Cleveland State University School of Social Work
SWK 620 Group Work Practice

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Prerequisites and co-requisites: [N/A]

I. Course Description

This course builds on students' generalist practice knowledge by enhancing their conceptual base and practice skills of social group work. Emphasizing social work with groups as an integrative practice, this course encompasses the continuum from treatment to task oriented groups. This course content highlights the strengths oriented values of social group work and its potential for mutual aid and empowerment. Group dynamics and development will be assessed with regard to helping families, groups, communities, and cultural contexts. Emphasis on diversity and the use of groups when intervening with oppressed client populations is a unifying course theme.

II. Course Overview

The class will be divided into educational task groups early in the semester. Each group will be responsible for presenting material to the class on one of the following group approaches such as therapy groups, mutual-Aid groups, activity groups, solution focused groups, and task groups. The course bibliography is organized to be helpful for this assignment. Each group will make a presentation for approximately 45 minutes, reporting on content and facilitation skills associated with each group approach. Group presentations will be evaluated on their teaching skills, use of experiential presentation methods, and creativity. Each task group will also be responsible for identifying and assigning two readings for the class to read during the week prior to their presentation. Student task groups will meet throughout the semester to work on this project. Some class time will be set aside for this purpose and the instructor will be available to provide consultation. All presentations will be scheduled during the semester within the month of November and December and will count toward 40% of the course grade.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

Competency 1 - Demonstrate Ethical and Professional Behavior
Competency 2 – Engage Diversity and Difference in Practice
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage In Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

IV. Social Work Competencies Addressed in this Course (Course Competencies)

The table below shows the course competencies (CC#), a Code for the Council on Social Work Education knowledge element or practice behavior addressed in this course, the associated knowledge element or practice behavior itself, and the number of the assignment or activity from section VII of this syllabus.

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
1	C1 K1B	Social workers understand relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.	
2	C1 PBA	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content;	
3	C1 PBB	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	
4	C1 PBC	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
5	C2 K2	The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.	
6	C2 PBA	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;	
7	C3 PBB	Engage in practices that advance social, economic, and environmental justice.	
8	C4 PBC	Use and translate research evidence to inform and improve practice, policy, and service delivery.	
9	C6 K1	Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities..	
10	C6 K2	Social workers value the importance of human relationships.	
11	C6 K5	Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	
12	C6 K6	Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	
13	C6 PBA	Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies; and	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
14	C6 PBB	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies..	
15	C7 K1	Social workers understand that assessment is an ongoing component of .....social work practice.... with...diverse individuals, families, groups, organizations, and communities.	
16	C7 K2	Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.	
17	C7 K3	Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.	
18	C7 K4	Social workers recognize the implications of the larger practice context in the assessment process, and value the importance of interprofessional collaboration in this process.	
19	C7 K5	Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	
20	C7 PB A	Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	
21	C7 PB B	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	
22	C7 PB C	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	
23	C7 PB D	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
24	C8 K1	Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	
25	C8 K4	Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.	
26	C8 K5	Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.	
27	C8 PBA	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	

Course Competency Number	CSWE Code	Practice Behaviors and Knowledge Elements Addressed	Number of Assignment from VII
28	C8 PBB	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	
29	C8 PBC	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	
30	C8 PBD	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	
31	C8 PBE	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

V. Required Textbooks and Materials

1- Shulman, l. (2015). The Skills of Helping Individuals, Families, Groups, and Communities, 8th ed. Boston, Cengage Learning**.**
Due to the practice oriented orientation of this course, it is strongly recommended (required) that the e-version book be purchased to enable students too access MINDTAP resources.

2- Additional reading assignments will be posted on blackboard.

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics.** Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to hone the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Cell phone use: The use of cell phones (including text messaging) during class time is not authorized. If a student is on call for work, or if there is a family emergency, please inform the instructor so a course of action will be taken and agreed upon.
Laptops: The use of laptops during class time may be authorized strictly for taking notes. In case students are allowed to use their laptops during class, no surfing the web, being in chat rooms, or instant messaging someone, will not be permitted.
Class attendance: Students are expected to attend class regularly, which includes being on time for class, and returning from breaks in a timely manner. If a student arrives late to class or leaves early by 5 minutes, then the lateness or early departure will be counted as an absence.
    Faculty should have an attendance policy, and options may include:
- Due to the focus on social work with groups practice, the number of absences resulting in a grade reduction, as the number of absences and lateness will result in point reductions

on participation and attendance.
- Attendance will be influenced based on per cent of classes attended

Class participation: Class participation includes reading all required assignments ahead of time, and being prepared to discuss the readings. All students are expected to contribute to class discussions and class exercises. In order to have insightful and productive discussions, students should be cautious about monopolizing the conversation or not contributing at all.

Assignments: Students are expected to turn in all assignments on time. The deadlines for submission of work are indicated in the assignments descriptions.
- Students turning in their assignments at the beginning of class on the date of the deadline.
- The instructor may agree with students on a submission by email attachment.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment" (CSU web: https://www.csuohio.edu/writing-center/plagiarism.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com. The Code of Student Conduct with the academic honesty provisions is here:
https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf
If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such shall be considered to be academic fraud.

VII. Assignments and Activities Overview

1. Number of the Assignment
2. Brief description of the assignment
3. Due Date or date or approximate of activity
4. Points and/or percentage of course grade involved

Activity	Assignment or Activity Brief Description	Due	Grade
1	Group Project The class will be divided into educational task groups early in the semester. Each group will be responsible for presenting material to the class on one group approach including therapy groups, support groups, activity groups, and task groups. The course bibliography is organized to be helpful for this assignment. Each presentation will be approximately 45 minutes in length and will include content on facilitation skills associated with each group approach. Group presentations will be evaluated on their skills teaching, use of experiential presentation methods, and creativity. Task groups will also be responsible for identifying and assigning two readings for the class to read during the week prior to their presentation. Student task groups will meet throughout the semester to work on this project. Some class time will be set aside for this purpose and the instructor will be available to provide consultation. The presentations are scheduled for November 10-17-24 and December 01 to count toward 40% of the course grade.	11/10 11/17 11/24 12/01	40%
2	Individual Log Beginning with the class in which the student task groups are formed, students will observe, analyze, and record the group dynamics that emerge within their groups. These observations should be recorded on a weekly basis, incorporating course content on group process and development. While the instructor will provide specific questions to be addressed each week, students are encouraged to add additional material from their reading and practice experiences. These weekly log entries will vary in length, but will generally range from (approximately) one to three pages. The course reading and other relevant literature should be incorporated and discussed. Log entries should be typed, double-spaced, and proofread. APA reference format should be used whenever the literature is cited. It is not necessary to prepare a separate list of references for each separate log entry, provided that a complete set of references is included in the final, completed log. Weekly log entries will be turned in for feedback, on September 15th and the following weeks. Completed logs (Final Individual Logs), including all previous entries and APA style references, will be turned in for feedback and grades the week following the group presentation. This assignment will count toward 40% of the course grade. Please make prior arrangements with the instructor if you anticipate any problems with the final due date	Weekly submissions beginning 3rd session on September 15th and the following weeks	40%
3	Class participation (15% for contributions and reactions) Class attendance (5% per missed class sessions)		20%
4	Optional Extra credit assignment: Based on their reading and eventually on their practice, students are encouraged to write one short vignette on a group model they selected; indicate and describe the stages of development. Students completing this assignment may have their course total points raised by 5 points.		
	TOTAL (The final grade based on proportion of 100% of total points.)		**100**

VIII. Grading Scale

The School of Social Work Grading Scale below is consistent with the above referenced CSU policies and is used for calculating the final grade in all courses in the MSW and BSW program. Courses and instructors may different in the grading rubrics for assignments.

MSW Grading Scale	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	70-79.9%
F	<70%

IX. Course Outline:

Use below or other session by session outline.

Course Outline	
Week 1 9/1/16	Introduction: A- Syllabus content B- Various group models: treatment groups, task groups, mutual aid groups, support groups C- Stages of group development
Week 2 9/8/16	Group work practice: A- Potential group problems B- Group leadership styles C- Standards of group work- Ethical issues in group work
Week 3 9/15/16	**PART III: SOCIAL WORK WITH FAMILIES**. 7- The Preliminary and Beginning Phases in Family Practice.
Week 4 9/22/16	**PART III: SOCIAL WORK WITH FAMILIES** 8. The Middle and Ending Phases in Family Practice. 9. Variations in Family Practice.
Week 5 9/29/16	**PART IV: SOCIAL WORK WITH GROUPS**. 10. The Preliminary Phase in Group Practice: The Group as a Mutual-Aid System.
Week 6 10 6/16	**PART IV: SOCIAL WORK WITH GROUPS**. 11. The Beginning Phase With Groups.
Week 7 10/13/16	**PART IV: SOCIAL WORK WITH GROUPS**. 12. The Middle Phase of Group Work.

Course Outline	
Week 8 10/20/16	**PART IV: SOCIAL WORK WITH GROUPS** 13. Working With the Individual and the Group.
Week 9 10/27/16	**PART IV: SOCIAL WORK WITH GROUPS** 14. Endings and Transitions With Groups.
Week 10 11/3/16	PART V: MACRO SOCIAL WORK PRACTICE: IMPACTING THE AGENCY/SETTING, THE COMMUNITY, AND EFFECTING SOCIAL CHANGE. 15. Professional Impact and Helping Clients Negotiate the System. 16. Social Work Practice in the Community—Philosophy, Models, Principles, and practice
Week 11 11/10/16	PART VI: PRACTICE MODELS AND EVIDENCE-BASED PRACTICE. 17. Evidence-Based Practice and Additional Social Work Practice Models. I- Presentation
Week 12 11/17/16	II- Presentation III- Presentation
Week 13 11/24/16	IV- Presentation
Week 14	12/1/16 Discussion on reading and practice of group work
Week 15	12/8/16 Discussion on reading and practice of group work

X: Assignment Details

Presentations

1- Various groups: Presentations on group model: November 10th-17th-24th December: 1st
2- Individual logs: deadline December 8th

XI: Recommended Readings (Optional additional bibliography)

Toseland
Garvin
Balgopal and Vassil

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