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

**Course Number:** SW 333

**Instructor:** Elaine Cavazos, LCSW

**Unique Number:** 60750

**Office Number:** 3.104a

**Semester:** Spring 2016

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**Meeting Time/Place:** SW 2.116  
Tuesdays and Thursdays  
9:30-11:00am

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**SOCIAL WORK PRACTICE WITH GROUPS**

**Ethics and Leadership Flag Course**

This course carries the Ethics and Leadership Flag. Ethics and Leadership courses are designed to equip you with the 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 issue and the process of applying ethical reasoning to real life situations.

**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.

**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. (PB 11, 35, 38)
2. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being. (PB 1, 2, 3, 4, 38)
3. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (PB 11, 12, 13)
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. (PB29, 30, 31)
5. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination. (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)
6. Develop skills in identifying, analyzing and implementing empirically based group interventions and evaluating group effectiveness. (PB 5, 11, 12, 36, 37, 38, 39, and 40).
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. (PB 11, 30)
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. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
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. (PB 1, 29, 30)

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be obtained from your BSW Student Handbook.

### **EP Competency 2.1.1**

Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

**PB1** Advocate for client access to the services of social work

**Objectives:** 2, 8, and 9

**Assignment:** Group Proposal Project

**PB2** Practice personal reflection and self-correction to assure continual professional development

**Objectives:** 2 and 8

**Assignment:** Class participation, Journals, Task Group Synthesis Paper

**PB 3** Attend to professional roles and boundaries

**Objectives:** 2 and 8

**Assignment:** Collaborative Learning Groups, Group Proposal Project, Task Group Synthesis Paper, Class Participation

**PB 4** Demonstrate professional demeanor in behavior, appearance, and communication

**Objectives:** 2 and 8

**Assignment:** Group Proposal Project, Community Support Group Assignment, Class Participation

**PB 5** Engage in career-long learning

**Objectives:** 6 and 8

**Assignment:** Journals, Community Support Group

**PB 6** Use supervision and consultation

**Objectives:** 8

**Assignment:** Collaborative Learning groups, Group Proposal Project, Journals, Class Participation

### **EP Competency 2.1.2**

Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

**PB 7** Recognize and manage personal values to allow professional values to guide practice

**Objectives:** 8

**Assignment:** Journals, Task Group Project Synthesis Paper, Class Participation

**PB8** Make ethical decisions by applying the NASW Code of Ethics and, as applicable, the IFSW/IASSW ethical principles

**Objectives:** 8

**Assignments:** Journals, Exams, and Group Proposal Project

**PB 9** Tolerate ambiguity in resolving ethical conflicts

**Objectives:** 8

**Assignments:** Journals, Class Participation

**PB 10:** Apply strategies of ethical reasoning to arrive at principled decisions

**Objectives:** 8

**Assignments:** Exams, Journals, and Class Participation

### **EP Competency 2.1.3**

Apply critical thinking to inform and communicate professional judgments: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

**PB 11** Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom

**Objectives:** 1, 3, 6, and 7

**Assignment:** Exams, Group Proposal Project, Collaborative Learning Quizzes

**PB 12** Analyze models of assessment, prevention, intervention, and evaluation

**Objectives:** 3 and 6

**Assignment:** Group Proposal Project, Exams, and Journals

**PB 13** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**Objective:** 3

**Assignment:** Group Proposal Project, Task Group Synthesis Paper, Journals, Community Support Group Assignment, and Collaborative Learning Quizzes

#### **EP Competency 2.1.10a: Engagement**

**PB 29** Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

**Objectives:** 4, 5 and 9

**Assignments:** Group Proposal Project

**PB 30** Use empathy and other interpersonal skills

**Objectives:** 4, 5, 7 and 9

**Assignments:** Task Group Synthesis Paper, Class Participation, Group Proposal Project

**PB 31** Develop a mutually agreed-on focus of work and desired outcomes

**Objectives:** 4 and 5

**Assignments:** Group Proposal Project, Task Group Synthesis Paper, Collaborative Learning Quizzes

#### **EP Competency 2.1.10b: Assessment**

**PB 32** Collect, organize and interpret client data

**Objectives:** 5

**Assignments:** Group Proposal Project

**PB 33** Assess client strengths and limitations

**Objectives:** 5

**Assignments:** Group Proposal Project and Task Group Synthesis Paper

**PB 34** Develop mutually agreed-on interventions goals and objective

**Objective:** 5

**Assignments:** Group Proposal Project and Task Group Synthesis Paper

**PB 35** Select appropriate intervention strategies

**Objectives:** 1 and 5

**Assignments:** Group Proposal Project

**EP Competency 2.1.10c: Interventions**

**PB 36** Initiate actions to achieve organizational goals

**Objectives:** 5 and 6

**Assignments:** Task Group Synthesis Paper

**PB 37** Implement prevention intervention that enhances client capacities

**Objectives:** 5 and 6

**Assignments:** Group Proposal Project

**PB 38** Help clients resolve problems

**Objectives:** 1, 2, 5, and 6

**Assignments:** Group Proposal Project and Class Participation

**PB 39** Negotiate, mediate, and advocate for clients

**Objectives:** 5 and 6

**Assignment:** Collaborative Learning Quizzes, Group Proposal Project, Class Participation

**PB 40** Facilitate transitions and endings

**Objectives:** 5 and 6

**Assignments:** Group Proposal Project and Class Participation

**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.

**Required Readings**

**Required Text**

Corey, M. Schneider, Corey, G. and Corey, C. (2014). *Groups: Process and Practice*. Belmont, CA: Brooks/Cole.

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

## **COURSE REQUIREMENTS**

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstrations 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 professor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. 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, due dates can be found on the course schedule and on the assignment sheets. All assignments will be submitted via Canvas unless instructed otherwise.

<b>Assignment</b>	<b>Total Points</b>
1. Collaborative Learning Quizzes (4)	20 points
2. Qualtrics Assessment Surveys (2)	10 points
3. Journals (6)	60 points
4. Take Home Exams	200 points
○ Mid Term	
○ Final	
5. Community Support Group Assignment	10 points
6. Task Group Projects Synthesis Paper	30 points
7. Group Proposal Project	100 points
8. Class Participation	20 points
<b>Total</b>	<b>450 points</b>

### **Letter grades will be assigned as follows:**

<b>Point Total</b>		<b>Grade</b>
423-450	(94.0 and above)	A
405-422.999	(90.0-93.999)	A-
391.5-404.999	(87.0-89.999)	B+
378-391.499	(84.0-86.999)	B
360-377.999	(80.00-83.99)	B-
346.5-359.999	(77.0-79.999)	C+
333-346.499	(74.0-76.999)	C
315-332.999	(70.0-73.999)	C-
301.5-314.999	(67.0-69.999)	D+
288-301.499	(64.0-66.999)	D
270-287.999	(60.0-63.99)	D-
269.999 or below	(59.999 and below)	F

## **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](tel:512-471-3515) or online at [www.utexas.edu/student/cmhc/](http://www.utexas.edu/student/cmhc/).

**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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) 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.

**TIME MANAGEMENT.** All assignments are due at the beginning of class on the date indicated. Late assignments (with the exception of the Journal) will be penalized 5 points a day that they are late. Journal assignments will not be accepted after the due date under any circumstances. Late journals will receive a "0." Contact the professor before the assignment is due if other arrangements need to be made due to an emergency.

**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://ddce.utexas.edu/disability/how-to-register-with-ssd/>.

**ATTENDANCE AND PARTICIPATION.** Attendance and participation for the full class is expected for all students. Repeated late arrivals to class may be considered as an absence. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students’ professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Consequently, points will be deducted from the students’ participation grade (20 points) for any missed classes based on the following chart:

- 1<sup>st</sup> absence = 3 point deduction
- 2<sup>nd</sup> absence = 5 point deduction
- 3<sup>rd</sup> absence = 5 point deduction and required meeting with the professor
- 4<sup>th</sup> absence = 5 point deduction, Level Review, and potentially dropped from the course

Students are to notify the professor prior to the class at the given office number or by email if they cannot attend class due to an illness or emergency. In addition, the professor reserves the right to add or deduct points to the students’ final point total for the participation grade based on the overall quality of their classroom participation during the semester.

**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.** 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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**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 <http://www.utexas.edu/its/policies/emailnotify.php>.

**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](tel: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.

**COURSE SCHEDULE:**

<b>Date:</b>	<b>Topic:</b>	<b>Readings:</b>	<b>Due:</b>
Tuesday, January 19	Introduction and review of syllabus and assignments	Syllabus and class participation agreement	
Thursday, January 21	Experiential Group; Sample Qualtrics Survey		
Tuesday, January 26	Introduction to Groups; Skills Assessment Survey (Qualtrics)	Corey, Ch. 1, pp. 3-11 and Standards for Social Work Practice with Groups (Canvas)	
Thursday, January 28	Experiential Group		
Friday, January 29			Journal 1 Due, 12p  **Qualtrics Survey Due on 1/30 @ 11:59pm
Tuesday, February 2	Ethics and Legal Issues in Group Counseling	Corey, Ch. 3, Guidelines for Ethics—American Group Psychotherapy Assn. (Canvas) and Ethical Guidelines for Group Counselors—Assn. for Specialist in Group Work	
Thursday, February 4	Experiential Group		

Tuesday, February 9	Task Groups	Toseland and Rivas, pp. 333-360 (Canvas), review Group Proposal Project Assignment (Canvas)	
Thursday, February 11	Experiential Group		
Friday, February 12			Journal 2 Due, 12p
Tuesday, February 16	<b>Collaborative Quiz #1</b> and Group Leadership and Co-Leadership: Developing Cultural Awareness	Corey, Ch. 1, pp. 12-23 and ch. 2, Toseland and Rivas, pp. 111-133 (Canvas) and NASW Standards for Cultural Competence (Canvas)	
Thursday, February 18	Experiential Group		
Tuesday, February 23	Theories and Techniques of Group Counseling	Corey, Ch. 4 and Irvin Yalom – 11 Therapeutic Factors (Handout/Canvas)	
Thursday, February 25	Experiential Group		

Friday, February 26			Journal 3 Due, 12p
Tuesday, March 1	Theories and Techniques of Group Counseling: Guest Speaker	Handouts and articles as assigned	
Thursday, March 3	Experiential Group		
Tuesday, March 8	<b>Collaborative Quiz #2</b> and Planning for Group	Corey, Ch. 6 and Effective Planning for Groups, pp.7-12 (Canvas)	
Thursday, March 10	Experiential Group		
Friday, March 11			Take Home Mid-Term due by 12p
March 14-18	<b>Spring Break</b>	<b>No Class</b>	<b>Have Fun! Be Careful!</b>
Tuesday, March 22	Stages of Group Development: Guest Speaker	Corey, Ch. 6	
Thursday, March 24	Experiential Group		
Friday, March 25			Group Proposal Projects Due, 12p
Tuesday, March 29	Stages of Group, con't.	Corey, Ch. 7	

Thursday, March 31	Group Proposal Project/Experiential Group 1		
Friday, April 1			Journal 4 due, 12p
Tuesday, April 5	<b>Collaborative Quiz #3</b> and Managing Challenging Behaviors and Conflict	Corey, Ch. 7 and	
Thursday, April 7	Group Proposal Project/Experiential Group 2		
Friday, April 8			Journal 5 Due, 12p
Tuesday, April 12	Working Phase	Corey, Ch. 8	
Thursday, April 14	Group Proposal Project/Experiential Group 3		
Friday, April 15			Community Support Group Reflection Due, 12p
Tuesday, April 19	Specialized Groups: Julie Dickerson, Guest Speaker	Corey, Ch. 10 and readings as assigned	
Thursday, April 21	Group Proposal Project/Experiential Group 4		

Friday, April 22			Task Group Synthesis Paper Due, 12p
Tuesday, April 26	Groups with Older Adults: Annette Juba, Guest Speaker	Corey, Ch. 11 and readings as assigned	
Thursday, April 28	Experiential Group		
Friday, April 29			Journal 6 Due, 12p
Tuesday, May 3	<b>Collaborative Quiz #4</b> and the Final Stage of Group	Corey, Ch. 9 and Toseland and Rivas, pp. 397-417 (Canvas)	
Thursday, May 5	Experiential Group		
Friday, May 6			Take Home Final Due and WWR # by 12p