Practice II Social Work with Groups
SWK 359

Spring 2011

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Program mission
Informed by Ignatian ideals, a global perspective, social work knowledge, values, skills, ethics, history and purpose, the Department of Social Work is dedicated to the formation of competent, effective entry level generalist social work practitioners, as social change agents committed to the well-being of self and others, engaging in the pursuit of social and economic justice, empowerment of vulnerable populations, human rights, and the advancement of social work knowledge including the mutual influence of research and social work practice.

Social Work Program Goals
1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
2. Prepare entry level practitioners who apply ethical decision-making based on social work values, standards and ignatian ideals.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

1.0   Course Description

Overview of Course: This course introduces students to the theory, concepts, and experiences necessary to develop an understanding of group dynamics and effective group skills. Emphasis is placed on working with task and treatment groups. The course stresses the development of practice skills and strategies to achieve effective group facilitation.

Prerequisites: SWK 345 or SW major

2.0 Course Materials

Toseland & Rivas. Introduction to Group Work Practice, Allyn & Bacon, 7th Edition

3.0 Course Schedule---Professional Social Work Competencies and Practice Behaviors

	Competency	Practice Behaviors---Students will be able to:	Reading, Topics, Assignments, Exercise, Activities
Jan 13			Introduction to course, course requirements
Jan 18-20	2.1.1 Professional identity	Advocate for client access to services of social work	Knowledge base of group work practice, values and ethics, classifying groups, typology of group work practice

	2.1.2 Ethical Practice	attend to professional roles and boundaries	Historical developments of group work practice, theories impacting group work practice—systems, learning, field, social exchange. Read Toseland et al Chapter 1 & 2
	2.1.3 Critical Thinking	recognize and manage personal values in a way that allows professional values to guide practice distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	
Jan 25-27	2.1.1 Professional Identity	attend to professional roles and boundaries practice personal reflection and self-correction to assure continual professional development	Group dynamics—communication, interaction, cohesion, social control, group culture. Read Toseland Chapter 3
	2.1.4 Diversity in Practice	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	

Feb 1-3	2.1.1 Professional Identity	attend to professional roles and boundaries	Leadership--power, leadership skills, styles, theories of leadership, effective leadership, interactional model of leadership, leadership skills, co-leadership. Read Toseland Chapter 4
	2.1.3 Critical Thinking	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	
	2.1.4 Diversity in Practice	sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	
		recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	
	2.1.11 Ignatian ideals	facilitate and lead groups	
Feb 8-10	2.1.5 Ethical Practice	recognize and manage personal values in a way that allows professional values to guide practice	Leadership and diversity—approaches to multicultural group work, developing sensitivity, cultural influences on groups, intervening with sensitivity. Read Toseland Chapter 5
	2.1.4 Diversity in Practice	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	
		gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	
Feb 15	2.1.3 Critical Thinking	demonstrate effective oral and written communication in	Planning a group---model of practice, treatment and task groups, group purpose, sponsorship, membership, recruiting members, orientation, contracting, group environment, group proposal.

		working with individuals, families, groups, organizations, communities, and colleagues	Read Chapter 6
	2.1.6 Research Based Practice	use practice experience to inform scientific inquiry Social workers use research evidence to inform practice	
	2.1.10 Engage, Assess, Intervene, Evaluate	substantively and effectively prepare for action with individuals, families, groups, organizations, and communities use empathy and other interpersonal skills initiate actions to achieve organizational goals	
Feb 17			**First exam**
Feb 22	2.1.2 Ethical Practice	tolerate ambiguity in resolving ethical conflicts	Beginning stage of group development—what do you do?, new members, purpose of the group, feeling a part of the group, task and socio-emotional forces, goal setting, contracting. Read Toseland Chapter 7 **Planning a group paper due March 3**
	2.1.3 Critical Thinking	demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	
	2.1.9 Practice Contexts	continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal	

		trends to provide relevant services develop mutually agreed-on intervention goals and objectives implement prevention interventions that enhance client capacities	
Feb 24	2.1.6 Research Based Practice 2.1.7 Human Behavior 2.1.10 Engage, Assess, Intervene, Evaluate	use practice experience to inform scientific inquiry critique and apply knowledge to understand person and environment. collect, organize, and interpret client data	Group work assessment—evaluating the process, group & individual functioning, group environment, linking assessment and intervention. Read Toseland Chapter 8
Mar 1-3	2.1.3 Critical Thinking 2.1.10 Engage, Assess, Intervene Evaluate	analyze models of assessment, prevention, intervention, and evaluation use empathy and other interpersonal skills collect, organize, and interpret client data develop mutually agreed-on intervention goals and objectives	Middle stage of group development—treatment groups foundation methods, preparation, structuring, empowerment, individual members goals, reluctant and resistant members, group progress. Read Toseland Chapter 9
Mar 15-17	2.1.7 Human Behavior 2.1.8 Policy Practice	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation analyze, formulate, and advocate for policies that advance social well-being collaborate with colleagues and clients for effective policy action	Middle stage treatment groups continued…-- special methods, intrapersonal, interpersonal, environmental methods, agency support for group work practice. Read Toseland Chapter 10

Mar 22	2.1.9 Practice Contexts	continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Middle stage task groups—methods, leading, preparation, information sharing, member commitment, conflict, effective decisions, evaluating, assessing. Read Toseland Chapter 11
		provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
	2.1.10 Engage, Assess, Intervene, Evaluate	collect, organize, and interpret client data	
		select appropriate intervention strategies	
		help clients resolve problems	
Mar 24			**2nd exam**
Mar 29-31	2.1.6 Research Based Practice	use research evidence to inform practice	Middle stage task groups continued…--special methods, organizational groups, brainstorming and variations, focus groups, nominal group technique, MUA, quality circles, parliamentary procedures, community groups. Read Toseland Chapter 12
	2.1.7 Human Behavior	critique and apply knowledge to understand person and environment.	
	2.1.10 Engage, Assess, Intervene, Evaluate	Assess client strengths and limitations	
		select appropriate intervention strategies	

Apr 5-7	2.1.6 Research Based Practice	use research evidence to inform practice	Ending stage of the group---evaluation, conducting evaluations, agency support, time considerations, evaluation methods—planning, monitoring, developing, determining. Read Toseland Chapter 13
	2.1.10 Engage, Assess, Intervene, Evaluate	select appropriate intervention strategies	
		help clients resolve problems	
Apr 12-14	2.1.3 Critical Thinking	analyze models of assessment, prevention, intervention, and evaluation	Terminating the group---factors to consider, process, planned & unplanned endings, termination. Read Toseland Chapter 14
	2.1.7 Human Behavior	critique and apply knowledge to understand person and environment.	
	2.1.9 Practice Contexts	provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	

Apr 19	2.1.1 Professional Identity	**practice personal reflection and self-correction to assure continual professional development**	
		attend to professional roles and boundaries;	Apr 19: Group facilitation_____ Group facilitation_____
	2.1.3 Critical Thinking	**analyze models of assessment, prevention, intervention, and evaluation**	Apr 21 : Group facilitation_____ Group facilitation _____
		demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Apr 26: Group facilitation_____ Group facilitation_____
	2.1.6 Research Based Practice	**use research evidence to inform practice**	Apr 28: Group facilitation _____ Group facilitation _____
	2.1.7 Human Behavior	**utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation**	
	2.1.10 Engage, Assess, Intervene, Evaluate	**substantively and effectively prepare for action with individuals, families, groups, organizations, and communities**	
		use empathy and other interpersonal skills **develop a mutually agreed-on focus of work and desired outcomes**	
		collect, organize, and interpret client data	
Apr 19			

Apr 21		**assess client strengths and limitations**	
Apr 26		**develop mutually agreed-on intervention goals and objectives**	
Apr 28		**select appropriate intervention strategies** **help clients resolve problems** **negotiate, mediate, and advocate for clients** **facilitate transitions and endings** **critically analyze, monitor, and evaluate interventions**	
May 2			**Final Exam**

4.0 Course Requirements and Grading

Attendance Policy: Attendance is required. If more than **two** classes are missed, you will lose 5 points for each subsequent class missed.

Evaluation and grading.

1. There are **two (2) in class exams worth 100 points each**. Practice exams are placed on the blueline.creighton.edu website. Feel free to take the exams as many times as you want. The nature and scope of the exams are discussed in class.

2. Planning a group paper 100 points. See below for details of the paper. The paper is due March 3.
For every day the paper is late, 10 points are deducted from the final points awarded.

A detailed proposal is important in planning a group. Such a proposal serves as a means of clarifying the rationale for the group, taking into consideration its potential members, the group as a whole, the sponsoring organization, worker activities, and the meeting environment (Reid, 1997). The proposal should be 8-10 pages long. The following questions may help guide your writing.

_   What is the primary focus of the group? See Toseland for types of groups. Provide background on these types of groups?

_   What is the purpose of the group? What does the group worker hope to achieve? At the end of the group, what will the members have achieved?

_ What population is to be served by the group?   What is the need of this population? Why is this need?

_   Who will lead the group? Justify your answer of why you believe this type of group leader is needed and not another.

_   What will be the group composition? How will members be selected? Justify your answer of why you have chosen the composition and members.

_   What number of group members is best in order for the group to achieve its purpose? Justify your answer.

_   How will the members be prepared for the group? Who will prepare? What content will you use to prepare them?

_   How often will the group meet, how many meetings will be held, and how long will each meeting last? Where will group meetings be held? Justify your answer.

_   What issues/topics will be addressed in the group?

_   What will the general pattern of meetings be?

_   Are there agency or organizational policies that will affect the group's development?

_   Who needs to be notified in advance of the first meeting -- supervisor, chairman of the board, director, janitor?

_   What ground rules need to be established for the group at the onset? Explain.

_   What will the group worker's role be? Explain.

_   Describe the process that will be used to evaluate the group. How will you know that you have achieved what your objectives are?

3. **Facilitation project 250 points**. The project is divided into three (3) separate but related parts—Pre-facilitation paper (50 pts), Conducting the group (100 pts) and Post-facilitation paper (100 pts).

A 30-minute (approximate) group facilitation project is required where each student has the opportunity to lead the class (task or treatment simulated group) and to participate as an observer in a group exercise.

The pre-facilitation worksheet must be completed one week before the facilitation (see outline below). Dates of facilitation/observation are selected via lottery. Again, the actual facilitation lasts about 30 minutes and is followed by a general feedback and processing discussion led by the instructor, student facilitator and student observers.

Pre-Facilitation (One week prior to facilitation - 50 points):

Name:
1. Date of facilitation:
2. Topic of facilitation or problem to be addressed?
3. Objectives for each session: You need to plan for at least three sessions. But you will only conduct one.
4. Type of Group. Why are you using this type of group rather than another type of group? What are the advantages and disadvantages of using this type of group with members?
5. Group history/background: Provide some background information regarding your group. For example, if you are conducting a support group for gay/lesbian adolescents, then offer background/history on these types of groups.
6. What does empirical research say about these groups? Provide five (5) sources.
7. What stage of the group will you be using to conduct your facilitation? Give an explanation of the characteristics of this stage.
8. What model of group intervention will you use when conducting the group? Justify?
9. Materials needed to conduct the facilitation.
10. Annotated bibliography about the type of group (5 sources).
    a. Provide an explanation of how the references support your facilitation.
11. Description of activity/exercise you will use in the facilitation. Explain the value of using this activity/exercise and not another?

Facilitation (100 pts)
A rubric/evaluation protocol will be developed and handed out in the next couple of weeks.

Post-Facilitation (Due one week after facilitation - 100 points):

Evaluation of Facilitation:

1. What leadership style did you use in facilitating the group? Could you have used a different style or combination of styles? Explain?
2. What group facilitation roles/leadership skills did you use in facilitating the group? Are there other group roles that you might have used and explain why you either did not use them or you should have used them?
3. Are they any personal values that might affect your performance as facilitator of this group? Explain them and how they may obstruct or help?
4. Are there any ethical dilemmas that may affect your facilitation process? Explain.
5. What NASW Code of Ethics standards/group work practice principles may apply in this situation?
6. In conducting the group, what principles of group dynamics (communication, interaction, cohesion etc.) did you use?
7. What group member strengths/limitations were present in the group? How did you use these to facilitate the group?
8. What theory/theories of intervention did you use when conducting the group facilitation?
9. If this was a cultural diverse group (ex. Ethnicity, gay/lesbian, elderly) what are several elements to consider when facilitating this type of group?
10. How would you evaluate this type of group? Provide both process and outcome assessments?

Total points= 550.

Grades are assigned using the following percentage of total points awarded.
93%-100% = A   87%-92%=B+   83%-86%=B   77%-82%=C+   73%-76%=   63%-72%=D Below 63%=F

Academic dishonesty is a serious offense in the College of Arts Sciences. Students are required to read the academic dishonesty policy at http://puffin.creighton.edu/ccas/FacStaff/polManual/polManual.htm to ascertain the College's policy. Specific details about the policy are delineated along with adjudication procedures, notification of relevant parties, application of penalties, and student's right to appeal. Penalties for academic dishonesty in any course assignment may include an "F" or an "F" for the entire course

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