

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

**SW 525: Clinical Social Work Practice with Groups**

Course Outline  
Fall 2007

Instructor: Wm. Clinton Davis, LCSW                      Email: [daviscs8956@comcast.net](mailto:daviscs8956@comcast.net)  
Class time: 5:30PM-8:30PM Tuesdays                      Cell Phone: (901) 596-2721  
Office Hours: Tuesdays before or after class  
                    Other times available 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* (2<sup>nd</sup> edition). Pacific Grove, CA: Brooks/Cole.  
Toseland, R. and Rivas, R. (2005). *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* (5<sup>th</sup> Ed.). Washington DC: Author.

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy* (5<sup>th</sup> 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 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 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, 06** Review of Syllabus  
Discussion of Assignments  
Assignment of Lab Groups  
The History of Group Work

**Required Readings:**

Toseland & Rivas, Chapter 2: Historical Development

**Supplemental Readings:**

*Yalom, Chapter 1: The Therapeutic Factors*

**Week 2** **Guest Speaker or Video**  
**Sep. 4, 07** *Content of this class will be announced in the first session on August 28th*

**Week 3:** Evolution of a Group  
**Sep. 11, 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 4:** Therapeutic Factors in Group  
**Sep. 18, 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 5:** The Concept of Group Development  
**Sep. 25, 07** Lab Group #2  
**1<sup>st</sup> 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  
**2<sup>nd</sup> Log due**

**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  
**3<sup>rd</sup> Log due**  
**Group Work Presentations 1 & 2**

**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  
**4<sup>th</sup> 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  
**5<sup>th</sup> 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  
**6<sup>th</sup> 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.  
(Leadership and Diversity)  
Lab Group #8  
**7<sup>th</sup> 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  
**8<sup>th</sup> 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)  
**9<sup>th</sup> 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* (5<sup>th</sup> 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** **10<sup>th</sup> Log due**  
**Final Paper Due**

**Required Readings:**

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.  
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.