Course Number and Title

SW 421 – Social Work Methods with Groups (HYBRID)

Instructor

Contact Information

Office Hours

Credits

3

Prerequisite

SW 420;

Co-Requisite

SW 481; SW 427

Meeting Day / Time:

COURSE DESCRIPTION

SW 421 is one of a four-course sequence that emphasizes the competent application of skills, knowledge and values to social work practice. This course focuses on developing competency in intervening with small groups. Students will learn how to engage in each stage of the social work intervention process with groups, including: formation, initial/beginning stage, middle stage, termination stage and evaluation. Students will continue their use of an evidence-informed approach to practice through identification and critique of group curriculums. Special emphasis is placed on analyzing the ways in which member characteristics (i.e., biological, psychological and socioeconomic factors as well as class, gender, ethnicity, culture, and sexual orientation) influence communication, interaction and dynamics within groups.

COURSE LINKAGES

This course is designed to incorporate knowledge, values and skills you acquired in SW 321, SW 427, and SW 420, in particular those skills related to basic professional communication. To facilitate your understanding of evidenced-informed practice, it is taken with or after completion of SW 440—Principals of Evidenced Informed Practice I. This course also draws upon the knowledge you have gained in theory courses (e.g., SW 310 HBSE I and SW 311 HBSE II).

Key BSW Program (Foundation) Competencies

In accordance with the Council on Social Work Education’s (CSWE) 2008 Educational Policy and Accreditation Standards (EPAS), the program prepares BSW students who:

2.1.1 Identify themselves as professional social workers and conduct themselves accordingly
2.1.2 Apply social work ethical principles to guide their professional practice
2.1.3 Apply critical thinking to inform and communicate professional judgments
2.1.4 Engage diversity and difference in practice
2.1.5 Advance human rights and social and economic justice
2.1.6 Engage in research-informed practice and practice-informed research
2.1.7 Apply knowledge of human behavior and the social environment
2.1.9 Respond to contexts that shape practice
2.1.10 Engage, assess, intervene and evaluate their interactions with individuals, families,
groups, organizations and communities

Course Objectives / Educational Outcomes:
At the conclusion of this course, students will be able to:

421.1 Examine the effects of personal biases and judgments on professional interactions
421.2 Maintain healthy professional boundaries in all professional interactions
421.3 Engage in continuous self-reflection and professional-improvement
421.4 Incorporate feedback to alter and improve interventions
421.5 Apply models of ethical reasoning to explore complex ethical dilemmas in practice
421.6 Apply the principles of cultural humility to build rapport, conduct thorough assessments and cultural-appropriate interventions with diverse client groups
421.7 Critically analyze how power, professional role, agency context and diverse statuses influence helping relationships with clients
421.8 Effectively uses group skills to build rapport and engagement among group members
421.9 Clearly states the purpose(s) of the group as well as the role of the group facilitator
421.10 Identifies mutually agreed-upon goals with group members and the group
421.11 Identify the unique challenges present and demonstrates mastery of the skills needed for each stage of group work
421.12 Distinguish between varying types of groups
421.13 Provide accurate and clear documentation and reports in relation to group
421.14 Identify evidence-based practices for work with groups
421.15 Provide group members opportunities for closure upon termination from group
421.16 Identify and critique group curriculums
421.17 Incorporate feedback to alter & improve interventions
421.18 Apply techniques derived from the empowerment & strengths-based models to empower clients
421.19 Identify theoretical underpinnings influencing understandings of group work
421.20 Clearly link theoretical & empirical understandings of human behavior with assessments & group work goals
421.21 Analyze the influence of “context” (e.g., organizational culture, policy, societal trends, and technological advancements) on service delivery.

Instructional Methods
This course will implement a variety of collaborative learning techniques. Some of these techniques will include: lecture, class discussion, small group activities, role plays, fishbowl activities and videos.
Course Policies

• **Lab Attendance and Participation:** As much of the learning in this class is dependent upon class member contributions, you will be expected to come prepared and ready to actively participate in every lab and Webcampus discussions. Active participation will include: involvement in class activities and discussions, timeliness to Labs, and collegial conduct. The instructor may deduct points for any student who arrives late to the lab or who behaves in a non-collegial manner.

Given the uniqueness of this hybrid class, it is essential that you attend all four labs. These labs take the place of weekly experiential activities typically held in methods courses. Students who miss one lab may receive a failing grade in the class.

• **Disabilities:** Students who have documented disabilities that may affect their learning or performance in this class should contact the UNR Disability Services Office (Thompson Student Services Building, room 101). The instructor will make all those accommodations that are requested in writing by the aforementioned office.

• **Academic Success Services:** Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

• **Academic Dishonesty:** “Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the [UNR General Catalog](#).

• **Audio and Video Recordings:** To protect the privacy of other class members, students may not record class lectures or labs without consent from the Instructor. Consent will only be given to those students who request accommodations for a disability and show evidence of the need for said accommodation from the DRC.

Course Requirements

**Required Readings:** You will be expected to have completed all assigned readings prior to the class session. Assigned readings can be found in the Course Calendar.


- Electronic Reserves
Grading Scale based upon percentage:

- **A** = 95-100
- **A-** = 90-94.9
- **B+** = 87-89.9
- **B** = 83-86.9
- **B-** = 80-82.9
- **C+** = 77-79.9
- **C** = 73-76.9
- **C-** = 70-72.9
- **D+** = 67-69.9
- **D** = 63-66.9
- **D-** = 60-62.9
- **F** = Below 60

Assignments

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attend a Group Meeting &amp; Paper</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>2. Attend a Board Meeting &amp; Paper</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>4. Discussion Boards</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>5. Lab Participation/ In Lab</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
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<tr>
<td>6. Workbook Assignments</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>7. Group Proposal Paper &amp;</td>
<td>25%</td>
<td>250</td>
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<tr>
<td>Presentation</td>
<td></td>
<td></td>
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<tr>
<td>8. Final Exam</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000</strong></td>
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1. **Short Paper 1 - Attend a Group Meeting.**

Pick a group meeting to attend, (such as AA, Alanon, NA, etc.). Write a brief paper focusing on group dynamics, roles of group members, activities, practice skills used, outcomes, and suggestions for improving group.

2. **Short Paper 2– Attend a Board Meeting.**

Attend a Washoe County School Board, Neighborhood Advisory Board, City Council, Board of County Commissioners, or Board of Directors Meeting. Write a brief paper focusing on issues discussed and impact on our community. Also include group dynamics, roles of group members, outcomes, and suggestions for improving group.

3. **Quizzes**

Quizzes on readings will be administered during the Labs. See weekly schedule below for more information.

4. **Discussion Boards**—Throughout the semester.

Students will be required to participate on discussion boards. Instructions will be discussed during Lab Session and details provided online.
5. **Lab Participation and In Lab Assignments**

Students are expected to fully participate in Labs and come prepared to participate in experiential exercises including group facilitation. Occasional “in lab” assignments may be given.

6. **Workbook Assignments**

Students are assigned workbook assignment exercises (see weekly schedule). The purpose of these reflective exercises is to help increase students’ reflection and group practice skills. Student should type the exercises and turn them in on Web Campus Learn.

7. **Group Proposal Paper and Presentation**

Students will identify an issue that warrants a group intervention. Students will identify a central purpose of the group and the characteristics of group members. Based upon the aforementioned factors, students will then identify a curriculum that could be used to structure the group. Each curriculum choice must be supported by evidence. Students should also provide their own critique of the strengths and limitations of this curriculum in achieving the identified purpose. In addition, each proposal should include a location and recruitment/screening strategy for the group. Additional details will be provided during Labs and online. In addition to a paper students will present their findings during Lab.

8. **Final Exam**

The final exam will be comprehensive. Students are expected to keep up on all the readings, activities and assignments during the semester.

The schedule below may be altered slightly due to guest speaker availability, etc.

### Sample Course Calendar

<table>
<thead>
<tr>
<th>Labs</th>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>READING DUE</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | 1    | Jan 20-26  | Review Course Syllabus
Tutorials of Web Campus Learn | Corey, Corey, & Corey (CCC) Chapters 1 | Familiarize yourself with Web Campus Learn System |
<table>
<thead>
<tr>
<th>Date</th>
<th>Date Range</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2</td>
<td>Jan 27-Feb 2</td>
<td>Course Introduction Continued; Group Facilitator’s Role; Group Formation and Ethical Issues</td>
<td>CCC Chapters 1 &amp; 2 Quiz on Chapter 1 &amp; 2 Corey, Corey, &amp; Haynes Workbook (Workbook) Read Pages 1-8 (Introduction) and Complete Group Leadership Skills: A checklist on pages 7-8</td>
</tr>
<tr>
<td>3</td>
<td>Feb 3-9</td>
<td>Ethical and Legal Issues in Group Counseling</td>
<td>CCC Chapter 3 Discussion Board 1 Workbook: Read and complete exercise on Page 59 (Segment 5 : Part VI) (Ethical Issues in the Practice of Group Counseling)</td>
</tr>
<tr>
<td>4</td>
<td>Feb 10-16</td>
<td>Theories and Techniques of Group Counseling</td>
<td>CCC Chapter 4 Workbook: Read and complete all exercises Pages 114-118 (Segment 2: Part 2: Lectureettes on Theoretical Approaches) and watch corresponding DVD clips.</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Feb 26-Mar 2</td>
<td>Initial Stage of Group</td>
<td>CCC Chapter 6 March 2–Quiz on CCC Chapters 3 through 6 Workbook: Read pages 14-29 (Segment 2: Part II) and complete all exercises and watch corresponding DVD clips.</td>
</tr>
<tr>
<td>7</td>
<td>Mar 3-9</td>
<td>Transition Stage of a Group</td>
<td>CCC Chapter 7 Discussion Board 2 Workbook: Read pages 30-40 (Segment 3: Part III The Transition Stage) and complete all exercise and watch corresponding DVD clips.</td>
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<tr>
<td>8</td>
<td>Mar 10-16</td>
<td>The Working Stage</td>
<td>CCC Chapter 8 Attend a Group Meeting and Paper Due March 16 Workbook: Read pages 41-52 (Segment 4: Part IV The Working Stage) and complete all exercises and watch corresponding DVD clips.</td>
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<tr>
<td>9</td>
<td>Mar 17-23</td>
<td>Spring Break!!!</td>
<td>No readings No assignments due Workbook: Read pages 53-58 (Segment 5: Part V The Ending Stage) and complete all exercises and watch corresponding DVD clips.</td>
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<tr>
<td>10</td>
<td>Mar 24-30</td>
<td>The Final Stage of Group</td>
<td>CCC Chapter 9 Discussion Board 3 Workbook: Read pages 53-58 (Segment 5: Part V The Ending Stage) and complete all exercises and watch corresponding DVD clips.</td>
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</table>
| 11         | Mar 31-Apr 6        | NREPP and other Evidence Based Portals               | Readings on Reserve www.nrepp.samhsa Attend a Board Meeting and Paper Due April 6
<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Description</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 13</td>
<td>12</td>
<td>Final Stage of Group and NREPP and other Evidence Based Portals.</td>
<td>CCC Chapter 9 Review</td>
<td>Quiz CCC Chapters 7 through 10</td>
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<tr>
<td>Lab Three</td>
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<td>Complete Reading Prior to Lab</td>
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<tr>
<td>MTG</td>
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<tr>
<td>13 Apr 14-20</td>
<td>13</td>
<td>Groups in Community Settings</td>
<td>CCC Chapter 11</td>
<td>Discussion Board 4</td>
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<tr>
<td>14 Apr 21-27</td>
<td>14</td>
<td>Groups in School Settings</td>
<td>CCC Chapter 10</td>
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<td>May 4</td>
<td>15</td>
<td>Course Review and Group Presentations</td>
<td>Review Semester Readings</td>
<td>Group Presentations May 5 Quiz CCC Chapter 10 and 11</td>
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<tr>
<td>Lab Four</td>
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<tr>
<td>MTG</td>
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<tr>
<td>16 May 5-11</td>
<td>16</td>
<td>Final Exam</td>
<td></td>
<td>Course Evaluation (online)</td>
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</table>
References


**Web Resources**

**APA Formatting and Style Guide**
Check out other resources on the right side of the screen [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**APA style wizard**
[http://StyleWizard.com](http://StyleWizard.com)

**APA FAQs**

**Grammar Girl podcast**

**Online writing lab: Avoiding plagiarism**
This Purdue University website offers advice on how to avoid plagiarism. [http://owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/)

**Literacy and Plain Language**

**Netiquette.** Netiquette, or network etiquette, consists of rules that ensure consideration of others in our online communication. There are widely accepted standards for using e-mail and discussion boards. [http://www.davesite.com/webstation/inet101/nets01.shtml](http://www.davesite.com/webstation/inet101/nets01.shtml)

[http://otal.umd.edu/~probinso/Online/netiquette.html](http://otal.umd.edu/~probinso/Online/netiquette.html)