

**WAYNE STATE
UNIVERSITY**

SCHOOL OF SOCIAL WORK

MASTER SYLLABUS

SW 4010 SOCIAL WORK PRACTICE METHOD III: (3 credit hours)

I. COURSE DOMAIN AND BOUNDARIES

The course is a continuation of four-course sequence. It builds upon the knowledge, skills and values learned in prior courses within this sequence. Utilization of systems and problem-solving approaches to plan for and apply appropriate social work intervention with emphasis on the utility of groups in practice at all systems levels, e.g. macro

A major focus of SW4010 is on the development and utilization of communication, relationships and group membership skills. Students will become familiar with planning group, clarifying a group purpose, and assessing process and outcome. This course emphasizes a laboratory approach which will provide the student an opportunity to develop skills in facilitating groups in micro and macro practice necessary for generalist social work practice.

The concepts, theories principles, methods and skills relevant to group work with diverse populations will be explored in this course. The application of group work methods with populations-at-risk will also be examined in this course.

This course incorporates content on types of groups, group development, problem-solving and decision making in groups. It also explores the interaction between groups and systems with their external environment

II. SPECIFIC KNOWLEDGE AND SKILL OBJECTIVES:

Knowledge:

By the end of the semester students will demonstrate knowledge of

1. the history of social work practice with groups
2. how group work applies to all system levels of practice
3. how the ecological framework underlying generalist social work can be applied to social work with groups
4. how to assess ethical dilemmas and decision making found in practice with groups, and to understand the impact/ramifications of ethical dilemmas in working with groups.
5. individual worth, dignity, and self determination in all phases of working with client systems with special attention given to at-risk populations and the effects of oppression

6. the importance of termination, evaluation of outcomes and evaluating effectiveness of one's own practice activities.
7. group development and group theory
8. of the role of group leader/facilitator has on group

Skill Objectives:

By the end of the semester, students, through class discussion, small group exercises, process recordings and group reflection papers, will demonstrate:

1. apply problem solving as processes in all phases of group work with client systems
2. utilize, and applying theoretical concepts regarding the process and dynamics of groups including group norms, goals, roles functions, communication patterns, decision making methods, leadership styles, power, conflict management and evaluation.
3. the utilize of communication skills particularly those of active listening, feedback problem solving with diverse populations of the urban community
4. plan one's own group behavior as facilitator based upon an analysis of the group's needs
5. recognize the impact of diversity upon group process and dynamics especially differences related to age, gender, culture, ethnicity and sexual orientation
6. recognize ethical questions their own value system, and the NASW Code of Ethics
7. assess factors which may place members at risk such as individual group members attitudes and beliefs regarding age, gender, sexual orientation and ethnicity
8. evaluate one's own practice, skills, leadership style(s), and outcomes.

III. PERFORMANCE CRITERIA

All students are expected to participate fully in the learning experience through readings, discussions, role play and exercises.

Student achievement of the course objectives outlined in section II will be measured by written assignments quizzes, and or examinations. While it is expected that each faculty member adhere to the overall framework of the course syllabus incorporating concepts and structure, you are free to utilize a variety of methods to accomplish the objectives such as video taping role play etc.

IV. TEXT AND REQUIRED MATERIALS:

Toseland Ronald, & Rivas, Robert. (2002). *An introduction to Group Work Practice*. (5th ed.). Needham Heights, MA: Allyn/Bacon.

Required Reading: Shulman, Lawrence, (1999). *The Skills of Helping Individuals, Families,*

Groups, and Communities (4th ed.). Itasca, ILL: Peacock Publishing. (chapters identified in syllabus).

Hepworth, D., Rooney, R., Rooney, G., Gottfried, K., Larson, J. (2006). *Direct social Work Practice: Theory and Skills*. (7th ed.) Belmont, CA: Thompson/ Brooks Cole (chapters identified in syllabus).

V. ORGANIZATION OF THE COURSE

Social work with groups is taught in an experiential mode to enable the student to learn group work skills first hand. A variety of exercises and lectures are used to introduce theory and provide a basis upon which students learn and practice skills.

VI. ROLE OF THE STUDENT:

See University Statement of Obligation of Students and Faculty Members of the teaching and learning process.

VII. GRADING POLICY:

Grade distribution range

100-95 A	94-90 A-	89-87 B+	86-83 B	82-80 B-
79-77 C+	76-73 C	72-69 C-	68-65 D+	64-60 D

Student may pass the course with a grade of **D** but must maintain [achieve] a **C (2.0)** average during the junior and senior years. (See *Undergraduate Bulletin, Wayne State University, p. 443*).

VIII. COURSE OUTLINE

Note: There will be small group exercises during class sessions. These exercises will relate to the content covered in the class session and in the assigned readings.

Date	Topic	Reading Assignment
Week 1	Introduction Review Generalist Practice Definition of concepts	
Week 2	Knowledge base of group work practice Focus of Group work practice; definition of groups; classification of groups; group versus individual efforts	T&R Chapter.1 Introduction

Week 3	Differences between casework and group work; intervention targets; influential theories systems, psychodynamic, learning field, and social exchange	T&R Chapter.2 Historical Developments
Week 4	Planning focus elements of treatment group planning, elements of task group planning, planning model for group work	T&R Chapter 6 Planning the group Quiz chaps 1-3
Week 5	Introducing new members; defining the purpose of the group confidentially facilitating members motivation	T&R Chapter 7 The group begins Objectives in the beginning stage
Week 6	Group Dynamics The development of helpful group dynamics; group cohesion; social integration and influence	T&R Chapter 3 Understanding group dynamics
Week 7	Leadership and Diversity Leadership and power; Interactional model of leadership Group leadership skills; approaches to multicultural group work	T&R Chapter 4 Leadership& chapter 5 leadership and diversity 1 st Process Recording due
Week 8	work phase/definition of Assessment; the assessment process; assessing the functioning of group members; assessing the functions of the group as a whole; linking assessment to intervention; foster adolescents in a child welfare systems; setting limits: an Adolescent acting-out boys' group	T&R Chapter 8 Assessment Course pack Shulman Chapter 11 The first group sessions: some variations
Week 9	Work phase continues (contracting (role plays)the purpose of goals types of goals guidelines for selecting and defining goals process of mutually selecting and defining goals formulating contracts sample contracts	T&R Chapter. 8 Assessment H&L Chapter 12 Negotiating foals and formulating a contract. 1 st paper due
Week 10	Interviewing skills furthering responses; paraphrasing responses, closed and open-ended responding; seeking concreteness; eliminating nonverbal barriers to effective communication; eliminating verbal barriers to effective communication; gauging the effectiveness of your response.	H&L Chap 6 Verbal following, exploring and focusing skills, chapter7 Eliminating counterproductive communication patterns
Week 11	Factors that influence group endings; the process of ending; planned and unplanned termination; ending group meetings; ending the group as a whole	T&R Chapter 14 Ending the group's work

Week 12	Ethical Issues practice values; practice ethics; definition of group work Adolescent discharge group; Task force on research utilization in probation; Program activities for groups of children and activities	T&R Chapter 1 Introduction P 6-12 T&R P 485-496 Appendix E-G Appendix E An example of a treatment group proposal Appendix F an Example of a task group proposal Appendix g suggested readings on program activities 2 nd Process Recording due
Week 13	Task and treatment groups First sessions with children and adolescents ten year old girls in a school setting; unmarried pregnant teens in a shelter Middle stage skills working with the reluctant and resistant group members	T&R Chapter 9 Treatment groups: Foundation Methods & chapter 11 Task groups: foundation methods
Week 14	Individual in Group the concept of role in a dynamic system the scapegoat in the group; the deviant member; the internal leader; the gatekeeper; the defensive member; the quiet member; the monopolizer	Course Pack Shulman Chapter 13 work and ending phase paper due
Week 15	Student evaluation, Course wrap-up	

Note: Syllabus subject to change based on the needs of the class.

TYPICAL ASSIGNMENTS:

The assignments presented in this course are reflective of the group process. They include a means by which students can apply both the knowledge and skill objectives of the course.

Quiz (10 points) (Week 4)

One quiz will be given during the semester covering main points in the assigned reading. The quiz will consist of multiple choices, true /false and or matching questions. It will be given at the beginning of class.

Process Recordings (2) each process recording has a point value of 18 totaling 36 points.

The first Process recording **due session 7**

The second Process Recording **due session 12**

For the assignment use the process recording form provided. You may type in columns or paragraph form. If you use paragraph form include the headings from the process Recording Outline.

The Process recording assignments are to record what you observed in the structured role plays carried out in class or in your field placement. Process Recording I will focus on the planning and beginning group sessions. Process Recording II will focus on the middle and ending phases of the structured role plays carried out in class or in your field placement.

Include the information below:

Attach a diagram of group

Use circles for women and brackets for men. Put first names in the circles and brackets. Illustrate the positions of group members, for example in pairs, circles or rows

- Content
A brief summary of the highlights of activities, discussions observed in the session
- Process
Patterns of interaction observed in the group
Communication, verbal and nonverbal, etc. indicate in diagram
Social Workers behaviors and members roles in the approach-avoidance phase of group development
Evidence of diversity (please explain)

Group Process Analysis

(Paper 1 Planning and beginnings phase

Due Week 9 point value 25

(Paper 2 Middle and Ending phases

Due Week 14 point value 30

The focus in Paper I is the analysis of the groups' development and the members behavior in the early states. Consider the planning for the group, the first session and sessions two or three. You may write about the structured role play group (s) in class (choose one), or a group from your field placement.

The objective of the group process analysis is to help the student develop the ability to remember what s/he observes, separate out her/his thoughts and feelings from the observed behavior and begin to relate theory to observations. Utilize readings, class handouts and lectures regarding small group experiences built into the class.

The following outline should be used as a guide. The group process analysis paper will be approximately five pages in length and typewritten. Student should incorporate theories/concepts from the reading assignments in the analysis using APA citation style.

- Assessment
What is the significance of this session to the group's development as a whole and to the members? How did the group change as a result of this group session?
Was the change a positive one in terms of the group's development?

- Group Dynamics evident in these sessions

- Group goals and hidden agendas
 - Group norms
 - Level of cohesiveness
 - Group climate
 - Group culture

- Impressions

- What do you think and feel about what transpired in the group session?

- Plan of Action

- How do you plan to change your group behavior?
 - What needs to happen for your group to be more effective?

Paper II

The same outline as in Paper I is to be applied, however, it is to be applied for the middle and ending phases of the group.

- Assessment

- What is the significance of this session to the group's development as a whole and to the members? How did the group change as a result of this group session? Was the change a positive one in terms of the group's development?

- Group Dynamics evident in these sessions

- Group goals and hidden agendas
 - Group norms
 - Level of cohesiveness
 - Group climate
 - Group culture

- Impressions

- What do you think and feel about what transpired in the group session?

- Plan of Action

- How do you plan to change your group behavior?
 - What needs to happen for your group to be more effective?
 - Based on your observation of diversity, how do you plan to respond?

- Ending Phase
 - a. Social workers behaviors in the middle and ending phase
 - b. Members role in terms of denial or acceptance.

Examples of Structured Role Play (In-classroom Laboratory).

1. Each class member will be assigned randomly to a (role play simulation), group, e.g., by number and will remain in that group for the semester.
2. The groups will continue throughout the semester simulating each phase of group-work
3. Each group will have 2 co-leaders and 6 members (depending on size of class).
4. The various roles of the participants should last no longer than 15 minutes each.
5. Roles will rotate so that every class member will experience being a client, social worker, etc.
6. Each phase will take approximately three laboratory sessions.
7. The purpose of the group(s) will be selected by the class members - e.g. treatment for substance abuse, community planning, parent education.
8. Member roles will be alternately - participating voluntarily, involuntarily - for example court ordered.
9. Each group will meet concurrently

Bibliography

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- Association for the Advancement of Social Work with Groups
<http://dominic.barry.edu/me..g/aaswg/aaswt.htm>

