Course Number and Title  SW 621 – Social Work Methods with Groups

Instructor

Contact Information

Office Hours

Credits 2

Prerequisite SW 620;

Co-Requisite SW 681; SW 627

Meeting Day / Time:

COURSE DESCRIPTION
SW 621 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 620, 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 640—Principals of Evidenced Informed Practice I. This course also draws upon the knowledge you have gained in theory courses (e.g., SW 610 HBSE I and SW 611 HBSE II).

Key MSW 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:

621.1 Examine the effects of personal biases and judgments on professional interactions
621.2 Maintain healthy professional boundaries in all professional interactions
621.3 Engage in continuous self-reflection and professional-improvement
621.4 Incorporate feedback to alter and improve interventions
621.5 Apply models of ethical reasoning to explore complex ethical dilemmas in practice
621.6 Apply the principles of cultural humility to build rapport, conduct thorough assessments and cultural-appropriate interventions with diverse client groups
621.7 Critically analyze how power, professional role, agency context and diverse statuses influence helping relationships with clients
621.8 Effectively uses group skills to build rapport and engagement among group members
621.9 Clearly states the purpose(s) of the group as well as the role of the group facilitator
621.10 Identifies mutually agreed-upon goals with group members and the group
621.11 Identify the unique challenges present and demonstrates mastery of the skills needed for each stage of group work
621.12 Distinguish between varying types of groups
621.13 Provide accurate and clear documentation and reports in relation to group
621.14 Identify evidence-based practices for work with groups
621.15 Provide group members opportunities for closure upon termination from group
621.16 Identify and critique group curriculums
621.17 Incorporate feedback to alter & improve interventions
621.18 Apply techniques derived from the empowerment & strengths-based models to empower clients
621.19 Identify theoretical underpinnings influencing understandings of group work
621.20 Clearly link theoretical & empirical understandings of human behavior with assessments & group work goals
621.21 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

- **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.


**Grading Scale based upon percentage:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94.9</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
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<tr>
<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<td>F</td>
<td>Below 60</td>
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Assignments

1. Participation

Participation in this class specifically refers to your involvement in group role and/or group experiential activities.

2. 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.


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.

4. Quizzes

There will be three quizzes that will be derived specifically from the Groups: Process and Practice textbook.

5. Completed Groups in Action Workbook

Students will turn in their completed workbook assignments to the professor for review and feedback.

6. 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.

7. Final Exam

The final exam will be comprehensive. Students are expected to keep up on all the readings, activities and assignments during the semester.
<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>10%</td>
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<tr>
<td>2. Attend a Group Meeting &amp; Paper</td>
<td>5%</td>
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<tr>
<td>3. Attend a Board Meeting &amp; Paper</td>
<td>5%</td>
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<tr>
<td>4. Quizzes</td>
<td>20%</td>
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<td>5. Workbook Assignments</td>
<td>20%</td>
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<tr>
<td>6. Group Proposal Paper &amp; Presentation</td>
<td>20%</td>
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<td>7. Final Exam</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Sample Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>READING DUE</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Jan 21-25</td>
<td>Review Course Syllabus</td>
<td>Corey, Corey, &amp; Corey (CCC) Chapters 1</td>
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<tr>
<td>Jan 28-Feb 1</td>
<td>Course Introduction Continued; Group Facilitator’s Role; Group Formation and Ethical Issues</td>
<td>CCC Chapters 1 &amp; 2</td>
<td>Corey, Corey, &amp; Haynes Workbook (Workbook) Read Pages 1-8 (Introduction) and Complete Group Leadership Skills: A checklist on pages 7-8</td>
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<tr>
<td>Feb 4-8</td>
<td>Ethical and Legal Issues in Group Counseling</td>
<td>CCC Chapter 3</td>
<td>Quiz on Chapter 1 &amp; 2 Workbook: Read and complete exercise on Page 59 (Segment 5: Part VI) (Ethical Issues in the Practice of Group Counseling)</td>
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<tr>
<td>Feb 11-15</td>
<td>NREPP and other Evidence Based Portals</td>
<td>Readings on Reserve</td>
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<td></td>
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<td><a href="http://www.nrepp.Samshsa">www.nrepp.Samshsa</a></td>
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<tr>
<td>Feb 18-22</td>
<td>Theories and Techniques of Group Counseling</td>
<td>CCC Chapter 4</td>
<td>Workbook: Read and complete all exercises Pages 114-118 (Segment 2: Part 2: Lecturettes on Theoretical Approaches) and watch corresponding DVD clips.</td>
</tr>
<tr>
<td>Feb 25-Mar 1</td>
<td>Forming a Group</td>
<td>CCC Chapter 5</td>
<td>Workbook: Read pages 12-13 (Segment 1: Part 1 Forming a Group) and complete questions for discussion and reflection on page 13.</td>
</tr>
<tr>
<td>Mar 4-8</td>
<td>Initial Stage of Group</td>
<td>CCC Chapter 6</td>
<td>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>
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<tr>
<td>Mar 11-15</td>
<td>Transition Stage of a Group</td>
<td>CCC Chapter 7</td>
<td>Workbook: Read pages 30-40 (Segment 3:</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading/Assignment</td>
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<tr>
<td>Mar 18-22</td>
<td>Spring Break</td>
<td><strong>Part III The Transition Stage</strong> and <strong>complete</strong> all exercise and watch corresponding DVD clips.</td>
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<tr>
<td>Mar 25-29</td>
<td>The Working Stage</td>
<td><strong>CCC Chapter 8</strong></td>
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<tr>
<td>Mar 25-29</td>
<td>The Working Stage</td>
<td><strong>Workbook: Read</strong> pages 41-52 (Segment 4: Part IV The Working Stage) and <strong>complete</strong> all exercises and watch corresponding DVD clips.</td>
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<tr>
<td>Apr 1-5</td>
<td>The Final Stage of Group</td>
<td><strong>CCC Chapter 9</strong></td>
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<tr>
<td>Apr 1-5</td>
<td>The Final Stage of Group</td>
<td><strong>Workbook: Read</strong> pages 53-58 (Segment 5: Part V The Ending Stage) and <strong>complete</strong> all exercises and watch corresponding DVD clips.</td>
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<tr>
<td>Apr 8-12</td>
<td>All School Day</td>
<td>No Reading Assignment</td>
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<tr>
<td>Apr 15-19</td>
<td>Application of Group Process to Schools and Community Settings</td>
<td><strong>CCC Chapter 10</strong></td>
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<tr>
<td>Apr 15-19</td>
<td>Application of Group Process to Schools and Community Settings</td>
<td><strong>CCC Chapter 11</strong></td>
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<tr>
<td>Apr 15-19</td>
<td>Application of Group Process to Schools and Community Settings</td>
<td><strong>Quiz CCC Chapters 7 through 9</strong></td>
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<tr>
<td>Apr 15-19</td>
<td>Application of Group Process to Schools and Community Settings</td>
<td>Attend a Board Meeting and Paper Due</td>
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<tr>
<td>Apr 15-19</td>
<td>Application of Group Process to Schools and Community Settings</td>
<td>Group Presentations</td>
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<tr>
<td>Apr 15-19</td>
<td>Application of Group Process to Schools and Community Settings</td>
<td>Completed Workgroup Due</td>
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<td>Apr 2-April 26</td>
<td>Group Presentations</td>
<td>Group Presentations</td>
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<td>Apr 29-May 3</td>
<td>Course Review</td>
<td>Review Semester Readings</td>
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<tr>
<td>May 6-10</td>
<td>Final Exam</td>
<td>Group Presentations</td>
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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/

**APA style wizard**
http://StyleWizard.com

**APA FAQs**

**Grammar Girl podcast**
http://grammar.quickanddirtytips.com/

**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/

**Literacy and Plain Language**
http://www.plainlanguage.gov/howto/wordssuggestions/simplewords.cfm

**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://otal.umd.edu/~probinso/Online/netiquette.html