

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 333	Instructor:	Shane Whalley, LMSW
Unique Number:	60585	Pronouns:	ze/hir/hirs
Semester:	Spring 2019	Office:	swhalley@austin.utexas.edu
Meeting	Mon/Wed	Office Phone:	SSW 3.104A
Time/Place:	2:30 to 4:30pm SSW 2.116	Office Hours:	Mon 10:00 -11:00 a.m. and Wed 1:30-2:30 p.m. or by appointment

SOCIAL WORK PRACTICE WITH GROUPS Ethics Flag

I. STANDARDIZED 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 foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. The content encompasses both task and treatment groups utilizing an ecosystems developmental framework. The course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Social work group facilitation is taught utilizing empirically-based theories and interventions to achieve client goals. Students will know how to evaluate the effectiveness of group interventions. This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups.
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being.
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages.
4. 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.
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination (assessment, intervention, and evaluation).

6. Develop skills in identifying, analyzing and implementing empirically based group interventions and evaluating group effectiveness.
7. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.
8. Explore what is involved in making real life ethical choices, establishing a professional self, applying social work values and utilizing the ethical decision-making process, as illuminated by the NASW Code of Ethics, to social work with groups.
9. Demonstrate an understanding of the pursuit of social and economic justice including group/community strategies to combat discrimination, oppression, and economic deprivation for individuals and families.

III. TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self-awareness in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing small group context and role play to provide opportunities for students to develop group leadership and membership skills. The professor will model group work principles and skills in the leadership of the class. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXT AND MATERIALS

Corey, M., Corey, G, & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Additional required weekly readings and handouts will be posted on Canvas.

Students are also expected to review:

UTSSW Standards for Social Work Education

<https://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards and Indicators for Cultural Competence in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

Standards for Social Work Practice with Groups

http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf

<http://www.iaswg.org>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

V. COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed below.

Self-Care Project (5 points)

Over the course of the semester, students will cultivate a self-care practice. They are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients. At the end of the first month of the class, the professor will ask students to provide a paragraph describing their self-care practice and will touch-base throughout the semester to assess the effectiveness of students' self-care practices. On the last day of class, students will have two minutes to share with the class about their self-care practice. You can use photos, slide show, YouTube, art work, music, poetry, or a creative use of expression suitable for classroom presentation.

Learning Reflections (10 points)

Students will submit a total of 10 learning reflections (worth 1 point each) over the course of the semester. The reflections should be a 1 page minimum/ 2 pages maximum (typed, double-spaced, Times New Roman 12-point font, 1 inch margins) and focus on the student's experiences in that week's experiential group lab. On a few occasions, the instructor may provide designated topics for the reflection paper. The reflections are meant to inspire critical thinking, integration of learning materials, and reactions to the group lab. This will also serve to foster the practice of professional journaling, which will be an integral part of the field practicum course. The reflections are due the day after the group experiential lab. Students who do not attend the group lab cannot submit a journal reflection for that group and will subsequently lose a point for that submission.

Social Work Theory Application and Intervention Plan (40 points)

To further understanding of practice theory, students will present and demonstrate a selected theory in class. Students will work in designated small groups.

The objectives of this assignment are to:

1. To demonstrate understanding of a selected practice theory.
2. To apply the assigned theory to a client situation using creative demonstration, role-play and/or media presentation.
3. To enhance own understanding of the theory by completing further research and sharing learning with others in the class.

- To learn about effective task group roles and experience through active task group implementation.

Take Home Final (30 points)

Class Participation and Attendance (15 points)

This will be determined on attendance and the quality of participation in class discussion, homework assignments, and small group exercises. Class readings and assignments will require informed classroom participation. To receive full points, you may not miss more than two classes (excused and/or unexcused). Attending the entire class period is expected in order to receive credit for attending class that day. If you miss more than two classes, for each class after that I have the right to take 1.5 points off your participation grade. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.**

Course assignments

Self-Care Project

Learning Reflections

Social Work Theory Application and Intervention Plan

Take Home Final

Class Participation and Attendance

Points

5 points

10 points

40 points

30 points

15 points

Total

100 Points

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

1. Participation and Attendance

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.

Students will be allowed two (2) absences. These absences will include absences due to medical problems or other emergencies. Attendance will be taken each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student's final grade by 1.5 points for each class missed the two absences. In extenuating circumstances of absence, students are to notify the professor. Students are responsible for any material missed due to absences. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course.** There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

2. Late Assignments

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 not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 10% each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

4. Student Feedback

Student feedback is welcome either informally or formally about class room learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

5. Assignment Changes

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

6. Cell phone and Laptop Use

Cell phones and laptops are not permitted in class unless instructor permission is given. Failure to comply with this expectation may result in a grade reduction in class participation grade.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that

might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX

Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Jan. 23 Week 1	Course Overview Introductions Syllabus review		
Jan. 28 Week 2	Introduction to Group Work in Social Work Practice Historical Overview Types of Groups The Group Leader: Personal and Professional Considerations Universal Therapeutic Factors in Groups Professional Self Care – An Ethical Imperative	Student Learning Assessment	Corey Ch. 1 pp. 1-12 Corey Ch. 2 pp. 27-37 Canvas Readings: Standards for Social Work Education Standards for Social Work Practice with Groups NASW Policy Statement on Professional Self Care Self-Care Plan Handout
Jan. 30	Practice Theories and Models in Group Work	Self-Care Plan Due	Corey Ch. 4 Canvas Readings
Feb. 4 Week 3	Ethical Considerations and Decision Making in Group Work		Corey Ch. 3 Canvas Readings: NASW Code of Ethics Texas State Board of Examiners Code of Conduct Guidelines for Ethics – American Group Psychotherapy Assn. Ethical Guidelines for

			Group Counselors – Assn. for Specialists in Group Work
Feb. 6	Group Leadership: Essential Leadership Skills	Self Assessment of Group Leadership Skills (pp. 52-56)	Corey Ch. 2 pp. 38-45
Feb. 11 Week 4	Preparation for Experiential Group Lab		Canvas Reading
Feb. 13	Experiential Group Lab #1	Learning Reflection #1	Canvas Reading
Feb. 18 Week 5	Group Co- Leadership: Benefits and Challenges		Corey Ch. 2, pp. 47-50
Feb. 20	No Class		
Feb. 25 Week 6	Overview: Stages of Group Development Corey, Garland, Kolodny and Jones (Boston Model) Tuckman Schiller		Corey Ch. 5 Canvas Reading
Feb. 27	Experiential Learning Lab #2	Learning Reflection #2	Canvas Reading
March 4 Week 7	Considerations in Planning a Group Initial Stage: Group Characteristics and Process Leader and Member Roles		Corey Ch. 6
March 6	Experiential Group Lab #3	Learning Reflection #3	Canvas Reading
March 11	Transition Stage: Group Characteristics and Challenging		Corey Ch. 7

Week 8	Dynamics Leader and Member Roles		
March 13	Experiential Group Lab #4	Learning Reflection #4	Canvas Reading
March 18 Week 9	Spring Break No Class		
March 20	Spring Break No Class		
March 25 Week 10	Constructively Working with Conflict		Canvas Reading
March 27	Experiential Group Lab #5	Learning Reflection #5	Canvas Reading
April 1 Week 11	Working Stage: Group Characteristics Leader and Member Roles Final Stage Termination and Evaluation		Corey Ch. 8 & 9
April 3	Experiential Group Lab #6	Learning Reflection #6	Experiential Group Lab #6
April 8 Week 12	Cultural Humility, Multicultural Group Work and Social Justice Global Implications for Group Work		Corey Ch. 1 pp. 12-23 NASW Standards and Indicators for Cultural Competence Canvas Readings
April 10	Experiential Group Lab #7	Learning Reflection #7	Canvas Reading
April 15 Week 13	Social Work and Task Groups		Canvas Readings

April 17	Experiential Group Lab #8	Learning Reflection #8	Canvas Reading
April 22 Week 14	Group Work Across the Life Cycle Group Work with Children		Corey Ch. 10 pp. 325-345
April 24	Experiential Group Lab # 9	Learning Reflection #9	Canvas Reading
April 29 Week 15	Group Work Across the Life Cycle Group Work with Older Adults		Corey Ch. 10, pp. 351-367
May 1	Group presentations		
May 6 Week 16	Group Presentations		
May 8	Class Review and Ending Celebration	Self-care plan speak out	

X. BIBLIOGRAPHY

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Related Journals

Group Analysis: Journal of Group Analytic Psychotherapy
Group Dynamics: Theory, Research and Practice
Group Processes and Intergroup Relations Groupwork
International Journal of Group Psychotherapy
Journal of Groups in Addiction and Recovery
Journal for Specialists in Group Work
Small Group Research: An International Journal of Theory, Investigation and Application
Social Work with Groups

Helpful Websites

www.agpa.org

American Group Psychotherapy Association

<http://www.asgpp.org/index.php>

American Society of Group Psychotherapy and Psychodrama

<https://www.asgw.org/>

Association for Specialists in Group Work

www.austingroups.org

Austin Group Psychotherapy Association

<http://www.evidencebasedgroupwork.com/401.html>

Evidence Based Group Work.com

<http://www.iagp.com/>

International Association for the Group Psychotherapy and Group Processes

<http://www.aaswg.org>

International Association for Social Work with Groups

www.austinaa.org

Local AA site with meetings schedule

<http://www.apadivisions.org/division-49/index.aspx>

Society of Group Psychology and Group Psychotherapy

<https://cmhc.utexas.edu/index.html>

UT Counseling and Mental Health Center