

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

Course Number: SW 333

Unique Number: 61695

Semester: Fall 2023

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

Instructor: Lori Lewis-Conerly, MSW

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

8:30pm - 9:00pm

Other times by appt

SOCIAL WORK PRACTICE WITH GROUPS

I. COURSE DESCRIPTION

This course builds extensively on content learned in SW 312 (Social Work Generalist Practice: Knowledge, Values, and Skills) and focuses on the integration of theory, methods, and skills as they apply to practice with groups at the generalist level of social work. The foundation of the course is social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other relevant sets of ethical principles. In this course, you will learn skills of effective group facilitation and leadership. Group dynamics and development will also be examined as evidence-based, culturally grounded group interventions are planned and evaluated in both task and psychosocial/support groups. Relevant theories of group practice will be explored and applied to group scenarios. This course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including, but not limited to, diversity in racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status. This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations. *Prerequisites: Course credit for SW325, Foundations of Social Justice, and SW327, Human Behavior in the Social Environment with at least a C grade.*

II. COURSE OBJECTIVES

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

1. Understand and apply basic concepts of task oriented, psychosocial and support group work.
2. Understand and demonstrate social work roles in group work, including recruiting and selecting members, relationship building, leadership, decision making, problem solving, evaluation and facilitation of conflict.
3. Apply concepts from practice theories and perspectives related to groupwork, including, but not limited to, concepts from ecological systems theory, strengths based perspective, and critical race theory, cognitive behavioral theories, existential and relationship based theories, solution focused approach, motivational interviewing, feminist theory, narrative theory, and theories with anti-racism and anti-oppressive focus with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color.
4. Demonstrate an understanding of the pursuit of social, racial, and economic justice in practice with groups, including strategies to combat racism, microaggressions, discrimination, oppression, and

economic deprivation. 5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist ideas and actions and suggest strategies for change when working with groups.

6. Evaluate ethical issues in groups and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation, and respect for human diversity.

7. Evaluate group ethical issues using a knowledge base of social work values and the ethical decision-making process, as outlined by the NASW Code of Ethics and other ethical principles, as appropriate.

8. Select groupwork interventions and evaluations based on client needs and choice, appropriate theory, and research.

9. Develop group engagement plans, assessments and interventions using the lenses of applied evidence-based and culturally grounded practice theories.

10. Develop group role plays and/practice scenarios that demonstrate the skills of group leadership and facilitation roles during the stages of group development, implementation, and evaluation.

11. Formulate practice scenarios that demonstrate the ability to differentially use generalist social work group skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.

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

V. COURSE REQUIREMENTS

<u>Due Dates</u>	Assignments	Possible Points
October 6	Exam I	100
September 28; October 26; November 16	Critical Thinking & Application Assignments (3)	300 (100 each)
November 29	Group Role Play Project	100
November 29	Final Exam	100
Ongoing	Attendance & Class Participation	25
	Total:	625

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.

D. Class Attendance & Participation. This course is designed as a seminar where we will examine various group modalities. Participation in all assignments and activities and in-class discussions are critical elements of the course; therefore, you are expected to attend all class sessions. In addition to class attendance, contributions to and participation in the discussion should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings.

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

Your attendance supports everyone's success in the class. You are allowed to miss two class meetings. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. Absence from three or more classes is an automatic loss of 15 out of the 25 points assigned to this category.

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 hardcopy in class. 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.***

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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. 24	<p style="text-align: center;">Review of Syllabus Group Intro Types of Groups Culture and Group Work</p>		<p>Chapter 1: Intro to Group Work https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0 pp.4-5 NASW Code of Ethics Updated 2021</p>

			https://www.socialworkers.org/LinkClick.aspx?fileticket=UyXb_VQ35QA%3D&portalid=0#:~:text=1.05%20Cultural%20Competence,that%20exist%20in%20all%20cultures. Culture Definition, pp12-13
Aug. 31	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 7	Group Counseling Done Right and Legal		Chapter 3: Ethical & Legal Issues in Group Counseling
Sept. 14	The Practice ~ The Roadmap		Chapter 4: Theories and Techniques of Group Counseling
Sept. 21	Laying the Foundation		Chapter 5: Forming a Group
Sept. 28	Early Processes – It Starts Here	<i>Critical Thinking & Application Assignment</i>	Chapter 6: Initial Stage of a Group Guest Speaker
Oct. 5	Exam I		
Oct. 12	Acknowledging Group Challenges/Accepting Critical Group Dynamics		Chapter 7: Transition Stage of a Group
Oct. 19	Group Cohesion		Chapter 8: Working Stage of a Group Guest Speaker
Oct. 26	Group Termination	<i>Critical Thinking & Application Assignment</i>	Chapter 9: Final Stage of a Group
Nov. 2	Children & Adolescents		Chapter 10: Groups in School Setting Guest Speaker
Nov. 9	Community and Groups		Chapter 11: Groups in Community Settings
Nov. 16	Prep - Final Group Role Play	<i>Critical Thinking & Application Assignments</i>	
Nov. 23 ~ No Class			

Nov. 30	Group Role Play Simulation Project Presentations FINAL EXAM		
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X. BIBLIOGRAPHY

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

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