

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

Course Number: SW 333

Unique Number: 61440

Semester: Fall 2021

Meeting Day/Time: Mon & Wed, 2:30– 4pm

Meeting Place: SSW 2.122

Instructor: Anita Guajardo, LCSW-S

Pronouns: she/her/hers

Office Number: SSW 3.104A (Adjunct Office)

Email: anita.guajardo@utexas.edu

Office Hours: Wednesdays, 1:15pm–2:15pm

SOCIAL WORK PRACTICE WITH GROUPS

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.

Course credit for SW325 and SW327 with at least a C grade in each are prerequisites for this course.

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.
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 course will draw on diverse pedagogical approaches to be inclusive of various learning styles and foster a stimulating, creative, collaborative, and interactive learning community. Teaching methods will include lectures, readings, discussion, audiovisual materials, group exercises, guest speakers, group presentations, and community-based assigned learning activities. Experiential learning and exercises that promote self-awareness in relation to group processes will be emphasized. As this is a seminar course, much of the learning will take place in class discussions. Thus, this course will highlight diverse perspectives and encourage students to engage in new ways of thinking represented by speakers, the professor, and classmates from diverse backgrounds. For a meaningful experience in this class, students are expected to attend class regularly, complete reading assignments before each class, actively participate, take risks, and expand their creativity and critical thinking skills. In addition, 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

https://www.iaswg.org/assets/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf

NASW Policy Statement on Professional Self Care

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

V. COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment instructions will be posted on Canvas and will be discussed in class. If students have questions regarding assignments, please speak with the instructor in class, during office hours, or send an email to anita.guajardo@utexas.edu. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism, and quality of writing.

Course Assignment		Due Date
Identity Artifact Presentation	5%	09/01
Learning & Self-Care Presentation	5%	11/29 & 12/01
Attendance & Class Engagement	15%	Ongoing
Ten Weekly Learning & Self-Care Reflections	20%	(various, refer to course schedule)
Assessment of Small Group Experience Paper	20%	11/22
Theory Application & Presentation	20%	11/15 & 11/17
Take Home Final	15%	12/06
TOTAL	100%	

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

Contacting Your Instructor

Outside of class, email is the primary mode of contact with your instructor. **I can be reached either through Canvas, or directly at anita.guajardo@utexas.edu.** In general, I will respond to your email within 48-72 hours. Immediate responses should not be expected; as such, if students have questions about homework assignments, etc., they are encouraged to ask questions during class time, or arrange time outside of class with the instructor well in advance of the due date. Failure to do so will not justify an extension on any assignment.

Participation & Attendance

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, 5 points will be deducted for any missed classes (loss of class participation points). **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 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. In addition, the professor reserves the right to add or deduct up to 5 points to students' final point total based on the overall quality of their classroom participation during the semester.

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 or by 11:50pm of the due date if submission is via Canvas (indicated on course schedule). Assignments not turned in class on the day it is due will be considered late. If accepted, assignments will be penalized 5 points per day that they are late. If the due date is a problem, then the student is encouraged to see the professor and negotiate another due date well in advance.

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.

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> or (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.

Student 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 hours.

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.

Classroom Courtesy

As a courtesy to the class that meets after our class, please dispose of trash and return the chairs and desks to rows or some organized arrangement. The use of face mask is not required yet encouraged.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

This schedule is intended only as a guide and subject to change. Additional required weekly readings will be posted on Canvas.

Wk	Date	Topic	Readings	Assignment Due
1	Wed Aug. 25	Welcome & Course Overview Kolb’s Learning Cycle & Experiential Labs	Course syllabus	
2	Mon Aug. 30..	Introduction to Group Work in Social Work Practice Historical Overview	Corey Ch. 1 Standards for Social Work Practice with Groups	

		Types of Groups		
	Wed Sep. 1	Respecting the Views of Others	Canvas Readings	Identity Artifact Presentation (Be prepared to present in class)
	Mon Sep. 6	NO CLASS – University Closed for Labor Day Holiday (Enjoy!)		
3	Wed Sep. 8	The Group Leader: Personal and Professional Considerations Universal Therapeutic Factors in Groups Professional Self-Care – An Ethical Imperative Self-Care Handout	Corey Ch. 2 pp. 27 – 37 inSocialWork Podcast, Episode 133 – Elaine Hammond: Burnout and Self-Care in Social Work https://www.insocialwork.org/episode.asp?ep=133 Canvas Readings	
	Mon Sep. 13	Practice Theories & Models in Group Work	Corey Ch. 4 Canvas Readings	Learning Reflection 1 (Due on Canvas by 11:59pm)
4	Wed Sep. 15	Ethical Considerations & Decision-Making in Group Work Experiential Lab #1	Corey Ch. 3 Canvas Readings	
	Mon Sep. 20	Group leadership: Essential leadership skills	Corey Ch. 2 pp. 38 – 45	Learning Reflection 2 (Due on Canvas by 11:59pm)
5	Wed Sep.22	Strengths Perspective & Culturally Competent Practice Experiential Lab #2	Canvas Readings	
6	Mon Sep. 27	Overview: Stages of Group Development	Corey Ch. 5 Canvas Readings	Learning Reflection 3 (Due on Canvas by 11:59pm)

	Wed Sep.29	Considerations in Planning a Group Experiential Lab #3	Canvas Readings	
7	Mon Oct. 4	Group Co-Leadership: Benefits and Challenges	Corey Ch. 2 pp. 47 – 50	Learning Reflection 4 (Due on Canvas by 11:59pm)
	Wed Oct. 6	Initial Stage of group Experiential Lab #4	Corey Ch 6: Canvas Readings	
8	Mon Oct. 11	Initial Stage of Group	Canvas Readings	Learning Reflection 5 (Due on Canvas by 11:59pm)
	Wed Oct. 13	Therapeutic Factors and the change process Experiential Lab #5	Canvas Readings	
9	Mon Oct. 18	Universal factors and other considerations Transition stage of group	Corey Ch. 7 Canvas Readings	Learning Reflection 6 (Due on Canvas by 11:59pm)
	Wed Oct. 20	Transition stage of group Experiential Lab #6	Canvas Readings	
10	Mon Oct. 25	Working stage of group	Corey Ch. 8 Canvas Readings	Learning Reflection 7 (Due on Canvas by 11:59pm)
	Wed Oct. 27	Working constructively with conflict and other group experiences Experiential Lab #7	Canvas Readings	
11	Mon Nov. 1	Termination stage of group	Corey Ch. 9 Canvas Readings	Learning Reflection 8 (Due on Canvas by 11:59pm)
	Wed Nov. 3	Termination stage of group Experiential Lab #8	Canvas Readings	

12	Mon Nov. 8	Group Work Across The Life Cycle: School Settings	Corey Ch. 10	Learning Reflection 9 (Due on Canvas by 11:59pm)
	Wed Nov. 10	Group Work Across The Life Cycle: Adults & Community Settings	Corey Ch. 11	
13	Mon Nov. 15	Theory Application & Group Presentations		Learning Reflection 10 (Due on Canvas by 11:59pm) Theory Application & Group Presentation (Group 1 & 2)
	Wed Nov. 17	Theory Application & Group Presentations		Theory Application & Group Presentation (Group 3 & 4)
14	Mon Nov. 22	Guest Speaker		Assessment of Small Group Experience Paper (Due on Canvas by 11:59pm)
	Wed Nov. 24	NO CLASS – University Closed for Thanksgiving Holiday (Enjoy!)		
15	Mon Nov. 29	Learning & Self-Care Presentations		Learning & Self-Care Presentation – 1st Half of Class
	Wed Dec. 1	Learning & Self-Care Presentations		Learning & Self-Care Presentation – 2nd Half of Class
16	Mon Dec. 6	Final Class Wrap up & Celebration		Take Home Final (Due on Canvas by 11:59pm)

X. BIBLIOGRAPHY

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

International Association for Social Work with Groups. (2015). *Standards for social work practice with groups*. (2nd ed). New York, NY: IASWG, Inc.

National Association of Social Workers. (2017). NASW code of ethics. Retrieved August 20, 2021, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

National Association of Social Workers. (2001) NASW Standards for Cultural Competence in Social Work Practice. National Association of Social Workers, Washington DC.

Smyth, N. (Host). (2013, December 9). Elaine Hammond: burnout and self-care in social work (No. 133) [Audio podcast episode]. In *inSocialWork Podcast Series*. <https://www.insocialwork.org/insocialwork.xml>

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York, NY: Basic Books.