

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

**SW 560-Evidence-Based Interpersonal Practice with Groups**

**(3 credits)**

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Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

**Code of Conduct:** It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.utk.csw.edu](http://www.utk.csw.edu))

**Honor Statement:** An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2009).

**Disability:** If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**Course Description:** This is a required concentration course. This course focuses on recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercise, etc. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

**Course Rationale:** Group work has a long history in social work, and is seen by many as a central intervention method for interpersonal social work practice. Group methods in interpersonal social work practice are particularly useful across practice settings emphasizing evidence based service delivery for a wide spectrum of client needs and problems. There is an abundance of research evidence supporting the efficacy and utility of group interventions with various clients/client systems.

**Course Competencies:** By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. *Content: History of groups; planning a group; therapeutic factors in groups; theoretical framework for groups; distinction between task groups and treatment groups; preparation of members-selection, screening, contact.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. *Content: Understanding the role of leadership; leadership styles and tasks; self-awareness.* Critical Thinking/Evidenced-Based Practice – 1, 2; Pop at-risk/SJ 2)

3) Identification of phases of group development and phase-specific leadership skills. *Content: Stages of group development; maintaining task and role; Role of group members; Leadership issues; Authority and power; Interventions: Use of relationship- skill building, support, clarification, etc; Communication and interactional patterns; Group cohesion, norms, roles, status.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. *Content: Problem situations- attendance, conflict, scapegoating, a “difficult member”; diversity issues.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. *Content: Definition of group Dynamics; Interventions & techniques; Use of transference & countertransference; Working in the Here and Now.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. *Content: Theoretical framework for group work practice; Understanding group culture; Incorporating structured activities in group work; Transformation of purposes and goals; Termination tasks- Evaluation, emotional themes, planning; Concurrent individual and group therapies; Co-therapists; Group therapy recordkeeping; Structured exercises.* (Critical Thinking/Evidenced-Based Practice – 1, 2)

7) Explication of an understanding of the range of ethical issues encountered in group work, demonstrate the ability to analyze ethical dilemmas, and develop strategies to address these dilemmas. *Content: History and value base of social work group practice.* (Values and Ethics - 1, 2, 3)

8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group. *Content: Multicultural group work practice; Identifying cross-cultural group dynamics; Using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; Modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences.* (Diversity -1-4; Critical Thinking-1, 3, 5; Values and Ethics-1, 2, 3; Pop at-risk/SJ-2)

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

Corey, G. (2008). *Theory and practice of group counseling*, (7th ed.). Belmont, CA: Brooks & Cole. ISBN-10: 0534641741 and ISBN-13: 978053464170

Corey, G., Corey, M.S., & Haynes, R. (2006). *Groups in action: Evolution and challenges DVD and workbook*. Belmont, CA: Brooks & Cole. ISBN: 0534638007 and ISBN-13: 9780534638009

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

**Optional Text:** In addition to the required texts the following book is **optional**, designed to assist you with the learning process, and available from the usual booksellers:

Yalom, I.D. (2006). *The Schopenhauer cure*. New York: Harper Collins. ISBN-10: 0060938102 and ISBN-13: 978-0060938109

Many other reading materials about evidence based practice with Groups are available in the library, in social work journals and on-line. Students are encouraged to read extensively from professional journals and texts on this topic. To aid in your quest for lifelong learning, a bibliography is included at the end of this syllabus that includes some of these many resources.

**Resource Notebook:** One of the many benefits of the course is the multitude of practical resources designed to help you lead groups in your professional social work career. It is the recommendation of this professor that you take advantage of the opportunity by creating a resource notebook (either electronic or paper) organized according to the topics outlined in the course. Although not a graded assignment, the resources you collect can be of great benefit as references when you are practicing in the field.

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

10%	(100 points)	Lab Group - Weekly Logs
10%	(100 points)	Lab Group - Leadership Assignment
25%	(250 points)	Midterm Exam
30%	(300 points)	Task-Group Assignment
25%	(250 points)	Final Exam

The grading scale is as follows:

A	940-1000 pts	C+	770-819 pts	D	600-669 points
B+	880-939 pts	C	700-769 pts	F	<599 points
B	820-879 pts	D+	670-699 pts		

**Course Requirements:** Along with the reading assignments listed on the course outline, there are a number of written and oral assignments required for this course. EBIP with Groups is designed to prepare you for professional social work practice. Therefore, you will be held to professional standards in the quality of the products you turn in and all course deadlines.

**Weekly Small Group Labs (10% & 10%):** Students will be assigned to a small group that will meet weekly over the course of the semester for the purpose of learning experientially about the small group process. Guidelines for conducting the Small Group Lab are available on page 12 of this syllabus. The grade for the Small Group Lab will be determined in two parts: the Leadership Self-Assessment and the Small Group Lab Logs.

- **Course Competencies Demonstrated:** Participation in the Weekly Small Group Labs with the corresponding Leadership Self-Assessment assignment and Small Group Lab Logs will provide students the opportunity to develop, demonstrate, and integrate the 8 course competencies by (a) designing group sessions that optimize achievement of individual and group goals; (b) demonstrating leadership structures based on group purpose(s); (c) identifying phases of group development while specifically targeting phase-specific leadership skills; (d) experiencing, demonstrating, and writing about key group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation; (e) identifying and critically assessing problems with group functioning and establishing interventions to address these problems; (f) describing and employing a variety of intra-group strategies and techniques (e.g., programs, structured activities, exercises, etc); (g) targeting a range of ethical issues encountered in group work and demonstrating the ability to analyze and strategically address these dilemmas; and (h) describing how at risk populations impact various aspects of group functioning (e.g., purpose, composition, leadership, selection, intervention, etc.).
- **Leadership Self-Assessment (10%):** Each student will have the opportunity to lead their group at least twice during the semester.
  - Guidelines for the Leadership Self-Assessment are available on page 15 of this syllabus and also on Blackboard.
- **Small Group Lab Logs (10%):** All students will complete a weekly log assessing the lab group and their participation in the group.
  - Guidelines for the weekly logs are available on page 14 of this syllabus and on Blackboard.
  - NOTE: Because group leaders are completing the leadership self-assessment for the group they lead, they are not required to complete the weekly log for that week.
- **Makeup Assignment for Missed Lab Logs:** The professor understands that sometimes students have things that come up in their lives and they are unable to attend class. For this reason, make-up assignments for the weekly small group lab are available **NO QUESTIONS ASKED**.
  - If a student misses the small group lab, in place of the lab log the student can write a 5 page paper (APA format) addressing the topic of the missed small group lab. For example, if a student misses the small group lab addressing countertransference, in place of the lab log the student will write a makeup paper on the topic of countertransference. Thus the make-up assignment will correspond to the appropriate course competency missed in group that week.

- **Makeup Assignment for Missed Lab Logs:** (continued from previous page)
  - Makeup assignments need to integrate evidence based literature into the student's personal experiences. For this reason, the paper must be heavily cited and include **at least 8 professional references** (e.g., journal articles and text books). Although the student may use web citations, web citations will not be considered one of the 8 required references.
  - The make-up assignment will be turned with the remaining lab logs, twice during the semester. Makeup for one of the first five groups missed is due on week 8 of the class (12/13 Oct). Make-up for one of the last five groups missed is due on week 14 of the class (23/24 Nov).
  - Because leadership is a professional responsibility, no makeup is available if the designated leader misses group. However, the designated leader may trade leadership weeks with another group member if needed.

**Midterm Exam (20%)** – A closed book midterm exam will be held on week 8 of this course (12/13 Oct). The format for midterm will include objective and short answer questions covering content from the reading and lecture notes included in the first 7 weeks of class.

Make up for the midterm will not be given, unless due to a **documented emergency**.

- **Course Competencies Demonstrated:** Questions included in the midterm exam are designed to allow students to demonstrate competency of **all content** included in the first 7 weeks of the course (e.g., lectures, assignments, reading material, discussion, and videos) including but not limited to (a) history of group work, (b) leading the group, (c) ethics of group work (d) group processes including forming the group, orientation, exploration, transition stage, later stages, termination, and follow-up and (e) small group topics (e.g., leading a group, ethics/values, “resistant” clients, etc.).

**Task Group Assignment (30%)** - Working in a small task-group, students will complete an assignment on group work with a particular client population/problem area utilizing a particular therapeutic approach discussed in class. This assignment will involve a summary paper/outline, a 1 hour presentation by the group, and a resource toolkit that your colleagues can use when working in the field.

- Guidelines for this assignment are available on pages 16 and 17 of this syllabus.
- **Course Competencies Demonstrated:** By completing the task group assignment paper, the one-hour task group presentation, and the resource toolkit students will have the opportunity to develop and integrate all 8 of the course competencies by demonstrating (a) how theoretical design, recruitment, and composition of groups optimizes outcomes; (b) ways group leadership is dependent upon purpose and population served; (c) how phases of group development are linked to phase-specific leadership skills; (d) methods that theoretical approaches take to understand and address group processes (e.g., decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation); (e) methods to identify and critically assess problems while linking them to appropriate interventions; (f) processes to analyze strategies and techniques deployed with the selected theoretical approach; (g) procedures used to identify, analyze and address ethical issues encountered in group work; and (h) a focus on the impact the selected at-risk population has on aspects of group functioning (e.g., purpose, composition, leadership, intervention, etc.).

**Final Exam (30%)** – An on-line final exam will be held during the final week of the course. The format for the final will include objective and short answer questions covering content from the entire course reading and lecture notes. Make up for the final will not be given, unless due to a **documented emergency**.

- **Course Competencies Demonstrated:** Questions included in the final exam are designed to allow students to demonstrate competency of **all course content** (e.g., lectures, assignments, reading material, discussion, and videos) including but not limited to (a) history of group work, (b) leading the group, (c) ethics of group work (d) group processes including forming the group, orientation, exploration, transition stage, later stages, termination, and follow-up, (e) issues relevant to the theoretical approaches addressed (Psychoanalytic, Psychodrama, Existential, Person Centered, CBT, RET, Reality Therapy, and SFBT), (f) experiential group work from multicultural perspective, (g) multicultural/diversity issues in group work, (h) small group topics (e.g., leading a group, ethics/values, “resistant” clients, etc.), and (i) the “putting it all together” panel discussion.

**Product quality:** All written assignments are to be turned in APA style (latest edition). Take care with your writing. REWRITE and PROOFREAD your work. Be concerned with the professional impression of what you turn in. When preparing to turn in your assignments, ask yourself if the work you are about to present is of the quality you are proud to demonstrate. What you present to the world is what you become. It is your responsibility to become the professional you know you can be. Reflect this professionalism in the work you do for this class.

**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 and/or in the assignment guidelines. (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.

**Inclement weather or other emergency cancellation:** If a class is canceled for any reason please continue to read and complete all assignments; you are responsible for all missed material.

**Dropping the course:** If you chose to drop the class it is your responsibility to complete the necessary paperwork according to UT policy. 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 including 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 Room BB9, 448-5056 for more information and referrals.

**Email Inquiries:** Please allow 72 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, Readings, and Content

### Unit I – Introduction to Evidence-Based Interpersonal Practice with Groups including History, Leadership, and Ethical Considerations (*Course Competencies 1, 2, 7, & 8*)

**Week 1      Intro and Course Overview**

24/25 Aug    Introduction to Group Work  
The History of Group Work

**Required Readings:**

Corey (2008). Chapter 1: Introduction to Group Work (3-11)

**Week 1 includes** (a) competency 1 content including history of groups; planning a group; therapeutic factors in groups; distinction between task groups and treatment groups, and (b) competency 8 content, the importance of difference in shaping life experiences.

**Week 2      Leading the Group**

31 Aug/  
2 Sept      Lab Group #1 (Topic: Leading a Group)

**Required Reading:**

Corey (2008). Chapter 2: Group Leadership (15-40)

**Required Workbook, & Video:**

Corey, Corey, & Hyanes (2006). Introduction (1-12)

**Optional Reading:**

Yalom, (2006). Schopenhauer Cure, Chapters 1-10

**Week 3 includes** (a) competency 1 content including therapeutic factors in groups, (b) competency 2 content including understanding the role of leadership; leadership styles and tasks; self-awareness, (c) competency 4 content including problem situations

**Week 3:      LABOR DAY**

7/8 Sept    **Class will not meet**

**Week 4:      Ethics of Group Work**

14/15 Sept    Lab Group #2 (Topic: Ethics and Values)

**Required Readings:**

Corey (2008). Chapter 3: Ethical and Legal Issues of Group Counseling Association for Specialists in Group Work. (1998). Best practice guidelines. *Journal for Specialists in Group Work*, 23(3), 237–244.

**Week 4 includes** competency 7 content Explication of an understanding of the range of ethical issues encountered in group work, demonstrate the ability to analyze ethical dilemmas, and develop strategies to address these dilemmas including history and value base of social work group practice

**Unit II – Group Processes including formation, orientation, exploration, resistance, difficult members, cohesion, productivity, consolation, termination, evaluation, and follow-up (Course Competencies 1, 3, 4, & 5)**

**Week 5: Group Processes – Initial Stages of the Group**

21/22 Sept Forming the Group; Orientation & Exploration  
Lab Group #3 (Topic: “Resistant” Clients)

**Required Readings:**

Corey (2008). Chapter 4: Early Stages in the Development of a Group (66-93)

**Required Workbook & Video**

Corey, Corey, & Hyanes (2006) Forming a group (13-15)

Corey, Corey, & Hyanes (2006) The Initial Stage (20-40)

Video Groups in Action Segment 1: Forming a group

Video Groups in Action Segment 2: The Initial Stage

**Optional Reading:**

Yalom, (2006). Schopenhauer Cure, Chapters 11-20

**Week 5 includes** (a) competency 1 content including planning a group, preparation of members-selection, screening, contact, (b) competency 3 content including stages of group development; maintaining task and role; role of group members; leadership issues; authority and power; Interventions: use of relationship- skill building, support, clarification, etc; communication and interactional patterns; group cohesion, norms, roles, status, (c) competency 6 content including understanding group culture; co-therapists; group therapy record keeping; structured exercises.

**Week 6: Group Processes – The Transition Stage**

28/29 Sept Lab Group #4 (Topic: Countertransference)

**Required Workbook & Video**

Corey, Corey, & Hyanes (2006) The Transition Stage (41-53)

Corey, Corey, & Hyanes (2006) Challenges of Dealing with Difficult Members  
(p. 95-138)

Video Groups in Action Segment 3: The Transition Stage

Video Challenges Facing Group Leaders Segment 1: Challenges of Dealing with  
Difficult Members

**Optional Reading:**

Yalom, (2006). Schopenhauer Cure, Chapters 21-30

**Week 6 includes** (a) competency 1 content including therapeutic factors of a group, (b) competency 3 content including stages of group development; maintaining task and role; role of group members; leadership issues; authority and power; interventions: Use of relationship- skill building, support, clarification, etc; communication and interactional patterns; group cohesion, norms, roles, status, (c) competency 4 content including problem situations-attendance, conflict, scapegoating, a “difficult member,” (d) competency 5 content including definition of group dynamics; interventions & techniques; use of transference & counter transference; working in the here and now, (e) competency 6 content including understanding group culture; co-therapists; group therapy record keeping; structured exercises.

**Week 7:**           **Group Processes – Later Stages of the Group**  
5/6 Oct            Lab Group #5 (Topic: Conflict)

**Required Readings:**

Corey (2008). Chapter 5: Later Stages in the Development of a Group (94-114)

**Required Workbook & Video**

Corey, Corey, & Hyanes (2006) The Working Stage (p. 58-76)

Corey, Corey, & Hyanes (2006) The Ending Stage (p. 84)

Video Groups in Action Segment 3: The Working Stage

Video Groups in Action Segment 3: The Ending Stage

**Optional Reading:**

Yalom, (2006). Schopenhauer Cure, Chapters 31-42

**Week 7 includes** (a) competency 1 content including therapeutic factors of a group, (b) competency 3 content including stages of group development; maintaining task and role; role of group members; leadership issues; authority and power; interventions: use of relationship-skill building, support, clarification, etc; communication and interactional patterns; group cohesion, norms, roles, status, (c) competency 5 content including definition of group dynamics; interventions & techniques; use of transference & counter transference; working in the here and now, (d) competency 6 content including understanding group culture; co-therapists; group therapy record keeping; structured exercises.

**Week 8:**           **MID-TERM EXAM**  
12/13 Oct         **First 4 Logs Due**

**Unit III – Theoretical Approaches to Group Counseling and Topical Considerations**  
*(Course Competencies 6 & 8)*

**Week 9:**           **Therapeutic Approach – Psychoanalytic**  
19/20 Oct         Task Group Presentations  
                      Lab Group #6

**Required Readings:**

Corey (2008). Chapter 6: The Psychoanalytic Approach to Groups (121-157)

**Optional Reading:**

Yalom, (2006). Schopenhauer Cure (entire book)

**Week 9 includes** (a) competency 1 content including therapeutic factors in groups; theoretical framework for groups, (b) competency 2 content including understanding the role of leadership, (c) competency 5 content including definition of group dynamics; interventions & techniques; use of transference & counter transference, (d) competency 6 content including theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises, (e) competency 8 content group with special populations; modification of traditional group therapy for specialized clinical situations.

**Week 10:**           **Therapeutic Approaches – Existential Approach and Person Centered**  
26/27 Oct           Task Group Presentations  
                          Lab Group #7

**Required Readings:**

Corey (2008). Chapter 9: Existential Approach to Groups (216-244)  
Corey (2008). Chapter 10: Person-Centered Approach to Groups (245-279)

**Week 10 includes** (a) competency 1 content including therapeutic factors in groups; theoretical framework for groups, (b) competency 2 content including understanding the role of leadership, (c) competency 5 content including definition of group dynamics; interventions & techniques, (d) competency 6 content including theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises, (e) competency 8 content group with special populations; modification of traditional group therapy for specialized clinical situations.

**Week 11:**           **Therapeutic Approaches – CBT and REBT**  
2/3 Nov             Task Group Presentations  
                          Lab Group #8

**Required Readings:**

Corey (2008). Chapter 13: Cognitive Behavioral Approaches to Groups (338-375)  
Corey (2009). Chapter 14: Rational Emotive Behavior Therapy in Groups (376-396)

**Week 11 includes** (a) competency 1 content including therapeutic factors in groups; theoretical framework for groups, (b) competency 2 content including understanding the role of leadership, (c) competency 5 content including definition of group dynamics; interventions & techniques; working in the here and now, (d) competency 6 content including theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises, (e) competency 8 content group with special populations; modification of traditional group therapy for specialized clinical situations.

**Week 12:**           **Therapeutic Approaches – Reality Therapy and SFBT**  
9/10 Nov           Task Group Presentations  
                          Lab Group #9

**Required Readings:**

Corey (2008). Chapter 15: Reality Therapy in Groups (399-423)  
Corey (2008). Chapter 16: Solution Focused Brief Therapy in Groups (424-446)

**Week 12 includes** (a) competency 1 content including therapeutic factors in groups; theoretical framework for groups, (b) competency 2 content including understanding the role of leadership, (c) competency 5 content including definition of group dynamics; interventions & techniques; working in the here and now, (d) competency 6 content including theoretical framework for group work practice; understanding group culture; incorporating structured activities in group work; transformation of purpose and goals; termination tasks- evaluation, emotional themes, planning; concurrent individual and group Therapies; co-therapists; group therapy recordkeeping; structured exercises, (e) competency 8 content group with special populations; modification of traditional group therapy for specialized clinical situations.

**Unit IV – Integrating Knowledge and Skills (Course Competencies 2, 4, 6, & 8)**

**Week 13: Experiential Group Work from Multicultural Perspective**

16/17 Nov Guest Speaker  
Lab Group #10 (Final Lab Group)

**Required Workbook & Video**

Corey (2008). Chapter 8: Psychodrama in Groups (185-215)

Corey, Corey, & Hyanes (2006) Challenges of Addressing Diversity Issues (p. 140-162)

Video Challenges Facing Group Leaders Segment 2: Challenges of Addressing Diversity Issues

**Week 13 includes** (a) competency 2 content including understanding the role of leadership; self-awareness, (b) competency 4 content including diversity issues, (c) competency 6 content including understanding group culture; co-therapists; structured exercises and (d) competency 8 content multicultural group work practice; identifying cross-cultural group dynamics; using diversity as an empowerment tool; Definition of process; Cultural awareness; Group with special populations; modification of traditional group therapy for specialized clinical situations; the importance of difference in shaping life experiences..

**Week 14: Multicultural/Diversity Issues in Group Work**

23/24 Nov Video “The Color of Fear”

**Last 4 Logs Due**

**Week 14 includes** (a) competency 2 content including understanding the role of leadership; self-awareness, (c) competency 4 content including diversity issues, (d) competency 8 content multicultural group work practice; identifying cross-cultural group dynamics; using diversity as an empowerment tool; definition of process; cultural awareness; the importance of difference in shaping life experiences.

**Week 15: Putting it all together...**

30 Nov/  
1 Dec Expert Panel

**Required Readings:**

Corey (2008). Chapter 17: Comparisons, Contrasts, and Integration (447-468)

Corey (2008). Chapter 18: The Evolution of a Group: An Integrative Perspective (469-493)

**Week 15 includes** integration of all 8 course competencies.

**FINAL EXAM**

The online Final Exam will be made available on Blackboard during final week of the course. The format for final will include objective and short answer questions covering content from the entire course reading and lecture notes. It is important to note that final exam integrates all 8 of the course competencies.

## Group Laboratory Guidelines

Students will be randomly assigned to groups in the 1st class session. Once assigned, there will be no changing lab groups. The last hour of ten class sessions will be dedicated to the Group Laboratory where students will meet for the purpose of learning experientially about the group process. Each student will have the opportunity to lead their group at least twice during the semester. Specific guides for conducting this group are as follows:

- The first 5 lab groups will focus on topics assigned by the professor that are related to becoming and being a professional social worker. Folders with information on each of the topics are available on Blackboard and include (a) leading a group, (b) ethics and values, (c) “resistant” clients, (d) countertransference and (e) conflict.
- The last 5 lab groups will focus on issues determined by the group leader for that respective week. It is the leader’s responsibility to (a) select an appropriate topic, (b) research this topic in advance, (c) be prepared to lead the group and (d) lead the group in a sensitive, professional manner congruent with the topic selected. Please note that topical areas should address issues related “at risk” populations served by social workers to include an understanding ethical issues encountered with such populations.
- Prior to group the designated group leader will plan the session. This planning should incorporate elements of group leadership addressed in the text book, video, workbook and class lecture.
- At the end of the session students will complete a brief feedback sheet for the leader regarding the leader’s performance. A feedback form is available for the leader on Blackboard and on page 12 of the syllabus. The leader is responsible for making copies for their group.
- Following the group session, students are required to maintain a ***weekly log of their experience in the group***. It 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 on the course Blackboard site and on page 13 of this syllabus. Logs for the first five groups are due on week 8 of the class (12/13 Oct). Logs for the last five groups are due on week 14 of the class (23/24 Nov).
- Following the group session, the designated group leader will complete a longer version of the log reflecting on their experience as a group leader. Because group leaders are completing the leadership self-assessment, they are not required to complete the weekly log. Guidelines for the leader log are available on Blackboard and on page 14 of this syllabus. Leadership logs for groups 1-5 are due on week 8 (12/13 Oct). Leadership logs for groups 5-10 are due on week 14 (23/24 Nov)
- It is important to note that weekly small group laboratory experience is not therapy, thus should not be considered as such. If real mental health problems arise, it is the responsibility of the student concerned to seek profession assistance.

NOTE: The Group Laboratory assignment integrates all 8 of the course competencies: (1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. (2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. (3) Identification of phases of group development and phase-specific leadership skills. (4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. (5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. (6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. (7) Explication of an understanding of the range of ethical issues encountered in group work, demonstrate the ability to analyze ethical dilemmas, and develop strategies to address these dilemmas. (8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group.

**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 did well.

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

### Group Laboratory Log Guidelines

For each group laboratory students will complete a weekly log assessing their group and their participation in the group. Each log entry should be at least 1 page but 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.

Students will turn these logs in twice during the semester. Logs for the first five groups are due on week 8 of the class (12/13 Oct). Logs for the last five groups are due on week 14 of the class (23/24 Nov). Group leaders will write a separate paper on the days they are leading the group therefore are not required to write a log entry.

Thoughtfully prepare your logs. Each log entry will be given a number grade from 1 to 10.

- 10 = Very well thought out, comprehensive, integrated, and cited
- 8 = Adequately thought out and somewhat comprehensive
- 6 = Minimal thought and depth
- 0 = Logs entry that are not completed

Each weekly log will be graded using the grading sheet included on Blackboard and should include the following:

1. Describe the night's session...what was the agenda? To what extent were the needs of “at risk” populations addressed? What, if any ethical issues emerged in the group process? How were they analyzed and addressed?
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. What stage of group development is your group in this week?
5. What roles are emerging in the group? Which members are assuming certain roles?
6. What are the communication/interaction patterns in the group? Are they the same each week? Pay attention to non-verbal communication.
7. Do you think your group is cohesive? Describe why or why not.
8. Are the group dynamics appropriate for the group's stage of development?
9. How are decisions made in your group? What are the norms? Have they changed over time?
10. Are there any conflicts developing in your group?
11. What are you learning about groups? How are you feeling about groups?
12. An overview of your role as a group member including contributions you made to the group process
13. A critique of your role as a group member including how you may have detracted from the group through commission or omission
14. A brief explanation about what you will do differently next time
15. Integration of course materials in to the log including citations – did the student use citations linking their experiences to evidence in the literature (professional journals and/or textbooks)?

### Leadership Self-Assessment Guidelines

Students will hand in a separate leadership self-assessment for both of the group sessions they lead. The Leadership Self-Assessment assignment is a longer version of the log reflecting on their experience as a group leader. Because group leaders are completing the leadership self-assessment, they are not required to complete the weekly log. The paper should be no more than 5 pages – APA format, typed, 12 point, Times New Roman font, doubled-spaced with one inch margins. Leadership logs for groups 1-5 are due on week 8 (12/13 Oct). Leadership logs for groups 5-10 are due on week 14 (23/24 Nov).

The Leadership Self-Assessment will be graded using the grading sheet included on Blackboard and should include the following:

1. Brief description of the group led
  - What topic was covered? How was the topic related to work with “at risk” populations? How did you prepare? Was this enough? What would you do differently next time?
2. Evaluation of the dynamics of the group led
  - What stage of group development is your group in this week? What roles are emerging in the group? Which members are assuming certain roles? What are the communication/interaction patterns in the group? Are they the same each week? Pay attention to non-verbal communication. Do you think your group is cohesive? Describe why or why not. Are the group dynamics appropriate for the group's stage of development? How are decisions made in your group? What are the norms? Have they changed over time? Are there any conflicts developing in your group? How are they handled? Are they distracting from group progress, or serving to move the group to a higher level? What (if any) role do multicultural issues play in the group process?
3. Critique of how you functioned as a leader
  - To what extent were the goals on your agenda achieved? What were your strengths and limitations as a leader? What factors influenced your leadership performance? How did you feel about being the leader? What areas of leadership do you need to develop and why? What would you do differently next time?
5. An analysis and synthesis of the development and process of the group.
  - What are the key issues or situations which affected the group's norms, cohesion, roles, communication patterns, power, conflict, decision making, and problem-solving? What (if any) ethical issues are encountered? How are ethical issues analyzed and addressed? How does the diversity of the group affect purpose, composition, leadership, etc.?
6. Organization and Presentation.
  - How well organized and written is the paper? How thorough was the student in completing the assignment? Was the analysis and discussion based on an identified theoretical or conceptual basis or simply descriptive in nature? To what degree are the separate aspects linked together in a holistic integrated way?
7. Integration and References.
  - Did the student include at least 5 professional references?
  - To what extent did the student link their methods and experiences to evidence cited in professional journals and/or text books? How well was it integrated?

### Task Group Assignment Guidelines

Working in a task-group (not the same individuals as the lab group), students will complete an assignment on group work utilizing a particular therapeutic approach discussed in class. This assignment will involve a summary paper/outline, a 1 hour presentation by the group, and a resource package you and your colleagues can use when working in the field.

Task groups can select one of the following theoretical approaches Psychoanalytic (20/21 Oct), Person Centered (26/27 Oct), CBT (2/3 Nov), and SFBT (9/10 Nov) to present in the first hour of class on the date listed next to the approach selected and included on the course outline. Groups can select whatever theoretical approach they would like; however no two groups are permitted to cover the same theoretical area. More details on this process are discussed in class.

The task group assignment will involve three parts (1) paper, (2) one-hour group presentation, and (3) resource toolkit. To help students prepare their presentation, references for the theoretical approaches are available on in the bibliography and on Blackboard. Students are strongly encouraged to also incorporate other resources into their assignments.

**Paper:** As professional social workers you will need to understand the theoretical foundation for the work you do. The paper, therefore, should reflect an analytical understanding about the theoretical approach selected and include application to a specific population. This paper should be no more than 10 pages, APA format, typed in 12 point Times New Roman font, doubled-spaced with one inch margins, and include at least 10 references from professional journals. The group paper is due at least one week prior to the date the group is scheduled to present.

**Group Presentation:** As a professional social worker you will make numerous professional presentations on social work related topics. The purpose of these presentations is to inform your audience about a topic in a way that is relevant to them. Therefore, students will expand this skill by working as a group to present their “expertise” on the selected theoretical approach in a 1-hour presentation of their work. Please remember you are professional social workers. The presentation should be conducted in a professional manner, **use power point**, include information useful to your colleagues, present in a manner appropriate for your audience, and practice the presentation multiple times.

**Resource Toolkit:** As professional social workers you will conduct groups in a variety of clinical settings. The purpose of the resource toolkit is to provide resources helpful to conducting these groups using the theoretical approach selected. The resource toolkit should include an overview of the approach, examples of a group proposal, examples of group notes, examples of group handouts, and any other materials social workers may need (or find helpful) to conduct a group using the presented theoretical approach. These resources are due via the Digital Dropbox in Blackboard no later than 1-week prior to the group presentation. Dr. Simmons will review and post the materials in the “*Lecture Materials*” folder prior to class so that students can make electronic and/or paper copies for their professional use.

## Task Group Assignment Guidelines (Continued)

A grading sheet is included in Blackboard and will be based on the degree to which the group fulfilled the following objectives:

1. Overview of the theoretical area
  - What are the key concepts of the theoretical approach? What format do groups use? What are the stages of group development? What are the functions of the Group Leader? How does this approach evaluate effectiveness?
2. Evidence from the Field
  - What literature supports using this theoretical approach? Does this approach have empirical evidence of effectiveness? What support is published? What type of inclusion/exclusion criteria would you use for this type of group?
3. Resources
  - What resources do social workers use when conducting groups from this theoretical orientation? How would a social worker write a proposal to do a group in this format? What client handouts and other informational materials are provided to clients? What are examples of group notes following this theoretical format?
4. Application of the theoretical approach to a specific client population that is not covered in the textbook
  - What are the major issues with which the client population/problem area struggle? What 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 ethical concerns should you be sensitive to when running a group with this population?
5. Professionalism
  - Was the assignment conducted in a creative, engaging, and professional manner? Was there evidence of planning and coordination among group members?
  - Did the group utilize at least 10 references from professional journals?

NOTE: The Task Group assignment integrates all 8 of the course competencies: (1) Explication of the design, recruitment and composition of groups to optimize achievement of client and group goals. (2) Description of optimal leadership structures of small groups dependent upon group purpose and at-risk population served. (3) Identification of phases of group development and phase-specific leadership skills. (4) Explication of group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and group evaluation. (5) Identification and critical assessment of problems of group functioning and interventions to address problems of group functioning. (6) Description of how to differentially employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. (7) Explication of an understanding of the range of ethical issues encountered in group work, demonstrate the ability to analyze ethical dilemmas, and develop strategies to address these dilemmas. (8) Description of how at risk populations impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group.

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