



University of Central Florida
School of Social Work

SOW 6324.0080 - Clinical Practice with Groups

Professor: Julia W. Buckey, Ph.D., ACSW
Office Phone: 386-506-4016
Office Location: Bldg. 150, Room 308A
Office Hours: M, 4:00-6:30 PM.; TU, 4:00PM- 6:30PM
Email: jbuckey@mail.ucf.edu

Term: Spring 2009
Class Day: Tuesday
Meeting Time: 6:30-9:20 P.M.
Class Location: DB 150, 213
Credit Hours: 3

COURSE DESCRIPTION

Group work theories, interventions and techniques applied to persons with emotional, social, and psychological problems.

This course focuses on the theory and practice of community-based social work in groups. Competence in this method of practice is an essential part of the social worker's foundation of professional knowledge, skills, and values. Groups are microcosmic reflections of our larger society, offering opportunities for learning, growth and survival. We are born into a group and live our lives in a variety of groups, within and outside the social work profession. This course is designed to facilitate your ability to critically and effectively apply theory to practice in community based clinical social work with groups. Current social work practice is influenced by managed care mandates requiring rapid assessments, time limited community-based services, clear documentation of service delivery, and an emphasis on measuring treatment outcomes.

COURSE LEARNING OBJECTIVES

By the end of the semester you will be expected to:

1. Articulate community-based clinical practice with groups focusing on the way agency and social policy uniquely influences social work practice with groups.
2. Articulate an understanding of several theoretical models of social work with groups.
3. Analyze common and differentiating characteristics among various types of groups, e.g. those designed for mutual aid, treatment, training and education.
4. Critique and analyze the worker's differential use of group processes throughout the phases of work to termination and evaluation.
5. Describe and analyze the workers differential use of group processes across the phases of the group's development with an awareness of the person-in-environment and strengths perspectives.
6. Apply critical thinking skills in assessing their own group work skills; particularly with regard to the development of resiliency of the group as a whole and of its individual members.
7. Articulate the impact of group structure and diverse membership on group work practice including race, ethnicity, age, gender, social class, sexual orientation.
8. Clearly describe and critique your own growth and development as a group worker and participant in the context of social work groups.
9. Demonstrate competent ability to apply group intervention knowledge and skills in clinical social work with groups. The emphasis will be placed on therapeutic and preventative frameworks of practice including cognitive-behavioral, reality therapy, client-centered, and rational therapy.
10. Apply ethical judgment in addressing dilemmas unique to group work in community-based clinical practice.

LEARNING METHODS

Course objectives will be achieved through a variety of methods:

1. Lectures and Power Point presentations
2. Class discussions and exercises
3. Role play
4. Videotapes
5. Student presentations

REQUIRED TEXTS

1. Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press.
2. Donigian, J., & Hulse-Killacky, D. (1999). *Critical incidents in group therapy* (2nd ed.) Belmont, CA: Brooks/Cole Publishing Company.

RECOMMENDED TEXT

Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman Publishers.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn on the Main Campus, or Ms. Dee Bozeman on the Daytona Beach Regional Campus.

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The 'Ask A Librarian' service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up

a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service, too.

ASSIGNMENTS AND POINTS

Lab Group Assignment/ Weekly Log—Due Weekly (30% of total Course Grade)

There will be two groups composed of an even number of members each lasting the length of the course. The groups will be held in the classroom and will function as a psycho-educational group. Each week there will be one participating group and one observation group. Groups will rotate every other week. In addition to this task function, process functions (i.e., building leadership skills, developing an understanding of group development and group process, identifying different member roles and patterns of communication) will be explored. The groups will be approximately one hour of each class meeting. Each class member will be responsible to facilitate one group session. A weekly log that discusses both affective response and integration of learning from readings will be due the Friday before the next class and e-mailed to the Instructor. Weekly logs are to be a minimum of one page and a maximum of two pages in length.

Mid-Term Exam (15% of total Course Grade)

A mid-term exam will be given during the 8th week of the semester (prior to Spring Break). The exam will be a combination of objective (multiple choice, True-False, matching, etc.) and subjective items (essay questions). The Exam will cover all assigned readings, class lectures, presentations, activities, and discussion from materials covered in the first half of the course.

Group Project—Due During Sessions 10 —14 (15% of total Course Grade)

Students will divide into small groups (2 to 3 persons) to present information about a psycho-educational group meeting that they have attended in the community. An outline of the Group Project Proposal will be due to the Instructor during **Week 5** of the course. Final presentations will include hand-outs detailing group parameters and describe the overall purpose of the group. Groups with an emphasis on specific fields of clinical practice (i.e., use of groups with domestic violence survivors/batterers, oncology patients, children, adolescents, etc.) utilizing group-work as a clinical modality are preferred. Detailed guidelines will be distributed in class.

Final Project— Due Session 15 (40% of total Course Grade): Designing Your Own Group

Students will be required to create and design their own six (6) session group covering the following areas (each area should be addressed in a separate heading): the target population; the structure of the group (outline format); theories and techniques to be used; leadership skills required; and description of a critical incident and how it would be addressed. Additionally, you will provide your own theory of group work that discusses elements of group behavior, elements of member behavior and elements of therapist behavior. This assignment requires a minimum of seven (7) references other than the textbooks. The assignment must be in APA format (Title and Reference pages, running head, page numbers, double-spaced, 1" margins around). The assignment will total 8-10 pages in length (not to include Title Page or References). Detailed guidelines will be distributed in class.

GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the Instructor. Changes will be discussed with students in class and/or via email (eCommunity). It is the student's responsibility to ensure that their current email address appears on eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the Instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the Instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The Instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include

exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the makeup exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who have three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the Instructor.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and coherently, and adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must adhere to APA style. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded.

Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in Bldg. 140, Room 102. UWC staff may be reached at (386) 506-4025 or <http://www.uwc.ucf.edu/>

Assignments will emphasize the integration of group facilitation, client interviewing, conceptualization, and verbal and writing skills in group practice. All assignments will be evaluated and graded on the following criteria:

1. Appropriate use of APA writing style.
2. Appropriate number of references cited, if specific number applies to the assignment.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Evidence of application of analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Use of English grammar, writing style, and overall paper format will be graded applying the APA Manual (5th ed.) and Strunk & White's guide criteria.

Late Assignments

All assignments must be turned in to the Instructor at the beginning of the class period or delivered to the Instructor's mailbox *before class starts on the due date*. No assignments will be accepted by fax or email unless the Instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the Instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the Instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the Instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience

chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the Instructor.

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment; the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University, maintaining the highest standards of academic integrity. Cheating includes giving answers to others or taking answers from others. The Instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without citing an error in calculation or other just cause; rules will be applied equally to all students and will not be modified for any single individual.

Turnitin.com

The Instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The Instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, phone (386) 506-4024, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Course Outline

Critical Dates (see Assignments and Points, p. 3):

Sessions 2-7	Classroom Lab Group Presentations and Weekly Logs Due
Session 5	Group Project Proposals Due
Sessions 8-13	Critical Incident Group Presentations Due
Session 14	Group Project Presentations Due
Session 15	Final Project Paper Due

January 13, 2009

Week 1: Introduction to Social Group Work

Content:

1. Orientation to the course
2. Introduction to Group Lab Experience/Assignment
3. History of social work groups
4. Group work and social work practice principles
5. Ethical group practice
6. Ethnic sensitive practice
7. Types of groups
8. Objectives of group work

Readings:

Northen & Kurland: Chapter 1. Groups in Social Work Practice

Northen, H. in Garvin, Gutierrez & Galinsky (Eds.): Chapter 5. Ethics and Values in Group Work.

Schwartz, W. (2005). The group work tradition and social work practice. *Social Work with Groups*, 28(3/4), 69-89.

Classroom Lab Group: Select Group Members (No More than 3-5 in a Group)

January 20, 2009

Week 2: Introduction to Group Work Practice

Content:

1. Groups as Social Systems
2. Conceptual Framework for Understanding Groups
3. Values and Norms
4. Group Development

Readings:

Northen & Kurland: Chapter 2. The Knowledge Base for Practice
Chapter 8. The Problem-Solving Process

Classroom Lab Group 1

January 27, 2009

Week 3: Establishing the Group

Content:

1. A Model of Planning
2. Assessment of Need
3. Purpose of Group
4. Size of Group
5. Pre-Group Interviews

Readings:

Northen & Kurland: Chapter 5. Planning
Chapter 6. Pre-Group Contact: Selection & Preparation of Members

Classroom Lab Group 2

February 3, 2009

Week 4: Practice and Intervention

Content:

1. Relationships in Group Work Practice
2. Skill Sets: Structuring
3. Exploration
4. Information/ Education
5. Confrontation
6. Feedback
7. Interpretation

Readings:

Northen & Kurland: Chapter 3. Relationships the Heart of Practice
Chapter 4. Intervention in Groups

Classroom Lab Group 3

February 10, 2009

Week 5: Group Work Issues

Content:

1. Conflict and Stages of Group Development
2. Concept of Roles
3. Intervention in the Middle Stages of the Group

Readings:

Northen & Kurland: Chapter 9. Conflict
Chapter 10. Roles of Members

Classroom Lab Group 4

GROUP PROJECT PROPOSALS DUE

February 17, 2009

Week 6: Stages of Group Development

Content:

1. Group Member Orientation
2. Development of Norms
3. Clarifying Expectations
4. Facilitating Group Interaction
5. Group Cohesiveness

Readings:

Northen & Kurland: Chapter 12. Stage 1: Inclusion-Orientation
Chapter 13. Stage 2: Uncertainty-Exploration

Classroom Lab Group 5

February 24, 2009

Week 7: Stages of Group Development (continued)

Content:

1. Maintaining and Strengthening the Group
2. Influencing Group Structure and Process
3. Planning Termination of Groups

Readings:

Northen & Kurland: Chapter 14. Stage 3: Mutuality and Goal Achievement
Chapter 15. Stage 4: Separation-Termination

Classroom Lab Group 6

March 3, 2009

Week 8: Client-Centered Therapy

Content:

1. Explanation of theory
2. Key concepts
3. Therapists roles and techniques
4. Applicability to practice
5. Critical Incident in the initial stage of group
6. Critical Incident I: Group Silence

Readings:

Donigian/Killacky: Chapter 1: Client-Centered Therapy, pp. 7-18
Chapter 13: The Initial Session, p. 121

Critical Incident Lab Presentations—Select group members, no more than six (5) members per group

MID-TERM EXAM

Readings:

Donigian/Killackey: Chapter 9: Reality Therapy, pp. 78-84
 Chapter 16: A Member Chooses to Leave, p. 235

Critical Incident Lab Groups**April 7, 2009****Week 13: Solution-Focused Therapy****Content:**

1. Explanation of theory
2. Key concepts
3. Therapist roles and techniques
4. Applicability to practice
5. Critical Incident in Closing/Termination Stage
6. Critical Incident V: A deep disclosure near the end of a session termination

Readings:

Donigian/Killackey: Chapter 10: Solution-Focused Therapy, pp. 85-90
 Chapter 17: A Deep Disclosure Near Session Termination, p. 278

Critical Incident Lab Groups**April 14, 2009****Week 14: Overview of Theoretical Frameworks****Content:**

1. Summary of Theoretical Frameworks
2. Termination in Groups
3. Evaluation
4. Critical Incident VI: A member maintains distance

Readings:

Donigian/Killackey: Chapter 18: A Member Maintains Distance, pp. 300-334
 Chapter 19: Comparing Theoretical Practitioners Interventions, pp. 337-356.

Critical Incident Lab Group Presentations**FINAL PROJECT PAPERS DUE****April 21, 2009****Week 15: Review of Semester****Content:** Follow-up**FINAL PROJECT PAPERS DUE****April 28, 2009 (Finals Week)****Week 16: Group Consultations**

Bibliography

- Anderson, J. (1997). *Social work with groups: A process model*. White Plains, NY: Longman.
- Association for Specialists in Group Work. (1990). Ethical guidelines for group counselors.
- Berman-Rossi, T. (Ed.). (1994). *Social work: The collected works of William Schwartz*. Itasca, IL: F.E. Peacock Publishers, Inc.
- Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. *Social work with groups*, 16, 69-81.
- Corey, G. (1995). *Theory and practice of group counseling* (4th ed.). Pacific Grove, Ca: Brooks/Cole.
- Garland, J. A., Jones, H. E., & Kolodny, R L. (1973). A model for stages of development in social work groups. In S. Bernstein (Ed.) *Further explorations in group work*. Boston: Milford House.
- Garvin, C.D., Gutierrez, L.M., & Galinsky, M.J. (Eds.). (2006). *Handbook of Social Work with Groups*. New York: The Guilford Press.
- Garvin, C. D. (1997). *Contemporary group work* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Gitterman, A., & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable populations, and the life cycle*. New York: Columbia University Press.
- Gitterman, A. (2002). Vulnerability, resilience, and social work with groups. In T. Kelly, T. Berman-Rossi & S. Palombo (Eds.). *Group work: Strategies for strengthening resiliency* (pp. 19-33). Binghamton, NY: Haworth Press.
- Hirayama, H., & Hirayama, K.K. (2002). Fostering resiliency in children through group work: Instilling hope, courage, and life skills. In T. Kelly, T. Berman-Rossi & S. Palombo (Eds.), *Group work: Strategies for strengthening resiliency* (pp. 71-83). Binghamton, NY: Haworth Press.
- Lee, J. A. B. (2001). *The empowerment approach to practice* (2nd ed.). New York: Columbia University Press.
- MacKenzie, K. R. (1997). *Time-managed group psychotherapy*. Washington, D.C.: American Psychiatric Press, Inc.
- Malekoff, A., & Kurland, R. (Eds.). (2005). *A quarter century of classics (1978-2004): Capturing the theory, practice, and spirit of social work with groups*. Binghamton, New York: Haworth Press.
- Moyse-Steinberg, D. (2004). *The Mutual-Aid approach to working with groups: Helping people help one another* (2nd ed.). New York: Columbia University Press.
- Malekoff, A. (2004). *Group work with adolescents*. New York: Guilford Press.
- Phillips, M. H. & Cohen, C.S. (2000). Strength and resiliency themes in social work practice with groups. In E. Norman (Ed.), *Resiliency enhancement* (pp. 128-142). New York: Columbia University Press.

- Reid, K. E. (1997). *Social work practice with groups: A clinical perspective*. Pacific Grove, CA: Brooks/Cole Publishing.
- Salmon, R., & Graziano, R. (Eds.). (2004). *Group work and aging: Issues in practice, research, and education*. Binghamton, NY: Haworth Press.
- Schiller, L. Y. (1995) Stages of development in women's groups: A relational model. In R. Kurland & R. Salmon, (Eds.), *Group work practice in a troubles society: problems and opportunities* (pp. 117-138). New York: Haworth Press.
- Schopler, J. H., & Galinsky, M.J. (1995). Group practice overview. In R.L. Edwards (Ed.), *Encyclopedia of social work* (19th ed., pp. 1129-1142). Washington, D.C.: National Association of Social Workers.
- Schwartz, W. (1994). Social work with groups: The search for a method. In T. Berman-Rossi (Ed.), *Social work: The collected writings of William Schwartz*. Itaska, IL: Peacock.
- Shulman, L. (2006). *The skills of helping individuals, families, and groups* (5th ed.). Belmont, CA: Brooks/Cole.
- Yalom, I. D. (1995). *The theory and practice of group psychotherapy*. New York: Basic Books.
- Zastrow, C. (2001). *Social work with groups: Using the class as a group leadership laboratory* (5th ed.). Pacific Grove, CA: Brooks/Cole.