

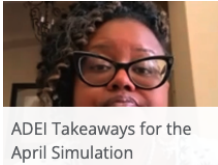
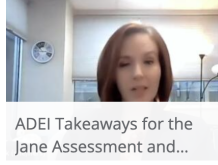



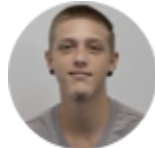



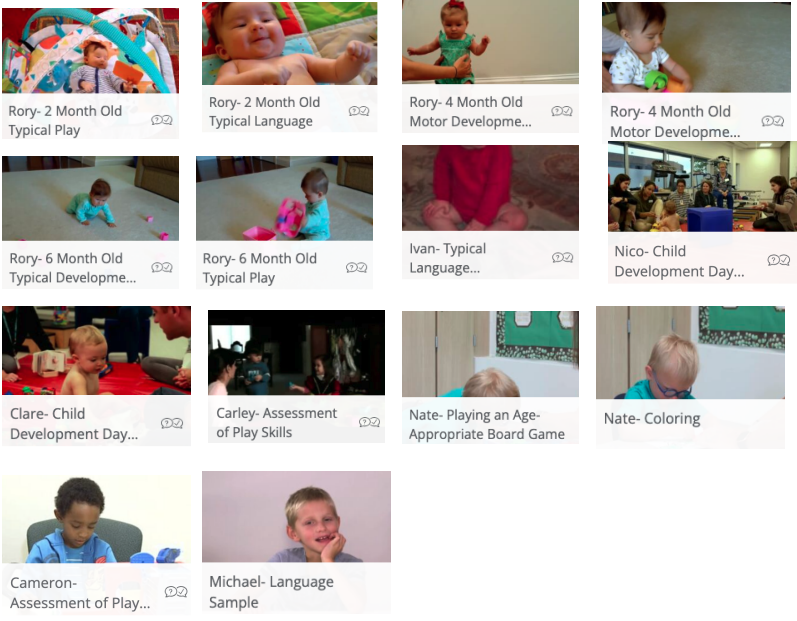
## Master of Social Work Simucase<sup>®</sup> Lesson Plans

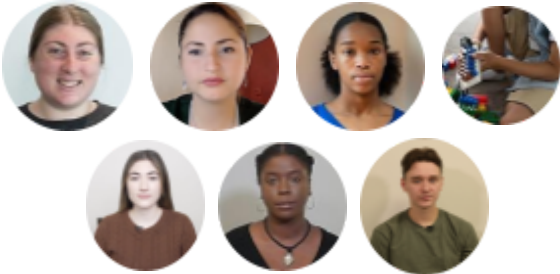
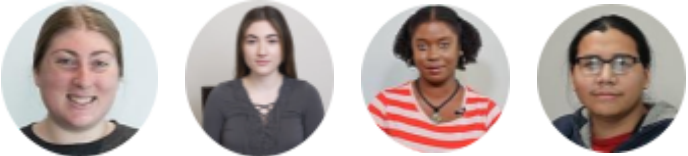
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Course	Learning Objectives	Simucase Simulation and Video Assignments	Measuring Objectives Met
<p><b>Diverse Populations in Clinical Social Work Practice</b></p> <p><b>EPAS Competencies Addressed:</b></p> <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p>	<p>Describe, analyze, and respond to specific needs and strengths of diverse groups.</p> <p>Demonstrate knowledge of social identities and the diversity within identities as well as an understanding of the many ways that our multiple identities intersect to form complex selves.</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li><a href="#">April- Psychosocial Interview Part-Task Trainer</a>: April is a 16-year-old whose foster mother found drug paraphernalia in April's bedroom.</li> <li><a href="#">Jane- Assessment</a>: Jane is a social worker at a community agency working with external partners to implement a universal home-visiting program.</li> </ol> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li><a href="#">ADEI Takeaways for the April Simulation</a></li> <li><a href="#">ADEI Takeaways for the Jane Assessment and Intervention Simulation</a></li> </ol> <div style="display: flex; justify-content: space-around;">   </div>	<p>Complete each simulation.</p> <ul style="list-style-type: none"> <li>Self-reflect on the multiple identities that intersect to make you the person you are. How did these identities develop? Are they displayed publicly and privately?</li> <li>How do these identities impact the ways in which you interact with others? How might these identities impact how you interact with clients?</li> </ul> <p>Review the assigned videos in Interactive Mode to test your knowledge on the anti-racism, equity, diversity, and inclusion practices discussed in each video.</p>
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Competency 5: Engage in Policy Practice</p> <p>Competency 6: Engage with Individuals,</p>	<p>Demonstrate awareness of oppressive assumptions, biases, and prejudices that we may hold toward other groups or our own group and how these influence our interactions with others through conscious and unconscious beliefs, assumptions, emotions, and behaviors.</p> <p>Identify, discuss, and analyze how research and social work values and ethics inform and define culturally responsive social work practice.</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li><a href="#">Ben- Psychosocial Interview Part-Task Trainer</a>: Ben is a 30-year-old who has a history of substance misuse and addiction.</li> <li><a href="#">Jessica- Assessment</a>: Jessica is an 18-year-old who is being evaluated by the Department of Human Services following a police response to an altercation in the home.</li> <li><a href="#">Jessica- Intervention</a>: Jessica is an 18-year-old who is working with a Child Protective Service social worker regarding concerns of her parenting abilities for her young daughter.</li> <li><a href="#">Noah- Assessment</a>: Noah is a 26-year-old referred by his insurance company to receive support for his increasing anxiety.</li> <li><a href="#">Molly- Assessment</a>: Molly is a 63-year-old admitted to the hospital one week ago due to an exacerbation of congestive heart failure.</li> </ol> <div style="display: flex; justify-content: space-around;">      </div>	<p>Read the provided prebrief material for each simulation. Before beginning each case, list three assumptions you have based on the limited information provided and the client's image. Include assumptions about a client's childhood, issues they may be facing, experiences, lifestyle choices, or any other thoughts you have. Be honest about your initial responses.</p> <p>Complete each simulation. Upon completion, revisit your initial thoughts for each client and self-reflect on why you had these thoughts.</p> <ul style="list-style-type: none"> <li>Were they connected to the information you learned, the clients' image, preconceived ideas about their cultural background, personal biases, or a combination of these factors?</li> <li>What surprised you about your initial thoughts? How might you use this information moving forward when working with clients who have different backgrounds from yours?</li> </ul>

<p>Families, Groups, Organizations, and Communities</p> <p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Understand how structural differences in society are shaped by historical, psychological, social, and political factors.</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Thomas- Assessment</a>: Thomas is 16-year-old who is exhibiting signs of withdrawal from peers and activities, excessive fatigue, and headaches.</li> </ol> <div data-bbox="1045 313 1192 462" data-label="Image"> </div> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Thomas- Interprofessional Collaboration Conversation</a></li> </ol> <div data-bbox="993 581 1188 732" data-label="Image"> </div>	<p>Complete Thomas's simulation. After submitting the case, click the supplemental activities link and complete the Anti-racism, Diversity, Equity, and Inclusion Exercise for this case.</p> <p>Review the assigned video in Interactive Mode to test your knowledge on how best to support Thomas's needs while identifying larger social issues that may impact his access to services and supports.</p>
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Course	Learning Objective	Simucase Simulation and Video Assignments	Measuring Objectives Met
<p><b>Clinical Social Work Practice with Children, Youth, and Families</b></p> <p><b>EPAS Competencies Addressed:</b></p> <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Competency 4: Engage in Practice Practice-Informed Research and Research-Informed Practice</p> <p>Competency 5: Engage in Policy Practice</p> <p>Competency 6: Engage with</p>	<p>Demonstrate knowledge of typical child fine motor, gross motor, language, and social development to inform social work practice.</p>	<p><b>Videos:</b></p> <ol style="list-style-type: none"> <li><a href="#">Rory- 2 Month Old Typical Play</a></li> <li><a href="#">Rory- 2 Month Old Typical Language</a></li> <li><a href="#">Rory- 4 Month Old Development in Standing</a></li> <li><a href="#">Rory- 4 Month Old Development in Sitting</a></li> <li><a href="#">Rory- 6 Month Old Typical Development in Prone</a></li> <li><a href="#">Rory- 6 Month Old Typical Play</a></li> <li><a href="#">Ivan- Typical Language Development: Object Identification</a></li> <li><a href="#">Nico- Child Development Day Collaborative Assessment Part 1</a></li> <li><a href="#">Clare- Child Development Day Collaborative Assessment Part 1</a></li> <li><a href="#">Carley- Assessment of Play Skills</a></li> <li><a href="#">Nate- Playing an Age-Appropriate Board Game</a></li> <li><a href="#">Nate- Coloring</a></li> <li><a href="#">Cameron- Assessment of Play Skills</a></li> <li><a href="#">Michael- Language Sample</a></li> </ol> 	<p>Review the assigned videos in Standard Mode to learn more about typical child development.</p> <ul style="list-style-type: none"> <li>How will this information inform your practice when working with families?</li> <li>How will understanding typical development direct you in identifying areas in which a child may not be developing typically?</li> </ul>
	<p>Develop an understanding of the key concepts related to family assessment by using a biopsychosocial-spiritual-cultural family assessment format.</p>	<p><b>Simulations</b></p> <ol style="list-style-type: none"> <li><a href="#">Pat- Ecomap Part-Task Trainer</a>: Pat meets with a social worker to discuss her son Brandon's behavioral issues at school.</li> <li><a href="#">Patty- Genogram Part-Task Trainer</a>: Patty is a 35-year-old referred by Child Protective Services for a recent family crisis.</li> </ol>	<p>Complete the assigned cases in their entirety.</p> <ul style="list-style-type: none"> <li>Complete an ecomap or genogram with a partner.</li> <li>Complete each of the assigned cases.</li> </ul>

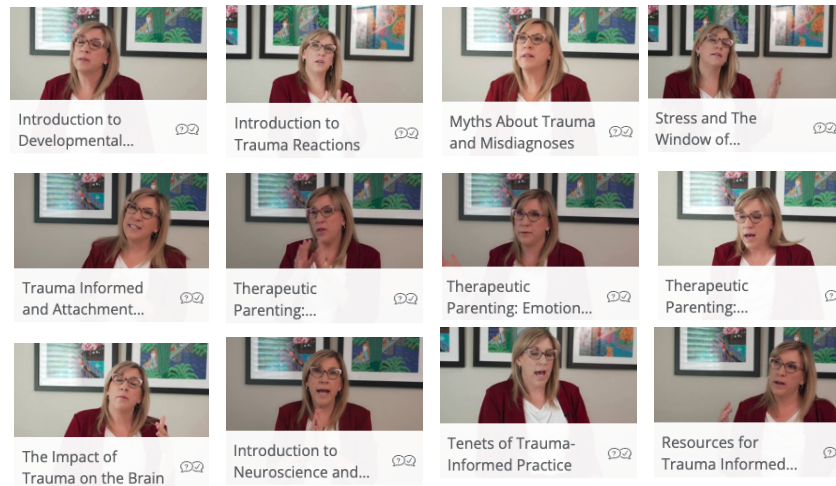
<p>Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Become familiar with belief systems and cultural practices of children, youth, and their families with whom you work by asking relevant questions to understand clients' needs within the context of these practices.</p> <p>Understand the concepts of client engagement, assessment, goal setting, and contracting with families.</p> <p>Effectively seek needed information and become familiar with formal and informal resources available to meet the diverse needs of children, youth, and their families.</p>	<ol style="list-style-type: none"> <li><a href="#">April- Psychosocial Interview Part-Task Trainer</a>: April is a 16-year-old whose foster mother found drug paraphernalia in April's bedroom.</li> <li><a href="#">Johnny- Assessment</a>: Johnny is a 7-year-old experiencing family transitions and behavioral issues.</li> <li><a href="#">Ellie- Assessment</a>: Ellie is a 16-year-old whose brother, Alec, is undergoing chemotherapy treatment for cancer.</li> <li><a href="#">Jessica- Assessment</a>: Jessica is an 18-year-old who is being evaluated by the Department of Human Services following a police response to an altercation in the home.</li> <li><a href="#">Tyler- Assessment</a>: Tyler is a 15-year-old high school student who recently relocated with his mother and sister.</li> </ol> 	<p>Choose one case for which to complete a supplemental activity. After submitting that case, click the supplemental activities link and complete the activity as indicated below.</p> <ul style="list-style-type: none"> <li>● April: Secondary Trauma</li> <li>● Johnny: Core Conditions of Client-Centered Therapy</li> <li>● Ellie: Adolescents and Confidentiality</li> <li>● Jessica: Mandated Reporting</li> <li>● Tyler: Countertransference</li> </ul>
	<p>Incorporate social work values and ethical principles in planning and implementing interventions for children, youth, and their families.</p> <p>Understand the concepts of social work interventions and therapy approaches with families, including direct and indirect actions.</p> <p>Demonstrate advanced-level skills in translating and applying a developmentally sensitive, resiliency-focused, collaborative, multisystems intervention perspective in working with diverse populations of children and youth, families, and communities.</p> <p>Develop evidence-based change interventions that build on child, youth, family, and community strengths and resources at the micro, mezzo, and macro system levels.</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li><a href="#">Pat- Intervention</a>: Pat is working with a social worker to help support her son Brandon about his feelings of anxiety.</li> <li><a href="#">Ellie- Intervention</a>: Ellie is a 16-year-old who is working with a social worker to address her feelings of anxiety and depression.</li> <li><a href="#">Jessica- Intervention</a>: Jessica is an 18-year-old who is working with a Child Protective Service social worker regarding concerns about her parenting abilities for her young daughter.</li> <li><a href="#">Thomas- Assessment</a>: Thomas is 16-year-old who is exhibiting signs of withdrawal from peers and activities, excessive fatigue, and headaches.</li> </ol> 	<p>Complete Pat, Ellie, Jessica, and Thomas's cases in their entirety. Reflect on these questions:</p> <ul style="list-style-type: none"> <li>● How might you use relevant child, youth, and family policy initiatives, laws, and judicial decisions to advocate for improvements in delivering interventions that support the strengths of diverse child, youth, family, and community systems and promote social justice in your community?</li> <li>● How might current policies and laws be impacting the experiences of Johnny, Ellie, Jessica, and Thomas?</li> <li>● Critique current social work knowledge, research, and evidence-based practice methods in work with diverse populations of children, youth, and their families who live in communities where they experience discrimination and oppression due to the diversity dimensions. What further research needs to be done to validate diversity dimensions and engage in anti-racist practices?</li> </ul>

Evaluate trauma-informed practices and supports for children, parents, families, and schools when working with children who have experienced trauma.

Demonstrate an understanding of adverse childhood experiences and the impact they have on child growth and development.

**Videos:**

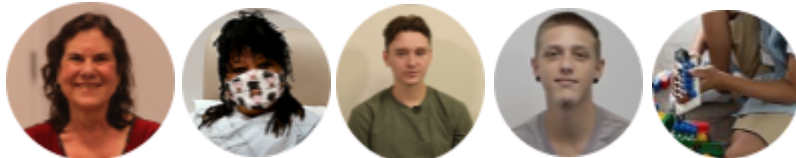
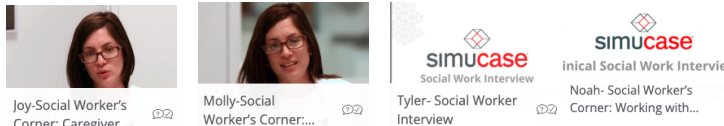
1. [Introduction to Developmental Trauma](#)
2. [Introduction to Trauma Reactions](#)
3. [Myths About Trauma and Misdiagnoses](#)
4. [Stress and the Window of Tolerance](#)
5. [Trauma Informed and Attachment Focused Intervention Models](#)
6. [Therapeutic Parenting: Attachment Cycles and Felt Safety](#)
7. [Therapeutic Parenting: Emotional Regulation and Sensory Input](#)
8. [Therapeutic Parenting: Connection, Resilience, and Developmental Ages](#)
9. [The Impact of Trauma on the Brain](#)
10. [Introduction to Neuroscience and Trauma](#)
11. [Tenets of Trauma-Informed Practice](#)
12. [Resources for Trauma Informed Practice](#)



Review the assigned video in Interactive Mode to test your knowledge on trauma-informed practices.

- How will this information impact your practice with children, youth, and families?
- How might you teach children and families about the impact of trauma?



Course	Learning Objective	Simucase Simulation and Video Assignments	Measuring Objectives Met
<p><b>Applied Research Methods in Clinical Social Work Practice</b></p> <p><b>EPAS Competencies Addressed:</b></p> <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Competency 5: Engage in Policy Practice</p> <p>Competency 6: Engage with Individuals,</p>	<p>Define and apply social work ethical principles to guide professional practice.</p> <p>Apply critical thinking to inform and communicate professional judgments.</p> <p>Critically review the research literature to determine what works for whom with respect to client groups of interest and particular specializations.</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li><a href="#">Joy- Assessment:</a> Joy is a 71-year-old sole caregiver for her husband, Greg, who has a dementia diagnosis.</li> <li><a href="#">Molly- Assessment:</a> Molly is a 63-year-old admitted to the hospital one week ago due to an exacerbation of congestive heart failure.</li> <li><a href="#">Tyler- Assessment:</a> Tyler is a 15-year-old high school student who recently relocated with his mother and sister.</li> <li><a href="#">Noah- Assessment:</a> Noah is a 26-year-old referred by his insurance company to receive support for his increasing anxiety.</li> <li><a href="#">Johnny- Assessment:</a> Johnny is a 7-year-old experiencing family transitions and behavioral issues.</li> </ol>  <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li><a href="#">Joy- Social Worker's Corner: Caregiver Support</a></li> <li><a href="#">Molly- Social Worker's Corner: Medical Social Work</a></li> <li><a href="#">Tyler- Social Worker Interview</a></li> <li><a href="#">Noah- Social Worker's Corner: Working with Transgender Clients</a></li> </ol> 	<p>Complete Joy, Molly, Tyler, Noah, and Johnny's assessment cases in their entirety.</p> <ul style="list-style-type: none"> <li>Pick one client and find three current (5 years or less) peer review articles that discuss best practices for working with individuals similar to these clients.</li> <li>What does the current research state is the best course of action when working with the population you've chosen?</li> <li>What practices should not be implemented with the population you chose because they are not evidence-based or have other concerns?</li> <li>How does the NASW Code of Ethics inform the use of research in creating treatment plans for clients?</li> </ul> <p>Complete the assigned videos in Interactive Mode to learn more about ethical guidelines for working with diverse populations and the impact research has on social work practice.</p>

Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

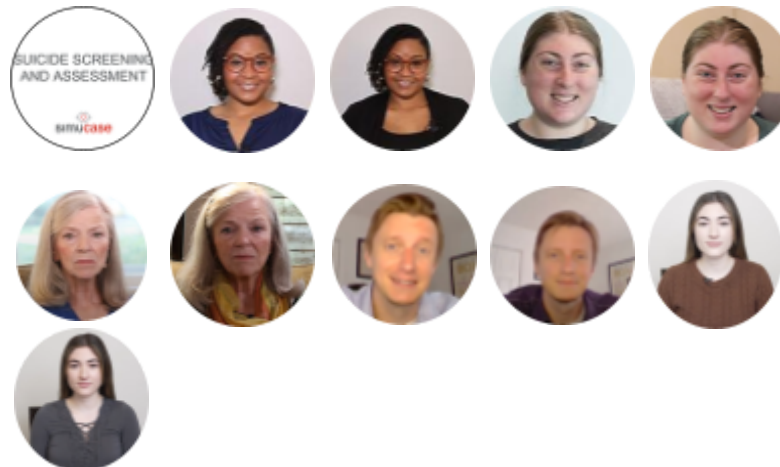
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Identify the significance of research in the field of social work.

Engage in research-informed practice and practice-informed research.

**Simulations:**

1. [Suicide Screening and Assessment Part-Task Trainer](#): You will employ two assessments to identify clients who need intervention to remain physically and psychologically safe.
2. [Jane- Assessment](#): Jane is a social worker at a community agency working with external partners to implement a universal home-visiting program.
3. [Jane- Intervention](#): Jane is a social worker seeking assistance from a peer consultant to meet with community partners to implement a universal home-visiting program.
4. [Pat- Assessment](#): Pat’s six-year-old son, Brandon, is having behavioral issues at school.
5. [Pat- Intervention](#): Pat is working with a social worker to help support her son Brandon about his feelings of anxiety.
6. [Trish- Assessment](#): Trish is a 68-year-old who has engaged in compulsive behaviors for over fifty years.
7. [Trish- Intervention](#): Trish is a 68-year-old who is working with a social worker to address intrusive thoughts and compulsive behaviors.
8. [Jeff- Assessment](#): Jeff is a 22-year-old experiencing migraines that are affecting him academically and socially.
9. [Jeff- Intervention](#): Jeff is a 22-year-old who is working with a social worker to address his feelings of anxiety and social isolation.
10. [Ellie- Assessment](#): Ellie is a 16-year-old whose brother, Alec, is undergoing chemotherapy treatment for cancer.
11. [Ellie- Intervention](#): Ellie is a 16-year-old who is working with a social worker to address her feelings of anxiety and depression.



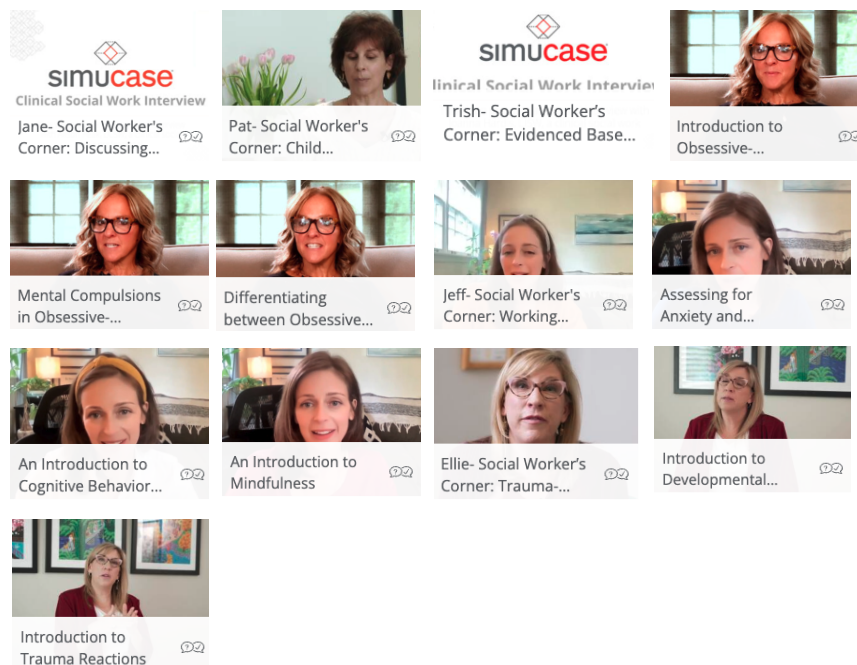
Complete the assigned simulations.

- Choose one client (Jane, Pat, Trish, Jeff, or Ellie) and review the Required Research in the Required Readings section of the case.
- Select two to three resources from the documents you’ve reviewed to further identify how these findings correlate with research-informed practice and practice-informed research for the client you’ve chosen.
- What type of methods were used to collect the data in the articles?
- What are the author credentials and how might their personal experiences impact the findings in the research?
- What questions do you still have after reading these research articles?
- What information do you feel might have been left out?



**Videos:**

1. [Jane- Social Worker's Corner: Discussing Macro Social Work](#)
2. [Pat- Social Worker's Corner: Child Behavior](#)
3. [Trish-Social Worker's Corner: Evidenced Based Interventions for Clients with Obsessive Compulsive Disorder](#)
4. [Introduction to Obsessive-Compulsive Disorder](#)
5. [Mental Compulsions in Obsessive-Compulsive Disorder](#)
6. [Differentiating between Obsessive-Compulsive Disorder and Generalized Anxiety Disorder](#)
7. [Jeff- Social Worker's Corner: Working with Clients with Anxiety](#)
8. [Assessing for Anxiety and Treatment Modalities](#)
9. [An Introduction to Cognitive Behavioral Therapy](#)
10. [An Introduction to Mindfulness](#)
11. [Ellie- Social Worker's Corner: Trauma-informed Practice](#)
12. [Introduction to Developmental Trauma](#)
13. [Introduction to Trauma Reactions](#)



Complete the assigned videos in Interactive Mode to learn more about evidenced-based treatment modalities and remaining client-centered while being research-informed in creating care plans.

Advance local and international human rights and social and economic justice.

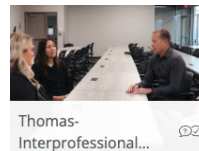
**Simulations:**

1. [Thomas- Assessment](#): Thomas is 16-year-old who is exhibiting signs of withdrawal from peers and activities, excessive fatigue, and headaches.



**Videos:**







1. [Thomas- Interprofessional Collaboration Conversation](#)



Complete Thomas's Assessment case. Upon completion, meet with a small group in your class to discuss strategies for how you might advance Thomas's human rights and the issues surrounding social and economic justice that affect his growth and development.

- Why is it important to understand Thomas's ACEs, and how might we advocate for the importance of ACEs to be considered in policy practices in the future?
- After submitting the case, click the supplemental activities link. Complete Thomas Self-Reflection Exercise to evaluate your own ACEs.

Complete the assigned videos in Interactive Mode to learn more about how interprofessional collaboration can help clients receive local support and equality in their community.

Course	Learning Objective	Simucase Simulation and Video Assignments	Measuring Objectives Met
<p><b>Group Work</b></p> <p><b>EPAS Competencies Addressed:</b></p> <p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>Develop leadership skills with groups to help alleviate critical social problems and enhance group well-being.</p> <p>Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages.</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li><a href="#">Pregroup Development Part-Task Trainer</a>: Identify the steps needed to develop a social work group.</li> </ol> <div data-bbox="961 342 1136 521" style="text-align: center;">  </div> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li><a href="#">Group Types</a></li> <li><a href="#">The Stages of Group Development</a></li> <li><a href="#">Effectively Opening and Closing Groups</a></li> <li><a href="#">Effective Group Leader Qualities</a></li> <li><a href="#">Group Leadership Skills</a></li> </ol> <div data-bbox="690 740 1541 1068" style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">               Group Types         </div> <div style="text-align: center; margin: 5px;">               The Stages of Group Development         </div> <div style="text-align: center; margin: 5px;">               Effectively Opening and Closing Groups         </div> <div style="text-align: center; margin: 5px;">               Effective Group Leader Qualities         </div> <div style="text-align: center; margin: 5px; width: 100%;">               Group Leadership Skills         </div> </div>	<p>Complete the assigned Pregroup Development Part-Task Trainer.</p> <ul style="list-style-type: none"> <li>Reflect on the information learned and how it might benefit you in developing your own group at your current field placement.</li> </ul> <p>Complete the assigned videos in Interactive Mode to learn more about group leadership skills and group development techniques.</p>
<p>Competency 5: Engage in Policy Practice</p> <p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Competency 7:</p>	<p>Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem-solving, running an effective meeting, and evaluating task groups.</p> <p>Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation).</p>	<p><b>Simulations:</b></p> <ol style="list-style-type: none"> <li><a href="#">Jane- Assessment</a>: Jane is a social worker at a community agency working with external partners to implement a universal home-visiting program.</li> <li><a href="#">Jane- Intervention</a>: Jane is a social worker seeking assistance from a peer consultant to meet with community partners to implement a universal home-visiting program.</li> <li><a href="#">Caregiver Support Group Pt. 1</a>: Joy, Maria, Ben, and Carol attend a caregiver support group at a local community center for individuals caring for a loved one diagnosed with dementia.</li> <li><a href="#">Caregiver Support Group Pt. 2</a>: Joy, Maria, Ben, and Carol attend a final meeting of a caregiver support group at a local community center for individuals caring for a loved one diagnosed with dementia.</li> </ol>	<p>Complete each of the assigned simulations. After submitting the case, click the supplemental activities link. For each case, complete the supplemental activities indicated.</p> <ul style="list-style-type: none"> <li>Jane- Assessment: Self-Reflection and Community Impact Activity</li> <li>Jane- Intervention: Logic Model Exercise</li> <li>Caregiver Support Group Pt. 1: Creating a Support Group</li> <li>Caregiver Support Group Pt. 2: Program Evaluation Assignment</li> <li>Stress Management Group Intervention:</li> </ul>

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Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Explore how to make real-life ethical choices, establish a professional self, apply social work values, and use the ethical decision-making process as illustrated by the NASW Code of Ethics to social work with groups.

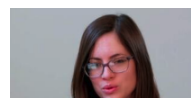
Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

5. [Stress Management Group Intervention](#): Sebastian and Mark are participants who attend a stress management group in the occupational therapy clinic within a homeless service agency.
6. [Young Adult Support Group](#): Danielle, Cody, Alex, and Brent attend a support group for young adults experiencing anxiety.

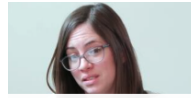


**Videos:**

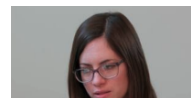
1. [Group Development](#)
2. [Ideas on How to Lead a Group](#)
3. [Group Work Challenges](#)
4. [Benefits of Group Work](#)



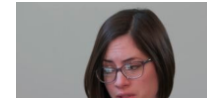
Group Development



Ideas on How to Lead a Group



Group Work Challenges



Benefits of Group Work

Contact Note

- Young Adult Support Group: Self-Reflection

Complete the assigned videos in Interactive Mode to learn more about creating different groups and the developmental process used to decide how to best form a group to meet the needs of individuals, families, and communities.