

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

**Course Number:** SW 333

**Unique Number:** 61440

**Semester:** Fall 2021

**Meeting Time/Place:** Thursday  
5:30pm – 8:30pm  
SSW 2.122

**Instructor:** Lori Lewis-Conerly, MSW

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**Office:** SSW 3.104

**Office Phone:** 512-554-3159

**Office Hours:** Thursday 4:45pm – 5:15pm

8:30pm - 9:00pm

Other times by appt

**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.

**II. STANDARDIZED COURSE OBJECTIVES**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. 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.

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)

### III. TEACHING METHODS

A variety of teaching methods will be used to draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, videos, in-class group activities, self-reflection, community guests, and a field trip to an emergency children’s shelter. As this is a seminar course, much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

### IV. REQUIRED TEXTS AND MATERIALS

Required Text - Corey, M. Schneider, Corey, G. and Corey, C. (2014). Groups: Process and Practice. Belmont, CA: Brooks/Cole. ~ ~ **You must bring your textbook to class.**

Required readings and handouts. Additional readings may be provided via Canvas.

#### NASW Standards for Cultural Competence

<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.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf)

### V. COURSE REQUIREMENTS

<u>Due Dates</u>	<u>Assignments</u>	<u>Possible Points</u>
October 7	Exam I	100
September 16; October 21; November 18	Critical Thinking & Application Assignments (3)	225 (75 each)
December 2	Group Role Play Project	100
December 11	Exam II	100
Ongoing	Attendance & Class Participation	25
	<b>Total:</b>	<b>550</b>

**A. Examinations.** There will be two examinations based on the readings, text, lectures, and class discussions. Exams will be both objective (multiple choice, matching, and true/false questions) and essay-based with case studies that require the student to integrate course material, demonstrate critical thinking, and apply the knowledge from classroom and community learning to complex case examples of social work practice with groups.

**B. Critical Thinking & Application Assignments.** Students will be given a small group assignment to complete. This assignment will supplement the readings and class discussions with a critical thinking and skill-building assignment to provide students with an opportunity to demonstrate that they understand and can apply the readings and lecture material.

**C. Group Role Play Simulation Project.** The class will be organized into role play treatment-growth groups. The focus of the role play growth group will be diversity. The purpose of each group will be to develop members' potential, awareness, and insight related to working with diverse cultures (diversity based on ethnicity/race, class, gender, sexual orientation, religion, physical or mental ability, age, etc.). Through this role play simulation project, students will develop awareness, knowledge and skill in self-assessment and assessment of how issues related to diversity, social and economic justice impact individuals within the context of social work practice with groups. Members will take turns facilitating the group. Each group will decide how best to address each area of diversity and how best to organize the group discussions to facilitate growth in members' insight and awareness. Although the instructor will provide some guidance for group activities, exercises, and discussion topics, it is the group's responsibility to work together toward growth and development related to the topic of diversity. Creativity and initiative are highly encouraged. Each group should reflect adherence to social work values and ethics. Both attendance and group participation will determine your grade for this assignment. At the end of the course, each group will make informal presentations to the class about their group's growth. A group journal will also be required.

## 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

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, repetitive information, and failure to adhere to assignment details.

**Papers and assignments are to be submitted via Canvas email.  
Automatic 10 points will be deducted for more or less than the number of  
pages specified for the assignments.**

- 1. Late papers and assignments will be penalized 5pts. for each late calendar day.**
- 2. A paper or assignment is late if not received by the end of class (8:30p.m.)  
on the date the paper or assignment is due. *If not received by 8:30p.m., the next  
day it is considered two days late, etc.***

**Laptops will not be needed in class nor are they allowed.**

**Grades will be posted in Canvas.**

## 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

Check Canvas regularly and use it to ask questions about the course schedule. Changes to the schedule may be made at the professor's discretion and as circumstances require.

Date	Topic	Assignment Due	Readings
Aug. 26	Review of Syllabus Group Intro Types of Groups Culture and Group Work		Chapter 1: Intro to Group Work <a href="https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&amp;portalid=0">https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&amp;portalid=0</a> pp.4-5 Culture Definition, pp12-13
Sept.2	The Professional  Cultural Standards as a Group Facilitator		Chapter 2: The Group Counselor  NASW Cultural Standards: Cultural Humility pp.16 Standard 1. Ethics and Values pp.19-31
Sept 9	Group Counseling Done Right and Legal		Chapter 3: Ethical & Legal Issues in Group Counseling
Sept. 16	The Practice ~ The Roadmap	<i>Critical Thinking &amp; Application Assignments</i>	Chapter 4: Theories and Techniques of Group Counseling
Sept. 23	Laying the Foundation		Chapter 5: Forming a Group
Sept. 30	Early Processes – It Starts Here		Chapter 6: Initial Stage of a Group Guest Speaker
Oct. 7	<b>Exam I</b>		
Oct. 14	Acknowledging Group Challenges/Accepting Critical Group Dynamics		Chapter 7: Transition Stage of a Group
Oct. 21	Group Cohesion	<i>Critical Thinking &amp; Application Assignments</i>	Chapter 8: Working Stage of a Group  Guest Speaker
Oct. 28	Group Termination		Chapter 9: Final Stage of a Group
Nov. 4	Children & Adolescents		Chapter 10: Groups in School Setting Guest Speaker
Nov. 11	Community and Groups		Chapter 11: Groups in Community Settings



Nov. 18	<b>Group Preview</b>	<i>Critical Thinking &amp; Application Assignments</i>	<b>Group Preview</b>
Nov. 25 ~ No Class			
Dec. 2	<b>Group Role Play Simulation Project Presentations</b>		
Dec. 11	<b>FINAL EXAM</b>		

**X. BIBLIOGRAPHY**

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

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

[http://www.aaswg.org/files/AASWG\\_Standards\\_for\\_Social\\_Work\\_Practice\\_with\\_Groups.pdf](http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf)