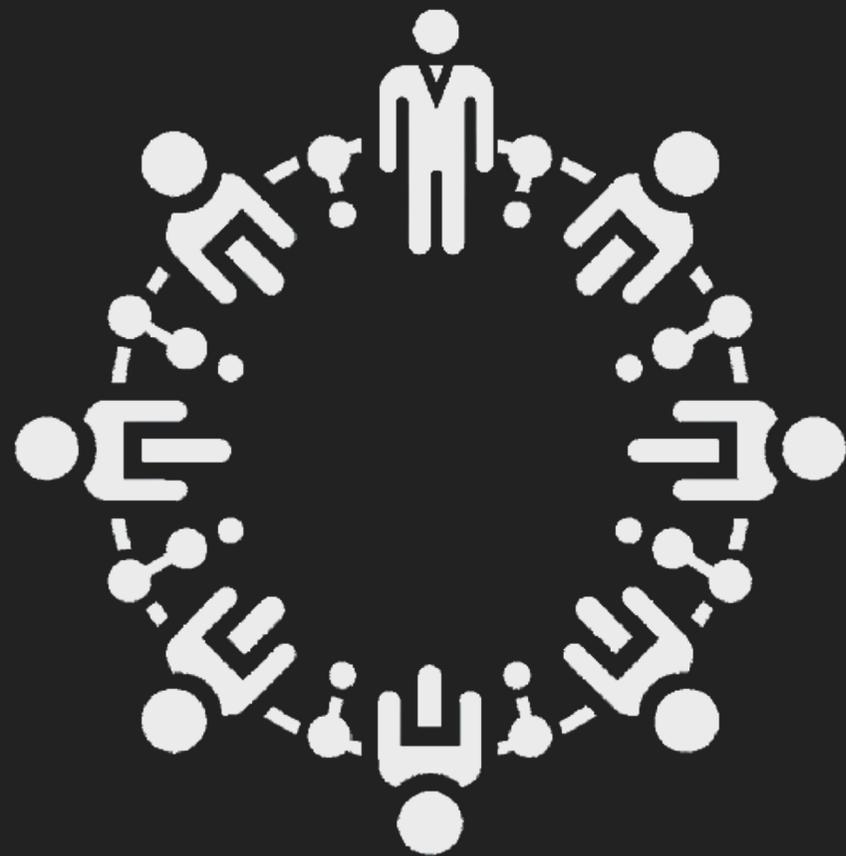


SPRING 2026 SOWK 487W  
JACOB CAMPBELL, PH.D. LICSW  
HERITAGE UNIVERSITY

WEEK 10

---

# FACILITATING SOCIAL WORK GROUPS



## AGENDA

- ▶ Group Intervention Pitch
- ▶ Group dynamics in social work facilitation
- ▶ Empowerment groups
- ▶ Ethics in group work
- ▶ Planning and implementing social work groups

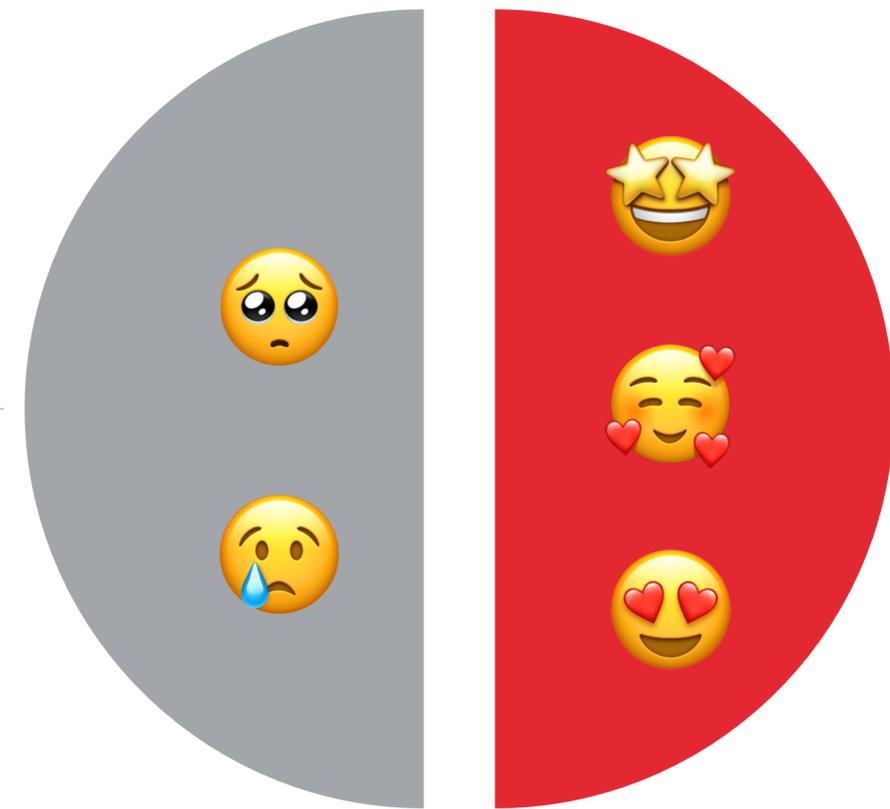
## LEARNING OBJECTIVES

- Describe the stages of group development and identify examples of group dynamics within each stage.
- Analyze group norms through the lenses of orienting perspectives of social work.
- Define empowerment and articulate the core principles of empowerment theory as applied to group work.
- Identify ethical dilemmas that arise in group work and apply a structured decision-making process to navigate them.
- Plan a social work group for a specific population.



# MIDCOURSE FEEDBACK

Didn't Complete  
8



Completed  
8

## Positives

Teaching Presence & Care

Interactive and Engaging Class Sessions

Well-Organized Course Infrastructure

## Negatives

Group Work Frustrations

More cultural perspectives

Fourms?



# Assignment 04a

## Group Intervention Pitch

Each group will make a short informal pitch for the group they plan to facilitate. As a group, students will share with their classmates their plan to implement their group (i.e., when and where) and the content they will do for their groups. These presentations should not be longer than five minutes.



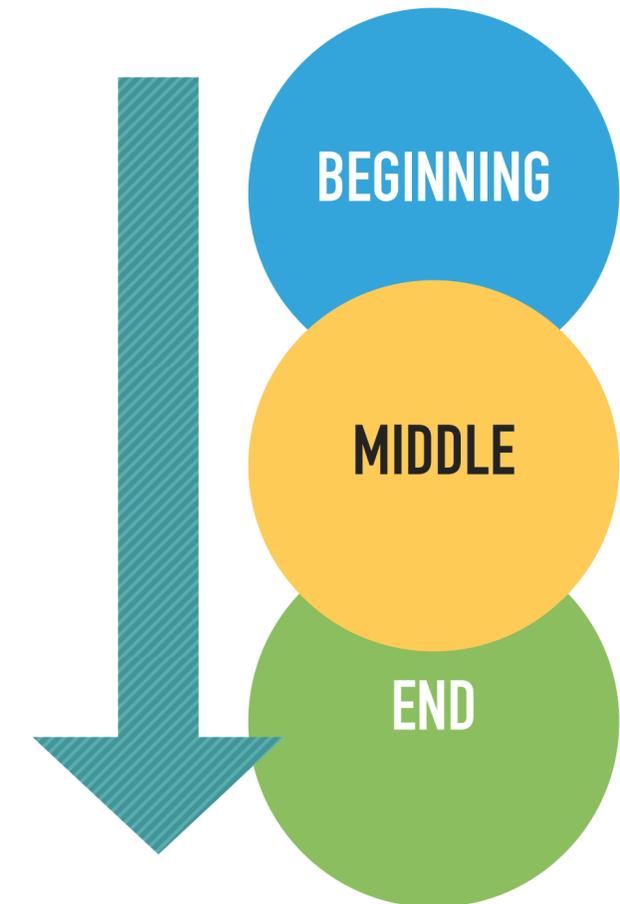
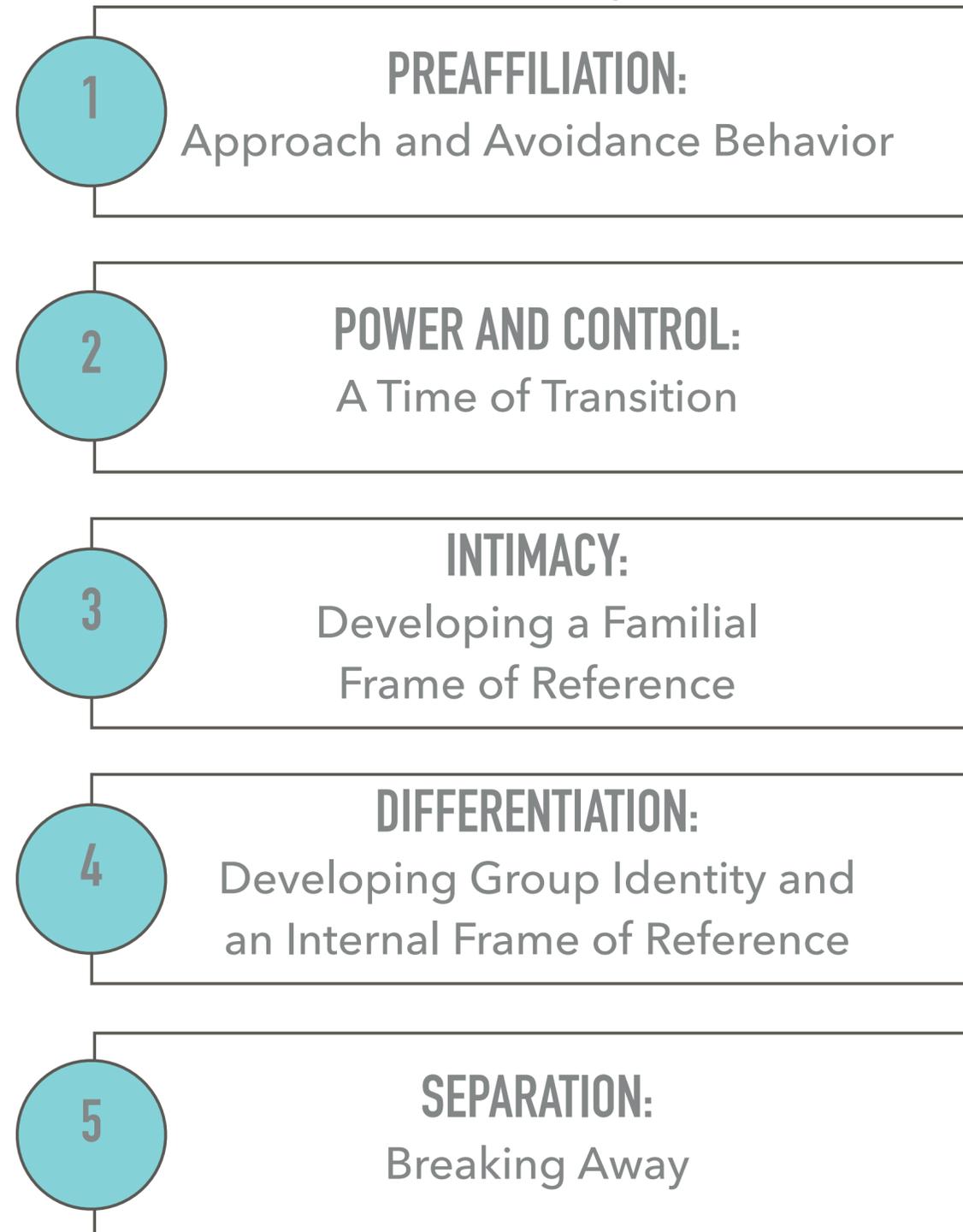
(Hepworth et al., 2023)



(Tuckman, 1965)



(Tuckman & Jenson, 1977)



# GROUP DYNAMICS

## CONCEPTUAL FRAMEWORK



# EXAMPLES OF DYNAMICS FROM GROUPS

- Preaffiliation
- Power and control
- Intimacy
- Differentiation
- Separation

In small groups, review pp. 373-374 in your textbooks. For each stage, have some discussion regarding group members' experiences in groups. Share stories and examples of what you have seen happen that would demonstrate the various DYNAMICS listed.



WHAT ARE EXAMPLES THAT WE SEE  
IN GROUPS AND THAT YOU  
DISCUSSED RELATED TO DYNAMICS?



**Norms**

**ECOSYSTEM PERSPECTIVE**

**STRENGTHS  
PERSPECTIVE**

**CULTURAL  
HUMILITY**

**ANTIOPPRESSIVE  
PRACTICE**

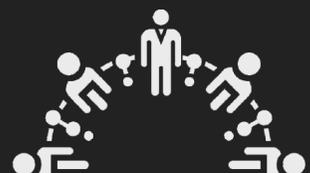
**TRAUMA-  
INFORMED  
PRACTICE**

**EVIDENCE-  
INFORMED  
PRACTICE**

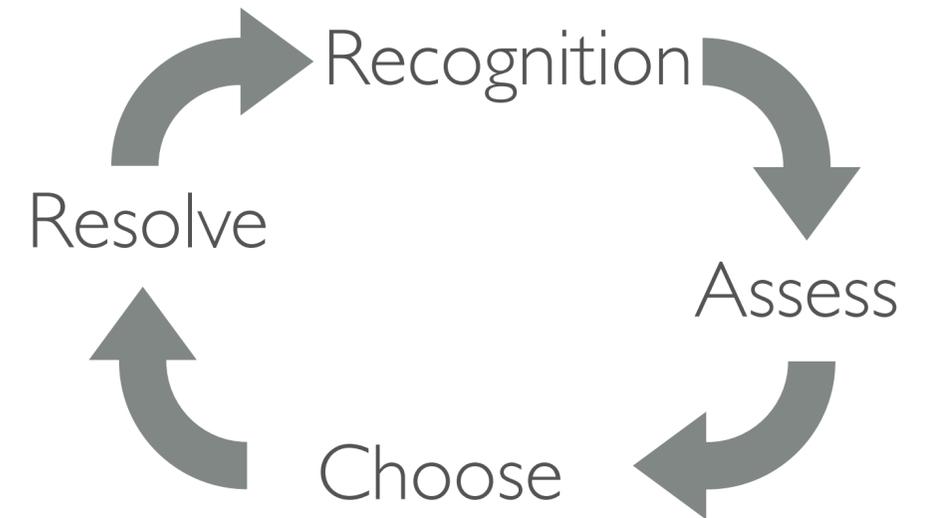
**DIRECT PRACTICE**

**ANALYZE NORMS THROUGH THE LENSES OF THE ORIENTING  
FRAMEWORKS. IDENTIFY NORMS THAT STUDENTS MAY  
WANT TO INFLUENCE BASED ON THEIR ANALYSIS.**

# **GROUP NORMS AND SOCIAL WORKER VALUES**



# CONFLICT RESOLUTION FOR TASK AND TREATMENT GROUPS



MODELING

# EVOKING BEHAVIOR CHANGE

COACHING

**Observer  
conditions  
that improve  
behavior will  
be copied:**

- ▶ Attention level or awareness
- ▶ Retention of the modeled behavior
- ▶ Performing modeled behavior
- ▶ Motivation to perform the behavior



# 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

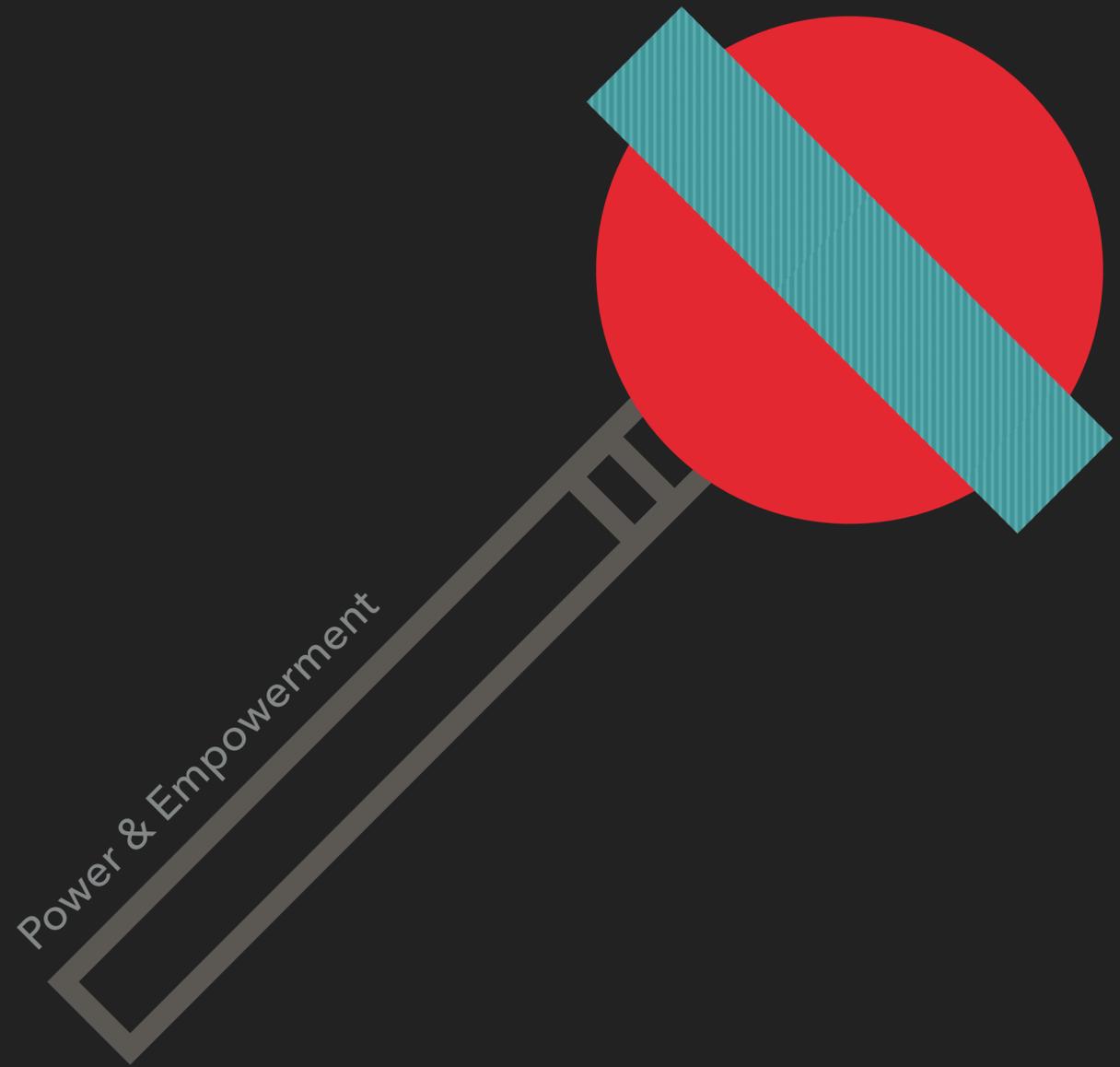


ACME  
LABS

STEVEN SPIELBERG PRESENTS

PINKY and  
the BRAIN

Pinky and  
The Brain  
Theme Song



WHAT WOULD YOU DO

---

**\$1 MILLION**

(Berks County Transition, 2012)



Jacob Campbell, Ph.D. LICSW  
Heritage University

SOWK 487w  
Spring 2026



## EMPOWERMENT

WHAT IS IT?  
WHY IT'S IMPORTANT?  
HOW WE DO IT?

I AM NO BIRD; AND NO NET  
ENSNARES ME: I AM A FREE  
HUMAN BEING WITH AN  
INDEPENDENT WILL



— Charlotte Brontë, *Jane Eyre*

# PRINCIPALS OF EMPOWERMENT THEORY

1. All oppression should be fought
2. A systematic understanding of oppression must be maintained
3. People are capable of empowering themselves
4. People need to connect with others to work on empowerment
5. Clinician and the client share power



## PRINCIPALS OF EMPOWERMENT THEORY

6. Client centered with the client being encouraged to tell own story & develop own goals
7. Client as "victor not victim"
8. Social change is goal, not symptom reduction.
9. Clinicians must examine how their practice may disempower clients
10. Clinician may need to be socially and politically active to address mezzo and macro needs [local, national, global issues]



### STEP 1: SELF-EFFICACY

The first step in empowerment theory is the empowering of the client. This means helping them to gain self-efficacy. This can be done by the following:

- ▶ Skill building
- ▶ Gaining self-awareness
- ▶ Learning to navigate systems



## STEP 2: CRITICAL CONSCIOUSNESS

The second step in empowerment theory is connecting the client to the "bigger picture." This means helping them to gain a critical consciousness about oppression and obstacles. Some examples of this are as follows:

- ▶ Identifying barriers
- ▶ Defining power
- ▶ Connecting the client to a group
- ▶ Letting them know they aren't alone



## STEP 3: SOCIAL CHANGE

The third step in empowerment theory is creating more significant social change. The following are some possible ideas:

- ▶ Creating policy and or legal changes
- ▶ Having the client act as a mentor
- ▶ Connecting to another activity that allows them to make social change



# INTERVENTION/COLLABORATIVE ACTION

PLANNING

CONSCIOUSNESS RAISING / CONSCIENTIZATION

SOCIAL / COLLECTIVE ACTION

EMBEDDEDNESS IN THE COMMUNITY



## INTERVENTION/COLLABORATIVE ACTION



- ▶ Inclusive to all participants
- ▶ Clear understand purpose of the group
- ▶ Dual focus of group
- ▶ Involves risk
- ▶ Takes time



## INTERVENTION/COLLABORATIVE ACTION

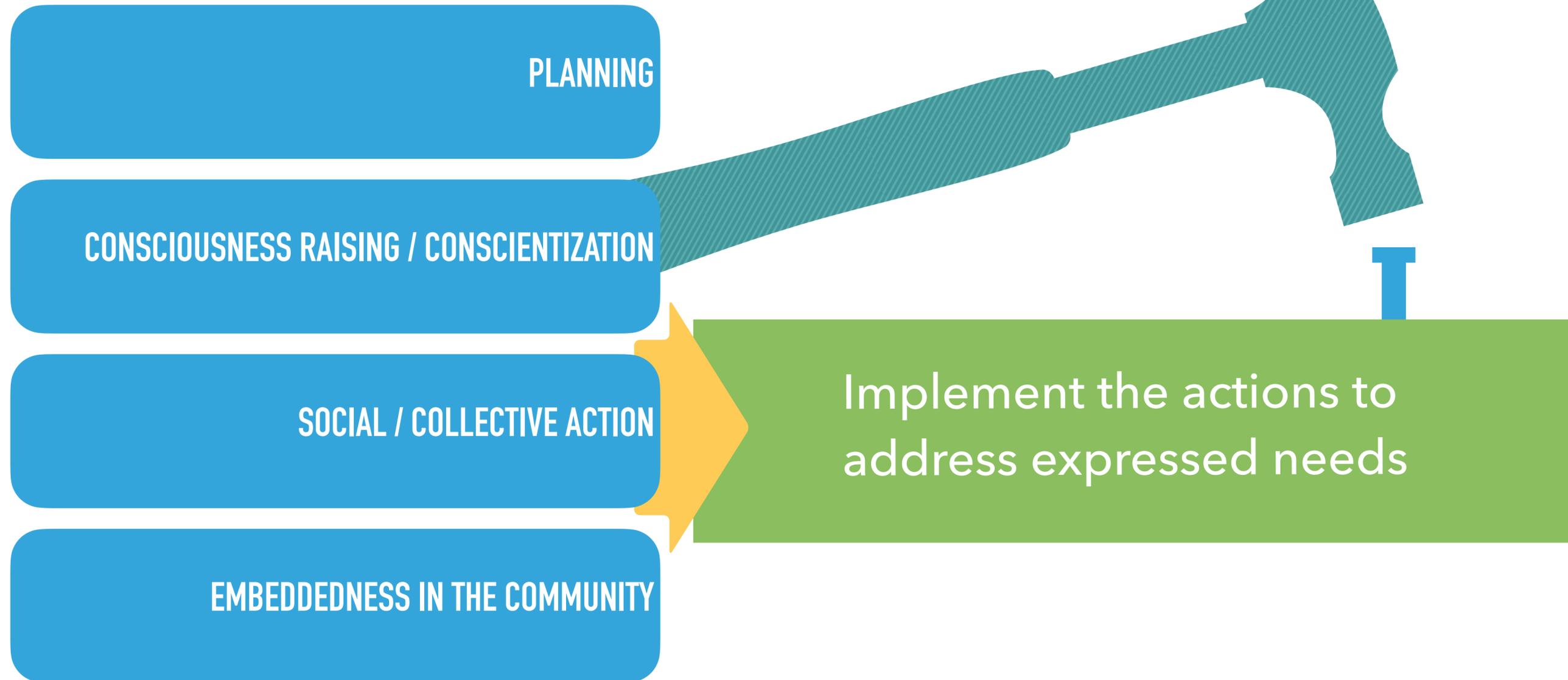


This is when the start of the collaborate action...

- ▶ Mutual aid model
- ▶ Developing actions to address needs expressed



# INTERVENTION/COLLABORATIVE ACTION



## INTERVENTION/COLLABORATIVE ACTION



- ▶ Poststage portion of the group
- ▶ What does it look like when you are finished or end
- ▶ How do we consolidate changes made



## 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

