

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

SW525 - Clinical Social Work Practice with Groups

Course Outline

Fall 2006

Instructor: Sandra J. Gonzalez, MSSW, LCSW

Class time: Tuesday, 1:00 – 3:50p.m.

Office hours: Tuesday, 4:00 – 5:00p.m.

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Office: Room 263

Required Text

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

Toseland, R. and Rivas, R. (2004). An Introduction to Group Work Practice. Allyn & Bacon.

Supplemental Text

Yalom, I. (2005). The Theory and Practice of Group Psychotherapy (5th edition). Basic Books.

Additional Reading

The following readings are on reserve online.

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). "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.

Course Requirements

Graduate level work includes an ability to synthesize one's experience and knowledge into an explication that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. The following criteria will be used for all graded assignments:

1. quality and clarity of writing and organization
2. comprehensiveness
3. the extent to which course concepts, discussion and readings are reflected in the writing.
4. accuracy and specificity of observations.

1. Assigned Readings and Attendance at Class Sessions

Students are expected to read the assigned readings before attending the class in which they are assigned. The readings have been selected to supplement the text and expand one's repertoire of group knowledge. Students are encouraged as they read and as they work with groups in the field to bring their reactions and questions to class for discussion. Regular attendance is essential given the purpose and design of this course. The instructor reserves the right to give some weight, positive or negative, to classroom participation. In the case of a medical or personal emergency, the student should make a reasonable effort to contact the instructor in advance. An extension of time for a written assignment is not automatic and there may be a grade penalty.

2. Assignment on Group Work with a Vulnerable Population/Special Problem Area

Working in a small group, you will complete an assignment on group work with a particular client population/problem area. This assignment will involve a paper/outline and presentation by the group on what has been written about the client population (major issues with which they struggle, special dynamics, etc.), special factors to take into consideration when conducting groups with this population (how would format, duration, timing, and location of the groups be affected, what does this mean about the members' roles and leader's role, how might group dynamics be impacted?), what group methods/techniques are most effective based on all of the above? What type of inclusion/exclusion criteria would you use for this type of group and why? What ethical concerns should you be sensitive to when running a group with this population? What might be the best methods of evaluating such a group? Group presentation evaluation guidelines are available at the online class website.

3. Participation in Small Group Labs and Completion of Lab Log

Students will be assigned to a small lab group that will meet weekly over the course of the semester for the purpose of learning experientially about the small group process. Each student will have the opportunity to lead their group at least once during the semester. The lab groups will be conducted as follows:

- Members will be assigned to groups in the 1st class session. The lab groups will focus on issues related to becoming and being a professional social worker.
- Each student will be responsible for leading their respective group activities at least once. Prior to each session the group leader will plan the next group session. This planning should incorporate an analysis of the group dynamics and the implications they have for the next session's agenda.

- The lab group will meet weekly for 65 minutes—50 minutes for the session and 15 minutes for session evaluation. After each session each student will complete a brief feedback sheet for the leader regarding the leader’s performance (a feedback form is available online for the leader. The leader is responsible for making copies for their group). The group leader will summarize the group meeting and invite other group members to comment on their perceptions about the group session.
- As part of the small group assignment, students will be required to maintain a *weekly log of their experience in the group*. This log should reflect the student’s observations and an analysis of the group’s stage of development and of the group dynamics, including a description and analysis of different roles in the group and their feelings about the group process. Guidelines for the log are available at the online class website.

LOG DUE DATES: Logs are due weekly – hand in logs at the beginning of the class following your lab group meetings.

4. Final Paper

The final paper will give students an opportunity to integrate their learning from the class and to critically apply this learning to experience within their lab group. Final papers are due November 28, 2006. Guidelines for the paper are available at the online class website.

Grade Distribution

1.	Class participation	10 points
2.	Vulnerable Populations/ Special Problem Assignment	30 points (18 individual/12 group)
2.	Logs	30 points
3.	Final Paper	30 points

Grading

A (95-100) Outstanding/Superior. Student consistently exceeds expectations.

B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Average. Student consistently meets normal expectations for the course.

C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

Class Schedule

August 29, 2006

Lecture:	Introduction to Course Review of Syllabus Discussion of Assignments Assignment of Lab Groups The History of Group Work
Readings:	Toseland & Rivas, Chapter 2: Historical Development

September 5, 2006

- Lecture: Evolution of a Group (Corey & Corey video)
Readings: Toseland & Rivas, Chapter 1: Introduction
Reserve reading 9: Some critical differences between self-help and therapy groups
Reserve Reading 10: Support groups: A special therapeutic entity

September 12, 2006

- Lecture: No lecture on this day. Lab groups will meet and students are responsible for the readings. Additional notes will be available at the online class website and we will revisit important themes next week.
(Therapeutic Factors in Groups)
Lab Group #1
- Readings: Reid, Chapter 1: Groups to Help People
Reid, Chapter 3: Therapeutic Factors in Groups
Yalom, Chapter 1: The Therapeutic Factors
Yalom, Chapter 2: Interpersonal Learning
Yalom, Chapter 3: Group Cohesiveness
Yalom, Chapter 4: The Therapeutic Factors: An Integration

September 19, 2006

- Lecture: The Concept of Group Development
Lab Group #2
1st Log due
- Readings: Reid, Chapter 4: The Group Cauldron
Toseland & Rivas, Chapter 3: Understanding Group Dynamics
Yalom, Chapter 9: The Composition of Therapy Groups

September 26, 2006

- Lecture: Selection of Group Members
Variables to Consider in Developing a Group
Lab Group #3
2nd Log due
- Readings: Reid, Chapter 5: The Person as Member
Yalom, Chapter 8: The Selection of Clients

October 3, 2006

- Lecture: Pre-group planning
Establishing the Group
Lab Group #4
3rd Log due
Group Work Presentations 1 & 2
- Readings: Reid, Chapter 9: Establishing the Group
Toseland & Rivas, Chapter 6: Planning the Group
Yalom, Chapter 10: Creation of the Group

October 10, 2006

- Lecture: The Group Leader
Assessment of Leadership Skills
Group Work Presentations 1 & 2
Lab Group #5
4th Log due
Group Work Presentations 3 & 4

Readings: Reid, Chapter 6: Worker in the Group
Toseland & Rivas, Chapter 4: Leadership
Yalom, Chapter 5: The Therapist: Basic Tasks
Yalom, Chapter 6: The Therapist: Working in the Here-and-Now

October 17, 2006

Lecture: Leadership Roles and Skills in Group Work
Group Work Presentation 3
Lab Group #6
5th Log due
Group Work Presentations 5 & 6

Readings: Reid, Chapter 7: Foundation Skills
Toseland & Rivas, Chapter 5: Leadership and Diversity
Yalom, Chapter 7: The Therapist: Transference and Transparency

October 24, 2006

Lecture: Strategies and Interventions for Group Leaders
Dealing with Difficult Members
Lab Group #7
6th Log due

Readings: Reid, Chapter 8: Worker Interventions
Reid, Chapter 11: Program Activities
Yalom, Chapter 13: Problem Group Members
Yalom, Chapter 14: The Therapist: Specialized Formats and Procedural Aids

October 31, 2006

Lecture: The Beginning Phase of the Group
Lab Group #8
7th Log due

Readings: Reid, Chapter 10: The Beginning Phase of Group Work
Toseland & Rivas, Chapters 7 & 8: The Beginning Stage
Yalom, Chapter 11: In the Beginning

November 7, 2006

Lecture: The Middle Phase of Group
Lab Group #9
8th Log Due

Readings: Reid, Chapter 12: The Middle Phase of Group Work
Toseland & Rivas, Chapters 9, 10, 11, & 12: The Middle Stage

November 14, 2006

Lecture: The Ending Phase of the Group
Evaluation of Group Work
Lab Group #10 (Final Lab Group)
9th Log due

Readings: Reid, Chapter 13: The Ending Phase of Group Work
Toseland & Rivas, Chapters 13 & 14: The Ending Stage
Yalom, Chapter 12: The Advanced Group
Reserve reading 3: Ending a group
Reserve reading 4: The role of evaluation in clinical practice: Overview and group treatment illustration

November 21, 2006

Lecture: Ethics and Professional Boundaries in Group Work

10th Log due

Readings: Reserve readings 2: Ethical and legal issues in group counseling
Reserve reading 8: The power differential in the professional/client relationship

November 28, 2006

Lecture: Multicultural/diversity issues in Group Work
Proven interventions for specialized populations

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

Final Paper Due

December 5, 2006 Wrap-Up, Termination Exercise, and Evaluation