

SOCIAL WORK 8230
Clinical Social Work with Groups
(3 Credit Hours)

SYLLABUS

1.0 Course Description Information

1.1 Catalog Description:

This advanced course provides knowledge of and experience in working with groups as systems. It includes both assessment of dynamics as well as developing skills in intervention modalities appropriate for working with various types of groups such as psychotherapy groups, families, growth and support groups, and other structured goal-oriented groups for example, boards and committees. PLEASE NOTE: Students must also register for the laboratory (0 credit hours) to practice small group participation and leadership. This is part of the three hour course time.

1.2 Prerequisites of the course: SOWK 8220 and permission of the school.

1.3 Overview of content and purpose of the course:

1.4 For whom course is intended: All graduate social work students.

1.5 Unusual circumstances of the course: One hour laboratory to practice small group participation and leadership is required. This is part of the three credit hour course time.

2.0 Course Justification Information

2.1 Anticipated audience/demand: This course is required for every MSW student.

2.2 Indicate how often this course will be offered and the anticipated enrollment: This course is offered fall and spring semesters. Enrollment is predicted to be 25 students each semester.

2.3 If it is a significant change to an existing course, please explain why it is needed: This course syllabus includes gerontological content, an updated bibliography, and links Clinical Practice objectives to the course objectives and assignments.

3.0 Objective Information

3.1 List of performance objectives stated in learning outcomes:

Social Work Program Objectives

This course meets the following Clinical Social Work Practice Program Objectives:

Clinical Program Objective #1: Use critical thinking to apply theory and research to assess and intervene with client issues.

Clinical Program Objective #2: Describe the range and levels of client issues across the life cycle in clinical settings.

Clinical Program Objective #3: Identify the bio-psycho-social-spiritual-cultural factors influencing the development of client issues.

Clinical Program Objective #4: Identify vulnerable client systems and populations at risk for treatment and preventive services.

Clinical Program Objective #5: Analyze and apply social work values, ethical principles, and legal mandates in clinical practice.

Clinical Program Objective #6: Participate in multidisciplinary teams in clinical practice.

Clinical Program Objective #7: Identify and apply formal diagnostic classification systems.

Clinical Program Objective #8: Identify, adapt, and apply empirically supported interventions for client

issues.

Clinical Program Objective #9: Conduct multidimensional assessments for treatment and intervention with individuals, families, and groups.

Clinical Program Objective #10: Provide culturally competent treatment, intervention services and programs across the continuum of care.

Clinical Program Objective #11: Demonstrate effective oral and written communication in clinical practice.

Clinical Program Objective #12: Analyze policies, practices and administrative structures to promote effective clinical services.

Clinical Program Objective #13: Function effectively within agency and community structures to deliver professional social work services.

Clinical Program Objective #14: Apply research methods to evaluate the effectiveness of clinical practice and program services.

Upon completion of the course, students will be able to:

Course Objectives	Clinical Program Objectives	Assignments
Describe the dynamics and developmental stages of groups in broadly defined social work settings.	1, 2, 6	Course readings, discussions, examination
Describe several theoretical explanations of group process in clinical social work practice .	1, 8	Case assessments, quizzes, exams, research paper
Explain the processes/stages of group dynamics as they apply to a family system across the lifespan.	1, 4, 6, 8	Case assessments, class discussions, readings
Identify multiple settings in which group treatment is used as a primary modality in clinical practice.	1, 4, 6, 8	Class discussions, readings, case assessments
Identify and utilize significant research findings on the use of group theories and practice modalities in clinical social work practice.	8, 14	Research paper
Analyze the impact of racial, cultural and sexual minority status on participants in the clinical practice of group work.	3, 4	Class discussions, case assessments, research paper
Demonstrate skill in the assessment and treatment of individuals, couples, and families in the selection of appropriate interventions using groups in a clinical setting.	6, 7, 8, 9, 10	Case assessments
Identify and utilize major empirically supported intervention models of clinical group theory and practice.	1, 8, 9, 12	Case assessments, research paper, quizzes, examination
Demonstration of leadership skills including an awareness of the consequences of group interaction along with the ability to deal with and evaluate the outcomes of various group experiences.	6, 7, 9, 11	Class discussion, small group experiences, case assessments
Demonstrate skill in selecting, integrating, and implementing group interventions appropriate to the unique client situation and problem.	1, 2, 4, 9, 10, 13	Case assessments; examination
Discuss ethical and legal complexities associated the use of group theory and practice in social work settings.	1, 12, 13	Class discussions, case assessments, examinations, research paper
Explain the relevance of DSM IV-TR diagnoses in assessment and treatment planning for problems using group therapy in clinical social work practice.	6, 7	Case assessments; class discussions

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence

- A. Historic Development of Group/Family Therapy
- B. Role of Groups in Human Development
- C. Theories re: Group Dynamics and Systems
 - 1. Initial phase of group development including recruitment, screening, and inclusion.
 - 2. Beginning/orientation stage of group development with emphasis on goal development
 - 3. Conflict/Dominance Stage
 - 4. Work Stage
 - 5. Termination Stage
 - 6. Evaluation of outcome
- D. Values and Norms in Various Group Settings
 - 1. Student self-appraisal re: attitudes toward group experience including participation and leadership
 - 2. Examination of student attitudes and experiences having to do with ethnic, racial, and gender differences in groups
- E. Group Settings
 - 1. Working with groups in clinical settings
 - 2. Theories and practice in working with various population groups such as adolescents, the elderly; with women and men, in mixed and same-sex groups, support groups, and others.
 - 3. Linking theories of family systems with group theories
 - 4. Working with interdisciplinary teams, boards, committees and other non-clinical groups.
- F. Practice Skills in Groups
 - 1. Group participation and leadership practice during laboratory experience
 - 2. Experiential exercises illustrating various group phenomena such as dealing with conflict, inclusion/exclusion, leadership styles, ice breakers, cohesion builders, etc.
 - 3. Observation of professionals leading groups in clinical settings
 - 4. Practice in class and laboratory in dealing with group dynamics and systems in a clinical setting.
 - 5. Ethical issues of group practice including AGA guidelines for clinical practice
- G. DSM IV-TR
 - 1. Overview of selected classifications
 - 2. Implications for groups in clinical social work practice

5.0 Teaching Methodology Information

- 5.1 **Methods to be used:** Lecture, discussion, experiential exercises, role playing, sharing professional experiences, guest lecturers, audio and video tapes, brief student presentations.

5.2 **Student role in the course:** Student participation will be expected via discussion, demonstration of skills, role-playing, and other experiential learning participation. Attendance is expected for every class session and participation in laboratory (small group sessions) is mandatory.

5.3 **Contact hours:** Three contact hours per week for 15 weeks of the semester.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance

6.1A The assignments for this class consist of four projects:

Project 1 – 15 page research paper.

Project 2 – Group proposal.

Project 3 – Participation in an ongoing group and completion of a journal which outlines your responses to the group's activity.

Project 4 – Test over lectures and readings.

6.1B Description of evaluation framework for projects: Project #1 is optional, but successful completion, i.e., a Satisfactory on the paper on this assignment as well as a Satisfactory grade on the remainder of the assignments is required for an "A" grade in the course.

Project #1: Paper: 15 pages in length. The purpose of this paper is threefold: (1) to encourage the student to observe an ongoing group; (2) To give the student an opportunity to review group literature about one small area of group activity; and (3) To encourage the student to consider contributing to the literature in the area of groups. Choose a subject about clinical practice with groups of interest to you, i.e., stages in the group process, rural groups, differences between same-sex and mixed-sex groups, etc. (See instructor for more suggestions). This paper is expected to be research quality, having the potential to be developed into an article which could be submitted to a professional journal.

Steps in the Paper:

- (A) Review the literature on the subject you have chosen. (Should have at least ten references from current journals--2000+)
- (B) Observe two clinical group sessions paying special attention to the subject you are studying.
- (C) Describe in depth the observations of group, focusing particularly on the activity relevant to the subject of your paper. This portion should be the most complete and lengthy part of the paper.
- (D) Finally, integrate your group observation with the literature review on the subject you have chosen.

Project #2: Outline a brief (two or three pages) proposal for a clinical group including all salient information regarding issues such as purpose of group, for whom the group is intended, rationale for group formation, etc. This is due at the beginning of the fifth class session.

Project #3: Group membership. Each student will be required to function as part of a small group. The purpose of the group is to give the student an opportunity to experience group membership and leadership as well as to provide an organized entity to integrate theory and practice re: group process and content. Each group will be expected to decide upon and implement a group project which can be accomplished within the group itself and can be presented to the entire class on the last day of the course. The instructor will serve initially as the group leader.

The assignment associated with group membership is two-fold:

1. Each week the student will be asked to turn in a one to two page type-written journal in which the student describes their view of the small group process as it develops including their reflection on what is happening in the group. Comments upon how this process does or does not apply to the theory found in their readings and class notes are also expected.

The second group assignment, the group project, requires the group to develop a creative report in which the process and progress of the group is documented or illustrated, including both the behavior of the group and the group theory which it does or does not illustrate.

Project #4: A test over semester's lectures and reading will be given during the last class session.

6.2 **Basis for determining the final grade**

Basis for final grade will be determined by the amount of work successfully completed.

- (1) For an "A" grade: All four projects with a Satisfactory on the paper and a Satisfactory grade on the test (A).
- (2) For a "B" grade: Projects two through four with a Satisfactory grade on the test.
- (3) For a "C" grade: Projects three & four with a Satisfactory grade on the test.

6.3 **Grading Type:**

A+ = 98% and above	B+ = 88-90.9	C+ = 78-80.9	D+ = 68-70.9
A = 94-97.9	B = 84-87.9	C = 74-77.9	D = 64-67.9
A- = 91-93.9	B- = 81-83.9	C- = 71-73.9	D- = 61-63.9
	F = 60.9	and below	

7.0 **Resource Material**

7.1 **Textbooks or other required readings used in course:**

Ivey, Allen E., Pedersen, Paul B., Ivey, Mary Bradford. (2001). Intentional Group Counseling: A Microskills Approach. Brooks/ Cole: Belmont, CA.

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

American Psychiatric Association. (2000) Diagnostic and Statistical Manual. Fourth Edition-Treatment Revised (DSM IV-TR). Washington, DC: American Psychiatric Association. **(You may have already have purchased this book for SOWK 8220 Clinical Social Work Practice with Individuals.** It is required in many courses through the MSW program.)

American Psychological Association (2001). Publication Manual of the American Psychological Association. Washington, DC: APA. (This book is required for all research courses and represents the School=s standards in all courses for the writing and documentation of sources in student papers, research reports, and theses.)

National Association of Social Workers. (1997). Code of Ethics. (This is available in the School of Social Work on-line Handbook and the Practicum Manual and is required through the MSW program.)

7.2 **Other suggested reading material**

Assigned readings also include articles from journals such as Social Work with Groups, Small Group Behavior, Social Work, Journal of Marriage and the Family, Social Caseworker, and other journals and reading materials having to do with group process, systems, and modalities used in groups.

Other sources for gathering information include interviews with professional group workers in the community, and attendance of local, regional, and national group focused conferences and meetings.

7.3 **Current bibliography and other resources**

Several older sources are included as these are considered standard or classic references in group process.

Anderson, J.D. (1986). Integrating research and practice in social work with groups. Social Work with Groups, 9, 111-124.

Aries, E. (1976). Interaction patterns and themes of male, female and mixed groups. Small Group Behavior, 7, 7-18.

Bach, G. R. (1954). Intensive group psychotherapy. New York: Ronald.

Berne, E. (1966). Principles of group treatment. New York: Oxford University Press.

Brown, L. (1992). Groups for growth and change. New York: Longman.

Chau, K. (Ed) (1991). Ethnicity and biculturalism: Emerging perspectives of social group work. New York: Haworth.

Corey, G., Corey, M.S., Haynes, R. (2006). Groups in Action: Evolution and changes. Belmont, CA: Thomson Brooks/Cole.

Corey, M.S., Corey, G. (2005) Groups: Process and practice, Sixth Edition. Belmont, CA: Thompson Brooks/Cole.

Creane, J. (1981). Consciousness-raising groups for men. In Lewis, R. A. (Ed.). Men in difficult times, 254-262. New Jersey: Prentice-Hall.

Greif, G. L. , & Ephross, P. H. (Eds.). (2005). *Group work with populations at risk*. New York: Oxford University Press.

Gutierrez, L. M. (1990). Working with women of color: An empowerment perspective. Social Work, 35, 149-153.

- Hartung-Hagen, B. (1983). Managing conflict in all-women groups. In Glover, B. G. & Garvin, C. D. (Eds.). Group work with women/Group work with men. New York: Hawthorne.
- Kotter, J.A. (1994) Advanced group leadership: An introduction to group work practice. California: Brooks/Cole.
- MacKenzie, K. R. (1990). Time-limited group psychotherapy. Washington, D.C.: American Psychiatric Press, Inc.
- Malekoff, A. (2004). Group work with adolescents, second ed. New York: Guilford Publications.
- Northern, H. (1990). Social work with groups. (2nd ed.). New York: Columbia University Press.
- Pennell, J., Anderson, G.R. Ed. (2005) Widening the circle: The practice and evaluation of family group conferencing with children, youths, and their families. Washington, DC : NASW Press.
- Siroka, R., Siroka, E., & Schloss, G. (1971). Sensitivity training and group encounter. New York: Grosset and Dunlap.
- Sullivan, N., Mesbur, E.S., Lang, N.C., Goodman, D., Mitchell, L. (Ed.) (2003). Social work with groups: Social justice through personal, community, and societal change. New York: Hawthorne Press.
- Toseland, R.W. & Ravis, R.F. (1995) An introduction to group work practice. Boston: Allyn & Bacon.
- Yalom, I. D. (1983). Inpatient group psychotherapy. New York: Basic Books.
- Zastrow, C. (1989). Social work with groups. Chicago, IL: Nelson-Hall.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to, and emphasizing the importance of, the issue of plagiarism. The UNO policy on plagiarism is as follows:

"The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge."

The UNO policy on Academic Integrity reads as follows:

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions."

Academic dishonesty definitions, procedures and sanctions are available on the current University

of Nebraska at Omaha web-site

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement Regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information contact Services for Students with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division Counseling Services.

**Social Work 8230
Assignments**

1. As part of the course requirements, you are to participate as a member of a small group that will meet twice each weekend for approximately one hour each session. The group will be unstructured and not facilitated by a leader; you will be assigned by the professor to a group. The purpose of the group sessions is to acquaint you with the experiential aspects of group membership, and to facilitate goals you may have for learning about groups. It is expected that you will meaningfully contribute to the group process.
2. Each student will write a brief (2-3 pages) paper following each small group session, integrating the assigned reading, lecture material, and reflections on the small group experience. The papers are to be typed, double-spaced, and follow APA guidelines.
3. A comprehensive examination covering all course content will be given in the final class session. The exam will be worth 100 points, and a grade of 85 and higher is required to pass with a final grade of B for the course.

OPTIMAL ASSIGNMENT: If you wish to be considered for a grade of “A” in the course, you are to submit a research paper on a selected topic of group work that is of interest to you. The paper is to be 12-15 pages with significant references, and written in APA style.