part of the system to improve the whole. In the Pruett case, the social worker recommended finding a healthy father figure for the client, to strengthen the missing component of the family system. This often means referring clients to specialists, or connecting them with resources or organizations that can help their situation. In the Pruett case, this meant referral to a counselor and connection to an after school tutor. It allows social workers and clients to capture and organize the complexity of a system. A genogram is a graphic representation of a family tree, constructed with symbols that describe relationships and connections between an extended family. Social workers typically construct them along with clients in order to better understand relationships and identify patterns in the medical history. One of the most important functions of a social worker is helping clients navigate the various systems that affect their lives, which requires a deep understanding of how subsystems are interrelated and influence one another. This post provides an introduction to Systems Theory and some real life examples of how it is applied. It is just one of the many theoretical approaches that social workers will apply throughout their careers.

4: Theories Used in Social Work Practice & Practice Models

Social work with groups represents a broad domain of direct social work practice (Garvin, Gutierrez & Galinsky,). Social workers work with a variety of groups in all settings in which social work is practiced.

Theories Used in Social Work Practice Theories Used in Social Work Practice For people who want to dedicate their life to helping others in a practical way, social work can be a fulfilling career. Direct social services usually address the problems of individuals, helping them enhance their capacity to meet social obligations. Social development work is aimed at correcting long-term problems in communities. In short, social work is about empowering people. A theory is a logical system of concepts that helps to explain why something happens in a particular way and to predict outcomes. By grounding their practice in theory, social workers can better understand his or her own task, orient goal setting, and anticipate outcomes. Describe and explain behavior, particularly when it comes to how problems develop. A particular way of viewing and thinking about the practice of social work. Provide guidance and expectations for improving outcomes for children, youth, and families. Orienting Theories Orienting theories describe and explain behavior, particularly when it comes to how problems develop. Various theories draw from other disciplines, including biology, psychology, and economics, and are related to all aspects of social work, including human development, personality, family systems, and political power. Orienting theories also attempt to explain large-scale societal problems such as poverty, mental illness, crime, and racial discrimination. Psychodynamic theory is informed by ego psychology and focuses on how inner energies interact with external forces to impact emotional development. That is, this theory assumes that emotions play a key role in human behavior and is thus concerned with how these internal needs, drives, and emotions motivate human behavior. It assumes that both conscious and unconscious mental activity motivate human behavior, and that internalized experiences—such as childhood experiences—shape personality development and functioning. This theory is what social workers usually employ when dealing with a client who has suffered past trauma or abuse. Social learning theory, also called behaviorism or behavior theory, is based on the psychology of learning. By focusing on how individuals develop cognitive functioning, social workers can understand how those cognitive structures enable adaptation and organization. So in dealing with problem behavior, social workers who employ this theory focus on changing the reinforcement that perpetuates that behavior. Power is unequally divided in every society, and all societies perpetuate various forms of oppression and injustice through structural inequality—from the wealth gap to racial discrimination. In short, groups and individuals advance their own interest over the interests of others. Dominant groups maintain social order through manipulation and control. But social change can be achieved through conflict—that is, interrupting periods of stability. In this theory, life is characterized by conflict either open or through exploitation instead of consensus. By addressing these asymmetric power relationships, social workers therefore aim to even the scales and reduce grievances between persons or groups. Practice Perspectives Practice perspectives are a particular way of viewing and thinking about the practice of social work. By offering a conceptual lens of social functioning, these frameworks focus on particular, recognizable features of a situation in order to offer guidance on what might be important considerations. Two in particular are noteworthy in their common use to assess relationships between people and their environment: Just as ecology seeks to explain the reciprocal relationship between organisms, the ecosystems perspective assumes that human needs and problems are generated by the transactions between people and their environments. The individual exists within families, Families exist within communities and neighborhoods, Individuals, families, and neighborhoods exist in a political, economic, and cultural environment, and it follows that The environment impacts the actions, beliefs, and choices of the individual. Unlike systems theory, which takes a broad perspective on equilibrium within a system, this model emphasizes active participation with the environment. The second primary perspective, the strengths perspective assumes that every individual, family, group, organization, and community has identifiable strengths. By focusing on these strengths, clients can grow and overcome difficulties. Given the internal nature of strength, clients are usually the best experts about what types of helping strategies will be

effective or ineffective; as such, the social worker in this situation is more of a facilitator. The third primary perspective, the feminist perspective takes into account the role of gender and the historical lack of power experienced by women in society. Social workers who employ a feminist perspective emphasize the need for equality and empowerment of women in our society. Practice models While theories help explain why a problem is occurring, dozens of social work practice models are used to address the problems themselves. Based on these theories and others, these models are step-by-step guides for client sessions, much like a recipe or a blueprint for how to effect change. A few common practice models include: The social worker helps the client understand the problem, brainstorm possible solutions, pick a solution, try it out, and evaluate effectiveness. The social worker helps the client break down the problem into achievable tasks, using rehearsals, deadlines, and contracts to maintain drive and motivation. The social worker and client first identify the solution—the desired future—then work together to establish the steps that will lead to the solution. The social worker and client work to reduce the impact of an immediate crisis, learn to more effectively respond to the impact of a stressful event by employing both internal and external resources, and restore the individual to a pre-crisis level of functioning. What are the educational requirements for a social worker? Is the program accredited? Will the program prepare you for licensure and other exams? Does the program offer online or hybrid courses for working and non-traditional students?

5: Social work with groups - Wikipedia

Title: Group theory for social workers: an introduction Pergamon International Library Pergamon International Library of Science, Technology, Engineering and Social Studies.

What is group work? In this piece we introduce groups and group work, define some key aspects, and suggest areas for exploration. In particular we focus on the process of working with groups. In this context, working in groups is often presented as a good way of dividing work and increasing productivity. It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As a result, in schools and colleges it is often approached as a skill to be learnt – the ability to work in group-based environments. In this article our focus is different. We explore the process of working with groups both so that they may undertake particular tasks and become environments where people can share in a common life, form beneficial relationships and help each other. Entering groups or forming them, and then working with them so that members are able to be around each other, take responsibility and work together on shared tasks, involves some very sophisticated abilities on the part of practitioners. These abilities are often not recognized for what they are – for when group work is done well it can seem natural. Skilled group workers, like skilled counsellors, have to be able to draw upon an extensive repertoire of understandings, experiences and skills and be able to think on their feet. They have to respond both quickly and sensitively to what is emerging in the exchanges and relationships in the groups they are working with. Our starting point for this is a brief exploration of the nature of groups. We then turn to the process of working with. We also try to define group work – and discuss some of the foci that workers need to attend to. We finish with an overview of the development of group work as a focus for theory-making and exploration. What is a group? In a separate article we discuss the nature of groups and their significance for human societies see What is a group? Here I just want to highlight five main points. First, while there are some very different ways of defining groups – often depending upon which aspect of them that commentators and researchers want to focus upon – it is worthwhile looking to a definition that takes things back to basics. Here, as a starting point, we are using Donelson R. This definition has the merit of bringing together three elements: Second, groups are a fundamental part of human experience. They allow people to develop more complex and larger-scale activities; are significant sites of socialization and education; and provide settings where relationships can form and grow, and where people can find help and support. Humans are small group beings. We always have been and we always will be. The ubiquitousness of groups and the inevitability of being in them makes groups one of the most important factors in our lives. As the effectiveness of our groups goes, so goes the quality of our lives. Johnson and Johnson The socialization they offer, for example, might be highly constraining and oppressive for some of their members. Given all of this it is easy to see why the intervention of skilled leaders and facilitators is sometimes necessary. Third, the social relationships involved in groups entail interdependence. However, even more significant than this for group process, Lewin argued, is some interdependence in the goals of group members. To get something done it is often necessary to cooperate with others. Fourth, when considering the activities of informal educators and other workers and animateurs operating in local communities it is helpful to consider whether the groups they engage with are planned or emergent. Planned groups are specifically formed for some purpose – either by their members, or by some external individual, group or organization. Emergent groups come into being relatively spontaneously where people find themselves together in the same place, or where the same collection of people gradually come to know each other through conversation and interaction over a period of time. Cartwright and Zander Much of the recent literature of group work is concerned with groups formed by the worker or agency. Relatively little has been written over the last decade or so about working with emergent groups or groups formed by their members. As a result some significant dimensions of experience have been left rather unexplored. Last, considerable insights can be gained into the process and functioning of groups via the literature of group dynamics and of small groups. Of particular help are explorations of group structure including the group size and the roles people play, group norms and culture, group goals, and the relative cohesiveness of groups all

discussed in What is a group? That said, the skills needed for engaging in and with group life " and the attitudes, orientations and ideas associated with them " are learnt, predominantly, through experiencing group life. This provides a powerful rationale for educative interventions. It may seem obvious, but for others to meet us as helpers, we have to be available. People must know who we are and where we are to be found. They also need to know what we may be able to offer. They also must feel able to approach us or be open to our initiating contact. Smith and Smith In other words, the people in the situation need to give us space to engage with them around some experience, issue or task. We are directing our energies in a particular way. This is based in an understanding that people are not machines or objects that can be worked on like motor cars Jeffs and Smith We are spending time in the company of others. They have allowed us into their lives " and there is a social, emotional and moral relationship between us. We have to be open to what is being said, to listen for meaning. To work with others is, in essence, to engage in a conversation with them. We should not seek to act on the other person but join with them in a search for understanding and possibility. It can involve putting aside a special time and agreeing a place to talk things through. Often, though, it entails creating a moment for reflection and exploration then and there Smith and Smith Often people seeking to answer in some way deep questions about themselves and the situations they face. At root these look to how people should live their lives: This inevitably entails us as workers to be asking the same questions of ourselves. There needs to be, as Gisela Konopka has argued, certain values running through the way we engage with others. Working with groups " a definition for starters What does it mean, then, to say that we work with groups, or that we are group workers? A problem that immediately faces us is that most commentators and writers come at this question from the tradition or arena of practice in which they are located. However, if we bring together the discussion so far we can say that at base working with groups involves engaging with, and seeking to enhance, interactions and relationships within a gathering of two or more other people. Some will be focusing on issues and problems, and individual functioning. It is not surprising, for example, that Gisela Konopka writing from within social work would have this sort of focus " although she does look across different areas where these might arise: Social group work is a method of social work which helps individuals to enhance their social functioning through purposeful group experiences, and to cope more effectively with their personal, group or community problems. However, as Allan Brown Thus, Allan Brown argues: Emphasis in the original This particular way of conceptualizing group work is helpful in that it looks to strengthen the group as what Lawrence Shulman The worker seeks to help people to help each other. Crucially, it is concerned with the ways in which both individuals and groups can build more fulfilling lives for themselves and for communities of which they are a part. It also looks to wider change. Three foci From this exploration I want to highlight three foci for group workers. In advocating for the group worker to keep in mind that, while groups are comprised of individuals, at the same time their coming together may enable the expression of powerful forces reinforcing as sense of commonality and solidarity. These are the building blocks for the development of trust. Trust and its counterpart " reciprocity amongst members, may establish the bonds which serve to enable members to achieve their individual and common goals. The task of the worker is to nurture such developments. They need to avoid working with individuals in the setting of the group, but rather see individual growth and development as something that emerges out of group interaction and group life. Attending to purpose As well as attending to the group as a process of harnessing the collective strengths of group members, workers also need to look to purpose. Urania Glassman and Len Kates The first is the development of mutual aid systems; the second is to help the group to attend to, and achieve, their purpose what they describe as the actualization of purpose. In other words, workers need to keep their eyes on the individual and collective goals that the group may or does want to work towards. They also need to intervene in the group where appropriate to help people to clarify and achieve these. When considering purpose it is also important to bear in mind the nature of the group engaged with " and the context within which we are working with them. An influential model for thinking about this in social work came from Papell and Rothman They distinguished between three models: Subsequently, there has been various variations and developments of this model e. Shulman " but this original model still remains helpful as a way of alerting us to thinking about purpose " especially from the perspective of the agency employing

group workers. Attending to ourselves As Parker Palmer has argued in the context of education any attempt at reform or development will fail if we do not cherish and challenge the human heart that is the source of good practice Palmer This means that they both know themselves, and that they are seeking to live life as well as they can. In a passage which provides one of the most succinct and direct rationales for a concern with attending to, and knowing, our selves Parker Palmer draws out the implications of his argument. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life and when I cannot see them clearly, I cannot teach them well. When I do not know myself, I cannot know my subject not at the deepest levels of embodied, personal meaning.

6: Group work is an essential intervention in our practice - Lyn Romeo

Gertrude Wilson and social group work theory and practice. Gertrude Wilson was a pivotal figure in the development of the principles, theory and practice of group.

Introduction Group work is an integral part of life, and in particular, an essential component of social work practice. Various theories affect how group work is practiced, affecting both group dynamics and the different stages of the group Hepworth, In my paper, I will be sharing my experiences as a member of a group, focusing on the various stages, interaction patterns observed and my personal reflections on the entire process.

Group transition Initial stage: Formation of group The formation of our group was an abrupt process, a mishmash of people who are interested in helping the same target group, which in this case was for schooling youths. The six of us came together as strangers to this project, signing up based on a mutual interest in helping schooling youths. At this stage, the objective of our group was to foster accomplishment of identified work goals Hepworth, , which was to meet the needs of youths facing esteem issues. In a task group, members are assumed to have various expertise on the subject matter, ranging from a diversity of skillsets. Our group comprised members who possessed an assortment of skills, with some gifted in linguistic ability, to others who excelled at concise summarizing and critical questioning skills which greatly aided our workflow. However, given a cohesive lack of trust and an initial degree of awkwardness between members who barely knew each other at this stage, it was difficult for us to get work done efficiently at the start.

Conflict resolution Initially, as the group started to work on the task at hand, it was inevitable that some unfamiliarity and silence precipitated the sessions. At this stage, members would be unwilling to share or have some sense of animosity towards each other, a trademark of this stage Hepworth, There were times when awkwardness set in as we had a lack of common topics to talk about, which gave rise to uncomfortable pauses In addition, other troubling issues arose, such as our conflicting schedules, which created even more confusion as we started to work on our project,. Being the only male in the group, I had to seek ways to form bonds with my groupmates, establishing communication pathways in order for the group to function well. Delegation of work was much more efficient, as we were more comfortable in taking on our various jobscope all for the common cause of designing the programme for the project. For example, discrepant ideas on which parts to include for the paper were aired openly, whereas prior to this everyone shyed away from direct confrontation of differing views. This can be perceived as a willingness to trust and take risks among members, as the level of cohesion and trust between members is high enough for us to be forthcoming about our varying views Hepworth, - a key to achieving success in the working stage.

Termination stage With any group, there has to come a point where groups have to end. In our group, this stage was reached towards the conclusion of our group proposal. On one hand, members felt happy that the whole ordeal was over, as it was taxing to come up with a group work proposal that deals directly with youths who have esteem issues. On the other hand, although unspoken, I could sense that the group felt a tinge of sadness at the termination of the group as the process, albeit tedious, was an enjoyable one. Conflicting ideas were aired out in the open with no withholding of feelings and concerns, which made the group work process easier, key characteristics of open communication among members. In addition, it was worthy to note the ease of communication was possible only towards the working stage of the group, when members became closer and more comfortable with each other. Punctuality was a key virtue that our group valued, of which more often than not I had been the culprit guilty of violating it. As a result, a rule was imposed for the latecomer to buy drinks for the rest, which was adhered to subsequently without any violent objections.

Leadership and social structure With every group, there has to be a person taking charge at any point of time, to steady the group back on course when the direction of the group goes awry. In our group, this was true almost all the time, as our group had leaders all waiting to take charge at every suitable moment. With Shannon being the more artistic one in the group, she would automatically be the one to lead the discussion when artwork related materials were discussed. Similarly, when language issues were brought to the fore, it was either Maisurah or me who took over and helped guide the group towards the correct direction. In such situations, the other group members agreed without protest on the opinions of the

ones who were better equipped, supporting whenever they could. This helped to facilitate the movement of the group much more efficiently. Reflections on the process Having been in groups prior to this, group work used to be simply just a mode of assessment for my studies, which allowed me to gain social skills intellectual stimulation simultaneously. However, in this project, I took heed of the transitional stages of our group and observed the interaction patterns as we worked on that one project, allowing me to realize the application of social work group work processes in real life. With progress made throughout the group process, I realized that these terms were not simply just terms academics utilised for their dissertation, but rather terms applicable to real-life. Being aware of these expression and observing throughout the process made me see how they came to life and played key roles in shaping group work practices. Self-awareness was key here, as it allowed me to see in detail what went on in groups, potentially improving the quality of my practice in future Brown, In addition, by penning down reflections for each session, I came to the realization of the various methodologies and how they could help me in my future practice. Clients would also look towards the social worker as the de facto leader, and it would be imperative for me to gain skills at this stage that would place me in good stead as I head to the field in future to serve my clients better. Conclusion The process of being more aware of the group transitional stages allowed me to witness first-hand, the importance of the various stages that group work has on not only the individual, but also the group as a whole, a process that I have benefitted from greatly. Psychoeducational groups process and practice. Direct social work practice: Social Work with Groups. Social Work With Groups, 34 1 , 96â€” An introduction to group work practice. Macmillan ; Collier Macmillan. Social work with groups:

7: Social Identity Theory | Simply Psychology

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Tajfel proposed that the groups e. Groups give us a sense of social identity: In order to increase our self-image we enhance the status of the group to which we belong. For example, England is the best country in the world! For example, the Americans, French etc. This is known as in-group us and out-group them. Social identity theory states that the in-group will discriminate against the out-group to enhance their self-image. The central hypothesis of social identity theory is that group members of an in-group will seek to find negative aspects of an out-group, thus enhancing their self-image. Prejudiced views between cultures may result in racism; in its extreme forms, racism may result in genocide, such as occurred in Germany with the Jews, in Rwanda between the Hutus and Tutsis and, more recently, in the former Yugoslavia between the Bosnians and Serbs. Henri Tajfel proposed that stereotyping i. In doing so we tend to exaggerate: We categorize people in the same way. We see the group to which we belong the in-group as being different from the others the out-group, and members of the same group as being more similar than they are. Social categorization is one explanation for prejudice attitudes i. Examples of In-groups " Out-groups o Northern Ireland: Hutus and Tutsis o Yugoslavia: Jews and the Nazis o Politics: Labor and the Conservatives o Football: Liverpool and Man Utd o Gender: Males and Females o Social Class: These take place in a particular order. The first is categorization. We categorize objects in order to understand them and identify them. In a very similar way we categorize people including ourselves in order to understand the social environment. We use social categories like black, white, Australian, Christian, Muslim, student, and bus driver because they are useful. Similarly, we find out things about ourselves by knowing what categories we belong to. We define appropriate behavior by reference to the norms of groups we belong to, but you can only do this if you can tell who belongs to your group. An individual can belong to many different groups. In the second stage, social identification, we adopt the identity of the group we have categorized ourselves as belonging to. If for example you have categorized yourself as a student, the chances are you will adopt the identity of a student and begin to act in the ways you believe students act and conform to the norms of the group. There will be an emotional significance to your identification with a group, and your self-esteem will become bound up with group membership. The final stage is social comparison. Once we have categorized ourselves as part of a group and have identified with that group we then tend to compare that group with other groups. If our self-esteem is to be maintained our group needs to compare favorably with other groups. This is critical to understanding prejudice, because once two groups identify themselves as rivals, they are forced to compete in order for the members to maintain their self-esteem. Conclusion Just to reiterate, in social identity theory the group membership is not something foreign or artificial which is attached onto the person, it is a real, true and vital part of the person. An integrative theory of intergroup conflict. The social psychology of intergroup relations? Further Information How to reference this article:

Systems theory draws the social worker's attention to the various systems within which an individual functions—groups, organizations, societies, and so forth—in order to help intervene at multiple stages in an individual's life.

As a general overview, this bibliography includes a wide range of topics, but the depth of citations within areas is limited to notable publications and those primarily related to social work with groups. In addition the emphasis is on works published after , though classics or older but unique publications are included. Most of the references are to topics related to treatment groups, that is, groups whose primary purpose is to meet the socioemotional needs of its members, usually done in small groups consisting of up to fifteen group members. However, a section is included that is specifically related to task groups, whose primary purpose is to accomplish tasks related to the needs of persons outside of the group. The best source for an overview of the fundamentals of group work is the section Textbooks. Textbooks In general textbooks provide a good overview of the fundamentals of group work. Included here is a selection of recent books with a range of perspectives that are generally well-regarded and widely used and one classic early text Wilson and Ryland. All but Corey , Johnson and Johnson , and Yalom and Leszcz are written from a social work perspective. Reid and Yalom and Leszcz offer clinical perspectives with an emphasis on group psychotherapy, and the unique perspective in Johnson and Johnson incorporates findings from group dynamics into teaching about groups. Although all have their strengths, one good choice for its breadth and attention to fundamentals is Toseland and Rivas Gitterman and Shulman uses case material to illustrate group work skills and developmental issues in mutual aid groups. Northen and Kurland is a newer edition of the classic text. Shulman is appropriate for promoting a generalist approach to group work. Theory and practice of group counseling. Corey engages the reader with personal anecdotes and case examples mixed with good didactic material. The book combines an overview of ten group theories and how to put these theories into practice while attending to multicultural issues. Gitterman, Alex, and Lawrence Shulman, eds. Mutual aid groups, vulnerable and resilient populations, and the life cycle. The life cycle framework is incorporated to demonstrate how to foster healing and empowering. Populations covered include HIV-positive and AIDS patients, the homeless, and perpetrators and victims of sexual abuse and family violence. Group theory and group skills. Upper Saddle River, NJ: The book includes theory and research on how to make groups effective and helps readers apply that knowledge into practice. Northen, Helen, and Roselle Kurland. Social work with groups. Using an ecosystem approach, the authors outline a generic framework for practice with diverse groups, establishing a common core of values, knowledge, purposes, and interventions that can be applied to different populations and situations. Case examples are provided. Social work practice with groups: The skills of helping individuals, families, groups, and communities. The group work content is firmly connected to the mutual aid or mediating model first espoused by William Schwartz. The book is rich with case examples. An introduction to group work practice. It offers reliable information on a wide range of areas for foundation knowledge of group work. It gives good attention to group dynamics and evaluation. Wilson, Gertrude, and Gladys Ryland. Social group work practice: The creative use of the social process. It is divided into four parts: The theory and practice of group psychotherapy. The book discusses the leader role, therapeutic factors, cohesiveness, interpersonal learning, transference, composition of therapy groups, managing problem group members, and training group therapists. Users without a subscription are not able to see the full content on this page. Please subscribe or login. How to Subscribe Oxford Bibliographies Online is available by subscription and perpetual access to institutions. For more information or to contact an Oxford Sales Representative click here.

9: Using theory in social work practice | Social Care Network | The Guardian

Social work practice models describe how social workers can implement theories. Practice models provide social workers with a blueprint of how to help others based on the underlying social work theory.

Social Exchange Theory is an important social psychology concept that concerns social changes as a process of interactive exchanges between different people. This theory is often used within the business world to explain and analyze commercial transactions. What is the History of the Theory? Social Exchange Theory has strong roots in the fields of economics, sociology and psychology. From a historical perspective, early psychologists focused on the principles of reinforcement, functionalism, and utilitarianism. Instead, there are different theories that contribute to the overall theoretical framework. However, all viewpoints agree on basic assumptions about humans. For example, people generally seek rewards, avoid punishments and are rational beings. What is the Fundamental Concept of the Theory? The theory of social exchange views human interactions and exchanges as a kind of results-driven social behavior. The fundamental concept of the theory of social exchange is cost and rewards. This means that cost and reward comparisons drive human decisions and behavior. Costs are the negative consequences of a decision, such as time, money and energy. Rewards are the positive results of social exchanges. Therefore, the generally accepted idea is that people will subtract the costs from the rewards in order to calculate the value. For example, a person asks an acquaintance to help them move, but they only slightly know each other. The acquaintance will assess their relationship history, the state of their relationship and the potential benefits. However, if the person promises certain favors, such as helping out the acquaintance with a difficult problem, they may agree. What are the Basic Principles of the Theory? The theory of social exchange proposes that individuals will make decisions based on certain outcomes. For example, they will expect the most profit, rewards, positive outcomes and long-term benefits. They will also prefer the exchange that results in the most security, social approval and independence. In contrast, they will also choose alternatives that result in the fewest costs, consequences and least social disapproval. Therefore, every social exchange decision can be a complex decision that requires the person to evaluate different costs and rewards. Cross-Culture Perspectives Cross-cultural researchers note that when analyzing the decisions of different societies, cultural values should be included in the process. This is because every culture has their own unique way of judging value, costs and rewards. For example, Asian societies, such as China and Japan, are collective cultures that emphasize group harmony and sacrifice for the group. Therefore, certain individual costs, such as personal freedom or happiness, are not as important as in individualized cultures. In fact, the negative costs of social disapproval are more severe in collective Asian cultures. Applied Social Exchange Concepts The theory of social exchange is uniquely applied in different fields. For example, the theory of social exchange is central to the business concepts of relationship marketing. From this perspective, the client is an investment that must be properly managed and cultivated. On the other hand, psychologists often analyze relationships within the framework of social exchange. To recap, the theory of social exchange is important to understand human interaction and decision making. The theory has excellent applications for real-world situations, such as understand business and interpersonal relationships. The Social Exchange Theory is something that everyone should understand and incorporate into how they make decisions. You may also like: What is Social Ecology?

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