

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW-525: Clinical Social Work Practice with Groups

Course Outline

Fall 2004

Instructor: Walter Winchester, CMSW
winchestwalt@cs.com
Office: 316-3597

Class Time: Tuesday, 1:00 p.m.-3:50 p.m.

Office Hours: Thursday, 11:00 a.m. B 12:00 p.m. or by appointment

Required Text

Reid, Kenneth E. (1997). Social Work Practice with Groups: A Clinical Perspective (2nd edition). Pacific Grove, CA: Brooks/Cole.

Additional Reading

The following readings are on reserve in the library:

1. Brown, A. & Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. Social Work with Groups, 17 (3), pp. 5-21.
2. Corey, M.S. & Corey, G. (1997). Ethical and legal issues in group counseling. *Group: Process and Practice* (5th edition). Pacific Grove, CA: Brooks/Cole.
3. Corey, M.S. & Corey, G. (1997). Ending a group. *Group: Process and Practice* (5th edition). Pacific Grove, CA: Brooks/Cole.
4. Dies (1993). The role of evaluation in clinical practice: Overview and group treatment illustration. International Journal of Group Psychotherapy, 43, pp.77-102
5. Hurdle, D. (1990). The ethnic group experience. Social Work With Groups, 13 (4). pp. 59-68
6. Klein, R. (1999). A Group Work Practice with Transgendered Male to Female Sex Workers@, In Mallon, G. (1999) Social Services with Transgendered Youth (95-109).
7. Margolies, L. (1990). Cracks in the frame: Feminism and the boundaries of therapy. Women and Therapy, 9 (4), pp. 19-30.
8. Peterson (1992). The power differential in the professional/client relationship. At Personal Risk. New York: W.W. Norton and Co. pp. 34-49.

9. Riordan and Boggs (1988). Some critical differences between self-help and therapy groups. Journal for Specialists in Group Work, 1. pp.24-28.
10. Rosenberg, P. (1984). Support groups: A special therapeutic entity. Small Group Behavior, 15, pp. 173-185.
11. Yalom, (1995). A Problem Patients, @ The Theory and Practice of Group Psychotherapy, pp. 369-403

Course Requirements

Support/Self-Help Group Paper - 20%
 Participation in either the Lab Group Experience - 20%
 Presentation on Group Work with a Vulnerable Population/Special Issue - 20%
 Final Paper (details attached) - 30%
 Attendance and Participation - 10%

Grading

93 - 100 - A
 88 - 92 - B
 80 - 87 - C
 75 - 79 - D
 70 - 74 - C

Class Schedule

August 24, 2003

Lecture: Introduction to Course
 Review of Syllabus
 Discussion of Assignments
 The History of Group Work

August 31, 2003

Lecture: Evolution of a Group (Corey & Corey video)
 Readings: Reserve reading 9: Some critical differences between self-help and therapy groups
 Reserve Reading 10: Support groups: A special therapeutic entity

September 7, 2004

Lecture: Therapeutic Factors in Groups
 Readings: Reid, Chapter 1: Groups to Help People

Reid, Chapter 3: Therapeutic Factors in Groups

September 14, 2004

Lecture: The Concept of Group Development
Lab Group #1
*Self-help/support group paper is due
Readings: Reid, Chapter 4: The Group Cauldron

September 21, 2004

Lecture: Selection of Group Members
Variables to Consider in Developing a Group
Lab Group #2
Readings: Reid, Chapter 5: The Person as Member

September 28, 2004

Lecture: Pre-group planning
Establishing the Group
Lab Group #3
Readings: Reid, Chapter 9: Establishing the Group

October 5, 2004

Lecture: The Group Leader
Assessment of Leadership Skills
Lab Group #4
Readings: Reid, Chapter 6: Worker in the Group

October 12, 2004

Lecture: Leadership Roles and Skills in Group Work
Lab Group #5
Readings: Reid, Chapter 7: Foundation Skills

October 19, 2004

Lecture: Strategies and Interventions for Group Leaders
Dealing with Difficult Members
Readings: Reid, Chapter 8: Worker Interventions
Reid, Chapter 11: Program Activities

October 26, 2004

Lecture: The Beginning Phase of the Group
The Middle Phase of the Group
*Lab group paper is due
Readings: Reid, Chapter 10: The Beginning Phase of Group Work
Reid, Chapter 12: The Middle Phase of Group Work

November 2, 2004

Lecture: The Ending Phase of the Group

Evaluation of Group Work
Group Work Presentations 1 & 2
Readings: Reid, Chapter 13: The Ending Phase of Group Work
Reserve reading 3: Ending a group
Reserve reading 4: The role of evaluation in clinical practice:
Overview and group treatment illustration

November 9, 2004

Lecture: Ethics and Professional Boundaries in Group Work
Group Work Presentations 3 & 4
Readings: Reserve readings 2: Ethical and legal issues in group counseling
Reserve reading 8: The power differential in the professional/client
relationship

November 16, 2004

Lecture: Multicultural/diversity issues in Group Work
Proven interventions for specialized populations
Group Work Presentations 5 & 6
Readings: Reserve readings 1: Group work with mixed membership groups:
Issues of race and gender
Reserve reading 5: The ethnic group experience
Reserve reading 6: Group work practice with transgendered male
to female sex workers
Reserve reading 7: Cracks in the frame: Feminism and the
boundaries of therapy

November 23, 2004

No class Thanksgiving Break

November 30, 2004

Final Paper Due

SW525
Group and Self-Assessment Paper

Students will hand in a final paper assessing their lab group and their participation in the group. The paper should be no more than 8 pages - typed doubled spaced and is to include:

- 1) a brief description of the group you led
- 2) an evaluation of the dynamics of the group you led
- 3) a critique of how you functioned as a leader. To what extent were the goals on your agenda achieved? What were your strengths and limitations as a leader? What factors influenced your leadership performance? How did you feel about being the leader? What areas of leadership do you need to develop and why? What would you do differently next time?
- 4) a critique of your role as a group member. What roles did you effectively play? What did you contribute to the group? Did you detract from the group through commission or omission? What would you do differently next time?
- 5) an analysis and synthesis of the development and process of the group. Discussion should focus on key issues or situations which effected the group=s norms, cohesion, roles, communication patterns, power, conflict, decision making and problem-solving.

The paper will be evaluated and graded based on the following criteria:

- 1) Organization and Presentation - how well organized and written is the paper?
- 2) Comprehensiveness - how thorough was the student in completing the assignment?
- 3) Conceptual Basis - was the analysis and discussion based on an identified theoretical or conceptual basis or simply descriptive in nature?
- 4) Analytic Ability - to what degree are the separate aspects linked together in a holistic integrated way?

Final Papers Due: November 30, 2004