

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

**SW525 - Clinical Social Work Practice with Groups**

Course Outline

Spring 2006

Credits: 3

Telephone: 615-945-2941

Class Meetings: Thursday 9:00 – 11:50

Instructor: Rachel Cook, LCSW

Email: [cookrec@gmail.com](mailto:cookrec@gmail.com)

Office Hours: By Appointment

**Required Text**

Reid, Kenneth E. (1997). Social Work Practice with Groups: A Clinical Perspective (2<sup>nd</sup> 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* (5<sup>th</sup> edition). Pacific Grove, CA: Brooks/Cole.
3. Corey, M.S. & Corey, G. (1997). Ending a group. *Group: Process and Practice* (5<sup>th</sup> 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

### 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.

### 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 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?

### 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 1<sup>st</sup> 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 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 different roles in the group and their feelings about the group process. Logs are due weekly and will be handed in during class following your lab group meetings.

### 4. Demonstration of Program Media

You will complete an assignment on the effective delivery of program media. You will find a previously published program media (i.e. group exercise) and lead a small group in completing the chosen exercise. Afterwards, you will make a presentation to the whole class and turn in a paper in which the following concerns will be addressed:

- With what population would this exercise be most appropriate?
- When in the life of the group should this exercise be conducted?
- What is (are) the goal(s) of the exercise?
- What, if any, contraindications/ethical considerations exist for conducting such an exercise with this population?

## **5. 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 paper will be given.

### **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**

January 12, 2006

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

January 19, 2006

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

January 26, 2006

Lecture: Therapeutic Factors in Groups  
Lab Group #1  
Readings: Reid, Chapter 1: Groups to Help People  
Reid, Chapter 3: Therapeutic Factors in Groups

February 2, 2006

Lecture: The Concept of Group Development

- Readings: Lab Group #2  
Reid, Chapter 4: The Group Cauldron
- February 9, 2006  
Lecture: Selection of Group Members  
Variables to Consider in Developing a Group  
Lab Group #3  
Readings: Reid, Chapter 5: The Person as Member
- February 16, 2006  
Lecture: Pre-group planning  
Establishing the Group  
Group Work Presentations 1 & 2  
Lab Group #4  
Readings: Reid, Chapter 9: Establishing the Group
- February 23, 2006  
Lecture: The Group Leader  
Assessment of Leadership Skills  
Group Work Presentations 3 & 4  
Lab Group #5  
Readings: Reid, Chapter 6: Worker in the Group
- March 2, 2006  
Lecture: Leadership Roles and Skills in Group Work  
Group Work Presentations 5 & 6  
Lab Group #6  
Readings: Reid, Chapter 7: Foundation Skills
- March 9, 2006  
Lecture: Strategies and Interventions for Group Leaders  
Dealing with Difficult Members  
Lab Group #7  
Readings: Reid, Chapter 8: Worker Interventions  
Reid, Chapter 11: Program Activities
- March 16, 2006  
Lecture: The Beginning Phase of the Group  
The Middle Phase of the Group  
Lab Group #8  
Readings: Reid, Chapter 10: The Beginning Phase of Group Work  
Reid, Chapter 12: The Middle Phase of Group Work
- March 23, 2006  
Spring Break—NO CLASS
- March 30, 2006  
Lecture: The Ending Phase of the Group  
Evaluation of Group Work  
Program Media Demonstrations (5)  
Lab Group # 9  
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

April 6, 2006

Lecture: Ethics and Professional Boundaries in Group Work  
Program Media Demonstrations (5)  
Lab Group # 10

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

April 13, 2006

Lecture: Multicultural/diversity issues in Group Work  
Proven interventions for specialized populations  
Program Media Demonstrations (5)

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

April 20, 2006

Program Media Demonstrations (remainder)  
Final Paper Due

April 27, 2006

Wrap-Up, Termination Exercise, and Evaluation