




Four Corners: Enhanced Group Work

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The Profession of Social Work through Service Learning SW 275



- Purpose of Small Group Work in course
 - Apply concepts from text to client cases
 - Develop skills in work teams
- Enhance collaborative skills
- Practice new or less familiar small group roles
- Learn from colleagues

In Class activity

- Instructor briefly reviews text material and assessment strategy (5-7 min.)
- Four Corner process explained
- Answer student questions (3-5 min.)
- Students meet for 20-30 minutes in small groups to complete assessment
- Small group roles used to facilitate assessment process and complete 4-corner activity. (facilitator, reporter and recorder)

Formative Evaluation: Students

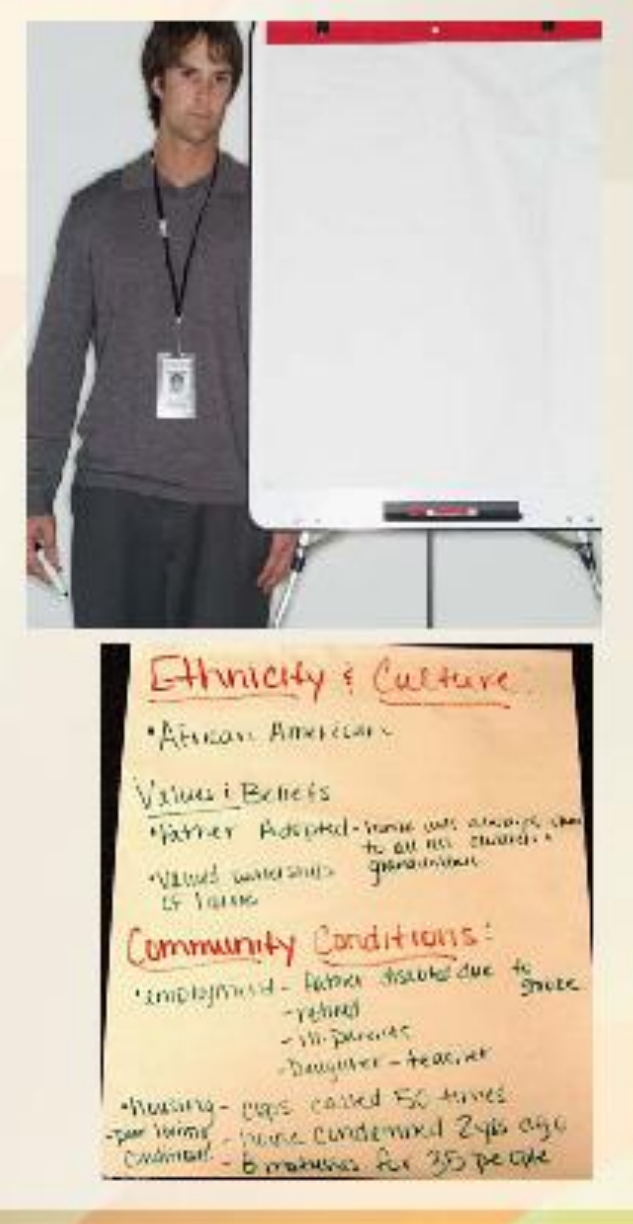
- Liked assigned groups, got to know all of students in class "In SW you don't pick your colleagues, we need to learn to work with everyone".
- Appreciated role assignment and working 'out of comfort zone.' "I was much more conscious of the role I normally play in groups."
- Preferred group work over lecture. "I wish we had used 4-corners all semester."

Assignment designed to meet

•Course Objective	•Program Objective
<ul style="list-style-type: none"> •Describe the generalist process and apply empowerment and strength-based strategies to case studies of social work practice at multiple system levels. 	<ul style="list-style-type: none"> •Use the knowledge and skills of generalist social work practice in assessing the strengths, needs and challenges of systems of all sizes and apply empirically based interventions to facilitate planned change.

After students complete assessment:

- Recorder diagrams on flip pads assessment findings.
- Students visit each group to hear assessment results from reporter. (10-15 min.)
- Students ask reporter questions which are noted.
- Entire class discussion of raised questions. (5-10 min.)
- Instructor summarizes small group results and makes connections to key text concepts. (5 min.)



Instructor Evaluation

- Students came prepared (at least their assigned task)
- Moved into groups quickly
- Work was more serious and focused on task (less chit chat)
- 'Talkers' practiced listening, quiet students did well facilitating and reporting.
- Most students also participated in the large group discussion unlike earlier in the semester.

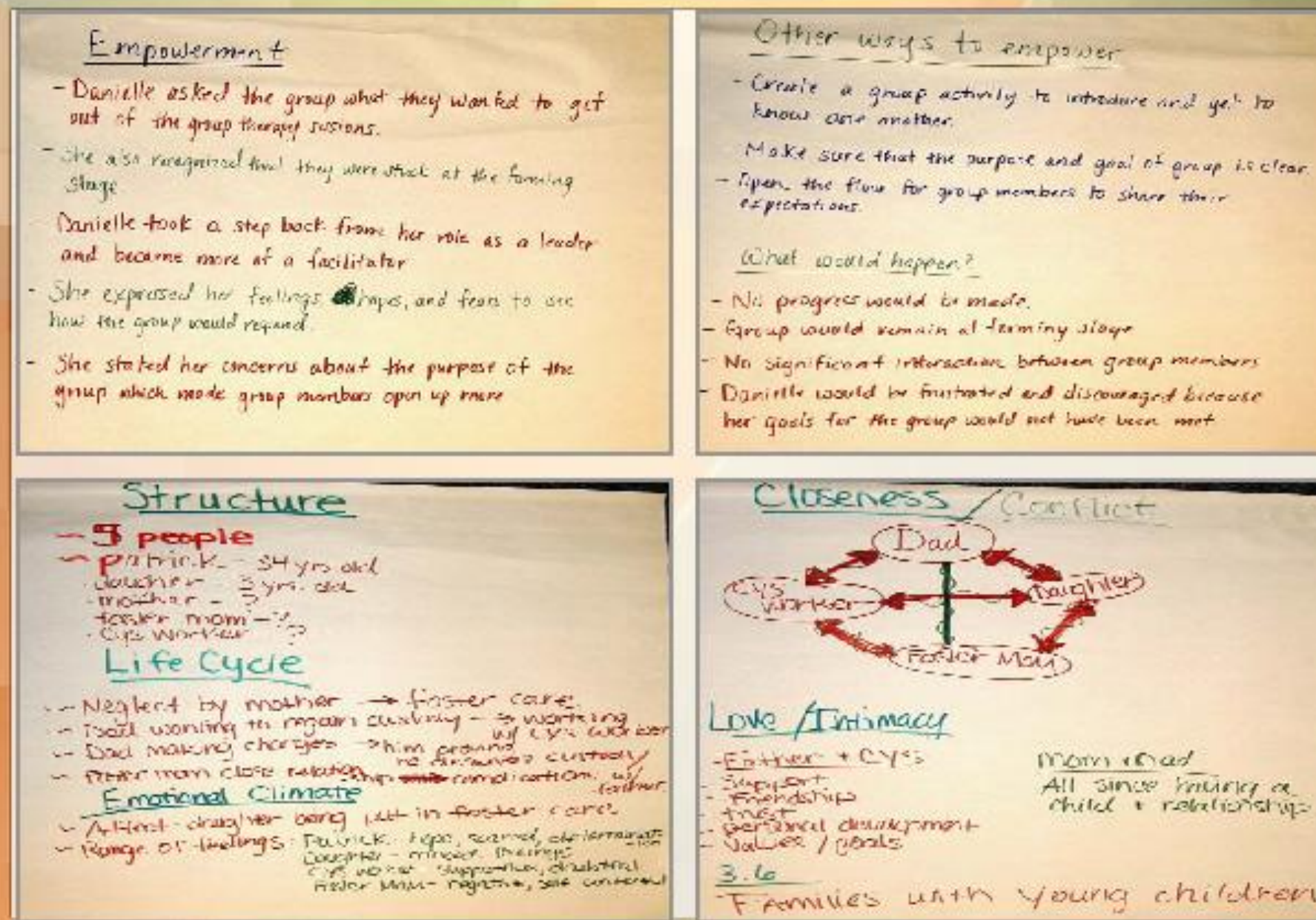
Preparation

- In advance of 4-Corner activity, worksheet distributed and posted on Bb

Example:

- Week 10 Review Chapter 3, Poulin
- Read the case, Under a Cloud pg. 26-29 in the Poulin text
- Come prepared to complete a family assessment of this case
 - Use 3.4 from the text to assess systems of family (large paper or blackboard provided in class)
 - Group One (Danielle facilitator, Serena reporter, Jon recorder and Vanessa) Assess Structure, Life-Cycle, Emotional Climate
 - Group Two (Carrie facilitator, Denise reporter, Linnea recorder and Shenoa) Assess Communication Patterns, Boundaries, Ethnicity/Culture
 - Group Three (Emily facilitator, Jenna reporter, Ashley recorder and Denise) Complete Strength assessment
- Use 3.5 to assess subsystems and roles in family
 - Group One Couple subsystem
 - Group Two Parental Subsystem
 - Group Three Parent-child subsystem
- Use 3.6 to determine life-cycle stage and developmental tasks of family All three groups

Sample flip charts



Next time:

- Start 4 Corner earlier in semester
- Leave out the rotating (visiting) among groups.
 - Leaves reporters out of hearing other group results.
 - Students preferred presenting small group results together to entire class.
- Distribute handouts in class one week ahead.
 - Blackboard not available or looked at by some students
 - Handout given for three weeks 'lost' by a few students.