

School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706

SW 454/624: Social Work with Small Groups

Spring 2018

Instructor: Darald Hanusa, Ph. D, LCSW
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Instructor Phone: 608-231-3300 vm 229
Location: Social Work 427
Class Meeting Time: Tuesdays 6:00-8:00 pm
Credits: Graduate Students: 2 credits;
Undergraduate Students: 3 credits
Instructional Mode: Face-to-Face
Canvas Course
URL: <https://canvas.wisc.edu/courses/87702>

Off Campus Office:
Midwest Domestic Violence
Resource Center
313 Price Place, Ste. 10
Madison, WI 53705
Phone: 608-231-3300, vm 229

I. CATALOGUE DESCRIPTION

SW 454 - Exploration and application of theory to the formation and development of small groups deliberately used by social workers to effect specified change in interpersonal relationships.

SW 624 -Exploration of the small group as the interventive unit; major models and techniques; principles guiding the selection of the small group approach to intervention based on research knowledge of problems, processes, and outcomes.

Attributes and Designations: SW 454 & SW 624 meet jointly. (SA)For undergraduates this course counts as Liberal Arts and Science credit in L&S. For graduates this counts toward the 50% graduate coursework requirement for graduate students. (Key: S= Social Science; E= Elementary; I= Intermediate; A= Advanced)

Requisites: Social Work/Social Welfare major; Declared in Social Work BSW or MSW program.

How credit hour is met: The credit for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (45 hours per credit), which include regularly scheduled instructor: student meeting times (Tuesdays: 6:00pm, -8:00 pm), Skills lab activities, (reading, writing, studying, clinical practice). Undergraduates enrolled for 3 credits are expected to complete an additional assignment as outlined in the Course Assignments and Grading section of this syllabus.

II. COURSE OVERVIEW AND OBJECTIVES

Social Work 454/624 is an elective course open to undergraduate BSWs, Social Welfare majors and MSW students. It is a practice course intended to enhance the student's ability to understand, develop, and implement group interventions in social work practice. This will be done through readings, lectures, example presentations, and practice using social work theory in the direct practice of change with social work clients while focusing on culturally competent skills development for working with small groups.

The course content is what you need to know to master the course objectives. The focus of this course is the mastery of general knowledge and interventions in the field of social work as they relate to small group interventions as educational, counseling, therapy, and task-focused interventions. These interventions will incorporate individual, family, agency, and community needs assessment to establish group utility and focus. It will involve acquiring the necessary sanctions to implement the groups in a variety of settings. The course will explore to concept of recruiting members and assessing group-readiness or these recruits. The course will also examine the various theories associated with group change, group process, and evaluating group effectiveness. Intertwined within each of the areas of focus will be the consideration and application of culturally-relevant issues and a strength-based approach to implementing the small group interventions.

III. LEARNING OUTCOMES: COMPETENCY DESCRIPTIONS AND DIMENSIONS:

By the end of this semester, students should have:

1. Developed an understanding of the generalist and strengths-perspectives as it relates to group work theories, knowledge, and skills.
2. Developed and understanding the implications of cultural diversity (i.e., age, race, gender, ethnicity, income, sexual orientation, disability, setting) on the functioning and use of groups.
3. Practiced the skill of assessing a group activity for a range of implementation criteria.
4. Practiced at an entry-level, the conducting of micro-level small group interventions.
5. Utilized their understanding of the course material and their own creativity to develop a small group's intervention strategy to address a community need.

A special note for social work students: Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. Another objective of this course is to help social work students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

Students are required to complete all outside readings for each week prior to class, including review of any assigned websites. This course is designed as an interactive seminar that uses a variety of formats to integrate class with practice experiences that students encounter in field

training. Active, meaningful participation in class sessions is essential for an optimum learning experience. The course will include some lecture, experiential exercises, use of media, outside guest speakers (if possible), and considerable opportunity for discussion and critical thinking. Students will also engage in direct practice assessing, facilitating, and developing small group interventions.

Week 1: January 23, 2018

Topics:

- Course Overview,
- Introduction to Group Work:
 - Multicultural perspectives on group work
 - Definition of group work
 - Utility and utilization of small groups in social work
- Group Dynamics:
 - Communication and interaction patterns
 - Interpersonal attraction and cohesiveness
 - Social integration and influence
 - Power and control
 - Culture

Class Activities:

- Dyad Introductions as a group ice-breaker

Required Readings:

Corey, M.S. & Corey, G. (2002). Introduction to group work. In *Groups: Process and Practice*, 6th ed., Chapter 1, New York, NY: Brooks/Cole Publishing Co.

Toseland, R.W. (2016). Group dynamics. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), *Handbook of social work with groups*, Chapter 1, New York, NY: Guilford Press.

Week 2: January 30, 2017

Topics:

- Structured Small Group Therapy,
- Situational Analysis
- Cognitive-Behavioral Integrative Group Therapy
- Assessment, Intake and guided questionnaires
- Methods of intervention
- Cultural and diversity considerations in group formation
- Client resistance in CBIT groups

Class Activities:

- Steps of Behavioral Rehearsal
- Interpersonal Skills/Social Skills development, practice, and role-plays

Required Readings:

Rose, S.D.(1998). Group therapy with troubled your: A cognitive-behavioral Integrative approach, Chapter 1, Sage Publications, Thousand Oaks, CA.

Week 3: February 6,2018

Topics:

- Group Leadership
 - Group Leader as a person – personality and character
 - Developing diversity competence and humility in group practice
- Leadership Skills
 - Active listening
 - Clarifying
 - Summarizing
 - Questioning
 - Confronting
 - Empathizing

Class Activity:

- Group leader skill development
- Simulated group leader practice
- Progressive muscle relaxation - demonstration

Required Readings:

Corey, G. (2016). Group leadership. In Theory and practice of group counseling, (9th Ed.), Chapter 2, New York, NY: Brooks/C01e Publishing co.

Week 4: February 13, 2018

Topics:

- Group Development
 - Screening and selecting members
 - Practical considerations
 - Open vs closed groups
 - Group composition
 - Voluntary vs involuntary clients
 - Multicultural considerations in group preparation/experience
 - Structural and cultural issues
 - Dealing with client resistance
- Overview of Group Stages

Class Activity:

- Group leader skill development
- Large group leader demonstration and discussion
- Small group simulated group leader practice (group role-play practice)

Required Readings:

Corey, G. (2016). Early stages in the development of a group. Theory and practice of group counseling, Chapter 4, New York, NY: Brooks/Cole Publishing Co.

Week 5: February 20, 2018

Topics:

- Group Process issues
- Stages of Development-Forming a Group
 - Attracting and screening members
 - Group logistics: size, duration, length, location
 - Pre-group tasks and assessments
- Cognitive-Behavioral Group Work
 - Strategies of effective group intervention
 - Cohesion
 - Motivation
 - Assessment
 - Goal setting
 - Cognitive and behavioral change methods

In-class Activity:

- In groups of two or three – develop a plan for a community-based group (e.g. social skills group).

Required Readings:

Corey, M.S. & Corey, G. (2002). Forming a group. In *Groups: Process and Practice*, (6th Ed.), Chapter 2, New York, NY: Brooks/Cole Publishing Co.

Tolman, R. & LeCroy, C.W. (2017). Cognitive-Behavioral Group Work. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), *Handbook of social work with groups*, Chapter 8, New York, NY: Guilford Press.

Corey, G. (2016). Cognitive Behavioral Approaches to Groups. *Theory and practice of group counseling*, 8th ed., Chapter 13.

Week 6: February 27, 2018

Topics:

- Group Process: Stages of Development- Initial Stage of Group
 - Early concerns – resistance, trust, anxiety
 - Identifying and setting goals
 - Process issues: cohesion and group norms
 - Degree of group structure

Class Activity:

- Group leader skill development
- Large group leader demonstration and discussion
- Small group simulated group leader practice (group role-play practice)

Required Readings:

Corey, M.S. & Corey, G. (2002). Initial stage of a group. In *Groups: Process and Practice*, (6th Ed.), Chapter 5, New York, NY: Brooks/Cole Publishing Co.

Week 7: March 6, 2018

Topics:

- Group Stages of Development – Transition stage of group.
 - Characteristics of transition stage
 - Dealing with difficult group members
 - Dealing with resistance therapeutically
 - Effective group leadership

In-class activity:

- In groups of three, role-play responses to dealing with resistive/difficult group members

Required Readings:

Corey, M.S. & Corey, G. (2002). Transition stage of a group. In *Groups: Process and Practice*, (6th Ed.), Chapter 6, New York, NY: Brooks/Cole Publishing co.

Week 8: March 13, 2018

Topics:

- Group Stages of Development – Working Stage;
 - Tasks of the working stage
 - Group norms and behaviors
 - Developing deeper trust
 - Self-disclosure
 - Confrontation
 - Cohesion and taking risks
 - Commitment to change
- Domestic Violence Groups
 - Components of domestic violence group treatment
 - Assessment and group composition
 - Culturally sensitive approaches
 - Treatment outcome research

In-class Activities:

- Small group activity - group leader role-play practice: confrontation, dealing with self-disclosure, building cohesion.

Required Readings:

Corey, M.S. & Corey, G. (2002). Working stage of a group. In *Groups: Process and Practice*, 6th ed., Chapter 7, New York, NY: Brooks/Cole Publishing Co.

Saunders, D. G. (2016). Group interventions for partner abuse. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), *Handbook of social work with groups*, Chapter 20, New York, NY: Guilford Press.

Week 9: March 20, 2018

Topics:

- Stages of Group Development – Working Stage (continued);
- Psychoeducational Groups
 - Definitions and terminology

- Theoretical underpinnings
- Group type examples

Class Activity:

- Group leader skill development
- Large group leader demonstration and discussion
- Small group simulated group leader practice (group role-play practice)

Required Readings:

Root, J (2017). Psychoeducational Groups. Cognitive-Behavioral Group Work. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), Handbook of social work with groups, Chapter 10, New York, NY: Guilford Press.

Week 10: March 27, 2018 - SPRING BREAK

Week 11: April 3, 2017

Topics:

- Stages of Development – Ending Stage
 - Tasks of ending the group
 - Dealing with emotions
 - Reviewing the group experience
 - Reviewing learning, and progress toward goals
 - Planning for maintenance of change
 - Planning for booster or follow-up sessions
 - Post-group exit interviews

In-class Activities:

- Simulated group practice – in groups of 3 to 4 – role-play practice groups ending tasks.

Required Readings:

Corey, M.S. & Corey, G. (2002). Ending a group. In Groups: Process and Practice, (6th Ed.), Chapter 8, New York, NY: Brooks/Cole Publishing Co.

Week 12, April 10, 2017

Topics:

- Shame Work and Group Therapy
 - The structure of shame
 - Shame vs guilt
 - Trauma-shame connection
 - Structured small group shame therapy – 12 session curricula
- In-Class Activity: Tedtalk: Brene Brown, Vulnerability & Shame

Required Readings:

Shapiro, E.L. & Powers, T.A. (2011). Shame and the paradox of group therapy. In R.L. Dearing & J.P. Tangney (Eds.), Shame in the Therapy Hour, Washington, D.C.: American Psychological Association.

Brown, B, Rondero Hernandez, V. & Villareal, Y. (2011). Connections: A 12-session psychoeducational shame resilience curriculum. In R.L. Dearing & J.P. Tangney (Eds.), Shame in the Therapy Hour, Washington, D.C.: American Psychological Association.

Week 13, April 17, 2018

Topics:

- Ethical and Professional Issues in Group Practice;
 - Informed consent & HIPPA
 - Confidentiality & exceptions to confidentiality
 - Managing psychological risks in group
 - Ethics of group leader's actions
 - Ethical issues in multicultural group counseling
 - Managing negative sub-grouping, hidden agendas, and extra-group activities
 - Uses and misuses of group techniques
 - Group leader competence and training
 - Malpractice and liability
- Group Work in Health Care Settings
 - Types of groups
 - Strengths perspective in social work groups

Required Readings:

Corey, G. (2016). Ethical and professional issues in group practice. In Theory and practice of group counseling, 9th ed., Chapter 3, New York, NY: Brooks/Cole Publishing Co.

Kelly, B.L. (2017). Group work in health care settings. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), Handbook of social work with groups, Chapter 12, New York, NY: Guilford Press.

Week 14: April 24, 2018

Topics:

- Evidence-Based Group Work & Measurement
 - Evidence-based group work defined
 - Key concepts of EBGW
 - Group-based applications of EB techniques and strategies
 - Measures of outcome for group interventions
 - Measures of group process

Required Readings:

Magen, R. (2017). Measurement issues. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), Handbook of social work with groups, Chapter 30, New York, NY: Guilford Press.

Ruffolo, M.C. & Maker, C.M. (2017). Evidence-based group work in mental health practice. In C. D. Garvin, L.M. Gutierrez, & M.J. Galinsky, (Eds.), Handbook of social work with groups, Chapter 13, New York, NY: Guilford Press.

Week 15, May 1, 2017 (Last Class)

Topics: Class wrap-up and summary discussion

V. TEXTS AND READING MATERIALS FOR THE COURSE

Readings and handouts will be available through CANVAS (LEARN@MyUW), provided in class, or available on the internet. While not assigned, it is expected that students have read the NASW Code of Ethics and can draw upon their understanding of the Code in discussions and assignments. A hardcopy of the readings will be on reserve in the Social Work Library.

The readings were drawn from articles and the following text books:

Corey, G. (2017). *Theory and Practice of Group Counseling*, (9th Ed.), Belmont, CA: Brooks/Cole Publishing.

Corey, M.S. & Corey, G. (2002). *Groups: Process and Practice*, (6th Ed.), New York, NY: Brooks/Cole Publishing Co.

Dearing, R.L. & Tangney, J.P. (Eds.), *Shame in the Therapy Hour*, Washington, D.C.: American Psychological Association.

Garvin, C.D., Gutierrez, L.M., & Galinsky, M.J. (Eds.). (2016). *Handbook of Social Work with Groups*, (2nd Ed.), New York, NY: Guilford Press.

Rose, S.D. (1998). *Group therapy with troubled your: A cognitive-behavioral Integrative approach*, Sage Publications, Thousand Oaks, CA.

IV. EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS: ASSIGNMENTS, GRADING AND METHODS

Grades are assigned according to the following criteria:

A	94-100	outstanding; excellent work in all areas
AB	88-93	outstanding; excellent work in many areas
B	82-87	meets expectations in all areas
BC	76-81	meets expectations in some areas; below in others
C	70-75	below expectations in most areas; (not acceptable graduate work)
D	64-69	below expectations in all areas fails to meet minimal
F	<64	expectations in all areas, not acceptable work

Grade Points:

Course Contribution-Professional Participation	10 points
Group Observation Assignment	20 points
Assignment Plan for Video/Class Role Play	15 points
Video/Class Role Play	20 points
Final Paper	<u>35 points</u>
Total Points	100 point

Assignments and Grading:

1. Course Contribution-Professional Participation (10 Points)

Students are expected to attend class weekly, read assigned material ahead of time, come to class on time with questions and comments, performing as a volunteer in the group role plays, and participate professionally in class discussions.

Participation is viewed qualitatively rather than quantitatively (emphasis on the quality of participation more than quantity). All students come with a variety of experiences, personal and professional. Please do not slight yourself because your perspective is different or because you feel as if others have more professional experience. This is a class to learn, all of us will be engaging in a collaborative learning process.

1. Group Observation Assignment (20 points) (This assignment is for undergraduates only taking the course for 3 credits, due March 3, 2018). There are various options for completing this assignment. They are as follows:

Option 1: (Primary Option): Locate a service agency that provides group social work services or support groups. When the student locates an agency, they want to use for this assignment, they must request and obtain permission from an agency administrator and a group leader to observe a group. Sometimes students have difficulty finding a group to observe. Therefore, start researching agencies for opportunities as soon as possible to ensure completing this assignment! Many agencies have requirements that student observers be approved as "volunteers" and sometimes approval entails various background checks. Volunteer coordinators at agencies usually know what the agency's requirements are. Agencies that offer psycho-educational groups can be more likely to allow observers.

If the student cannot find a group to observe, other options include:

Option 2: Attending TWO 12-step program meetings and observing the group interactions in self-help groups.

Option 3: Joining a therapy or psycho-educational group and observing the interactions and leader functions in the group while attending.

Option 4: Viewing a video recorded segment of a group therapy session and observing the interactions and leader functions in the group.

Option 5: Form and run a social skills group at the School of Social Work (brief – 6 – 10 sessions), or at your field placement.

In all situations of group observation or participation and observation students must respect and keep confidentiality. Students are to observe the group, taking notes while you observe or immediately afterwards if note-taking behavior seems too disruptive to process. This assignment includes the requirement that once the student returns home and reflects on their experience, they create a group profile and reaction paper including the following information:

- a) Purpose & Group Composition: The purpose of the group, including the benefits and goals for group participants and Group composition and structure — 2 points
- b) Facilitator's Leadership Style: The facilitator's leadership techniques and style (students may interview the group facilitator after their group experience to find out more about how the group operates, etc.) — 3 points

- c) Group Dynamics: Specific dynamics noted re: interactions between members, systems observations, etc. — 3 points
- d) Group Stage: The stage of group development that the student can analyze from observations. — 3 points
- e) Overall Assessment: Based on student's group analysis (c-f above) and material from the class, conclude the paper with an overall assessment of the strengths of the group and areas that might be improved or facilitated differently. — 4 points

This paper should be 3-5 Pages, double spaced, 12-point font. It is acceptable for this paper to be written in a casual, first-person manner, but must include proper grammar and be clearly written. Most importantly the paper should demonstrate reflection and critical thinking

Grading Rubric for Group Observation:

Criteria:	Point Value:
Paper meets basic requirements of length, clarity and strong writing	3
Paper answered each of the questions above, addresses connection of materials to field work, important themes of the class, and weekly readings	15
Paper includes evidence of critical thinking and analysis.	2

3. Video/Class Role Play (35 points-15 points for Assignment Plan, 20 for video/Class Role Play) (***Due throughout the semester following completion of role plays, beginning on April 3rd***) Students will pair up and inform the instructor of their pairings by the third class period (if students need help in pairing up the instructor will assist in this process). Each member of the pair will take turns as a group leader and as a supportive group co-facilitator. ***Video group leader role plays are to be scheduled outside of regular class times. They are scheduled with the video lab scheduler at times that your group agrees upon.***

The assignment should be done in the following four steps:

STEP ONE: Each student will select a theory or method of group facilitation from class, the required readings, or the recommended readings. Each student will develop a working knowledge of this theory and be prepared to use it in a 30-minute role play as a group leader.

STEP TWO: (Written product) Each student will submit a "Video/Class Assignment Plan" that includes the following:

- 1) A brief scenario outlining the group topic, location, and a general description of who would be attending the group (type of client that your fellow class mates will be role playing). (2 points)
- 2) Why you chose this particular group theory or method for this population and topic. (2 points)
- 3) 1-2 objectives you hope to accomplish during this group session. (2 points)
- 4) How you would go about reaching proposed objectives. (3 points)

STEP THREE: The theory being used and the scenario should be shared and reviewed with your partner. (Ideally you will pair up with someone who has similar interests theoretically or population wise.)

STEP FOUR: You should select one of the available due dates for submitting the video/class role play assignment (note that the Video/Class Assignment Plan is due one-week prior to the video submission or class role play).

As a class we will assign 5-6 volunteers to act as group members. (Note: Part of your class participation grade is participating in a cooperative manner with this assignment as a participant volunteer). In the video lab, you will lead a simulated group (role play the group) for 20-30 minutes, with one of the pair acting as the Lead facilitator and the other acting as a Co-facilitator for 10-15 minutes each. Following the role play, group members will offer feedback as will the class as to what seemed to go well and what might have been better (Note: Feedback is expected to be given constructively and respectfully, in line with the professional conduct of social workers in-training). Following your leadership experience, you will provide me with a copy of the video for grading purposes. (Assignment Plan [15 Points] + Videoed/Class Role Play [20 points] = 35 total points).

Grading Rubric or Video/Class Assignment Plan:

Criteria:	Point Value:
Paper meets basic requirements of length, clarity, and strong writing.	3
Paper addresses connection of materials to field work, important themes of the class, and weekly readings.	9
Paper includes evidence of critical thinking and analysis.	3

Grading Rubric for Video/Class Role Play:

Criteria:	Point Value:
Instructions were followed including staying within the time limit and staying consistent with theory or method of group facilitation selected based on the required readings, or the recommended readings.	4
As a part of the Role Play, working collaboratively with the co-facilitator: Show knowledge of theory or method being used, ability to adapt, keep the group on to topic, working towards group objectives, shows appropriate verbal and nonverbal responses, and uses language appropriate and consistent with selected population.	16

4. Group Development Paper — 35 pts (*Due last day of class- May 1, 2018*)

Identify and study an issue relevant for social work practice in a Wisconsin community or agency of your choosing. (Can be a community or agency in another state if you plan to relocate to that community.) Examples of issues might be teenage pregnancy, drug prevention,

drug treatment, unemployment, violence, etc. Describe the development of a group for that population. Factors to be considered when proposing a group are:

- Rationale
- Objectives
- Practical Considerations
- Procedures
- Evaluation

For this assignment you are expected to address these issues along with a few additional points of concern. To assist you I have provided an outline that addresses the five points for the checklist as well as the additional considerations. They are listed below along with the point value assigned to each:

RATIONALE: [5 total points]

- A. Introduction: Brief Introduction of topic and need identified in community. — 2 pts.
- B. Setting the Stage: Describe your plan for identifying a host agency and getting permission from your host agency to implement this group. — 3 pts.

OBJECTIVES and PROCEDURES: [10 total points]

- C. Suggested Model of Intervention: What population will be served by this group and what type of group would best serve this at-risk population, (include general topic and whether the group will be open or closed and give rationale for your choice). — 1 pt.
- D. Group Leader: Leadership skills needed— 2 pts.
- E. Outline of Group Content: A brief outline of the group's objectives and how you propose to meet these objectives. This should include a specific intervention strategy for each objective. — 7 pts.

PRACTICAL CONSIDERATIONS: [10 total points]

- F. Recruitment: Membership recruitment— 2 pts.
- G. Group Setting: Setting location and Physical environment — 2 pts.
- H. When will the group meet and for how long. — 2 pts.
- I. Basic norms of the group — expectations of participants for attendance and participation- 4 pts.

EVALUATION: [5 total points]

- J. Ethical and cultural considerations: Discuss these topics considering the topic suggested and the population served. — 2 pts.
- K. Termination: How will you end the group and what type of follow-up might you suggest— 1 pt.
- M. Outcome Measure: Discuss how you would measure group effectiveness — 2 pts.

Grading Rubric for Final Paper:

Criteria:	Point Value:
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Paper meets basic requirements of length, clarity, and professional writing.	1
Describes the development of a group for a selected population, addresses the five points of group development, and utilizes appropriate practice skills for working with specific populations.	30
Student uses critical thinking to examine and incorporate the themes of the course, including Evidence-Based Practice, Diversity, and thoughtful discussion of ethical issues and a connection to the Code of Ethics.	4

Use of the strength-based perspective should be included in this paper. The paper should be no less than eight to twelve pages long (not including reference pages or cover page). It must be typed using 12-point font and double spaced.

Ground your perspective and argument(s) in your knowledge of the subject based on readings and lecture. Writing style will be important, specific attention should be given to organization, paragraphs and sentence structure, clarity, and the handling of factual and source material. Care should be used to ensure that the ideas of others are cited appropriately using APA style. The writing Lab on campus is a great resource. The main location of the Writing Center is in room 6171 Helen C. White Hall, 600 North Park Street.

VII. Course Policies

Reading Assignments: Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy:

All written assignments are to be either typed or computer-generated and are due by 5:00 pm on the due date indicated. Assignments should be submitted via LEARN@UW. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy:

Unapproved late assignments will be marked down a $\frac{1}{2}$ grade for each day they are late, and approval for a late assignment must be requested prior to the time the assignment is due. You are in charge of keeping track of when your assignments are due, and are responsible for handing them in on time, please contact me as soon as possible if any unusual circumstances arise.

Canvas (Learn@UW)

All students in the class are required to access CANVAS for additional communication and information regarding the course. Please check Canvas on Monday evenings for student Power Points/Outlines when available and other resources pertinent to class the next day. I will respond to email communication every 24 hours (to be checked once per day, most likely in the evening). Please let me know if you have trouble accessing information in this way.

At times there have been issues with Word document compatibility, so open documents early to check for problems, and let me know if you need docs saved in a different version of Word.

Students with Disabilities

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

Student Professionalism:

In order to learn, we must be open to the views of everyone in the classroom. Each and every voice is important and brings with it a wealth of experiences, values and beliefs. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Students are expected to utilize the four skills of dialogue: Suspend judgment, listen toward understanding, uncover and examine their assumptions, and inquire with genuine curiosity. As a result of this students will be able to reflect on what has been offered with the goal of creating group cohesiveness in the learning environment. Dynamic, engaged dialogue is critical to your learning experience. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. The following is a list of additional expectations of student professionalism.

- Be on time to class each week and stay for the duration of the class. Utilize breaks so that there is no need to disrupt class time.
- Respect another person's viewpoint with which you may disagree and respect each student's right to be heard in the classroom.
- Demonstrate a capacity to embrace diversity and difference.
- Actively participate in classroom discussion.
- Refrain from technology use during class.
- Write email correspondence with the instructor in a manner that is respectful and timely.
- If you miss class, obtain class materials and other notes from a classmate.
- If you have any concerns with the course, contact the instructor promptly.

Code of Ethics. Student Rights and Responsibilities & Plagiarism

BSW and incoming MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Code of Ethics and Student's Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

A Note on Plagiarism

Plagiarism involves the use of others' words, ideas, or evidence without clearly acknowledging the source. Plagiarism in this class (and other classes) is unacceptable and will be treated as serious ethical breach with possible penalties including: a failing grade on the assignment, failing the class, and/or referral to the Dean of Students Office.

Maintaining ownership of your work is often challenging when writing papers using multiple sources. Nevertheless, intentional plagiarism is academic dishonesty. Plagiarism occurs when you do any of the following in an assignment:

- Use someone else's words either verbatim or almost verbatim without citation (even if the work does not have a clear author—for instance in a website)
- Use someone else's evidence, line of thinking or idea without citation
- Turn in someone else's work as your own, as in copying a peer's paper or purchasing a readymade paper
- Turn in previously submitted work as if new, without the instructor's approval

Attendance Policy:

This course is highly interactive, and attendance is required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. In order for you and your fellow classmates to benefit from this course, attendance and active participation are expected. If you are unable to attend class, please email me prior to class so that you can receive an excused absence; you may receive one per semester. Arriving late to class or leaving class early, without prior approval from the instructor, will result in an unexcused absence. Three points will be deducted from your grade for each unexcused absence incurred.

Absence

To ensure a quality educational experience, students must attend and participate in classes.

- Excused & Unexcused Absences:
 - 1) The first unexcused absence will result in a student's grade being dropped one full grade.
 - 2) The second unexcused absence will place the student at risk for failing the course.
 - 3) On a case by case basis, it is left to the instructor's discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans.
- Additional graded make-up work appropriate for the content missed will be assigned for excused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy:

- 1) For weather concerns, check your email Wednesday night and/or Thursday morning prior to class, in the event that class might be cancelled due to dangerous weather
- 2) If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.

Technology in the Classroom:

A minimal level of external distractions is essential to a productive learning environment. Cellphones, smart phones, iPods, iPads, laptops, and any other electronic devices are not to be used during class except in unusual circumstances and with the consent of the instructor.

Ongoing Feedback

I want to be an asset to your learning process. I will be available to discuss any aspect of the course or your work. I will plan to check email on a daily basis and make every effort to respond to emails within 24 hours. If you would like to schedule a phone consultation or meeting on campus, please inform me in advance so we can allow time for this to be scheduled.

I greatly appreciate on-going student input regarding reactions, suggestions, and/or concerns about the course. Feedback and suggestions for improving this course are always welcomed. Feel free to see me personally if you have any concerns about any part of the course. In-person or written comments are always welcome (anonymous or identified).

Final Note: While I attempt to be as thorough as possible, I reserve the right to make adjustments and changes to the syllabus. I ask that you be flexible and adaptive in the event changes are needed. I very much hope together we can make this class interesting and useful for your future endeavors.

Appendix A

Competencies and Description	Course Content relevant to Dimensions that Comprise the Competency*	Location in Syllabus
<p>2.1.1 Demonstrate Ethical and Professional Behavior: Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Lecture, reading, small and large group discussion related to (K, V, C & A):</p> <ul style="list-style-type: none"> • Ethical and professional issues in group practice • Group interventions and ethical applications • Ethics with guided assessment & group formation • Ethical considerations of evidence informed consent, assessment, group practice & outcome <p>Assignment 3: Group Development Paper (K, S, C & A)</p>	<p>Week 13 Week Week Week</p> <p>P 10- 11</p>
<p>2.1.2 Engage Diversity and Difference in Practice: Engage Diversity and Difference in Practice: Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, reading, small and large group discussion related to (K, V, C & A):</p> <ul style="list-style-type: none"> • Structural, cultural and diversity issues related to service delivery • Developing diversity competence and cultural humility in group formation and participant selection • Cultural and diversity considerations in group assessment and participant participation <p>Assignment 3: Group Development Paper (K, S, C & A)</p>	<p>Week 13</p> <p>Weeks 1,4,13</p> <p>Week 3</p> <p>Weeks 2, 3,4</p> <p>P. 10-11</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities:</p> <p>Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and</p>	<p>Lecture, reading and discussion related to multiple factors affecting the experience of group members, including individualized and group assessment and treatment (K, V, S, C & AP):</p> <ul style="list-style-type: none"> • Group dynamics • Strategies to select and engage group participants • Group leadership and leadership skills • Strategies for effective group intervention 	<p>Week 1 Weeks 4, 5 Week 3 Week 5</p>

<p>communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in a focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in a focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in a focus area.</p>	<p>Assignment 3: Group Development Paper</p>	<p>P.10-11</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities:</p> <p>Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<p>Lecture, reading, small and large group discussion related to (K, V, C & AP):</p> <ul style="list-style-type: none"> • Evidence-Based Group Work • Group member assessment techniques, tools and strategies- • Intake questions and guided assessment protocols • Pre and post group tasks and assessments • Measurement issues in group therapy <p>Assignment 3: Group Development Paper (K, S, C & A)</p>	<p>Week 14 Weeks 2 & 14 Weeks 2, 4 & 14 Weeks 5 & 11 Week 14</p> <p>P. 10-11</p>
<p>2.1.8 Intervene with Individuals, Families, Groups:</p> <p>Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter-organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Readings, lecture, video and in class activities address and examination of the following interventions for working group participants (K, V, C & A):</p> <ul style="list-style-type: none"> • Group-based interventions • Cognitive Behavioral approaches • Cognitive Informed CBT with domestic violence survivors and their children. • Dealing with client resistance. • Evidence-based group work in health care settings • Psychoeducational group therapy • Shame work in group therapy • Tedtalk: Brene Brown: Vulnerability • Tedtalk: Brene Brown: Shame <ul style="list-style-type: none"> • Group Simulation Activities: <ul style="list-style-type: none"> • Steps of behavior rehearsal • Interpersonal skill development • Group leader practice • Progressive muscle relaxation • Developing a community-based group • Practice responses for dealing with group member resistance • Dealing with confrontation, self-disclosure, cohesion • Simulated group practice – ending the group <p>Assignment 1: Group Observation Paper Assignment 2: Video Role-Play Analysis Paper (K, S, C & AP) Assignment 3: Group Development Paper (K, V, S, C & AP)</p>	<p>Weeks 1, 2 & 4 Weeks 2 & 5 Week 8</p> <p>Weeks 2, 7 & 8 Week 14 Weeks 9 Week 12</p> <p>Week 2 Week 2 Weeks 3, 4, 5, 9 Week 3 Week 5 Week 7</p> <p>Week 8 Week 11</p> <p>P. 7 P. 8 P. 10-11</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups and Communities:</p>	<p>Lecture, readings, case examples, and class discussion relevant to evaluating (K, S, C & AP)</p>	

<p>Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</p> <p>They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes.</p> <p>Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<ul style="list-style-type: none"> • Treatment outcomes for small group therapy • Measurement issues for group-based interventions • Evidence-based group work <p>Assignment 3: Group Development Paper (K, V, S, C & A)</p>	<p>Weeks 2,13,14 Week 14 Week 14</p> <p>P 10-11</p>
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*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

