SOCIAL WORK 140C - SOCIAL WORK PRACTICE III

Spring, 2010
January 27, 2009 through May 19, 2010
Section 7 Tuesdays 6:30-9:20 PM

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Also by appointment.
Meeting Location: Mariposa 1014
Section 7 number 32927

Web address www.csus.edu/indiv/b/bowies/
All assignments must be dropped off on SacCT using assignment drop box at the specified time.

Required Texts

3. *Other readings will be taken from texts used in SWRK 140B

I. Course Description

This is the third and final course in the Undergraduate Practice Sequence. The major purposes of this course are: 1) to support the student's practice in the field setting by expanding the expertise of the student's practice approaches; 2) to enhance the student's ability to engage in various levels of practice modalities; 3) to strengthen assessment and intervention skills in social work BSW roles: case management, counseling and community group work, micro and macro social work practice with vulnerable populations (e.g., children and youth, mentally ill, elderly). This course builds upon practice knowledge acquired in Generalist Practice I: ecological perspective, community asset mapping, foundation communication skills, self-awareness, ethics, generalist helping frameworks,
and builds upon knowledge acquired in *Generalist Practice II*: community and individual work with diverse populations, assessment and intervention skills across various counseling modalities, the ethnographic approach, social justice, and ethics.

With the above in mind this is an introductory course in group work practice. Its objective is to teach students the knowledge and practice skills which are necessary for group work practice. The course emphasizes basic theory about groups and group process, demonstrates the skills necessary for effective practice, and gives students the opportunity to discuss and practice these skills. In addition, the course is designed to acquaint students with the many uses of task and treatment groups in a broad range of settings with diverse client groups.

This course will be placed on SacCT for ongoing discussions, updates, posting of scores, lecture notes, quizzes, midterm and grades, questions, placing of articles and notes, as well as any other information related to the course. Each student must activate his/her SacLink account.

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II. **Theoretical Framework**

Counseling, advocacy, communication, and service development skills are the cornerstone of generalist practice. **Solution-focused case management** demands mastery of these skills and thus provides an excellent backdrop for this course as well as a natural complement to the strengths perspective, covered last semester. In addition to a solution-focused approach, the course will expand upon the discussion of **advocacy approaches** offered last semester and examine issues particularly related to **agency responsiveness (caring)** regarding **community needs**. The bedrock of traditional social work counseling intervention – **cognitive work** – will be covered and we will explore a central dialectic recently identified within this approach: how we work with our clients and communities within a paradigm of concurrent **radical acceptance and expectation for change**.
Case management expertise is expected for baccalaureate level practitioners.

**Group work theory and skill building** represents a cornerstone for the course. The nature of **group leadership** in terms of worker behavior and disposition will be examined across the group’s evolution as well as across the group type. Social workers are depicted as excellent leaders of coalition, community and counseling groups because of our **person-in-environment** orientation, attention to **process and outcome**, and **communication skills**.

Finally, this course will emphasize the emerging professional’s commitment to continuous **self-reflection, growth, and personal health**. Specific **burn-out prevention** strategies will be discussed.

The ecological perspective will be applied to our work with children, families, and communities. Generalist practitioners should be prepared to work in a variety of fields related to youth and family development and in arenas that facilitate the healthy functioning and capacity building of vulnerable populations. Relationship, assessment and intervention and use of self issues will be explored throughout the course.

### III. Course Objectives

1. To educate generalist social workers to have the tools to work in various settings with a variety of client groups, addressing a range of personal and social problems and using skills to intervene at practice levels ranging from the individual to the community.

2. Understanding of the historical and the current use of groups in social work practice.

3. Ability to understand, assess, and use group properties and group processes occurring in a group.

4. Ability to understand and work with diversity in groups.

5. Ability to assess the need for a group.
6. Ability to plan for, begin, and conduct a group.

7. Understanding of and ability to use group processes to achieve the goals and objectives of the group.

8. Ability to evaluate the outcome of a group and to use the information to improve group practice.

9. Knowledge about resources available to plan for and establish specific treatment and task groups which may be needed in specialized fields of practice and in specific social work settings.

10. Acquire knowledge of the role of solution-focused case management in human services, the assumptions underlying case management and problems with these assumptions. Demonstrate the ability to implement interventions. *(Demonstrated by role-plays, mid-term examination)*

11. Continue to develop writing skills that will meet or exceed expectations of professional sites. *(Demonstrated by practice challenge paper and final group assignment)*

12. Identify service structures and intervention styles that maximize caring, responsiveness, and client self-determination. *(Demonstrated by role-plays, mid-term examination)*

13. Understand developmental, psychological, sociological, and cultural issues of children, adolescents and other selected vulnerable populations. *(Demonstrated by role-plays, mid-term examination, class discussion)*

14. Understand practice issues related to micro-meso-macro assessment and intervention for client populations, and, in particular, those communities struggling with inequities, lack of access to service or power, or social stigma. *(Demonstrated by role-plays, mid-term examination, class discussion)*

15. Understand the process of trauma for selected populations (e.g., refugees) and develop strategies that enhance coping and success oriented behavior. *(Demonstrated by role-plays, mid-term examination, class discussion)*
16. Understand group theory and be able to implement components of successful group process. *(Demonstrated by in-class group assignments, group analysis paper)*

17. Identify and analyze roles played by group members and assume leadership in groups. *(Demonstrated by in-class group assignments, group analysis paper)*

18. Understand the issues involved in community or task groups vis-a-vis treatment groups. *(Demonstrated by in-class group assignments, group analysis paper)*

19. Demonstrate social work practice which is consistent with the social work code of ethics. *(Demonstrated by role-plays, mid-term examination, in-class group assignments, group analysis paper)*

20. Understand and develop principles relating to the professional use of self that incorporates a commitment to personal evaluation, awareness, and growth as well as personal bio-psychosocial health. *(Demonstrated by practice challenge paper)*

IV. Course Format

This course emphasizes student participation. A variety of teaching methods are used to engage students as active learners as they gain skills for social work practice. These include lecture, discussion, experiential exercises, group work, video and audio material, and case studies. The instructor implements cooperative and collaborative learning processes as the primary engines for learning. It is important to realize that this is not a lecture, note taking, and multiple-choice type of course. This is a social work practice course and demands your active engagement and participation for successful completion.

Cooperative and collaborative learning are dependent upon student preparation and active participation. Students are expected to have read all assigned readings before the class session for which they are assigned and be active in cooperative and collaborative learning exercises.

**Disability Accommodation**
If you would like to request academic accommodation due to a disability, please contact Services to Students with Disabilities- Lassen Hall room 1008, phone: 916-278-6955 (voice only) or 916-278-7239 (TDD only) or http://www.csus.edu/sswd. Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays). If you have a letter from Services to Students with Disabilities please present the letter to me so we can discuss the accommodations you might need for this class.

**Attendance**

This class does require that students are present and ready to work at each class session. I expect that you will complete the assigned readings prior to each class and be prepared to share your own thoughts and reactions to the readings with the class. *Further, because class participation is so important missing more than 25% of the class sessions will result in an automatic grade of “F” (you cannot pass the class with 4 or more absences)*

If you must be absent from class because of illness or a family emergency, please let me know before missing a class. In the event that you must miss a class you are still responsible for the readings and for submitting any assignments that are due that day. *You must get any missed assignments or handouts, homework assignments and notes from classmates.*

The following criteria will be used in assessing students’ attendance:

**Written Assignments**

Since this is the last semester before most students will graduate the writing expectation for this semester will be demanding. Clear and concise writing are key ingredients for your future in the field of social work. As future social workers, each of you will be called upon to write letters and reports that will impact the lives of individuals, funding, and social policies. The development of writing skills is a lifelong endeavor; therefore I encourage you to seek out the assistance of the writing tutor whenever you feel the need. Additionally, if in reading your paper there are too many spelling and grammatical errors on the first two pages, I will refuse to continue reading the submitted paper.

All writing assignments shall be **typed, double-spaced and have one-inch margins. Font (typeface) size shall be 12 points.** All papers should include a cover page with your name, name of assignment, instructors’ name, course name and date. No late papers will be accepted unless there are extraordinary circumstances and/or prior approval has been given by the instructor. *Always keep a copy of each assignment you submit to the instructor. Please avoid submission of paper with content that is too*
informal. For example avoid using jargon that might be acceptable in the community, but not meeting academic standards. If uncertain about acceptable academic use the APA crib sheet that was supplied in the 2008 fall semester.

1) All papers are evaluated for proper use of grammar and spelling and coherently and logically arranged thoughts.

2) All papers are evaluated for proper use of knowledge: the integration of concepts, theories, models, and information from readings, lectures and class discussions is used in a way that demonstrates your grasp of the material.

3) All papers should demonstrate accurate citation of references (both text and Internet) in the style of the American Psychological Association (APA Style).

Criteria for Evaluating Writing

LEGEND

TC = Thoroughly Covered (8-10)
WC = Well Covered (5-7)
PC = Partially Covered (2-4)
NC = Not Covered (0-1)

TC= Thoroughly Covered = The points made in the essay answer are all relevant to the thesis and support it. The paper makes all the points essential to the thesis. Essay elements demonstrate a correct understanding of the material covered, or, where room for disagreement exists, present thoughtful and plausible interpretations of difficult material. Essay elements use terms, examples, comparisons, criticisms, and the like, as needed, to unambiguously convey a coherent view or explanation of the ideas or arguments being explained.

WC = Well Covered = The points made in the essay answer are all generally relevant to the thesis and tend to give it solid support. The essay answer makes most of the points essential to the thesis. Essay elements evince a mostly correct and a competent understanding of the material covered, or, where room for disagreement exists, present, overall, thoughtful and plausible interpretations of difficult material, even if one or two key elements are not covered or are given questionable treatment.

PC = Partially Covered = The essay makes one or more of the points essential to development of the
thesis, although a number of points essential to the thesis may be overlooked or glossed-over, and the argument advanced may include more than a few elements that lend little if any support to the thesis. Some important and obvious points may be misunderstood or missing. Some points may be undeveloped or unrelated to each other. Connections may have to be supplied by the reader.

**NC= Not Covered** = The essay answer has a thesis and appears to argue for it, but the essay is a series of scattered or unrelated points. The content of the essay evinces misunderstanding of several key concepts (relative to the purposes of the assignment) or understanding of them is not conveyed, yet some key concepts are covered and are not entirely misunderstood.

**Plagiarism**
Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. ([http://www.csus.edu/admbus/umanual/UMP14150.htm](http://www.csus.edu/admbus/umanual/UMP14150.htm)). In this course a grade of {F} can be expected by students who plagiarize.

**COURSE ASSIGNMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Homework</td>
<td>50</td>
</tr>
<tr>
<td>Agency analysis</td>
<td>30</td>
</tr>
<tr>
<td>Journals (4 each will be valued 10 points)</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes 5@ 10 pts each</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>50</td>
</tr>
<tr>
<td>Final (paper or quiz)</td>
<td>80</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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</tbody>
</table>

1) All assignments are required to be turned in on time.
2) If the instructor decides to accept late assignments, late assignments will have 5 points deducted for each day the assignment is late.
3) I have provided clear guidelines for each assignment and suggest that you follow them closely.
4) I am happy to discuss and answer questions about any assignment.
5) You will receive clear feedback on each assignment so that you will know both the strengths of your work as well as the ways in which your work can be improved.
6) Students are reminded to retain a duplicate copy of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 95%</td>
<td>300 - 285</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
<td>284 - 270</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 87%</td>
<td>269 - 261</td>
</tr>
<tr>
<td>B</td>
<td>86% - 84%</td>
<td>260 - 252</td>
</tr>
<tr>
<td>B-</td>
<td>83% - 80%</td>
<td>251 - 240</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 77%</td>
<td>239 - 231</td>
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<tr>
<td>C</td>
<td>76% - 74%</td>
<td>230 - 222</td>
</tr>
<tr>
<td>C-</td>
<td>73% - 70%</td>
<td>221 - 210</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 67%</td>
<td>209 - 201</td>
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<tr>
<td>D</td>
<td>66% - 64%</td>
<td>200 - 192</td>
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<tr>
<td>D-</td>
<td>63% - 60%</td>
<td>191 - 180</td>
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<tr>
<td>F</td>
<td>59% &lt;</td>
<td>179 and under</td>
</tr>
</tbody>
</table>

VI. Required Text


*Other readings will be taken from texts used in SWRK 140B*
## VII. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Readings</th>
<th>Assignments and Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unit 1: Understanding Generalist Practice</td>
<td>Emphasis on Social Work Values and Ethics</td>
</tr>
</tbody>
</table>
| 1    | 1/27 | Course Overview  
Syllabus Review  
Building a Classroom Community  
Lecture: Introduction and course overview  
Typology of task and treatment groups  
Exercise: Encouraging Self Disclosure: The Case Study Method (please read chapters 1 & 2 for class) | |
| 2    | 2/3  | Lecture: History and development of group work as a practice method  
Exercise: Formed and Natural Groups  
**Readings:**  
T & R Chapters 3  
Workbook chapters 3 & 4  
**Dynamics/Communication and Interaction Patterns chapter 3** (in class exercise 3.1 scenarios answers to be done as part of home work)  
exercise 3.3 group norm- exercise **information posted on SacCT** | Due next class (week 3)  
Exercise 3.1, 3.2, 3.4 & 3.5 (not 3.3) submitted online (information for this exercise posted on SacCT) |
| 3    | 2/10 | Lecture: Group Dynamics  
Exercise: Identifying Group dynamics/communications and interactional patters  
Text: T & R Chapter 4  
Student work book 75-86 | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and Readings</th>
<th>Assignments and Quizzes</th>
</tr>
</thead>
</table>
| 4    | Client Self-Determination & Empowerment  
Lecture: Group Dynamics  
Exercise: Cohesion; Group Dynamics Case  
Example/Cohesion  
Chapter 15 | Quiz number 1 to be completed before class |
| 5    | Lecture: Leadership  
- Chapter 5 & 6 T & R  
- Chapter 4 Kirst-Ashman & Hull  
- Student workbook Pages 60-86 | There will be no class-  
Instructor on furlough |
| 6    | Lecture: Planning & Leadership (review of the reading from last week)  
- Chapter 5 & 6 T & R  
- Exercise: Planning a Group  
- Assignment: T&R Chapter 7 | Assignment for next week:  
chapter T & R  
Quiz number II should be completed before class |
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Exercise</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/10</td>
<td>Group Work with Special Populations: Working with Children’s Groups</td>
<td>Role Plays</td>
<td>review of work done so far as well as the mid term</td>
<td>Assignment for next week: Midterm due next week</td>
</tr>
<tr>
<td>3/17</td>
<td>Beginning a Group (based on chapter 7 &amp; 8)</td>
<td>Establishing the Group’s Purpose</td>
<td>Workbook pages 87-103</td>
<td>MIDTERM completed TODAY- submitted electronically</td>
</tr>
<tr>
<td>3/24</td>
<td>Assessment (based on chapter 9 T&amp; R)</td>
<td>Assessing Potential Sponsorship and Membership; Assessing Problem Solving and Coping</td>
<td>Workbook pages 87-103</td>
<td></td>
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<tr>
<td>3/31</td>
<td>Spring break</td>
<td></td>
<td>Spring break</td>
<td></td>
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<tr>
<td>4/7</td>
<td>Middle Phase: Treatment Groups</td>
<td></td>
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<tr>
<td>4/14</td>
<td>Middle Phase: Treatment Groups (based on chapter 11 &amp; 12)</td>
<td>Handling Reluctance and Resistance; Role-Playing a Treatment Group</td>
<td></td>
<td>Quiz number 3</td>
</tr>
</tbody>
</table>

**Workbook pages:**
- 3/10: Workbook pages 87-103
- 3/17: Workbook pages 87-103
- 3/24: Workbook pages 87-103
- 4/7: Student handbook 104-126
- 4/14: student handbook 126-149
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>13</td>
<td>Lecture: Middle Phase: Task Groups (based on chapters 13)</td>
<td>Reading assignment for next week T&amp;R Chapter 14</td>
</tr>
<tr>
<td>4/21</td>
<td>Meetings That Lead To Action</td>
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<tr>
<td></td>
<td>Exercise: Careers in Social Work</td>
<td></td>
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<tr>
<td>14</td>
<td>Lecture: Middle Phase: Task Groups (based on chapter 14)</td>
<td>- Reading for next week T &amp; R Chapter 15</td>
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<tr>
<td>4/28</td>
<td>Meetings That Lead To Action</td>
<td>- Chapter 8 Kirst-Ashman &amp; Hull</td>
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<tr>
<td></td>
<td>Exercise: Careers in Social Work</td>
<td>Quiz number 4 due before the start of class</td>
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<tr>
<td>15</td>
<td>Leadership II</td>
<td></td>
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<tr>
<td>5/5</td>
<td>Chapter 15 T &amp; R</td>
<td></td>
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<tr>
<td></td>
<td>Student workbook 150-174</td>
<td></td>
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<tr>
<td>16</td>
<td>Lecture: Evaluation and Ending Phase</td>
<td>Assignment: Final Paper due next week or Quiz Quiz number 5</td>
</tr>
<tr>
<td>5/12</td>
<td>Reflection on group work</td>
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<td></td>
<td>Exercise: Ending Group Meetings</td>
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<tr>
<td></td>
<td>Student workbook 116-125</td>
<td></td>
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<tr>
<td>16</td>
<td>Finals Week</td>
<td>Final assignment due-submitted electronically</td>
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<td>5/19</td>
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**Mid-Term Assignment**

The mid-term paper is designed to allow you to examine your role in a group. The paper should focus on explicating group-as-a-whole properties and processes, leadership and the ways in which you interact with and influence the functioning of the group. I would prefer you to use a current group experience, but you can use a previous group experience if you are not currently participating in a group. The paper should be from 10 to 15 pages in length. **The paper is not research based. It is an analysis of your experiences in the group, using the outline for group dynamics covered in lectures and the book, and your analysis of the leadership of the group.** The paper is due March 17, 2009. Please prepare all papers using Microsoft Word. Make sure to save a copy of your paper in case there is any problem with me receiving it. I will provide feedback on each paper. The outline for the Mid-term Assignment is below:

**Outline for mid term**

*Social Integration, Influence and Control (Norms, Roles, Status and Power):*

a. What are the norms in this group?

b. What type or range of behavior does the group attempt to control or have expectations about?

For example, are there expectations about dress, topics, attendance, self-disclosure, behavior outside the group, associates, etc.?

c. What happens to someone who violates the norms?

d. What roles do members play in the group, e.g. gatekeeper, talkative member?

e. Who normally performs task-oriented (maintenance) functions within the group; e.g., keeping the group on task, coordinating, giving or seeking information, etc.? Other than the leader, do certain members take on aspects of these functions?

f. Who normally performs socio-emotional (maintenance) functions within the group; e.g., encouraging, reducing tension, mediating conflict, making sure everyone is included, etc.? Other than the leader, do certain members take on aspects of these functions?

g. How do age, gender, and ethnicity or race relate to the member roles? For example, are women the socio-emotional leaders, men the task leaders? Is the youngest person, or most different person, usually the "clown" (a socio-emotional role)?

h. Are there differences in status among group members? If so, what are the indicators (cues to different status)?

I. What are the informal status ranks? Who is "high" and who is "lower?" How does their
behavior differ, for example, amount of talking, initiating interaction, dress, deference to others, freedom from norms, etc.?

J. What appear to be the bases of higher status, that is, how did "higher status" persons get to be higher status? Some common methods are prestige, appointed or elected position, status or expertise outside the group, skills useful to the group (for example, the star athlete on a team, good writer on a committee to draft a document, good conflict resolver), length of membership, etc.

k. What are the effects of "non-changeable" characteristics on the status ranks in this group? For example, are women generally higher or lower status? Someone of a different ethnic or racial background?

I. Has anyone's status changed over time? If so, why did it happen? For example, did the member violate norms, learn or contribute new skills, join or leave a subgroup; did the group's purpose or base of attraction change?

m. Who has the power in the group? Is there a formal and informal leader? Describe the leadership and what is done well and what could be improved.

**Group Culture:**

a. What are the overall values and beliefs that are displayed in the way the group conducts its business?

**Overall:**

a. Present a plan for how you would try to change the group dynamics. Do the plans for changing the two dynamics differ? If so, how?

b. If you were the leader of the group, name two things that you would try to change about the group dynamics.
Final Assignment

You have three options for the final paper (actually there is a fourth option - an online quiz covering weeks 9-16 forty questions). The first option is a research paper which is focused on your work with a group. The second option is for you to plan a group for a specific population (children, aged, those with substance abuse problems, men who batter, etc.). The third option is for you to do a paper on group work techniques such as psychodrama, or types of groups (e.g., teams, self-help groups).

The first two options entail reading specialized literature on group work with the population, and problems faced by the population, and then preparing a paper about the group. In the first option, after a focused literature review, describe the group and your work with it. For the first option, if you report on your work with a group you may want to discuss your field experiences, work experiences, or volunteer experience with a group. The emphasis should be on the leadership of the group, and what you would do differently based on the course. After the literature review, your description of the group can follow the planning outline (briefly). Then, you should focus on group dynamics and leadership of the group during each session, your analysis of the positive and negative aspects of the group dynamics and the leadership, and how it might be lead differently if you have the opportunity to do it again. It is fine if the group is currently being conducted, and it is not finished. The second option involves planning for a group that you have never led. If you would rather do this planning option, use the planning group proposal to illustrate how you would develop and conduct a group with which you have little or no experience. After the literature review, follow the planning outline which is attached (pg. 8). The choice of the topic should reflect your interest in a particular area of group work. For the third option, you need to discuss the topic with me and how you plan to organize the paper. If you are considering the third option, please make an appointment to see me.

The final paper should be about 15 pages in length. The paper is due May 19, 2010.
Outline for the Final Paper

This is a suggested outline for option one designed to serve as a guide for those who have chosen to examine their work with a group. Although the outline is fairly comprehensive you are free to vary your analysis based on the practice situation you are attempting to describe.

1. Introductory paragraph explaining the paper.
2. Literature review on the social problem being addressed in the paper.
3. Literature review on the group work methods that have been used to address the social problem.
4. Description of the setting and the group.
5. Planning for the group - See below and the text Chapter 6 (Planning) for the course for topical headings.
6. Leadership approach used in the group.
7. Intervention strategies used during the beginning, middle and ending phase of the group.
8. Evaluation of the group process - use the group dynamics framework in the text to evaluate group processes, i.e. communication and interaction, cohesion, social integration dynamics and culture.
10. Conclusions and recommendations for future practice, and how you would change things if you were able to do it over.

Final Assignment - Planning a Group (Option 2)

Plan a task or a treatment group for a community social service or health care agency you are familiar with.

Outline for planning a group:

1. Introductory paragraph explaining the paper.
2. Literature review on the social problem being addressed in the paper.
3. Literature review on the group work methods that have been used to address the social problem.
4. Purpose:
   • Purpose of the group (its goals).
   • How group will conduct its work (e.g., discussion group, arts-and-crafts, exercises, role
plays, formal meetings)?

- Role of the worker in group (e.g., chair, facilitator, therapist).

5. Agency sponsorship:

- Agency name and mission.
- Agency resources relevant to the group (physical facilities, financing, staff, etc.).
- Agency geographic location (community, not address), sponsorship, demographic characteristics of clientele, type of staff, any other characteristics that might affect group.

6. Membership:

- Target population for the group -- who you would like to reach.
- Appropriateness of the population with respect to the agency mission and group purpose.

7. Recruitment:

- Method(s) for recruiting members.

8. Composition:

- Criteria for including or excluding members.
- What characteristics you would like group members to be heterogeneous on, and what characteristics homogeneous, and why.
- Size.
- Open or closed membership.
- Other demographic characteristics important to group purpose.
- How will the expected composition affect interaction or group development? Include age, gender, ethnicity or race, and any special considerations in composition.

9. Norms:

- What are the most important group norms you would like to develop?
- How will composition affect the norms or their development? 10.

10. Orientation:

- Whether potential members will be screened, and if so, how and for what characteristics.
- Preparation for group membership and roles (e.g., pre-group interview or letter, discussion at beginning of group).

11. Contract:
• Number of meetings, frequency, length, and times for meetings.

• If appropriate, contracts with individual group members, or the group as a whole (e.g., behavior rules, individual treatment goals, rewards or incentives).

12. Environment:

• Physical arrangements (room, space, materials, room set-up, other considerations.

• Financial arrangements (budget, expense, charges, income) and any special arrangements (child care, transportation, access for persons with physical handicaps, etc.).

13. Session Outline:

• Provide a description of how the group would be conducted in any two or three group sessions.

• Be as specific as possible, including time frames and specific exercises if appropriate.

**Rating: Overall Evaluation**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
<th>Percentage</th>
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