
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 333 **Instructor:** David W. Springer, Ph.D., LCSW, ACSW
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Semester: Fall 1998 **Phone:** 471-0512
Meeting Time: Mon. & Wed. **Office Room:** 3.122D
11am-12:30pm
Meeting Place: SWB 2.112 **Office Hours:** Tuesday 4pm to 5pm
Wednesday 10am to 11am
Or by appointment

SOCIAL WORK PRACTICE WITH GROUPS

I. COURSE DESCRIPTION

This course in the practice sequence focuses on developing group leaders who possess both an understanding of group dynamics and effective leadership skills. The course deals with both task and treatment groups from an interactional perspective and emphasizes issues that have application to a wide range of social work clients and situations. The historical and theoretical foundations of social group work are examined; however, the emphasis is placed on the development of social work skills. Throughout the course, special attention is given to factors affecting diverse population groups, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Prerequisites include admission to the social work major and PSY304, SW310, SW312, SW313, SW325, SW327 and previous or concurrent enrollment in SW322 (formerly 330K).

II. COURSE OBJECTIVES

1. Demonstrate an understanding of the historical and theoretical foundations of social group work.
2. Demonstrate an understanding of group processes, dynamics, and developmental stages.

3. Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem solving, running an effective meeting, and evaluation of task groups.
4. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation).
5. Assess the appropriateness of the differential use of group modalities for diverse client populations, including (but not limited to) groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
6. Identify and assess individual characteristics of group members and leaders that may facilitate or impede the group process.
7. Demonstrate an understanding of the use of research both as a means for acquiring knowledge and for evaluating practice with groups.
8. Demonstrate an understanding of social group work values and their implications for social work practice with groups.

III. TEACHING METHODS

This course is designed to include a variety of experiences intended to achieve the student educational outcome of mastering knowledge and skill in this area. Included will be lectures, readings, discussions, speakers, videos and experiential experiences. The professor will model group work principles and strategies. The class will be organized as a skill laboratory, utilizing the small group context and role play for development of skill in leading task and treatment groups.

IV. REQUIRED READINGS

Required Text

Toseland, R. W., & Rivas, R. F. (1998). An introduction to group work practice (3rd ed.). Boston, MA: Allyn & Bacon.

Text is available at University Co-op.

Required Readings

A course packet of required readings is on reserve at the Learning Resource Center (LRC) of the School of Social Work. Course packet (Springer) is also available for purchase by enrolled students at Speedway Copy and Printing located in Dobie Mall, 2025 Guadalupe St., Phone # 478-3334.

V. COURSE REQUIREMENTS

1. Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences.
2. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 5 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date.
3. Students are expected to both learn and demonstrate knowledge of groupwork intervention theories and skills. This requires a search of the literature in a defined area (as part of the researched group role play) in order to develop specialized knowledge concerning the use of groupwork as treatment of a specific problem area for a specific population. In addition, students will demonstrate their level of applied knowledge of groupwork interventions and skills on exams and in a critical reflection paper.
4. Student feedback is welcome. Students are also encouraged to provide feedback during office hours and by appointment if they desire.
5. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.
6. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
7. Group work can raise emotional issues. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

Special Accommodations for Students with a Disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, I will make myself available to discuss appropriate academic accommodations that you may require as a student with a disability. Before course accommodations will be made, students may be required to provide documentation to the Office of the Dean of Students, Services for Students with Disabilities. Please notify the professor of any special accommodations that you may need prior to the end of the first week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

VI. COURSE ASSIGNMENTS

I. Class Contribution

Due to the format and content of this course, both attendance and contribution are imperative and are worth 10% of the final grade. Students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member. Grade will be determined by attendance and quality of contribution as demonstrated by student preparation level.

II. Examinations

Quizzes will be given approximately every two or three weeks (typically on a Monday at beginning of class). There will be 4 quizzes. Each quiz will be worth 10 points (for a cumulative worth of 40% of final grade). The quizzes will be based on readings, discussions, presentations, videos, experiential exercises, and lecture material. The quizzes will be objective in nature, and may consist of multiple choice, exact choice, true/false, fill in the blank, or short essay questions. Make up exams will not be given unless there are unusual extenuating circumstances. The professor reserves the right of final approval of what an unusual extenuating circumstance might comprise.

III. Researched Group Role Plays

Students will be assigned to small groups of no more than 10 members. Students will alternate in task and treatment leadership roles. Each group will role play two (2) 30 to 40-minute treatment sessions utilizing a specific theoretical framework. Each group will reflect adherence to social work values and ethics, and application to a specific (child, adolescent, adult, elderly or family group) context. The groups should target a population that is diverse, at-risk, or disadvantaged. The two sessions should demonstrate techniques appropriate to the group developmental stage (beginning, middle, and end) and the developmental level of the treatment population. The two sessions will be weighted differently. Session I will be weighted at 10% of the total grade, and Session II will be weighted at 20% of the total grade. Evaluation components will include:

- Preparation
- Theoretical coherence
- Group developmental stages
- Intervention modeling
- Social work perspective
- Developmental level

IV. Individual Critical Reflection Paper

Individual students will reflect on their own unique group learning experience in the small task and treatment group process. Students will examine what they learned about themselves as group members, group leaders, and future group leaders in both task and treatment contexts. Students are to respond to their own, peer, observer, consultant, and professor feedback provided through written and verbal mediums. This is an integrative written (typed) assignment (8 to 10 pages), worth 20% of the final grade, which is to give detailed and specific examples to document student conclusions. For this reason, it is recommended that students journal their group experience as they progress throughout the semester. The evaluative criteria for the project will include the following:

- Personal reflection
- Integration of self with group method
- Action plan to address learning needs
- Feedback documentation
- Analysis of student strengths
- Analysis of student growth areas

VII. COURSE GRADING CRITERIA

Student Performance Evaluation

Course Requirement	% of grade	<u>Grading Scale</u>
Class Contribution	10%	A= 100 – 90
Exams (4 @ 10 points each)	40%	B = 89 - 80
Researched Group Role Play I	10%	C = 79 - 70
Researched Group Role Play II	20%	D = 69 - 60
<u>Individual Critical Reflection Paper</u>	<u>20%</u>	F = 59 and below
 TOTAL	 100%	

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 4th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

Important Dates

Sept. 7	Labor Day Holiday
Sept. 14	Exam 1
Sept. 28	Exam 2
Oct. 19	Exam 3
Oct.26 & 28	Session I Role Plays
Nov. 9	Exam 4
Nov. 16 & 18	Session II Role Plays
Nov. 23	Critical Reflection Papers Due
Nov. 26-27	Thanksgiving Holidays

VIII. COURSE OUTLINE

This schedule is intended as a guide. The students should aim to complete the readings as they are outlined, in order to space them evenly throughout the semester. This is especially important since the quizzes will cover the required readings for that period of time. The student is responsible for all readings whether the material is covered as lecture material or not.

Note: T & R refers to the Toseland & Rivas text.

<u>Date</u>	<u>Topics, Readings and Assignments</u>
Week 1 (8/26)	<u>Topics</u> Introductions Class Overview and Review Syllabus Preassessment Form
Week 2 (8/31 & 9/2)	<u>Topics</u> Introduction to Groupwork Historical and Theoretical Overview <u>Readings</u> T & R – Ch. 1 – Introduction T & R – Ch. 2 – Historical Development
Week 3 (9/7 & 9/9)	<u>Topics</u> Group Dynamics and Stages of Development <u>Readings</u> T & R – Ch. 3 – Understanding Group Dynamics
SEPT 7 - LABOR DAY HOLIDAY	
Week 4 (9/14 & 9/16)	<u>Topics</u> Group Dynamics Group Work and Diversity <u>Readings</u> T & R – Ch. 3 – Understanding Group Dynamics Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. <u>Social Work with Groups</u> , 13(4), 43-58. Jackson, M. S., & Springer, D. W. (1997). Social work practice with African American juvenile gangs: Professional challenge. In C. A. McNeece & A. R. Roberts (Eds.), <u>Policy and practice in the justice system</u> (p. 231-248). Chicago, IL: Nelson-Hall.
SEPT 14 - EXAM 1	
Week 5 (9/21 & 9/23)	<u>Topics</u> Group Leadership

Group Work and Diversity

Readings

T & R – Ch. 4 – Leadership

Davis, L. E., & Proctor, E. K. (1989). Gender and group treatment. Race, gender, and class: Guidelines for practice with individuals, families, and groups (p. 221-250). Englewood Cliffs, NJ: Prentice Hall.

Week 6
(9/28 & 9/30)

Topics

Group Leadership

Group Work and Diversity

Readings

T & R – Ch. 5 – Leadership and Diversity

SEPT 28 – EXAM 2

Week 7
(10/5 & 10/7)

Topics

Planning and Composing Groups

Readings

T & R – Ch. 6 – Planning the Group

Springer, D. W., Pomeroy, E. C., & Johnson, T. (1998). A group intervention for children of incarcerated parents: Problems, pitfalls and solutions. Submitted to special edition (*Groupwork Mistakes: A Source of Learning*) of Groupwork.

Week 8
(10/12 & 10/14)

Topics

Beginning Groups and Assessment

Readings

T & R – Ch. 7 – The Group Begins

T & R – Ch. 8 - Assessment

Week 9
(10/19 & 10/21)

Topics

The Advanced Treatment Group

Social Group Work Values and Ethics

Readings

T & R – Ch. 9 – Treatment Groups: Foundation Methods

T & R – Appendix A

Seebaldt, D. A. (1988). Ethical dilemmas in social work practice with groups. In M. Leiderman, J. L. Birnbaum, & B. Dazzo (Eds.), Roots and new frontiers in social group work (p. 191-202). New York: The Haworth Press.

OCT. 19 – EXAM 3

Week 10
(10/26 & 10/28)

Topics

The Advanced Treatment Group

Dealing with Difficult Patients

Readings

T & R – Ch. 10 – Treatment Groups: Specialized Methods

SESSION I GROUP ROLE PLAYS

Week 11
(11/2 & 11/4)

Topics

The Advanced Treatment Group
Cognitive-Behavioral Approaches
Group Work with Families

Readings

Cassano, D. R. (1989). Multi-family group therapy in social work practice. Social Work with Groups, 12(1), 3-14.
Donigan, J., & Malnati, R. (1987). Rational-emotive therapy. In Critical incidents in group therapy (p. 41-53). Pacific Grove, CA: Brooks/Cole.
Donigan, J., & Malnati, R. (1987). Reality therapy. In Critical incidents in group therapy (p. 55-62). Pacific Grove, CA: Brooks/Cole.

Week 12
(11/9 & 11/11)

Topics

Task Groups

Readings

T & R – Ch. 11 – Task Groups: Foundation Methods
T & R – Ch. 12 – Task Groups: Specialized Methods

NOV. 9 - EXAM 4

Week 13
(11/16 & 11/18)

Topics

The Ending Stage

Readings

T & R – Ch. 14 – Ending the Group's Work

SESSION II GROUP ROLE PLAYS

Week 14
(11/23 & 11/25)

Topics

Evaluation

Readings

T & R – Ch. 13 - Evaluation
T & R – Ch. 15 – Case Examples

NOV. 23 – CRITICAL REFLECTION PAPERS DUE

Week 15
(11/30 & 12/2)

Topics
Termination
Course Evaluation

BIBLIOGRAPHY

The following list of supplemental readings is **required**. Copies are on reserve in the Learning Resource Center (LRC) and available for purchase at Speedway Copy.

Bilides, D. G. (1991). Race, color, ethnicity, and class: Issues of biculturalism in school-based adolescent counseling groups. Social Work with Groups, 13(4), 43-58.

Cassano, D. R. (1989). Multi-family group therapy in social work practice. Social Work with Groups, 12(1), 3-14.

Davis, L. E., & Proctor, E. K. (1989). Gender and group treatment. Race, gender, and class: Guidelines for practice with individuals, families, and groups (p. 221-250). Englewood Cliffs, NJ: Prentice Hall.

Donigan, J., & Malnati, R. (1987). Rational-emotive therapy. In Critical incidents in group therapy (p. 41-62). Pacific Grove, CA: Brooks/Cole Publishing.

Jackson, M. S., & Springer, D. W. (1997). Social work practice with African American Juvenile gangs: Professional challenge. In C. A. McNeece & A. R. Roberts (Eds.), Policy and practice in the justice system (p. 231-248). Chicago, IL: Nelson-Hall.

Seebaldt, D. A. (1988). Ethical dilemmas in social work practice with groups. In M. Leiderman, M. L. Birnbaum, & B. Dazzo (Eds.), Roots and New Frontiers in Social Group Work (p. 191-202). New York: The Haworth Press.

Springer, D. W., Pomeroy, E. C., & Johnson, T. (1998). A group intervention for children of incarcerated parents: Problems, pitfalls and solutions. Submitted to special edition (*Groupwork Mistakes: A Source of Learning*) of Groupwork.

ADDITIONAL RECOMMENDED READINGS

The following list of supplemental readings is **recommended**. Copies are on reserve in the Learning Resource Center (LRC).

- Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. Social Work with Groups, 17(1/2), 105-121.
- Brandler, S., & Roman, C. P. (1991). Glossary of group games and exercises. In S. Brandler & C. P. Roman, Group work skills and strategies for effective interventions (p. 221-233). New York: The Haworth Press.
- Ellis, A. (1992). Group rational-emotive and cognitive-behavioral therapy. International Journal of Group Psychotherapy, 42(1), 63-80.
- Fisher, M. S., Sr. (1995). Group therapy protocols for persons with personality disorders who abuse substances: Effective treatment alternatives. Social Work with Groups, 18(4), 71-89.
- Getzel G. S., & Mahony, K. F. (1993). Confronting human finitude: Group work with people with AIDS. Social Work with Groups, 16(1/2), 27-41.
- Glassman, U. (1991). The social work group and its distinct healing qualities in the health care setting. Health and Social Work, 16(3), 203-212.
- Hepler, J. B. (1991). Evaluating the clinical significance of a group approach for improving the social skills of children. Social Work with Groups, 14(2), 87-104.
- Kahn, S. R. (1994). Children's therapy groups: Case studies of prevention, reparation, and protection through children's play. Journal of Child and Adolescent Group Therapy, 4(1), 47-60.
- Leszcz, M. (1992). The interpersonal approach to group psychotherapy. International Journal of Group Psychotherapy, 42(1), 37-62.
- Lewis, E. (1992). Regaining promise: Feminist perspectives for social group work practice. Social Work with Groups, 15(2/3), 271-284.
- Lowy, L. (1992). Social group work with elders: Linkages and intergenerational relationships. Social Work with Groups, 15(2/3), 109-127.
- Mandell, D., & Birenzweig, E. (1990). Stepfamilies: A model for group work with remarried couples and their children. Journal of Divorce & Remarriage, 14(1), 29-41.
- Manley, R. S., & Needham, L. (1995). An anti-bulimia group for adolescent girls. Journal of Child and Adolescent Group Therapy, 5(1), 19-33.

- Milgram, D., & Rubin, J. S. (1992). Resisting resistance: Involuntary substance abuse group therapy. Social Work with Groups, 15(1), 95-110.
- Rothenberg, E. D. (1994). Bereavement intervention with vulnerable populations: A case report on group work with the developmentally disabled. Social Work with Groups, 17(3), 61-75.
- Rutan, J. S. (1992). Psychodynamic group psychotherapy. International Journal of Group Psychotherapy, 42(1), 19-35.
- Schopler, J. H., & Galinsky, M. J. (1995). Boundary spanning and group leadership functions: The third dimension. Social Work with Groups, 18(4), 3-17.
- Tutty, L. M., & Wagar, J. (1994). The evolution of a group for young children who have witnessed family violence. Social Work with Groups, 17(1/2), 89-104.