

LOYOLA UNIVERSITY CHICAGO
School of Social Work
Syllabus – SOWK 505

Course Title: **Social Work Practice with Groups**

Course Number- Section Number: **SOWK 505**

Prerequisite: **Social Work with Individuals and Families (SOWK 503) or concurrent enrollment**

Semester/Year: **Summer 2017**

Instructor: **Joyce A. Webster, LCSW**

COURSE DESCRIPTION

This course presents theoretical and practical approaches to social work with small groups, with particular emphasis on the dynamics of small group process and appropriate worker interventions. A five-stage model of group work is the basis for conceptualizing, planning, assessing, intervening, and evaluating group work practice. Attention is paid to issues of mutual aid, empowerment, social and economic justice, and group work practice with diverse and at risk populations.

Through a generalist perspective, students explore both task and treatment groups, including committees, teams, and advisory boards, as well as groups for education, socialization and remediation. Critical thinking skills are emphasized throughout the course via decisions surrounding the appropriate use of groups as a method of intervention, the assessment of membership and the evaluation and research of group work practices. Other content areas address the roles and functions of the group worker, issues and considerations of ethical group work practice, and approaches for establishing and maintaining groups in an agency.

RELATIONSHIP TO OTHER COURSES

Social Work Practice with Groups (SOWK 505) is a foundation course for both the clinical and leadership concentrations. The content of this course further develops the knowledge, values and skills learned in Social Work with Individuals and Families (SOWK 503).

LEARNING OUTCOMES: (EPAS/PB)

Through class assignments, students are expected to demonstrate mastery of the following CSWE competencies and practice behaviors:

2.1.1—Identify as a professional social worker and conduct oneself accordingly.

PB - practice personal reflection and self-correction to assure continual professional development;

Assignments: (1) Professional Association Experience /Twelve Step Paper; (2) Assessment of Your Small Group Experience Paper

2.1.3—Apply critical thinking to inform and communicate professional judgments.

PB - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

PB - demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Assignments: (1) Professional Association Experience /Twelve Step Paper; (2) Exam; (3) Assessment of Your Small Group Experience Paper

2.1.4—Engage diversity and difference in practice.

PB - recognize and communicate their understanding of the importance of difference in shaping life experiences;

Assignments: (1) Professional Association Experience /Twelve Step Paper; (2) Assessment of Your Small Group Experience Paper

2.1.7—Apply knowledge of human behavior and the social environment.

PB - utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

PB - critique and apply knowledge to understand person and environment.

Assignments: (1) Professional Association Experience /Twelve Step Paper; (2) Exam; (3) Assessment of Your Small Group Experience Paper

2.1.9—Respond to contexts that shape practice.

PB - continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Assignments: (1) Professional Association Experience /Twelve Step Paper; (2) Exam.

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

PB - substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

PB - select appropriate intervention strategies.

PB - facilitate transitions and endings.

PB - critically analyze, monitor, and evaluate interventions.

Assignments: (1) Professional Association Experience /Twelve Step Paper; (2) Exam; (3) Assessment of Your Small Group Experience Paper

COURSE STRUCTURE/TEACHING METHODOLOGY

It is anticipated that course objectives will be achieved through a combination of lectures, discussions, readings, audiovisual materials, face-to-face group experiences, and completion of course assignments and an exam. In addition, videotaped material and role-playing will be used for illustration purposes.

Active participation in an ongoing small group by all students throughout the term is expected. Each student will be assigned to an ongoing small group, which will meet during part of each class session. The purpose of this group is to help students integrate course material and apply theory to practice -- through discussion, reflection, and the practice of group work skills.

EXPECTATIONS AND RESOURCES FOR STUDENTS:

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. The complete document may be found on the School of Social Work website's advising page at <http://www.luc.edu/socialwork/academics/mswadvising.shtml>.

The syllabus is a document that provides the course framework, schedule, and content and expectations of students and instructor. However, unforeseen circumstances may lead to changes in assignments, reading, and assignment due dates. Students will be notified regarding any modifications/updates/edits to the syllabus. As a result, it is each student's responsibility to check his or her LUC e-mail, mail folders, and the course website regularly and frequently each week throughout the semester.

Instructor Availability - The best way to reach the instructor is via email at joycewebster@gmail.com or jbadger@luc.edu. Office hours are by appointment. Phone consultations are also an option, by request.

Students with Special Needs

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify the instructor as soon as possible so that appropriate resources and accommodations can be provided.

Within the first week of class, students with documented disabilities should submit the letter from the Services for Students with Disabilities Office and discuss any accommodations recommended via email/ in person/ on the phone. If students do not have documentation for their disabilities, they should contact the Services for Students with Disabilities Office (773-508-3700 and SSWD@luc.edu) as soon as possible. Accommodations beyond those documented may be provided at the discretion of the instructor.

Students should refer to the Student Handbook or contact the Learning Assistance Center regarding students' rights and available resources pertaining to assistance with special needs or disabilities.

Resources for Writing

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information. Services are available at both WTC & LSC.

Respect for Diversity

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and in class, gender, age, physical and mental ability, religion, sexual orientation, gender identity and gender expression. The School values ethnically sensitive and culturally competent social work education and practice.

Students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined, and students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

The School of Social Work expects that students will demonstrate respect for diversity of their classmates, faculty and clients, and commit to address issues of marginalization, oppression, prejudice and discrimination. Further, it is anticipated that students will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university.

Academic Integrity (Refer to Student Handbook)

Academic integrity is essential to a student's professional development, their ability to serve others, and to the University's mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago. Students who plagiarize risk receiving a failing grade at the instructor's discretion. All students who plagiarize will be referred to the Committee on Student Affairs (CSA) for judicial review.

Statement on Plagiarism

"In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: Council of Writing Program Administrators (2003, January). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school. **Responsibilities of Academic Honesty are detailed in The Graduate Manual of the Loyola University Chicago.** Please read the Graduate Catalog stating the university policy on plagiarism (p.18).

For additional information on plagiarism, read <http://www.plagiarism.org/>

It is anticipated that students in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course the student is expected to cite the other paper. (Example: paper submitted for SOWK 000, Instructor: Wayne William, Semester: Spring 2012)

Recording and Sharing Recordings of Lectures

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures, class discussions, and review sessions without the consent of the instructor is prohibited. At the discretion of the instructor, the student may receive permission for audio taping lectures on

the condition that these audio tapes are only used as a study aid by the individual enrolled in the course.

Attendance and Class Participation

Social Work Comportment and Class Norms

Social work practice requires the cultivation of respect, active listening, and sustained engagement. The classroom is the laboratory, which serves to develop these critical skills. In order to establish an effective learning context the following rules will be enforced:

- All phones and handheld devices will be turned off (not to vibrate) prior to class and must remain off throughout the class. Texting is not permitted.
- Laptop computers are not necessary in order to do well in this course. If you insist on using one, they may only be used for legitimate class purposes, such as taking notes in MS Word. The instructor reserves the right to ban laptops if they impede student engagement and participation.
- Students may eat snacks and drink beverages in class if respectful of the impact on others. Students are asked to keep distracting odors, foods and bags (chips, etc.) outside of the classroom.
- University classrooms are places of adult learning. Students can appropriately challenge each other and the instructor, but it must be done in a respectful manner with the genuine objective of learning. It is expected that student participation adds to the discussion and is delivered in a respectful manner to the class. Please treat colleagues with respect and maintain confidentiality regarding any personal information shared in class sessions.
- All papers must be submitted in compliance with the most recent edition of the *Publication Manual of the American Psychological Association* format unless directed otherwise by the instructor. Resource for APA Formatting: Purdue OWL website
- Violation of these class norms may result in deduction of participation points from the final class grade.

Attendance and Participation

Regular attendance and class participation are major expectations for this course. Students must be present and have read the assigned material in order to participate. Participation is defined as: on-time attendance for complete class sessions, attentive non-verbal behavior, offering comments relevant to course discussions, and active, respectful participation in small group exercises. Demonstration of familiarity with readings will increase your participation grade.

Promptness and attendance will be noted by instructor and will be a contributing factor in the participation grade. One absence per semester is allowed to cover emergencies. While the instructor is willing to work with students with specific situations, there will be no other excused absences. Please note that missing all or part of a class not only hinders individual student learning, but also negatively affects the dynamics of the small group experience and the class as a whole. If students are unable to attend class for any reason, they are to notify the instructor and their small group in advance by phone or email. Such courtesy reflects a professional and mutually respectful attitude towards classmates and the instructor.

Academic Warnings

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. Please see the Student Handbook for additional information regarding academic concerns.

CRITERIA FOR GRADING

Grades are based upon criterion-referenced grading. In general, letter grades are assigned using the criteria below:

A = Exceptional work-outstanding: This grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice and careful attention to use of professional language, good grammar and sentence structure in written products. Generally, “A” level work demonstrates intellectual exploration that goes beyond rote learning. “A” level work demonstrates skill in critical thinking as well as a high level of understanding and application of course theory.

B = Fully meets graduate standards: This grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

D = Overall performance is poor, and the student must retake the course.

F = Failure: Overall quality is unsatisfactory and/or some aspect of assignments are not done.

Incomplete grades = A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. **However, incompletes are not intended as an option for poor organizational skills, inadequate time management, or not being proactive.** Students are responsible for requesting an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. Under some circumstances, approval must be granted from not only the instructor, but also from the BSW (undergraduate) or MSW Program Director (graduate student) or the grade will automatically change to an F.

The following grading scale will be utilized:

Grade	Value
A	4.00 (96-100%)
A-	3.67 (92-95%)
B+	3.33 (88-91%)
B	3.00 (84-87%)
B-	2.67 (80-83%)
C+	2.33 (76-79%)
C	2.00 (72-75%)

C-	1.67 (68-71%)
D+	1.33 (64-67%)
D	1.00 (60-63%)
F	0.0 Below 60%

DESCRIPTION OF ASSIGNMENTS

Assignments have mandatory due dates and are due before the start of class on the due date. Assignments that are submitted late, without prior instructor approval, will be downgraded. Assignments should be submitted to the instructor, as attached Word documents, through the Assignment links on our Sakai site.

Course Assignments include the following:

1. Each student will be asked to attend a meeting of either a) a professional voluntary association (NASW, IASWG, etc.), or b) a twelve-step meeting, and write a paper assessing this experience through 1) the lens of a group worker, and 2) its potential influence on one's personal/professional aspirations. Please see assignment guidelines near the end of this syllabus. Additional details will be provided via classroom and online communications.
2. One in-class exam focusing on basic course information will be administered.
3. Students will be asked to participate in an ongoing small group experience. Consistent, respectful, and effective participation in the small group is required. There will be brief group assignments as well as one longer-term project. Students will submit a paper summarizing and assessing the small group experience and the contributions of each member. Please see assignment guidelines near the end of this syllabus. Additional details will be provided via classroom communications.
4. Regular class attendance, careful preparation for and thoughtful participation in all class sessions are a critical component of the course. If a student needs to miss a class for emergency or other significant reasons s/he should inform the instructor and her/his small group ahead of time.
5. Required weekly readings and brief reflection assignments support course objectives and prepare students for class discussions. All reading assignments are listed in the "Course Schedule." It is expected that students will come to class having read the materials and prepared to discuss them.

Determination of Final Grades:

% of Final Grade

- | | |
|---|-----|
| 1. Paper: Professional Association Experience and Analysis OR
Visit to and Analysis of a Twelve-Step Meeting | 20% |
|---|-----|

2. Exam	30%
3. Small Group Presentation	5%
4. Small Group Experience – Final Assessment Paper	25%
5. Preparation for and participation in all class sessions and small group experiences:	20%
• Consistent timeliness and attendance at class sessions	
• Consistent, respectful and productive contributions	
• Timely and thorough completion of readings	
• Timely and thorough completion of small group assignments and discussions	
Total	<u>100%</u>

Required textbooks

Bernstein, S. (1978). *Explorations in Group Work: Essays in Theory and Practice*. Chapter 2. Bloomfield, CT: Practitioner's Press.

Gitterman, A. & Salmon, R. (2008). *Encyclopedia of Social Work with Groups*. New York, NY: Routledge.

Toseland, R.W. and Rivas, R.F. (2016). *An Introduction to Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon.

Highly recommended textbook

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy*. Fifth Edition. Basic Books.

Recommended textbooks

Conyne, R. K. (1999). *Failures in Group Work: How We Can Learn From Our Mistakes*. Thousand Oaks, CA: SAGE Publications, Inc.

Corey, G., Corey, M.S., Callahan, P., Russell, J.M. (2004). *Group Techniques*. 3rd Ed. USA: Brooks/Cole Publishing.

Required Readings:

Articles

Most articles that are required reading have links posted on our Sakai site. If a password is required to access the article, please use the password "Groups."

PROJECTED COURSE SCHEDULE

June 5. Week I. - Introductions and Course Overview

Required Reading:

Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York, NY: Simon and Schuster. Ch.1; Thinking about Social Change in America, pp. 15- 28; Ch. 5; Connections in the Workplace, pp. 83-85; Ch.9; Against the Tide? Small Groups, Social Movement, and the Net, pp.148- 152; Ch. 15; What Killed Civic Engagement? Summing Up, pp.283-284.

Standards for Social Work Practice with Groups (*pdf version located on our Sakai site or also as Appendix in Toseland & Rivas textbook, pp. 452-463*)

June 12. Week II - The Group Work Method; The Small Group

- Characteristics and typology of small groups.
- History of social work with groups
- Essential values and ethics of social work with groups
- The role of mutual aid and empowerment in social work with groups
- Therapeutic factors
- The 12-step model
- Professional associations: role, value, and opportunities

Assignment Due:

Understanding Yourself in Groups Worksheet

Required Reading:

Gitterman, Alex. (2010). Mutual aid: Back to basics. In D. M. Steinberg (Ed.). *Orchestrating the power of groups: Beginnings, middles, and endings (overture, movements, and finales)*. London: Whiting & Birch.

Kurland, R. and Salmon, R. (1992). Group work vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, 15(4), 3-14. **(Read only pp. 7-13)**

- Lee, J. (2009). Jane Addams. *Encyclopedia of Social Work with Groups*. New York, NY: Routledge, pp.13 -16.
- Royce, C.A. and Hechtman, J. (2001). Forces at Work: The Top 5 Reasons for Belonging to a Professional Association. *Science Scope*, 24 (6), 28-31.
- Simon, S., Webster, J., and Horn, K. (2007). A critical call for connecting students and professional associations. *Social Work with Groups*, 30 (4), 5-19.
- Toseland, R.W. and Rivas, R.F. (2012). *An Introduction to Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 1; Introduction, pp. 1-42; Ch. 2; Historical and Theoretical Developments, pp. 43-66.
- Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy*. Fifth Edition. Basic Books. Ch. 1-3, pp. 1-76; "Catharsis", pp. 89-91; "Existential Factors", pp. 98.

June 19. Week III. - Group Dynamics & Group Leadership

Properties/dynamics of groups:

- Group cohesion
- Communication and interaction patterns occurring within groups
- The social controls exerted in groups (norms, roles, indigenous leaders, status)
- The culture that develops in groups

Group leadership

Assignments Due: View 12 Angry Men

Required Reading:

- Hanson, M. (2009). People with Problematic Alcohol Use. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 212-215.
- Harvard Mental Health Letter (2007) *How Alcoholics Anonymous Works*. [www. Healthharvard.edu.](http://www.health.harvard.edu), pp.4-6.
- Reid, K. (1988). "But I don't want to lead a group!" Some common problems of social workers leading groups. *Groupwork*, 2, 124-134.
- Toseland, R.W. and Rivas, R.F. (2012). *An Introduction to Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 3 & 4; Understanding Group Dynamics, pp. 67-97, & Leadership, pp. 98-136.

**June 26. Week IV. – Group Development
Pre-Group Planning & Preparation
The Use of Activity in Group Work Practice**

Group development:

- Garland, Jones and Kolodny's five stage model

Pre-Group Planning

- Establishing the group's purpose
- Assessing potential sponsorship and membership
- Recruiting members
- Composing the group
- Orienting members
- Contracting
- Preparing the environment
- Issues of leadership (e.g., preparation of self, co-leadership)
- Writing a group proposal

Use of Activity in Groups

- The role of program and activity in group work.
- Differential use of activity in different stages of group development.
- The use of activity with different populations

Assignments Due:

- 1) **Individual Exercise Worksheet**
- 2) **Review Exercises from your small group**

Required Reading:

Bernstein, S. (1965). *Explorations in Group Work: Essays in Theory and Practice*. Bloomfield, CT: Practitioner's Press, Ch. 2.

Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16(1-2), 69-81.

Comer, E. and Hirayama, K. (2009). Activity: Use and Selection. In Gitterman, A. and Salmon, R.(Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 62-64.

Toseland, R.W. and Rivas, R.F. (2012). *An Introduction to Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Chapter 6; Planning the Group, pp. 160-195; Appendix B, Group Announcements, pp. 455-456; Appendix C, Outline for a Group Proposal, pp. 457; Appendix D, An Example of a Treatment Group Proposal, pp. 458 - 459; Appendix E, An Example of a Task Group Proposal, pp. 460 - 461.

Wright, W. (2005). The use of purpose in on-going activity groups: A framework for maximizing the therapeutic impact. *Social Work with Groups*, 28(3/4), 205 - 227.

July 3. Week V – Pre-Affiliation and Power and Control - Beginning Phase of Work with Groups

- Essential issues of this stage
- Dynamics characteristic of this stage.
- Worker roles and functions in this stage
- Impact of culture and diversity on this stage
- Assessment during this stage

Assignment Due:

Paper Due: Observation of Professional Association or Twelve-Step Meeting

*****CLASS WILL NOT MEET FACE-TO-FACE*****

Instead, complete the following tasks prior to our next class on July 10th:

1. *Listen to 1st and 2nd stage Lecture Recordings (links in the Handouts/Power Point section of Sakai)*
2. *“Meet” with group to 1) plan presentation; 2) finish contracting and 3) finish process questions from 12 Angry Men (if not yet complete)*
3. *Catch up on readings!*

Required Reading:

Reid, K. (1997). Conflict management in group treatment: "Get out of my face, you S.O.B!" in J.K. Parry (Ed.), *From Prevention to Wellness Through Group Work*. New York: The Haworth Press, 61 - 77.

Toseland, R.W. and Rivas, R.F. (2012). *An Introduction to Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 7 & 8; The Group Begins, pp. 196-229, & Assessment, pp. 230-263.

Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups*, 34(3/4), 246 - 256.

Wayne, J. and Gitterman, A. (2004). Offensive behaviors in groups: Challenges and opportunities. *Social Work with Groups*, 26(2), 23-34.

July 10. Week VI. – The Middle Stages; Relational Model; Task Groups

- Essential issues of this stage
- Dynamics that are characteristic of this stage.
- Worker roles and functions in this stage
- Impact of culture and diversity on this stage

- Assessment during this stage
- Middle stage challenges: Resistance, silence, monopolizing, etc.
- Task groups vs. treatment groups

Assignments Due: None

Required Reading:

Behroozi, C.S. (1992). A model for social work with involuntary applicants in groups. *Social Work with Groups*, 15(2/3), 223-238

Gans, J.S. & Counselman, E.F. (1999). Silence in group psychotherapy: A powerful communication. *International Journal of Group Psychotherapy*, 50(19), 71-85.

McDermott, F. and Hill, C. (2009). Women with Advanced Breast Cancer. In Gitterman, A. and Salmon, R.(Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 62-64.

Schiller, L.Y. (1997). Rethinking stages of development in women's groups: implications for practice. *Social Work with Groups*, 20(3), 3-19.

Steinberg, D. M. (2005). She's doing all the talking, so what's in it for me? (The use of time in groups). *Social Work with Groups*, 28(3/4), 173 - 185.

Toseland, R.W. and Rivas, R.F. (2012). *An Introduction To Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 9 & 10; Treatment Groups: Foundation Methods, pp. 264-294, Treatment Groups: Specialized Methods, pp. 295-335. Ch. 11 & 12; Task Groups: Foundation Methods, pp.336-363, & Task Groups: Specialized Methods, pp. 364-394.

July 17 Week VII. - Ending Stage: Separation, Termination, and Transformation

- Essential issues of this stage
- Dynamics that are characteristic of this stage.
- Worker roles and functions in this stage
- Impact of culture and diversity on this stage
- Assessment during this stage
- Review for in-class exam

Assignment Due:

In small groups, view *Healing and the Mind* and related discussion questions (*tentative assignment*)

Required Reading:

Birnbaum, M. L. and Cicchetti, A. (2009). Sessional Endings. In Gitterman, A. and Salmon, R.(Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 117-118.

Toseland, R.W. and Rivas, R.F. (2012). *An Introduction To Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 13; Ending the Group's Work, pp.395-416.

July 24. Week VIII. - Group Leadership and Diversity

- Intervening with sensitivity to diversity
- Assessing cultural influences and bias on group behavior

Assignment:

IN CLASS EXAM

Required Reading:

Pelech, W., Basso, R., Lee, C. D., & Gandarilla, M. (2016). *Inclusive group work*. New York, NY: Oxford University Press., pp. 38-47.

Toseland, R.W. and Rivas, R.F. (2012). *An Introduction To Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 5: Leadership and Diversity, pp. 137-159.

July 31. Week IX. – Group Work with Specific Populations and Settings

- Group Work with Children
- Group Work with Adolescents
- Group Work with Older Adults
- Group Work with Trauma Survivors
- Group Work with Lesbian, Gay, Bisexual, and Transgender Individuals
- Group Work in Schools

Assignment: None

Required Reading:

Knight, C. (2009). Children. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 249 - 251.

Knight, C. (2009). Trauma Survivors. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 240 - 243.

- Malekoff, A. (2009). Adolescents. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 252 - 255.
- Rose, S. (2009). Schools. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 179 -180.
- Rosenwald, M. (2009). Lesbian, Gay, Bisexual, and Transgender Individuals. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 198 - 201.
- Toseland, R. (2009). Older Adults. In Gitterman, A. and Salmon, R.(Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 257 - 260.

**Aug. 7. Week X. - The Use of Technology in Group Work; Research in Group Work
Course Summary, Assessment, and Closure**

- Online groups
- Telephone groups
- The state of research in group work
- Opportunities for research in group work
- Tools for data collection.

Assignment Due:

Assessment of Small Group Experience

Required Reading:

- Perron, B. E. and Powell, T. J. (2009). Online groups. In Gitterman, A. and Salmon, R.(Eds.) (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 311-314.
- Macgowan, M. J. (2009). Evidence-based group work. In Gitterman, A. and Salmon, R. (Eds.), *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 131-136.
- Toseland, R.W. and Rivas, R.F. (2012). *An Introduction To Group Work Practice*. Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 14; Evaluation, pp. 417 - 443.
- Toseland, R. W. (2009). Telephone groups. In Gitterman, A. and Salmon, R. (Eds.), *Encyclopedia of social work with groups*. New York, NY: Routledge, pp. 314-317.

***The instructor reserves the right to make modifications to this syllabus, if necessary. Timely notice will be given should there be any necessary changes.**

COURSE FEEDBACK

Students will receive an email communication near the end of this semester from the Academic Dean of the School of Social Work requesting feedback about this course, its content, assignments, instructor, etc. Student feedback is valuable and influences future course revisions. Please be sure to complete this IDEA course assessment in a timely manner.

The instructor will also request students to complete an Instructor Generated Feedback Form on the last day of class to solicit feedback to be considered for future course planning. This evaluation is optional, but encouraged.

ASSIGNMENT - OPTION A: PROFESSIONAL ASSOCIATION EXPERIENCE

Select a social work or social welfare professional association that interests you and attend a meeting of that organization. Then, submit a **6-9 page, double-spaced paper analyzing your experience, utilizing the outline below. A reference page is required and should follow APA formatting, including page numbers.**

Examples of organizations whose meetings might interest you include National Association of Social Work (NASW), the International Association for Social Work with Groups (IASWG), and the Illinois Group Psychotherapy Society (IGPS). Information about specific meeting times for many social work/social welfare associations is available from the list posted under Professional Association Information on our Sakai site.

A major objective of this assignment is to enhance your knowledge, experience, appreciation and critical thinking about the role of professional associations as a significant component of your chosen profession and a potentially supportive community for your ongoing development. Viewing these associations not as bureaucratic organizations, but rather as groups designed to support and enhance one's life work, can be a valuable frame of reference for the new professional. Social workers, in particular, need one another's support in today's climate of increasing demands, limited resources, and frequent burnout. Professional associations provide one vehicle for developing these connections.

ASSIGNMENT OUTLINE

Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading. Please proofread carefully, and be sure to incorporate extensive and relevant course literature, especially in item XIII. Linking your experience to course literature and discussions is a critical component of this assignment.

Viewing the meeting through the lens of a group worker, please respond to the following items:

PART ONE

- I. Name of association
- II. Date, time, length, and location of meeting
- III. Participants – number, professions, assigned roles, and demographics — include: age, race/ethnicity, gender, social/economic class, disabilities
- IV. Type of group and purpose(s) of the meeting (Use Toseland and Rivas's Typologies of Groups)
- V. Brief summary of the content and structure of the meeting
- VI. Assessment of the properties of the group — link with all of the following terms and provide supporting examples/observations: atmosphere, interaction/participation patterns, cohesion, group culture, decision-making processes, and leadership (Use Toseland and Rivas's descriptions in Chapters 3 and 4)
- VII. Identify the therapeutic/helping factors evidenced in the meeting. (Use Yalom's therapeutic factors). Describe how these factors were demonstrated in the meeting.
- VIII. Clarity and effectiveness of purpose and the use of time.

- IX. Assessment of the stage of the group's development. (Use Garland, Jones, Kolodny's Five Stage Model of Group Development). Cite examples to support your assessment.

PART TWO

Reflect upon the potential value and influence of this group/association on you and your personal/professional aspirations. Consider and respond to the following:

- X. How did you feel as an attendee at the meeting?
- XI. What aspects of the meeting did you like? What suggestions for improvement would you make?
- XII. How did your experience relate to course readings and discussions? Be sure to cite multiple theoretical concepts from class readings in your observations and assessments. Your response should include information from all of the following readings, and should also reference additional course literature and discussions.
Bowling Alone (assigned selections) by Putnam.
Forces at work: The top 5 reasons for belonging to a professional association by Royce and Hechtman (2001).
A critical call for connecting students and professional associations by Simon, Webster, and Horn (2007).
- XIII. Comment on the potential value and influence of this association for you and your personal/professional aspirations and the field of social work.
- XIV. Concluding comments.

ASSIGNMENT - OPTION B: VISIT A TWELVE-STEP GROUP

Twelve-Step Programs are important options for many individuals. Alcoholics Anonymous, Overeaters Anonymous, Narcotics Anonymous, Gamblers Anonymous, and Alateen are just a few of the programs based on the twelve-step model. This self-help model is also based on the importance of group interaction and support.

Select one twelve-step program and attend an “open” meeting of this group. In this case, “open” refers to a meeting which can be attended by someone who does not suffer from this condition.

Submit a 6-9 page, double-spaced paper analyzing your experience, utilizing the outline below. A reference page is required and should follow APA formatting, including page numbers.

The following websites may help you locate an appropriate meeting:

- Alcoholics Anonymous <http://www.aa.org>
- Chicago Area Alcoholics Anonymous <http://www.chicagoaa.org>
- Overeaters Anonymous <http://www.oa.org>
- Gamblers Anonymous <http://www.gamblersanonymous.org>

ASSIGNMENT OUTLINE

Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading. Please proofread carefully, and be sure to incorporate extensive and relevant course literature, especially in item XIII. Linking your experience to course literature and discussions is a critical component of this assignment.

Viewing the meeting through the lens of a group worker, please respond to the following items:

PART ONE

- I. Name of group/meeting
- II. Date, time, length and location of meeting
- III. Participants – number, assigned roles, and demographics--include: age, race/ethnicity, gender, social class/economic class, disabilities.
- IV. Type of group and purpose(s) of the meeting (Use Toseland and Rivas’s Typologies of Groups)
- V. Brief summary of the content and structure of the meeting
- VI. Assessment of the properties of the group — link with all of the following terms and provide supporting examples/observations: atmosphere, interaction/participation patterns, cohesion, group culture, decision-making processes, and leadership. (Use Toseland and Rivas's descriptions in Chapters 3 and 4)
- VII. Identify the therapeutic/helping factors evidenced in the meeting (Use Yalom’s therapeutic factors). Describe how these factors were demonstrated in the meeting.
- VIII. Clarity and effectiveness of purpose and the use of time.
- IX. Assessment of the stage of the group’s development. (Use Garland, Jones, Kolodny’s Five Stage Model of Group Development). Cite examples to support your assessment.

PART TWO

Reflect upon the potential value and influence of this group/association on you and your personal/professional aspirations. Consider and respond to the following:

- X. How did you feel as an attendee at the meeting?
- XI. What aspects of the meeting did you like? What suggestions for improvement would you make?
- XII. How did your experience relate to course readings and discussions? Be sure to cite multiple theoretical concepts from class readings in your observations and assessments. Your response should include information from both of the following readings and should also reference additional course literature and discussions.
 - a. *People with Problematic Alcohol Use* by Hanson;
 - b. *How Alcoholics Anonymous Works?* by the Harvard Mental Health Letter.
- XIII. Comment on the potential value of such groups for your personal/professional aspirations and the field of social work as a whole.
- XIV. Concluding comments.

ASSIGNMENTS: SMALL GROUP PRESENTATION, EXPERIENCE, & FINAL ASSESSMENT PAPER

Overview:

This assignment is made up of several parts. To successfully complete this course assignment you will need to revisit these instructions and make multiple submissions as the semester progresses.

Small Group Responsibilities:

- Preparing an experiential exercise for the class on the assigned date.
- Preparing to lead a discussion with the class about the value and applicability of the exercise by developing 4-5 questions to generate class discussion about the exercise. The exercise and discussion should take approximately 30-40 minutes in total.
- Preparing and disseminating a written evaluation form for participant feedback about the experience.
- Scheduling and holding a de-briefing session for your group to discuss the experience and review the evaluations.

PART ONE: Selecting a Potential Exercise for Your Small Group Project

Each member of the small group should identify an exercise or activity that relates to the particular stage or topic assigned to one's small group. Use the exercise template provided below to describe your exercise. **Each group member should individually copy the entire template and enter their responses below each heading.**

Small Group Exercise Template

- I. Name of Exercise
- II. Your Name, Small Group Name
- III. Citation or Source of Exercise (If the author or source of the exercise is unknown, please explain how you became familiar with the exercise)
- IV. Stage(s) of Group Development for which the Exercise is Appropriate
- V. Exercise Objectives
- VI. Time Requirements
- VII. Space Requirements
- VIII. Group Size Restrictions
- IX. Materials Needed
- X. Sample Handouts, if appropriate
- XI. Method or Instructions for Conducting the Exercise
- XII. Suggestions/Steps for Follow-up Activities/Discussions
- XIII. Tips/Comments/Suggestions

Following completion of the template, **submit it three ways:**

1. **To your instructor:** under the Assignments tab on Sakai, in this location: *Individually Selected Exercise* (submit as an attachment)
2. **To your small group on your group's Forum page:** under the Forum page on Sakai, in the folder *Individually Selected Exercises*

3. **To the entire class on the Forum page:** under the Forum page on Sakai, under the folder *Individually Selected Exercises*

Following submission to these three sites, each member of the small group should review the exercises posted by the other group members. The group should then discuss and select one exercise to demonstrate for the entire class.

PART TWO: Small Group Presentation

Once your group has identified an exercise to demonstrate for the entire class, your group will prepare 4-5 discussion questions to guide the class discussion following the demonstration. Your group is also responsible for developing a written evaluation form in order to receive peer feedback on the experience. At least **one week** prior to the group's presentation, these materials are to be submitted via Sakai as the Group-selected Exercise, Discussion Questions, and Evaluation assignment.

Following the demonstration, each group is responsible for scheduling and holding a debriefing session for your group to discuss the experience and review the evaluations.

PART THREE: Assessment of Small Group Experience

Each group member is required to submit a critical analysis of your small group experience in **6-9 double-spaced, carefully proofread pages**. Assessments and observations must be supported by course theory, terminology, and literature. Examples should be specific and clearly tied to course learning. A reference page is required and should follow APA formatting, including page numbers.

Assignment Outline

Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading. Proofread carefully, and be sure to incorporate extensive and relevant course literature, a minimum of 6 references.

- I. Your name
- II. Group name
- III. Name of exercise
- IV. Date, time, and length of group presentation
- V. Date, time, length, place and atmosphere of debriefing session
- VI. Summarize and assess the written evaluations of your group presentation. Discuss the reactions you and your group had to this feedback. What, if anything, would you want to change about your group's preparation and presentation? Be specific.
- VII. Assess the composition of your small group. Discuss areas of homogeneity and heterogeneity. Consider the impact the following factors may have had on your group: ethnicity, race, gender, age, sexual orientation, class, ability, motivation, or other aspects of diversity.
- VIII. Identify and assess the following properties/dynamics of your small group – interaction/participation patterns, sociometric patterns, decision-making patterns, power bases, presence or absence of conflict, group culture, and overall level of cohesion.

- IX. Using the Boston model (Garland, Jones & Kolodny) and/or the Relational model (Schiller), analyze the development of your small group. Support your analysis with specific examples.
- X. To what degree did your group achieve the specific elements of its mutually agreed upon contract? Please explain.
- XI. List each group member's name, including your own; describe and assess their contributions to the presentation and the overall functioning of the group; and assign a numeric score using the 100 point grading scale listed in the course syllabus. If the score would be different for a member's participation in the presentation versus total participation, please explain.
- XII. Suggestions for improving your role in this small group as well as future small group experiences.
- XIII. Your overall feelings about your experience in the small group. To what degree did the group develop mutual-aid and meet your socio-emotional needs with regards to its goals of 1) education, 2) support and 3) growth?

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PROFESSIONAL GROUP WORK ASSOCIATIONS

IASWG – International Association for Social Work with Groups – iaswg.org or iaswgil.weebly.com

AGPA – American Group Psychotherapy Association – agpa.org

IGPS – Illinois Group Psychotherapy Society – ilgps.org

SOCIAL WORK WITH SMALL GROUPS
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