

SCHOOL OF SOCIAL WORK
INDIANA UNIVERSITY

Integrating Inter-Group Dialogue:

Carolyn Gentle-Genitty, PhD, Natasha Bragg, MSW, PhD student

Erika Thomison, BSW student, Research Assistant

Indiana University School of Social Work

Indiana University-Purdue University Indianapolis

Abstract

To examine the effects of intergroup dialogue in social work. Project aimed to increase faculty knowledge and improve students' skills in communicating about difficult subjects by participating in intergroup dialogue. Faculty infused the 4-stage IGD model in seven Bachelor of Social Work courses. Assessment, using pre-post tests, were administered to evaluate increases in students' level of ...

- 1) Empathy,
- 2) Awareness of social inequality,
- 3) Beliefs about inequality in society,
- 4) Capacity to engage in dialogue,
- 5) Communication regarding difference

Methods

Qualitative and Quantitative

- Focus Group
- Pre-Post Test
- 45 -Item survey instrument
- Post -test added open-ended questions

Future Plans

1. Continue data collection
 2. Expand assessment for individual differences
 3. Disseminate work
- Future research** includes finding significance. Additional work needed to conduct more comparative

Assessed Impact

On success and learning

1. Students reported learning for personal growth
2. Overall drop in beliefs about inequality in society (3.3 to 3)
3. Increase in ability to communicate regarding difference (5.5 to 5.7)

Project Details

Courses included in project:

- S102 – Social Work in a Pluralistic society (4 sections)
- S141 – Introduction to Social Work (4 sections)
- S221 – Human Growth and Development (2 sections)

Target Student Population:

Undergraduate pre-social work students in our introductory courses

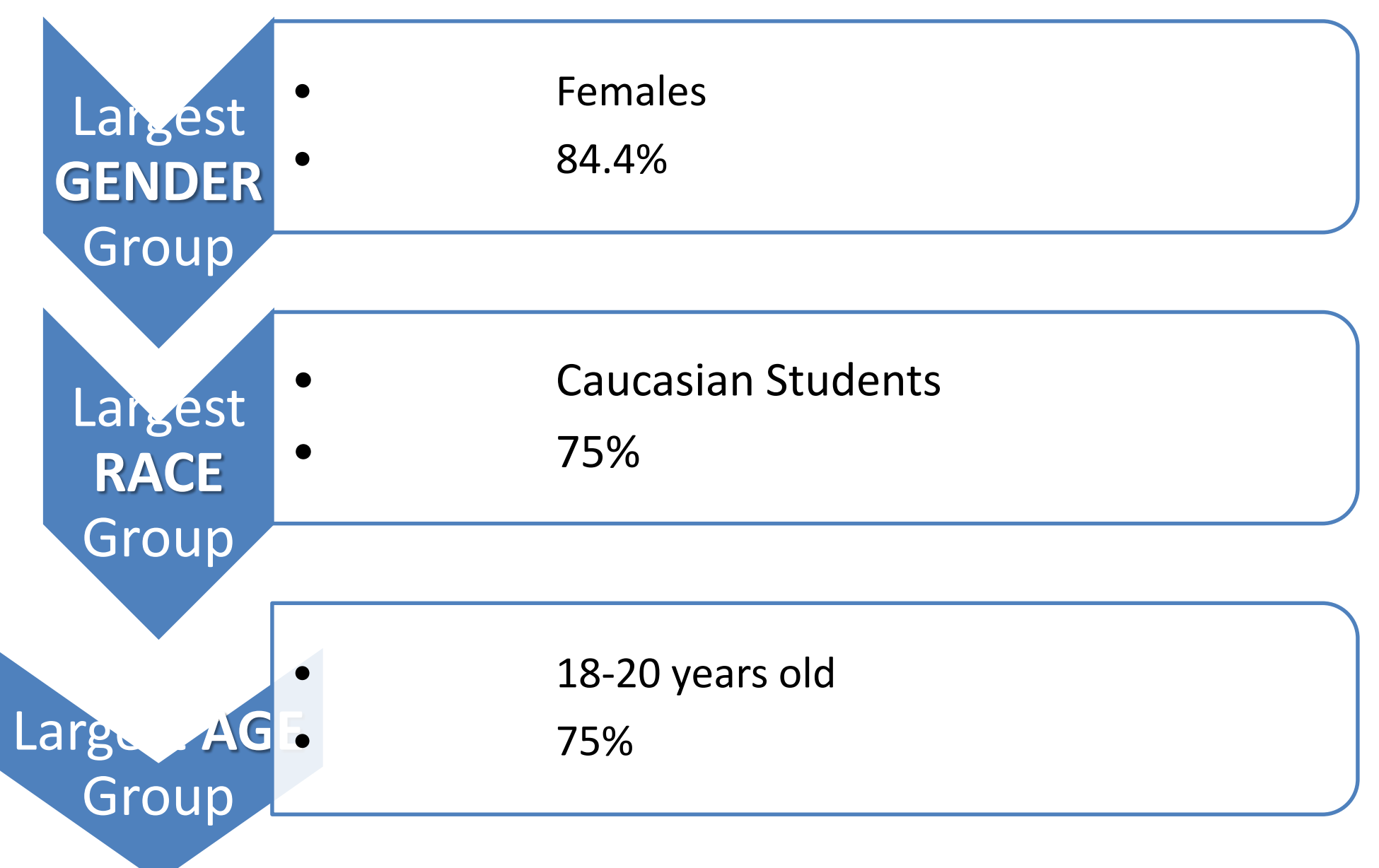
Project Goals:

1. Train social work faculty in IGD principles and practices.
2. Re-organize and prepare syllabi for selected social work courses to include IGD 4-stage principles. Included:
 - a) creating a shared meaning of dialogue,
 - b) addressing identity issues, social relations and conflict,
 - c) exploring contemporary issues of social justice around selected “hot topic”and
 - d) learning how to build alliances and empower ourselves and others.
3. Implement the IGD model in courses to increase student knowledge of intergroup relations.
4. Evaluate the impact of the IGD model
5. Recruit social work students to participate and complete the IGD training to serve as facilitators to future social work faculty and co-peer facilitators.

Current Status of Research

Summary Demographics

N=197



Intervention

- Faculty-training,
- Infusion of the 4-stage intergroup dialogue model into selected courses at a 4week interval
- Implementation of the model in one set of courses
- Comparison of constructs in a comparison group
- **Pre and post tests**

Pedagogy

- ✓ Target and agent structure for students to engage in a difficult topic of their own choosing
- ✓ Use of the IGD four stage model and skill set to respond to the challenge as a group
- ✓ Infusion of:
 - ❖ open dialogue,
 - ❖ culture box,
 - ❖ fish bowl discussions,
 - ❖ understanding triggers,
 - ❖ listening skills,
 - ❖ articulating your story without judgment
 - ❖ **Validating the others' story**
 - ❖ **Finding space** comunicatetodialogue in safety