Undergraduate social work generalist practice consists of an eclectic knowledge base, professional values (manifested in the NASW Code of Ethics), application of a wide range of skills, ability to work/intervene in various target systems (individual, family/group, organization, community), working in an organizational setting (including supervision), application of professional roles/functions, ability to critically reflect in the practice setting and finally, application of the planned change process (problem solving, systems, strengths perspectives). K. Kirst-Ashman & G. Hull, Generalist Practice with Organizations & Communities. (2002)

**Goals of the Social Work Program**

1. Prepare students for beginning level generalist practice with individuals, families, small groups, organizations, and communities.
2. Prepare students to practice with diverse populations.
3. Promote professional student identities incorporating social work ethics and values.
4. Prepare students for continued professional growth and development.
5. Understand and apply the knowledge, and skills for professional social work practice.

**Program Objectives** (using CSWE Foundation Program Objectives, [FPO])

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends (FPO 1,35).
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities. (FPO 1,3)
3. Understand and apply social work values and ethics in the context of professional practice. (FPO 2,3,5)
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision. (FPO 3, 4, 9,10,11)
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system. (FPO 1,3,5,8,12)
6. Analyze social policies and services effecting clients, social workers, and social agencies. (FPO 3,8,9,10)
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice including qualitative and quantitative research methodologies. (FPO 1,3,9)
8. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations. (FPO 1, 3, 4, 10, 11)
9. Apply the strengths perspective when working with individuals, families, small groups, organizations and communities. (FPO 1, 3, 4, 6, 10)

10. Apply critical thinking skills when working with individuals, families, small groups, organizations and communities. (FPO 1, 3, 8, 11, 12)

1.0 Course Description

Overview of Course: This course is designed to introduce the student to the theory, concepts, and experiences necessary to develop an understanding of group dynamics and effective group skills. Emphasis is placed on the following types of groups: task, support, educational, and socialization 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, 6th Edition

3.0 Course Objectives: Students will be able to:

Knowledge:

1. Understand group process, culture, norms, goals, and roles. (PO 4, 5, 11)
2. Understand the nature and development of the various types of groups. (PO 1)
3. Use social systems theory to understand the interactions between individuals and groups. (PO 2)
4. Understand the contribution of the ecological perspective in understanding group behavior. (PO 2)
5. Understand the stages of group development. (PO 1, 12)
6. Understand leadership roles and approaches in forming and leading a group. (PO 4)
7. Understand and accept the role of change in groups. (PO 4, 5)
8. Understand the differences in group structures, functions, interactions, and influences. (PO 5, 10)
9. Understand selected tactics, strategies, and techniques used to effect change in groups. (PO 2, 5)
10. Understand the impact of social problems on groups, and subsequent intervention strategies to address them. (PO 2)
11. Understand social power and influence in groups. (PO 11, 12)
12. Understand the dynamics and appropriate interventions with non-dominant groups. (PO 2, 3, 4, 5, 7)
13. Understand the forms and functions of communication in groups. (PO 12, 13)
15. Understand the process of assessment and evaluation on groups. (PO 8)

Skills:

17. Develop basic skills in group facilitation: The development of skills will focus on:
   a. Facilitation of task and treatment groups.
   b. Guidelines for forming and leading a group. (PO 7, 11, 12)
   c. Application of problem solving approach to group facilitation. (PO 2)
   d. Development of group norms and establishment of group goals. (PO 4, 11, 12)
   e. Development of intervention techniques with non-dominant groups. (PO 7, 9, 12, 13)
18. Develop beginning analytic skills in assessing group processes: cohesion, conflict, power, leadership, communication, and goals. (PO 2, 3, 4, 7)
19. Develop beginning level skill in influencing groups to respond to social and human needs. (PO 2, 3, 4, 5, 6)
20. Develop beginning level skill in recognizing and moving the group through the stages of group development. (PO 7, 10, 11, 12)

Values:

21. Appreciate cultural and human diversity, including international aspects) in groups. (PO 4, 5, 7,10, 13)  
22. Appreciate racial, ethnic, class, sexual-identity, gender and religious issues in working with groups. (PO 2, 4, 7, 9)  
23. Appreciate personal and professional values and ethics related to generalist social work practice, as related to group facilitation. (PO 4)  
24. Appreciate and develop a commitment to social justice and change. (PO 4, 5, 6, 7, 9, 12)

4.0 Course Requirements

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. Facilitation project 150 points. The project is divided into two separate but related parts—pre-facilitation paper (50 pts) and Post facilitation paper (100 pts). The actual facilitation is not graded.

A 30-minute group facilitation project is required where each student will have the opportunity to lead the class (task or treatment simulated group) and to participate as an observer in a task 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 will last 30 minutes and will be 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:

Date of Facilitation:

Topic of Facilitation:

Objectives of the Session:

Type of Group:

Group history/background: Provide some background information regarding your group.

Stage of group development: (Give explanation of what stage the group is in and how that affects the objectives)

Materials Needed:
Annotated bibliography about topic (5 sources): Provide description of how the references support your presentation/facilitation.

Description of activity/exercise:

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

Evaluation of Facilitation (to be completed by facilitator/student):

Organization - How prepared was I with materials, procedures, etc?
Did I have a beginning, middle, and end to the session?
How well did I follow the time guidelines?
Did I set a climate of participation and acceptance?
Did I serve as an anchor point (leader) by being reliable, knowledgeable, trustworthy and responsible?
How well did I balance my leadership skills between task and maintenance goals?
Did I model the skills I was teaching?
Did I know and understand the material well?
Was I sensitive to differences in participation, needs, and styles of the participants?
How well did I give and receive feedback during the facilitation? How well did I handle feedback given after the facilitation?
How did I manage conflict/challenges/differences of opinion?
Did I remain flexible so that my preplanned activities did not interfere with the participants' learning?
Did I achieve my goals?

3. Planning a group paper 100 points. See below for details of the paper. The paper is due October 9.
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.

_ 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 a 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?

Total points = 450.

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% = C  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.

V. Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction to course, course requirements</td>
</tr>
<tr>
<td>Sept 2 &amp; 4</td>
<td>Knowledge base of group work practice, values and ethics, classifying groups, typology of group work practice</td>
</tr>
<tr>
<td></td>
<td>Historical developments of group work practice—systems, learning, field, social exchange.</td>
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<tr>
<td></td>
<td>Read Toseland et al Chapter 1 &amp; 2</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Sep 9 &amp; 11</td>
<td>Group dynamics—communication, interaction, cohesion, social control, group culture.</td>
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<tr>
<td>Sep 16 &amp; 18</td>
<td>Leadership—power, leadership skills, styles, theories of leadership, effective leadership, interactional model of leadership, leadership skills, co-leadership.</td>
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<tr>
<td>Sep 23 &amp; 25</td>
<td>Leadership and diversity—approaches to multicultural group work, developing sensitivity, cultural influences on groups, intervening with sensitivity.</td>
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<tr>
<td>Sep 30 &amp; Oct 2</td>
<td>Planning a group---model of practice, treatment and task groups, group purpose, sponsorship, membership, recruiting members, orientation, contracting, group environment, group proposal.</td>
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<tr>
<td>Oct 7 &amp; 9</td>
<td>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.</td>
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<tr>
<td>Oct 14</td>
<td>Catch up day and review for exam</td>
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<tr>
<td>Oct 16</td>
<td>Midterm exam</td>
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<tr>
<td>Oct 28 &amp; 30</td>
<td>Group work assessment—evaluating the process, group &amp; individual functioning, group environment, linking assessment and intervention.</td>
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<tr>
<td>Nov 4 &amp; 6</td>
<td>Middle stage of group development—treatment groups foundation methods, preparation, structuring, empowerment, individual members goals, reluctant and resistant members, group progress.</td>
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<tr>
<td>Nov 11 &amp; 13</td>
<td>Middle stage treatment groups continued…— special methods, intrapersonal, interpersonal, environmental methods, agency support for group work practice.</td>
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<tr>
<td>Nov 18</td>
<td>Middle stage task groups—methods, leading, preparation, information sharing, member commitment, conflict, effective decisions, evaluating, assessing.</td>
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<tr>
<td>Nov 20</td>
<td>Middle stage task groups continued…—special methods, organizational groups, brainstorming and variations, focus groups, nominal group technique, MUA, quality circles, parliamentary procedures, community groups.</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>Nov 20</td>
<td>Group facilitation</td>
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<tr>
<td>Nov 25 &amp; Dec 2</td>
<td>Ending stage of the group—evaluation, conducting evaluations, agency</td>
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<td>support, time considerations, evaluation methods—planning,</td>
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<td>monitoring, developing, determining.</td>
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<td>Read Toseland Chapter 13</td>
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<tr>
<td>Nov 25</td>
<td>Group facilitation</td>
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<td>Dec 2</td>
<td>Group facilitation</td>
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<td>Dec 4</td>
<td>Terminating the group—factors to consider, process, planned &amp;</td>
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<td>unplanned endings, termination.</td>
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<td>Read Toseland Chapter 14</td>
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<tr>
<td>Dec 9 &amp; 11</td>
<td>Review and termination</td>
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<tr>
<td>Dec 16</td>
<td><strong>Final Exam</strong></td>
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**Bibliography**


