INSTRUCTOR:
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PREREQUISITE: HBSE III - Small Groups & Families (SW 712)

COURSE DESCRIPTION:
This course focuses on the social work helping process as applied to groups. It is designed to facilitate the acquisition of skills for practice with groups. Various models of groups will be considered, including task, support, education, socialization, and therapy groups. Emphasis will be placed on a) the social worker’s role in group development and functioning; b) facilitating group dynamics, including roles, norms, group performance and decision-making, and dealing with conflict and difficult group members; c) assessment and monitoring of both group members and the group as a whole; d) developing leadership skills needed for various types of groups; e) interventions; and f) termination and evaluation of the group. Ethical issues in group work, as well as influence of factors such as age, gender, race/ethnicity, and sociocultural status on group membership and functioning, will be considered.

COURSE OBJECTIVES:
At the end of the course, students should be able to:

1. recognize the advantages and disadvantages of group work.

2. apply social work values to group work, and recognize ethical group work practice.

3. understand the various models of group work and their differing purposes.

4. guide the process of group development, including determining group purpose, selecting members, developing goals, contracting, promoting cohesion, and ensuring confidentiality.

5. demonstrate skills in group leadership and to intervene effectively to promote achievement of individual and group goals.
6. assess and monitor functioning of both individual members and the group as a whole, including identification of roles and norms.

7. develop plans for evaluation of the group, termination, and the maintenance and generalization of change.

8. consider the factors of age, gender, race/ethnicity, and sociocultural status in group composition and functioning.

REQUIRED TEXT:

COURSE FORMAT:
Class sessions will include a mixture of lecture, discussion, videos, and small group activities, including exercises and role plays, and participation in a task group. These methods will be used to teach the concepts and skills needed for group work practice and to provide students with opportunities for practicing these skills. Materials for the class will be posted on the course website.

COURSE REQUIREMENTS:
Attendance at all classes is required and will be considered in determining grades (i.e. attendance will make the difference in borderline grades). Students are expected to complete required readings prior to each class session and to participate in class discussions and activities.

There are two assignments for this course: 1) a task group project and presentation; and 2) a task group log and analysis paper. More information on each assignment is found later in the syllabus.

GRADING:
Assignments have the following values:
- Group project and presentation 50%
- Log and analysis paper 40%
- Class participation 10%
COURSE OUTLINE

7/25/01 Introduction and overview
   The practice of group work
   **Reading:** Chapters 1 & 2

7/30/01 Group dynamics and leadership skills
   Social work values and group work
   **Reading:** Chapters 3 & 4
   Complete scales on pp. 126, 127, & 128 (Figures 4.4, 4.5, & 4.6) prior to class.

8/1/01 Diversity and group work
   **Reading:** Chapter 5

8/6/01 Planning the group
   **Reading:** Chapter 6

8/8/01 Beginning the group
   Ethics and group work
   Assessment
   **Reading:** Chapters 7 & 8

8/13/01 Intervention in treatment groups
   **Reading:** Chapter 9

**Logs due.**

8/15/01 Interventions, continued.
   **Reading:** Chapter 10

8/20/01 Interventions, cont.

8/22/01 Interventions in task groups
   **Reading:** Chapters 11 & 12

**Group presentations**

8/27/01 Evaluating the group
   **Reading:** Chapter 13

**Group presentations**

8/29/01 Termination
   **Reading:** Chapter 14

**Logs and analysis papers due.**
Task Group Project and Presentation

Students will form four small groups based on their interest in a specific client population or problem. Each group will research that population or problem and the social group work approaches used to address it. Based on this research, the group will develop a model treatment group approach that will be presented to the entire class. The task groups will meet throughout the quarter to work on this task; 30 - 40 minutes of most class periods will be devoted to these group meetings. The instructor will be available for consultation during this time.

Class presentations will be scheduled for two class sessions near the end of the quarter. Each presentation should be about 40 to 45 minutes in length (inclusive of questions and discussions) and should include the following:

1) General description of the client population or problem;

2) Presentation of the model treatment group approach, which should include the type of group it is, its goals, the intervention methods used, methods to evaluate the group’s effectiveness, and the kinds of leadership skills needed to facilitate the group;

3) Your rationale for this model and the research (if any) which backs it up;

4) A "real-life" demonstration of the model. This can be accomplished through the use of role-plays (e.g. role playing a relevant portion of a group session), videos, exercises in which the whole class participates (e.g. teaching the group a skill that might be taught to group members), "fish bowl" observation of an actual group in process, etc. The purpose of this demonstration is to give the class an idea of how this group works.

The written portion of the assignment will include the following:

1) A group proposal (see Appendices D and E in the text) which outlines the group's purpose, sponsorship, and logistics.

2) An outline for the group's meetings (e.g. for a time-limited psychoeducational group, the outline should include the topic for each session and what the group would be learning).

3) A bibliography listing readings about group work approaches for this client population or problem; at least three-quarters of these readings should be from peer-reviewed journals used by social workers.

The outline and bibliography should be copied for all members of the class (see the instructor for help with copying).

The group's final task is to decide whether members will receive individual grades or one group grade. Individual grades will be given based on individual contributions to the project.
as identified by the group (i.e. the group will have to determine the value of each member's contribution). Group grades will be based on the entire presentation and written work.

Task Group Log and Analysis Paper

Each student is required to keep a log of the task group experience. Logs should be used to a) keep a record of the activities of each group meeting; and b) systematically analyze the group's development and functioning, in terms of the concepts discussed in this course. At the end of the quarter, students will write a comprehensive analysis of the group's structure and development, applying the literature on group processes. Specifically, this paper should address issues of group development, communication and interaction patterns, cohesion, social control dynamics, and culture (chapter 3), leadership (chapter 4), and diversity (chapter 5). Throughout the quarter, the instructor will provide questions for students to address in their logs; these questions are intended to focus and deepen students' observations of the group process.

Students may use whatever format they like for their logs; the only requirements are that they are typewritten and that there is an entry for every group meeting. References to the literature in the analysis paper should follow the editorial style of the APA Publication Manual (this means that the analysis paper should include a reference list or bibliography).

The instructor recognizes that confidentiality is a primary concern in the use of these logs and pledges to keep all information in the logs confidential.

Logs-in-process will be turned in to the instructor on Monday, August 13 for review. This is to provide feedback to students regarding their beginning analysis of the concepts outlined above. Logs and analysis papers will be due Wednesday, August 29.
BIBLIOGRAPHY


