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

Course Number: SW 333

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Semester: Spring 2017

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Meeting Time/Place:
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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 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.

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.
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.

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*. (9th ed.). Belmont, CA.: Brooks/Cole.

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

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State 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

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

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>

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. 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. **All students are required to complete a grading sheet that is to be turned in with each written assignment to foster their skill and comfort in self evaluation – a critical component of practice evaluation.**

Course Assignments	Points	Due Date
<ul style="list-style-type: none"> 14 Weekly Learning Reflections To be submitted online (3 points each) 	42 points	Fridays (beginning 1/27)
<ul style="list-style-type: none"> Interview with Social Worker doing Group Work 	50 points	3/20
<ul style="list-style-type: none"> Community Support Group Assignment 	50 points	4/3
<ul style="list-style-type: none"> Community Task Group Assignment 	50 points	4/17
<ul style="list-style-type: none"> Final Take Home Exam 	150 points	5/8
<ul style="list-style-type: none"> Class Participation (punctuality, attendance, homework and class participation – 2 points per class) 	58 points	
Total	400 points	

Letter grades will be assigned as follows:

Point Total	% Equivalent	Grade
376-400 points	(94.0 and above)	A
360-375.999 points	(90.0 - 93.999)	A-
348-359.999 points	(87.0 - 89.999)	B+
336-347.999 points	(84.0 - 86.999)	B
320-335.999 points	(80.0 - 83.999)	B-
308-319.999 points	(77.0 - 79.999)	C+
296-307.999 points	(74.0 - 76.999)	C
280-295.999 points	(70.0 - 73.999)	C-
268-279.999 points	(67.0 - 69.999)	D+
256-267.999 points	(64.0 - 66.999)	D
240-255.999 points	(60.0 - 63.999)	D-
239.999 or below	(59.999 and below)	F

UNIVERSITY AND SCHOOL OF SOCIAL WORK POLICIES

All students are expected to review the Standards for Social Work Education found on the School of Social Work website. The following policies will be observed:

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 in Class

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in class discussions, 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. Students are expected 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 students will be exposed to diverse ideas and opinions, and sometimes will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism. This entails listening to the opinions, concerns and feelings of others with openness, speaking honestly about one's own experience, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment. **Use of cell phones and laptops is not permitted during class.**

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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu>.

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 to keep the university informed about changes to their email address. Students should check their email 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>

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). 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

According to 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, an examination, a work assignment, or a 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.

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.

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/conduct/>.

Use of Class Materials

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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 that 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 remember 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.

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, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or 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 Deputy for the SSW, 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 firearms 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.

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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

ADDITIONAL COURSE SPECIFIC POLICIES

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 2 points will be deducted for any missed classes (loss of class participation points). Students are to notify the professor prior to class at the given office phone 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 up to 10 points to students' final point total based on the overall quality of their classroom participation during the semester.

Papers

Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization and formatting, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style citation. Students are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

Time Management

Late papers will be penalized 5 points per day that they are late. Contact the professor before the assignment is due if other arrangements need to be made due to an emergency.

Feedback

Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the professor during class and office visits.

COURSE SCHEDULE

Date	Class Description	Readings
W 1/18	Course Overview Group as a Social Microcosm The Classroom as a Learning Laboratory – Understanding Experiential Education Homework: Student Learning Assessment Due M 1/23	Course Syllabus Course Assignment Guidelines Canvas Reading Standards for Social Work Education
M 1/23	Introduction to Group Work in Social Work Practice Historical Overview Types of Groups The Group Leader: Personal and Professional Considerations Professional Self Care – An Ethical Imperative Homework: VIA Signature Strengths Inventory Due W 1/25 Student Learning Assessment Due	Corey Ch. 1 pp. 1-12 Corey Ch. 2 pp. 26-36 Canvas Readings Standards for Social Work Practice with Groups NASW Policy Statement on Professional Self Care Self Care Plan Handout
W 1/25	Universal Therapeutic Factors in Groups Strengths Perspective in Group Work Homework: Semester Self Care Plan Due 1/30 VIA Signature Strengths Inventory Results Due	Canvas Reading
F 1/27	Weekly Learning Reflection #1 Due	

M 1/30	Practice Theories in Group Work Preparation for Experiential Group Lab Semester Self Care Plan Due	Corey Ch. 4
W 2/1	Experiential Group Learning Lab #1	Canvas Reading
F 2/3	Weekly Learning Reflection #2 Due	
M 2/6	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
W 2/8	Experiential Group Learning Lab #2 Homework: Complete Self Assessment of Group Leadership Skills pp. 52-56	Canvas Reading
F 2/10	Weekly Learning Reflection #3 Due	

M 2/13	Group Leadership and CoLeadership: Essential Leadership Skills Self Assessment of Group Leadership Skills pp. 52-56 Due	Corey Ch. 2 pp. 36-57
W 2/15	Experiential Learning Lab #4	Canvas Reading
F 2/17	Weekly Learning Reflection #4 Due	
M 2/20	Overview: Stages of Group Development Planning a Group	Corey Intro Part 2 pp. 145-46 Corey Ch. 5
W 2/22	Experiential Learning Lab #5	Canvas Reading
F 2/24	Weekly Learning Reflection #5 Due	
M 2/27	Initial Stage: Group Characteristics and Process Leader and Member Roles	Corey Ch. 6
W 3/1	Experiential Learning Lab #6	Canvas Reading
F 3/3	Weekly Learning Reflection #6 Due	
M 3/6	SW Advocacy Day at the Legislature Transition Stage: Group Characteristics and Challenging Dynamics Leader and Member Roles	Corey Ch. 7
W 3/8	Experiential Group Learning Lab #7	Canvas Reading
F 3/10	Weekly Learning Reflection #7 Due	

M 3/13	Spring Break – Enjoy!	
W 3/15	Spring Break – Enjoy!	
M 3/20	Working Stage Final Stage of a Group Termination and Evaluation Social Work Interview Due	Corey Ch. 8 & 9
W 3/22	Experiential Group Learning Lab #8	Canvas Reading
F 3/24	Weekly Learning Reflection #8 Due	
M 3/27	Multicultural Group Work and Social Justice Global Implications for Group Work	Corey Ch. 1 pp. 12-23 Canvas Reading: NASW Standards and Indicators for Cultural Competence
W 3/29	Experiential Group Learning Lab #9	Canvas Reading
F 3/31	Weekly Learning Reflection #9 Due	
M 4/3	Task Groups Community Support Group Assignment Due	Canvas Reading: Task Groups: Foundation Methods Task Groups: Specialized Methods
W 4/5	Experiential Group Learning Lab #10	Canvas Readings

F 4/7	Weekly Learning Reflection #10 Due	
M 4/10	Group Work Across the Life Cycle: Group Work with Children	Corey Intro to Part 3 p. 323 Corey Ch. 10 pp. 325-351
W 4/12	Experiential Group Learning Lab #11	Canvas Reading
F 4/14	Weekly Learning Reflection #11 Due	
M 4/17	Group Work Across the Life Cycle: Group Work with Adolescents Community Task Group Assignment Due	Corey Ch. 10 pp. 351-367 Canvas Reading
W 4/19	Experiential Group Lab	Canvas Reading
F 4/21	Weekly Learning Reflection #12 Due	
M 4/24	Group Work Across the Life Cycle: Group Work with Older Adults	Corey Ch. 11 pp. 394-418 Canvas Reading
W 4/26	Experiential Group Lab	
F 4/28	Weekly Reflection #13 Due	Canvas Reading
M 5/1	Creativity and the Expressive Art Therapies in Group Work	Class Handout
W 5/3	Moments of Excellence Due Course Review and Ending Celebration	

F 5/5	Final Weekly Reflection # 14 Due	
M 5/8	Final Take Home Exam Due Submit Electronically - No later than 5pm	

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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

<http://www.asgw.org/index.htm>

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.nmha.org/go/go/find_support_group

Mental Health America

<http://www.mhatexas.org/mhatexasMAIN/IRGuide4.03.pdf>

Mental Health Association of Texas

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

Society of Group Psychology and Group Psychotherapy

www.cmhc.utexas.edu/g_schedule.html

UT Counseling and Mental Health Center