

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

SW525 - Clinical Social Work Practice with Groups

Course Outline

Fall 2007

Instructor: Brad Thomas, ABD, CMSW Email: bdewaynethomas@aol.com
Class time: 1:30 PM-4:30 PM , Tuesdays Office Phone: (901) 230-4709
Office Hours: By Appointment

Required Texts: The following books are **required** of the course and may be purchased from the usual book sellers:

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.

There are also other **required** readings that are listed in the syllabus and made available at the UTK on-line Library Course Reserves site.

Supplemental Texts: In addition to the required texts the following text books are **optional**, designed to assist you with the learning process and available from the usual booksellers:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington DC: Author.

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy* (5th edition). 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. The following criteria will be used for all 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.

Quizzes and exercises (20%) – Up to six quizzes and exercises will be given throughout the semester on dates and times determined by the professor. Not all quizzes and excises will be announced prior to their administration. The format for quizzes will include objective and short answer questions covering content from the week's reading and lecture notes. The format for exercises will include activities performed in class related to the content of the lecture. The lowest quiz/exercise score will be deleted. The grade

will be calculated averaging the remaining scores. Make up quizzes and exercises will not be given, unless due to **documented emergencies**.

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 on page 10 of this syllabus.

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 for the leader on page 12 of the syllabus. 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.
- Guidelines for the logs are on page 11 of this syllabus.
- **LOG ARE DUE AT BEGINNING OF CLASS** according to dates on outline.

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 26, 2006. Guidelines for the paper are on page 12 of this syllabus.

Grade Distribution: The course grade is based on a combination of quizzes, papers and projects which will be computed on the following parts.

20%	(200 points)	Quizzes & Exercises
20%	(300 points)	Logs
30%	(300 Points)	Vulnerable Populations/ Special Problem Assignment
30%	(300 points)	Final Paper

Grading: The grading scale is as follows:

A	900-1000 points	C	700-769 points
B+	870-899 points	D+	670-699 points
B	800-869 points	D	600-669 points
C+	770-799 points	F	<599 points

Inclement weather or other emergency cancellation

If your class session is canceled due to inclement weather or other unexpected circumstance please, continue to read and complete assignments as you are responsible for knowing all course material for quizzes and exercises. If you have a due date for a written assignment, all deadlines are deferred until the next course session unless otherwise specified on this course's web page. That means; that you are expect to turn in your assignments for the week missed and the current session and/or be ready to present your "past due" presentation.

Attendance, participation and class rules

1. Students are expected to be on time, attend all class sessions, and stay until the completion of the class.
2. Students are to complete reading assignments and be prepared to participate in class discussions, exercises and small group activities.
3. All written assignments are due at the beginning of class period of the date specified on the course outline.
4. Assignments are to be completed correctly at the time of submission.
5. Any disruption of the classroom-learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted.
6. All graduate students are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

Dropping the class: If you chose to drop the class, you have the responsibility to complete the paperwork according to the University's schedule. Not doing so may result in a failing grade.

Student retention: The University of Tennessee supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Student Academic Support Services in the General Education Building (located at the corner of Dunlap and Madison) in the basement Room BB9, 448-5056 for more information and referrals.

Email Inquiries: Please allow 48 hours for responses to course related email questions before re-submitting an email question. Please do NOT wait until the last minute to forward a course relevant question or concern (e.g., the day prior to an assignment due date).

Course Outline and Readings:

Week 1 Introduction to Course
Aug. 28, 07 Review of Syllabus
Discussion of Assignments
Assignment of Lab Groups
The History of Group Work

Required Readings:

Toseland & Rivas, Chapter 2: Historical Development
Reid, Chapter 2: A Historical Context

Supplemental Readings:

Yalom, Chapter 1: The Therapeutic Factors

Week 2 Evolution of a Group
Sep.4, 07 Corey & Corey video

Required Readings:

Toseland & Rivas, Chapter 1: Introduction
Riordan and Boggs (1988). Some critical differences between self-help and therapy groups. *Journal for Specialists in Group Work*, 1. pp.24-28.
Rosenberg, P. (1984). Support groups: A special therapeutic entity. *Small Group Behavior*, 15, pp. 173-185.

Supplemental Readings:

Yalom, Chapter 2: Interpersonal Learning

Week 3: Therapeutic Factors in Group
Sep. 11, 07 Lab Group #1

Required Readings:

Reid, Chapter 1: Groups to Help People
Reid, Chapter 3: Therapeutic Factors in Groups

Supplemental Readings:

Yalom, Chapter 3: Group Cohesiveness
Yalom, Chapter 4: The Therapeutic Factors: An Integration

Week 4: NO CLASS
Sep. 18, 07

Week 5: The Concept of Group Development
Sep. 25, 07 Lab Group #2
1st Log due

Required Readings:

Reid, Chapter 4: The Group Cauldron

Toseland & Rivas, Chapter 3: Understanding Group Dynamics

Supplemental Reading:

Yalom, Chapter 9: The Composition of Therapy Groups

Week 6: Selection of Group Members
Oct. 2, 07 Variables to Consider in Developing a Group

Lab Group #3

2nd Log due

Group Work Paper Due Groups 1 & 2

Required Readings:

Reid, Chapter 5: The Person as Member

Supplemental Reading:

Yalom, Chapter 8: The Selection of Clients

Week 7: Pre-group planning
Oct. 9, 07 Establishing the Group
Lab Group #4
3rd Log due
Group Work Presentations 1 & 2
Group Work Paper Due Groups 3 & 4

Required Readings:

Reid, Chapter 9: Establishing the Group

Toseland & Rivas, Chapter 6: Planning the Group

Supplemental Reading:

Yalom, Chapter 10: Creation of the Group

Week 8: The Group Leader
Oct. 16, 07 Leadership Roles and Skills in Group Work
Assessment of Leadership Skills
Lab Group #5
4th Log due
Group Work Presentations 3 & 4

Required Readings:

Reid, Chapter 6: Worker in the Group

Reid, Chapter 7: Foundation Skills

Toseland & Rivas, Chapter 4: Leadership

Supplemental Readings:

Yalom, Chapter 5: The Therapist: Basic Tasks

Week 9: Strategies and Interventions for Group Leaders
Oct. 23, 07 Dealing with Difficult Members
Lab Group #6
5th Log due

Required Readings:

Reid, Chapter 8: Worker Interventions

Reid, Chapter 11: Program Activities

Supplemental Readings:

Yalom, Chapter 13: Problem Group Members

Yalom, Chapter 14: The Therapist: Specialized Formats and Procedural Aids

Week 10: The Beginning Phase of the Group
Oct. 30, 07 Lab Group #7
6th Log due

Required Readings:

Reid, Chapter 10: The Beginning Phase of Group Work

Toseland & Rivas, Chapters 7 & 8: The Beginning Stage

Supplemental Reading:

Yalom, Chapter 11: In the Beginning

Week 11: No lecture on this day.
Nov. 6, 07 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.
(Evaluation, Leadership and Diversity)
Lab Group #8
7th Log due

Required Readings:

Toseland & Rivas, Chapter 5: Leadership and Diversity

Supplemental Readings:

Yalom, Chapter 7: The Therapist: Transference and Transparency

Yalom, Chapter 6: The Therapist: Working in the Here-and-Now

Week 12: The Middle Phase of Group
Nov. 13, 07 Lab Group #9
8th Log Due

Required Readings:

Reid, Chapter 12: The Middle Phase of Group Work

Toseland & Rivas, Chapters 9, 10, 11, & 12: The Middle Stage

Week 13: The Ending Phase of the Group
Nov. 20, 07 Lab Group #10 (Final Lab Group)
9th Log due

Required Readings:

Reid, Chapter 13: The Ending Phase of Group Work
Toseland & Rivas, Chapters 13 & 14: The Ending Stage
Corey, M.S. & Corey, G. (1997). Ending a group. *Group: Process and Practice* (5th edition). Pacific Grove, CA: Brooks/Cole.
Dies (1993). The role of evaluation in clinical practice: Overview and group treatment illustration. *International Journal of Group Psychotherapy*, 43, pp.77-102

Supplemental Reading:

Yalom, Chapter 12: The Advanced Group

Class 14: Ethics and Professional Boundaries in Group Work
Nov. 27, 07 Video “The Color of Fear”
10th Log due
Final Paper Due

Required Readings:

Corey, M.S. & Corey, G. (1997). Ethical and legal issues in group counseling. *Group: Process and Practice* (5th edition). Pacific Grove, CA: Brooks/Cole.
Peterson (1992). The power differential in the professional/client relationship. *At Personal Risk*. New York: W.W. Norton and Co. pp. 34-49.

Class 15: Multicultural/diversity issues in Group Work
Dec. 4, 07 Proven interventions for specialized populations
Wrap-Up, Termination Exercise, and Evaluation

Required Readings:

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.
Hurdle, D. (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. (1999) *Social Services with Transgendered Youth* (95-109).
Margolies, L. (1990). Cracks in the frame: Feminism and the boundaries of therapy. *Women and Therapy*, 9 (4), pp. 19-30.

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

Working in a small group (not the same individuals as the lab groups), students will complete an assignment on group work with a particular client population/problem area. This assignment will involve two parts (1) a group paper and (2) a group presentation.

Both the paper and the presentation should cover

1. Major issues with which the client population/problem area struggle
2. 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?),
3. What group methods/techniques are most effective based on all of the above?
4. What type of inclusion/exclusion criteria would you use for this type of group and why?
6. What ethical concerns should you be sensitive to when running a group with this population?
7. What might be the best methods of evaluating such a group?

PAPER: The paper should be no more than 15 pages – APA format, typed, 12 point, Times New Roman font, doubled-spaced with one inch margins. Include references and identify which portions each individual participated. The group paper will be turned into the instructor at least one week prior to the date the group is scheduled to present (week 6 for those scheduled to present week 7 and Week 7 for those scheduled to present week 8).

PRESENTATION: Based on the paper students are expected to present their work to the class. Each group will be given 1 hour to present their work. Please remember you are professional social workers. Therefore, the presentation should be conducted in a professional manner. Behave professionally, **use power point** and practice the presentation multiple times.

Grades for both the paper and the presentation will be based on the degree to which the group fulfilled the following objectives:

1. Presentation by the group on what has been written about the client population (major issues with which they struggle, special dynamics, etc.)
2. 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?)
3. What group methods/techniques are most effective based on all of the above?
4. What type of inclusion/exclusion criteria would use for this type of group and why?
5. What ethical concerns should you be sensitive to when running a group with this population?
6. What might be the best methods of evaluating such a group?
7. Presentation made in a creative and engaging manner?
8. Evidence of planning and coordination among group members?

GUIDELINES FOR LOGS

Students will complete a log assessing their lab group and their participation in the group. Each log entry should be no more than 2 pages – typed, 12 point, Times New Roman font, doubled-spaced with one inch margins. Please **DATE EACH LOG ENTRY** and put your **GROUP IDENTIFIER** in the top right hand corner

Thoughtfully prepare your logs. 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
- 0 = Logs that are not turned in

Logs should include the following:

1. Describe the night'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. At the end of the semester, include how you feel about ending the group. Do you think members of a group you lead have similar feelings?

LEADERSHIP FEEDBACK FORM

Please complete this form after your group session and turn into the leader. Use the back of this form if you need more space.

1. What did you like about this session?

2. What did you not like about this session? Explain why

3. Describe what the leader(s) did well.

4. What suggestions would you give to the leader(s) that may improve this session?

Group 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 – APA format, typed, 12 point, Times New Roman font, doubled-spaced with one inch margins. The paper is due at the beginning of class on November 26, 2007.

Topics to include in the paper are as follows.

- 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.
 - a.) To what extent were the goals on your agenda achieved?
 - b.) What were your strengths and limitations as a leader?
 - c.) What factors influenced your leadership performance?
 - d.) How did you feel about being the leader?
 - e.) What areas of leadership do you need to develop and why?
 - f.) What would you do differently next time?
- 4) A critique of your role as a group member.
 - a.) What roles did you effectively play?
 - b.) What did you contribute to the group?
 - c.) Did you detract from the group through commission or omission?
 - d.) What would you do differently next time?
- 5) An analysis and synthesis of the development and process of the group.
 - a.) What are the 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?

Bibliography

As professional social workers it is our responsibility to continually grow and develop through professional study. The following represents **SOME** of the many additional reading material you can use for this valuable pursuit.

- DeLucia-Waack, J. (1997). Measuring the effectiveness of group work: A review and analysis of process and outcome measures. *The Journal for Specialists in Group Work*, 22(4), 277-293.
- Hack, T. F., Osachuk, T. A. G., & DeLuca, R. V. (1994). Group treatment for sexually abused preadolescent boys. *Families in Society: The Journal of Contemporary Human Service*, 75(4), 217-228.
- Hare, P. A., Blumberg, H. H., Davies, M. F., & Kent, M. V. (1994). *Small Group Research: A Handbook*. Norwood, New Jersey: Ablex Publishing Corporation.
- Kacen, L. (1999). Anxiety levels, group characteristics, and members' behaviors in the termination stage of support groups for patients recovering from heart attacks. *Research on Social Work Practice*, 9(6), 656-672.
- Mullin, B., & Copper, C. (1994). The relation between group cohesion and performance: An integration. *Psychological Bulletin*, 115, 210-227.
- Pollio, D.E. (2000), Reconstructing feminist group work. *Social Work with Groups*, 23(2): 3-18, 2000.
- Reid, K. E. (1997). *Social Work Practice with Groups: A clinical perspective*. (Second ed.). Pacific Grove, California: Brooks/Cole Publishing Company.
- Roffman, R.A., Picciano, J.F., Ryan, R., Beadnell, B., Fisher, D., Downey, L., and Kalichman, S.C. (1997). Prevention group counseling delivered by telephone: an efficacy trial with gay and bisexual men. *AIDS and Behavior*, 1(2), 137-154.
- Saulnier, C. F. (1997). Alcohol problems and marginalization: social group work with lesbians. *Social Work with Groups*, 20(3), 37-59.
- Schiller, L. Y. (1995). Stages of development in women's groups: A relational model. In Kurland, R. & Salmon, R. (Eds.), *Group Work Practice in a Troubled Society: Problems and Opportunities*. The Haworth Press: New York.

- Smokowski, P. R., Rose, S., Todar, K., & Reardon, K. (1999). Postgroup-casuality status, group events, and leader behavior: An early look into the dynamics of damaging group experiences. *Research on Social Work Practice*, 9(5), 555-574.
- Spitz, H. I. (1996). *Group Psychotherapy and Managed Mental Health Care: A clinical guide for providers*. New York: Bruner Mazel.
- Springer, T. S., K. (1996). A review of inpatient group therapy for borderline personality disorder. *Harvard Review of Psychiatry*, 3(5), 268-278.
- Tutty, L. M., Bidgood, B. A., & Rothery, M. A. (1996). Evaluating the effect of group process and client variables in support groups for battered women. *Research on Social Work Practice*, 6(3), 308-324.
- Zimmerman, T. S., Jacobsen, R. B., MacIntyre, M., & Watson, C. (1996). Solution-focused parenting groups: An empirical study. *Journal of Systemic Therapies*, 15(4), 12-25.
- Zimmerman, T. S., Prest, L.A., & Wetzel, B. E. (1997). Solution-focused couples therapy groups: An empirical study. *Journal of Family Therapy*, 19, 125-144.