

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

SW 525 - Clinical Social Work Practice with Groups

Course Outline
Spring 2004

Instructor: Sherry Cummings
Time: Thursday 9:00 - 11:50 p.m.
Office hrs: Thursday, 12:00 - 1:30pm

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Required Text

Henry, S. (1992) Group Skills in Social Work (Second Edition). Pacific Grove, CA: Brooks/Cole, 1997.

Assigned Readings - on reserve in the library

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.

Corey, (1997). Groups: Process & Practice. Pacific Grove, CA: Brooks/Cole Publishing.

Dies (1993). The role of evaluation in clinical practice: Overview and group treatment illustration. International Journal of Group Psychotherapy, 43, 77-102

Gitterman & Shulman (1994). Mutual Aid Groups, Vulnerable Populations, and the Life Cycle, (Second Edition) New York: Columbia University Press, 1994.

Hurdle, (1990). The ethnic group experience. Social Work With Groups, 13(4). pp. 59-68.

Klein, R (1999). Group work practice with transgendered male to female sex workers, In Mallon, G., Social services with transgendered youth pp. 95-109

Margolies, (1990). Cracks in the frame: Feminism and the boundaries of therapy. Women and Therapy, 9 (4), pp. 19-30.

Peterson, (1992). The power differential in the professional/client relationship. At Personal Risk. New York: W. W. Norton and Co. pp. 34-49.

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

Riordan and Boggs, (1988). Some critical differences between self-help and therapy groups. Journal for Specialists in Group Work, 1, 24-28

Rosenberg (1984). Support groups: A special therapeutic entity. Small Group Behavior, 15, 173-185.

Toseland & Rivas (1984). An Introduction to Group Work Practice New York: MacMillian.

Yalom, (1995). The Theory and Practice of Group Psychotherapy, Fourth Edition, New York: Basic Books.

Course Requirements

Graduate level work includes an ability to synthesize one's experience and knowledge into an explication which illuminates theory and an understanding of the course material. The writing of papers and the exam 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.

I. 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.

II. 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 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 in 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 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?

III. Participation in Small Group Labs

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 quarter. 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. Group leaders have the option of meeting with the instructor to receive assistance in planning the session

* 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 will be provided to each 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 their role in the group and their feelings about the group process. Guidelines for the log are attached.

LOG DUE DATES: Logs are due weekly (week 2 through week 9)

IV. 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. Guidelines for the final paper are attached. Final papers are due Mr. 29th. Those students in a group presenting on Mr. 29th may turn their final papers in on Ap. 5th.

Grade Distribution

1.	Vulnerable Population/Special Problem Assignment	30 points
2.	Logs	30 points
3.	Final Papers	30 points
4.	Class participation	10 points

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

Course Calendar, Outline, & Readings

WEEK #1 Introduction to Class
(1-15-04) Review of Course Syllabus
Assignment of Groups

WEEK #2 Use of Groups in Social Work Practice
(1-22-04) Historical Context
Types of Groups
Different Theoretical Approaches

READINGS:

Gitterman & Shulman, "The Life Model, Mutual Aid, Oppression, and the Mediating Function" in Mutual Aid Groups, Vulnerable Populations, and the Life Cycle, pp. 3-28.

Reid, Chapter 2, "A Historical Context"

Riordan and Boggs, (1988). Some critical differences between self-help and therapy groups. Journal for Specialists in Group Work, 1, 24-28

Rosenberg (1984). Support groups: A special therapeutic entity. Small Group Behavior, 15, 173-185.

LAB GROUPS BEGIN

WEEK #3 Use of Groups as a Method of Practice
(1-29-04) Interpersonal Influence Processes
Therapeutic Factors

READINGS:

Reid, Chapter 3, "Therapeutic Factors in Groups"

Lee & Swenson, "The Concept of Mutual Aid," in Mutual Aid Groups, Vulnerable Populations, and the Life Cycle, pp. 413-429.

WEEK #4 Social Worker Skills in Group Work; Overview of Concepts

(2-5-04)

READINGS:

Henry, Chapter 1 “Context”

Shulman, “Group Work Method” in Mutual Aid Groups, Vulnerable Populations, and the Life Cycle, pp. 29-58.

WEEK #5
(2-12-03)

Group Dynamics; Stages of group development

READINGS:

Henry, Chapters 2 “A Four-Dimensional Approach to Group Skills”

Toseland & Rivas, “Understanding Group Dynamics” in An Introduction to Group Work Practice, pp. 56-64

WEEK #6
(2-19-04)

Pre-Group Planning; Convening Stage

READINGS:

Henry, Chapters 3 & 4 “The Initial Stage” and “The Convening Stage”

Yalom, (1995). “Creation of the Group: Place, Time, Size, Preparation,” The Theory and Practice of Group Psychotherapy, Fourth Edition, New York: Basic Books. pp. 266-278.

WEEK #7
(2-26-04)

Formation stage of the group, worker skills & role

READINGS: Henry, Chapter 5 “The formation Stage”

WEEK #8
(3-4-04)

Formation stage of the group, worker skills & role continued...

WEEK #9
(3-11-04)

Spring Break

WEEK #10
(3-18-04)

Conflict/disequilibrium stage; Worker skills & role

READINGS: Chapter 6 “The Conflict/Disequilibrium Stage”

WEEK #11
(3-25-04)

The maintenance and termination stage, worker skills & role

READINGS: Henry, Chapters 7 & 8 - “The Maintenance Stage” and “The Termination Stage”

WEEK #12
(4-1-04)

No Class

WEEK #13 Working With Difficult Clients and Group Situations; Evaluating Groups
(4-08-04)

READINGS:

Yalom, (1995). "Problem Patients," The Theory and Practice of Group Psychotherapy, pp.369-403.

Dies (1993). The role of evaluation in clinical practice: Overview and group treatment illustration. International Journal of Group Psychotherapy, 43, 77-102

WEEK # 14 Attending to Multiculturalism in Groups; Ethics and Professional Boundaries in
(4-15-04) Groups for Special and Vulnerable Populations

READINGS:

Corey, (1997). "Ethical and Legal Issues in Group Counseling," in Groups: Process & Practice, pp. 25-58.

Margolies, (1990). Cracks in the frame: Feminism and the boundaries of therapy. Women and Therapy, 9 (4), pp. 19-30.

Peterson, (1992). The power differential in the professional/client relationship. At Personal Risk. New York: W. W. Norton and Co. pp. 34-49.

WEEK # 15 Wrap-Up and Evaluation
(4-22-03)

SW 525
GUIDELINES FOR LOGS

Thoughtfully prepare your logs. Type or clearly print your logs. Logs should be no more than 2 pages, double spaced. DATE EACH LOG ENTRY. Put your group # in the top right hand corner Each log entry will be given a number grade from 1 to 3. 3=very well thought out and comprehensive; 2=adequately comprehensive and thought out; 1=minimal thought and depth. Logs that are not turned in will be assigned a "0". Points 24-20 =A; Points 20-16 =B; Points 16-8 =C.

1. Describe tonight's session...what was the agenda?.
2. What observations did you make about the individual members? Do not use names, give them a number or letter and keep this for the duration of the semester. Briefly summarize your observations of each member in a few sentences.
3. What did you learn about yourself in this session?
4. Would you change anything about your participation in this session? If so, what would you change and why would you change?
5. What stage of group development is your group in this week?
6. What roles are emerging in the group? Which members are assuming certain roles?
7. What are the communication/interaction patterns in the group? Are they the same each week? Pay attention to non-verbal communication.
8. Do you think your group is cohesive? Describe why or why not.
9. Are the group dynamics appropriate for the group's stage of development?
10. How are decisions made in your group? What are the norms? Have they changed over time?
11. Are there any conflicts developing in your group?
12. What are you learning about groups?
13. How are you feeling about groups?
14. How do you feel about ending the group (end of semester) ? Do you think members of a group you lead have similar feelings?