CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DIVISION OF SOCIAL WORK
Social Work 225 Advanced Group Work Methods: Processes and Intervention Strategies
Spring 2010
Dr. Joe Anderson, Ph.D., ACSW
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Phone: 916-278-4332

I. COURSE DESCRIPTION

At the catalog indicates, this course "covers small group theory and process, and group method in a variety of settings, with emphasis on group development." This objective suggests that advanced to social work with groups involves a depth of understanding of process and a breath of knowledge to apply this understanding in diverse contexts for a variety of purposes. All of the learning activities of this course serve as opportunities to deepen knowledge and skills that facilitate the therapeutic mutual aid process generic to group work as well as to broaden knowledge of how specific populations, settings, purposes and goals suggest variants of this practice.

The advanced practice curriculum prepares for integrative practice. Such practice requires competence to use the group as a resource in both the delivery and development of social work services. This competence results from integrative learning.

III. Course Design

Three levels of integrative learning base the design of this course: knowledge integration, conceptual integration, and practice integration. Knowledge integration refers to gaining knowledge about group processes and dynamics and facilitation functions, skills, and techniques. Conceptual integration synthesizes this knowledge with conceptual frameworks for practice. These frameworks primarily include the generalist, ecosystems, strengths, and diversity perspectives. The process model integrates concepts from these frameworks and provides direction to apply these in practice. Practice integration incorporates the practice model in the use of the self with reliable and creative skills as adapted to specific practice situations.

IV. Objectives:

The objective of this course combined our MSW program's objectives, with the standards for Social Work Practice with Groups by the Association for Advancement of Social Work with Groups (AASWG) and the Core Group Work Competencies and Best Practice Guidelines for Specialization of the Association for Specialist and Group Work (ASGW). Please access these standards on the library's LOCUS. A summary of primary objectives from these sources follows:

- Understanding and application of the central distinguishing concepts of social work with groups.

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• Understanding and application of core knowledge and values to a wide range of groups and practice settings;
• Understanding how to determine and use group work as the method of choice in generalist practice, especially with marginalized, vulnerable, and at-risk people;
• Understanding and application of knowledge regarding group process and dynamics;
• Understanding and application of the facilitation functions, skills, and techniques to enable the stages of group development; and.
• Development of self-awareness pertinent to reliable and creative skills to facilitate group process, both as a member and as the leader.

**IV. COURSE FORMAT**

This course is conducted on a lecture-discussion-laboratory basis. Students are expected to have read all assigned readings prior to class sessions. Student preparation and participation are integral parts of this learning process. As desired, students are encouraged to meet individually with the instructor during office hours to explore issues and to clarify assignments as well as other matters related to course content. Students will lead and participate in small group experience and group discussions as integral to this course.

**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 may need for this class.

**Course Expectations**

This course demands your active participation. Take risks even if the environment does not feel completely "safe." You will not meaningfully act in any environment if you do not take risks. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:

~ You attend class.
~ You are prompt.
~ You have read the assigned material.
~ You get your needs met by interaction with classmates and by raising your concerns with the instructor.
~ You do all of your work.
~ You do not ridicule others.
~ You express your own experiences of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, you begin with, "this is how I have been taught to believe," or "I don't like to admit it but I do have the

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belief that..."
~ You are committed to personal/professional growth and self-exploration.
~ You act in a cooperative, professional, and non-disruptive manner.
~ You resolve issues that you may have with other group members. If you
are not sure how to accomplish this task, you and I can discuss possible
strategies. It is not acceptable to miss class in order to avoid the
group.
~ You are responsible for reading the Division of Social Work Student
Standards of Performance found at
http://www.hhs.csus.edu/SWRK/document/forms/student%20performance%20reive
w%20procedures%20september%202003.pdf.

Written Assignments

Written work must be mechanically and stylistically acceptable. Serious
deficiencies in areas such as spelling, punctuation, sentence structure and
coherent organization will result in lower grades. Plagiarism (claiming the
work of someone else as your own) will result in a grade of FAIL for the
course. Written assignments for this course must be completed on time.
Otherwise, the assignment will be considered as not complete and docked 5
percent from the grade one would have earned for a completed assignment for
each 24 hours between the required class time in which the assignment was due
and when it was turned in.

All assignments are graded based on the following criteria where
appropriate:
~ Effective use of knowledge: the integration of concepts, theories, and
information from readings, lectures, and class discussions.
~ The inclusion of personal points of view along with rationale, logic
and examples.
~ Organization: thesis in introduction, smooth relationship between ideas
and between paragraphs, clear overall structure, and integrative
concluding section.
~ Clarity: understandability; good style and form.
~ Syntax: accurate grammar and spelling.
~ References in appropriate format (use of APA format).

Please remember to always retain a duplicate copy of all your written
assignments prior to submitting them for grading in the event of accidental
loss or destruction.

Attendance

Your interest, time, and commitment to the course and to your
personal/professional development are highly valued. Attending all scheduled
class sessions and being prepared for class discussion and activities is
required. As a matter of fairness and equity, anyone missing three (3)
scheduled class sessions loses a minimum of a letter grade on the final course
grade. There is no substitute or make-up for attendance and participation.
Missing five (5) scheduled class sessions will result in drop from the course
or failure and will require the student to make arrangements to complete the
course in a fashion acceptable to the Program Director and the Division of
Social Work.

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Students are expected to complete all work for the course on time and without exception when it is due, and where special circumstances arise and they are granted permission, by the last regularly scheduled class meeting. If you need help or have questions, do not hesitate to contact the course instructor. Incompletes are not given automatically. A grade of "Incomplete" may be assigned only in cases of illness, accident or other occurrences clearly beyond the student's control. It is the student's responsibility to fulfill the University's and/or Division's policies and procedures for obtaining and "incomplete" for a course grade. Students who fail this policy will automatically be assigned a grade of FAIL for the course.

Course Assignments and Grading:

Each student's final grade will result from the percentage earned from all of the grades obtained from all the assignments required by the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Group as a Resource with an At-Risk Population (Paper)</td>
<td>100</td>
</tr>
<tr>
<td>Group Facilitation Plan (Oral Presentation)</td>
<td>50</td>
</tr>
<tr>
<td>Group Process Logs (3)</td>
<td>150</td>
</tr>
<tr>
<td>Group Services Program Proposal (Paper)</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

A= 376-400
A-= 360-375
B+= 348-359
B= 332-247
B-= 320-331
C= 280-319

A & A- = Exemplary achievement of the course objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.

B+ & B = Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.

C "& under = Does not imply satisfactory achievement at the graduate level. - (Please refer to the University Academic Regulations)

Description of Graded Assignments

PROCESS GROUP FACILITATION PLAN AND PROCESS LOGS

For a period of SEVEN(7) weeks students enrolled in this course will develop and maintain an experiential process group. One hour and fifteen minutes of in-class period will be used for each of the meetings held by the students. During an organizational meeting and as part of the first meeting,
students are to determine the purpose and overall theme of the group in the area of encouraging professional development.

The graded assignments for this learning include an oral presentation (10 minutes) of the facilitation plan on the day in which the student is scheduled to facilitate. (Each student will facilitate one of the process group meetings).

Another graded assignment involves three (3) written process logs which analyze the group meetings. The format for these logs are addended to the syllabus so that it may be copied and used for each of the three submissions.

The assignment for the group facilitation plan is as follows:

**FACILITATION PLAN: ORAL PRESENTATION**

Due: Beginning of class during which you are scheduled to facilitate the small group experience.

Prepare an oral presentation regarding your facilitation of the classroom group. The plan should include the skills you critically assess as important for your use during your facilitated meeting.

Include:

1. Overview of stage(s) of group process (10 points).
2. Your assessed needs of this particular group (10 points).
3. An identification and definition of each function, skill and technique you plan to use (in your own words) and some ideas and/or examples of how you might use them in relation to stage/function theory and needs of this group (10 points).
4. Your assessment of your own professional development strengths and challenges in relation to the proposed functions, skills, and techniques (10 points).
5. Overall organization and clarity of presentation (10 points).

**ASSIGNMENT: GROUPS AS A RESOURCE WITH AN AT-RISK POPULATION (DUE CLASS IN WEEK5)**

Select one of the populations-at-risk covered in the Greif and Ephros text and develop a position paper on how some of the particular needs of this population may best be served by groups. Include the core concepts of social work with groups, the practice principles and concepts included in the Greif and Ephros text, and at least two supplemental sources to posit how you might use practice groups to serve this population. (Recommended 6 to 8 pages)

**ASSIGNMENT: GROUP SERVICE PROGRAM PROPOSAL (TOTAL = 100 POINTS)**

The proposal is to include:

1. A review of the literature and, whenever possible, the summary of "field" data on the needs of the population considered in the proposed service (20 points)
2. A review of the literature on group practices used to serve this population in similar contexts (20 points)

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3. Based upon the course texts, as well as your literature review, your choice of group work practice models and how they will inform the planned service (20 points).

4. The mission, goals and specific services how they address the needs of the I-We-It-Globe configuration (20 points).

5. Your plan for evaluation of the program. (20 points)

(Recommended 8 to 12 pages)

TEXTS: The texts for this semester of SWRK 225 are as follows:


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<th>Two Weeks</th>
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<tr>
<td>Core Concepts and Competencies</td>
<td>A. Core Model: Social Work with Group Process</td>
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<td>B. Historical Evolution of Core Values and Knowledge</td>
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<td>C. Ethical Considerations of Group Practice</td>
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<td>D. Relation of Core Model to Variations in Practice</td>
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<th>Unit II</th>
<th>Two Weeks</th>
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<td>Core Basic Knowledge</td>
<td>A. Group as a Resource in Generalist Practice</td>
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<tr>
<td></td>
<td>B. Multicultural/Diversity Needs and Resource in Group Process</td>
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<tr>
<td></td>
<td>C. Small Group Theory and Research</td>
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<th>Unit III</th>
<th>Eight Weeks</th>
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<td>Core Practice Knowledge</td>
<td>A. Pre-Group Phase</td>
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<td>B. Beginning Phase (Trust/Autonomy Stages)</td>
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<td>C. Middle Phase (Closeness/Interdependence Stages)</td>
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<td>D. Ending Phase (Termination/Transition Stages)</td>
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<td>E. Evaluation of Group Process and Outcomes</td>
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<td>A. Types of Groups</td>
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<td>B. Diverse Populations and Contexts</td>
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Course Schedule

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<tr>
<th>Class</th>
<th>Concepts</th>
<th>Readings/Assignments Due</th>
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</table>
| 1     | **Concepts:**  
Core Model  

**Learning Activities:**  
Class Introduction  
Course Introduction  
Small Group Exercise  
I-We-It-Globe Presentation  
T-A-C-I-T Presentation |
|       | Anderson, text, chapters 1 and 2. Greif and Ephross, text, chapters 1 and 5 |
| 2     | **Concepts:**  
Historical Evolution  
Ethical Considerations  
Core Model and Variants of Practice  

Learning Activities:  
Small Group Exercise:  
Mutual Aid and Empowerment  
Shulman Videotape |
|       | Anderson, texts, chapters 3 and 4. Greif and Ephross, chapters 10, 16, 20, 21, 22. Corey, chapter 1 Leitz (LOCUS) |
| 3     | **Concepts:**  
Groups in General Practice  
Multicultural/Diversity  
Need/Resources in Groups  
Individual strengths and Capacities  

**Learning Activities:**  
Corey video |
|       | Anderson, chapters 5 and 6. Schiller (LOCUS). Complete appendices, E., F. and I in Anderson text to be used in class. |
| 4     | **Concepts:**  
Small Group Theory and Research  
TACIT Functions/Skills  

**Learning Activities:**  
Small Group Exercise.  
Set up Group Schedule |
|       | Anderson, chapter 7. Corey, chapters 3, 4 Saulnier (LOCUS) |
| 5     | **Concepts:**  
Pre-Group Phase  
Beginning Phase  
Trust Themes  

**Learning Activities:**  
Facilitation Plans  
Presentation.  
Group Meeting #1  
Debriefing |
|       | PAPER DUE: GROUP AS A RESOURCE |

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<td>Facilitation Plans, Group meeting #2, Debriefing</td>
<td>Anderson, chapter 8, Corey, chapter 5, Abrams (LOCUS), Lesser, et al. (LOCUS)</td>
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<td>Middle Phase, Closeness Themes</td>
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<td>Anderson, chapter 9, Miller and Donner (LOCUS), GROUP LOGS DUE: MEETINGS #1 and #2</td>
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<td>Middle Phase, Closeness/Interdependence Themes</td>
<td>Facilitation Plans, Group meeting #4, Debriefing</td>
<td>Corey, chapter 6</td>
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<td>Middle Phase, Interdependence Themes</td>
<td>Facilitation Plans, Group meeting #5, Debriefing</td>
<td>Anderson, chapter 10, GROUP LOGS DUE: MEETINGS #3 and #4</td>
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<td><strong>Spring Break: Enjoy!!!!!!</strong></td>
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<td>10</td>
<td>Ending Phase, Termination/Transition Themes</td>
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<td>ending phase, Evaluation</td>
<td>Facilitation Plans, Group meeting #7, Small Group Exercise, Debriefing</td>
<td>Anderson, chapter 14, Greif and Ephross, chapter 26, Birnbaum, et al (LOCUS), Pollio (LOCUS)</td>
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<td>15</td>
<td><strong>CELEBRATION:</strong> TBA</td>
<td>GROUP SERVICES PROPOSAL DUE</td>
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**ASSIGNMENT**

Group Process Logs

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Due: Beginning of third and fifth group meeting and end of classroom small
group experience.

On the Group Process Log Format provided, relate relevant group process and
facilitation concepts to your participant observations in your small group
experience. The Format includes a focus on: 1) Your own functioning in the
group; 2) the group’s dynamics; 3) the stages of group development; and 4)
facilitation functions and skills. Each log is worth 50 possible points.

Together, the three logs count as a potential total of 150 points toward the
final course grade.
I. Assess your own role in contributing to the group's needs and tasks during these meetings. Include how you contributed to the accomplishment of the group's purpose and/or the group's development as well as how you might have been an obstacle to the group's process at times.

II. Apply relevant concepts of group dynamics to assess the communication and interactive patterns in these meetings, e.g. group norms, group culture, power and status, maintenance and task roles, therapeutic factors, etc.

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III. Summarize the major events in these meetings, interpret these dynamics in potential meaning in relation to the stage(s) of group development,
and assess the obstacles to and needs for this group’s current developmental process.

IV. Identify and assess the facilitator’s use of the functions and skills during these meetings. Include your informed judgment regarding the functions and skills which now appear most important to facilitate this group’s process.

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