

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

SW 525 – Clinical Social Work Practice with Groups

Course Outline

Fall 2007

Instructor: Dr. Leonora E. Foels, LCSW

Phone: 256-1885 ext. 136

Class Time: Tuesday, 9:00 to 11:50 am

Tuesday, 1:00 to 3:50 pm

Email: lfoels@utk.edu

Office Hours: Tuesday, 4:00 to 5:00pm and by appointment.

Office: Room 280

Required Text

Reid, K. E. (1997). *Social work practice with groups* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Toseland, R. W., & Rivas, R. F. (2005). *An introduction to groups work practice* (5th ed.). Boston, MA: Allyn & Bacon.

Supplemental Text

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

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. Even if you use a word processing program with spell check, proof read your work. *Spell checks dew knot peek awl errors.* The usage of the **Publication Manual of the American Psychological Association (5th ed.)** format including the use of headings/subheadings is expected to be used as a guide for writing and citing sources. The following criteria will be used for graded assignments:

- Quality and clarity of writing and organization,
- Comprehensiveness,
- The extent to which course concepts, discussion and readings are reflected in the writing,
- Accuracy and specificity of observations, and
- Submission of assignments on the dates specified within the guidelines provided.

1. Assigned Readings and Attendance

Students are expected to complete all assigned readings assigned by the instructor before attending class. 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 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. Students are expected to be on time for class. Excessive absences from the course and chronic lateness will impact the grade assigned. 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 course written assignment is not automatic. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.** The instructor reserves the right to give some weight, positive or negative, to classroom participation.

2. Assignments

All About Me...; Due Week 2 (9/4/07)

This assignment has two parts...pay attention to both. **Part I** of this assignment asks students to introduce themselves to the instructor. **Part II** of this assignment asks students to present their own experiences with groups. In this section students are encouraged to talk about their interest in working with groups, what they hope to learn from this course, discuss what aspects of themselves might be challenged by the new journey they are about to take and how they intend to prepare for and handle the challenge, and identify 3 to 5 questions that are important to them in relation to groups.

Group Work Paper and Presentation (10/2, 10/9, & 10/16/07)

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 dynamics 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.

Participation in Small Group Labs and Completion of Lab Log; Due Weekly

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 first 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 groups 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. *In addition students may add any material of their choosing they believe is relevant to the course content i.e. their own group practice, class discussion, their experience with the course etc.* Guidelines for the log are available at the online class website.

LOGS DUE DATES: Logs are due weekly. Submit logs at the beginning of the class following your lab group meetings.

Grade Distribution

Class Participation;	10 points
All about Me	20 points
Group Work Paper/Presentation;	30 points
Logs;	<u>40 points</u>
Total	100 points

**Due dates are noted on each assignment as well as the attached course schedule.

Grading Scale

The following grading scale will be used for final course grade.

A (95-100)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+ (90-94)	Very Good – Student consistently meets and occasionally exceeds normal

- expectations for the course.
- B (85-89) Good – Student consistently meets normal expectations for the course.
- C+ (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
- C (70-79) Poor - There is a lack of understanding of course content. Student does not meet course expectations.
- F (69-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

Course Outline

Week 1 (8/28/07)

Lecture: Introduction to course, review of syllabus, discussion of assignments, and Assignment of lab groups.

Readings: The History of Group Work
Toseland & Rivas, Chapter 2

Week 2 (9/4/07)

ALL ABOUT ME DUE

Lecture: Evolution of a group (Corey & Corey video)

Readings: Toseland & Rivas, Chapter 1

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

Rosenberg, P. (1984). Support groups: A special therapeutic entity. *Small group behavior, 15*, 173-185.

Week 3 (9/11/07)

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)

Readings: Lab Group #1
Reid, Chapters 1 & 3
Yalom, Chapters 1, 2, 3, & 4

Week 4 (9/18/07)

Lecture: The Concept of Group Development
Lab Group #2
1st Log due

Readings: Reid, Chapter 4
Toseland & Rivas, Chapter 3
Yalom, Chapter 9

Week 5 (9/25/07)

Lecture: Selection of Group Members

Variables to Consider in Developing a Group
Lab Group #3
2nd Log due

Readings: Reid, Chapter 5
Yalom, Chapter 8

Week 6 (10/2/07)

Lecture: Pre-group Planning
Establishing the Group
Lab Group #4
3rd Log due
Groups Presentations 1 & 2

Readings: Reid, Chapter 9
Toseland & Rivas, Chapter 6
Yalom, Chapter 10

Week 7 (10/9/07)

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

Readings: Reid, Chapter 6
Toseland & Rivas, Chapter 4
Yalom, Chapters 5 & 6

Week 8 (10/16/07)

Lecture: **MID SEMESTER EVALUATION**
Leadership Roles and Skills in Group Work
Lab Group #6
5th Log due
Group Work Presentations 5 & 6

Readings: Reid, Chapter 7
Toseland & Rivas, Chapter 5
Yalom, Chapter 7

Week 9 (10/23/07)

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

Readings: Reid, Chapters 8 & 11
Yalom, Chapters 13 & 14

Week 10 (10/31/07)

Lecture: The Beginning Phase of the Group
Lab Group #8

Readings: 7th Log due
Reid, Chapter 10
Toseland & Rivas, Chapters 7 & 8: The Beginning Stage
Yalom, Chapter 11

Week 11 (11/6/07)

Lecture: The Middle Phase of the Group
Lab Group #9

Readings: 8th Log due
Reid, Chapter 12
Toseland & Rivas, Chapters 9, 10, 11, & 12: The Middle Stage

Week 12 (11/13/07)

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

Readings: 9th Log due
Reid, Chapter 13
Toseland & Rivas, Chapters 13 & 14: The Ending Stage
Yalom, Chapter 12

Corey, M. S., & Corey, G. (1997). Ending a group. *Group: Process and practice* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

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

Week 13 (11/20/07)

Lecture: Ethics and Professional Boundaries in Group Work
10th Log due

Readings:

Corey, M. S., & Corey, G. (1997). Ethical and legal issues in group counseling. *Group: Process and practice* (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

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

Week 14 (11/27/07)

Lecture: Multicultural/Diversity Issues in Group Work
Proven Interventions for Specialized Populations

Readings:

Brown, A., & Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups*, 17(3), 5-21.

Hurdle, D. (1990). The ethnic group experience. *Social Work with Groups*, 13(4), 59-68.

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

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

Week 15 (12/4/07)

Wrap Up, Termination Exercise, and Evaluation