

FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____
	Department <u>School of Social Work</u> College <u>Social Work and Criminal Justice</u>		UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
Current Course Prefix and Number SOW 6618		Current Course Title Social Work Practice with Groups	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add Remove * Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Change description to: Change prerequisites/minimum grades to: Change corequisites to: SOW 6533 Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Dr. Joy McClellan/ jmccl2@fau.edu/ 561-297-2864			
Approved by Department Chair <u><i>[Signature]</i></u> College Curriculum Chair <u><i>[Signature]</i></u> College Dean Naelys Luna UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>7/14/2021</u> <u>10/6/21</u> _____ _____ _____ _____ _____ _____	

Digitally signed by Naelys Luna
Date: 2021.10.08 10:02:38 -04'00'

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
SOW 6618 004 CRN 15428
Social Work Practice with Groups
3 Credits**

Semester: Spring, 2020	Classroom: SO 307
Start/End Date: Jan 16 to May 7	Class Times: Thursdays 4:00 to 6:50 PM
Instructor: Dr. Keith Platt, DSW; LCSW	Office: SO 309
Phone: 561-758-7612 (cell)	Class Location: Boca Campus
Email: kplatt@fau.edu	Office Hours: Thursdays; 11:00 to 3:00
Canvas: http://Canvas.fau.edu	Web: www.fau.edu/ssw

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <http://cdsi.fau.edu/ssw/wp-content/uploads/sites/11/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

MSW Program Mission:

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, families, couples, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and a desire to continue lifelong learning and professional development.

Course Description:

SOW 6818 builds on the values, knowledge, and skills that were taught in the prerequisite course, "Generalist Social Work Practice with Individuals." In this course, students will learn how to apply social work values, knowledge, and skills when working with groups. The first half of the course will focus on how to implement generalist practice model with task groups, support groups, and counseling groups. The second half of the course will focus on higher level skills, specialized methods of intervention, and therapeutic processes. To facilitate self-reflective and practice-based learning, students will participate in role-plays and other experiential role-plays throughout the course.

This course focuses on approaches to engagement, assessment, intervention, termination, and evaluation that fit with the demands placed on social workers in current contexts of practice. The majority of current practice environments suggest preferences for:

- Brief (time-limited) interventions designed to resolve presenting problems in a cost-effective manner,
- Building on client strengths and resources,
- Contracting specific goals, objectives, and action plans with the client,
- Applying evidence-based intervention, including best-practices research and practice-based evaluation, and
- Addressing the needs of diverse populations-at-risk with the use of culturally appropriate practice methods, consistent with NASW Code of Ethics (2018).

Relationship to the Educational Program

This mezzo-level course builds on the first practice course which focused on work. Students will learn how to facilitate various types of groups, including task, support, counseling, and therapeutic groups. This course builds on the "human behavior in the social environment" sequence by helping students learn how to apply a broad range of biopsychosocial-spiritual theories and knowledge (including the person-in-environment perspective) when working with groups. Case examples and role-plays will include clients from diverse backgrounds, with emphasis on clients who are affected by social injustice and economic disparities. This course builds on the "research" courses by teaching students how to measure outcomes and evaluate their work with groups. This course builds on the "social welfare and policy" courses by demonstrating how students can advocate for social and economic policies that will improve individual, family, group, organizational, and community functioning. Finally, this course will help prepare students for their field education, in both the generalist and specialist curricula. Group work is an essential component of social work practice in many agencies

Educational Objectives / Competencies

The Council on Social Work Education's Educational Policy and Accreditation Standards (2015) identify 9 core competencies for social work programs. The following educational objectives draw from these 9 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 9 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors in generalist and specialist roles:

Competency 1: Demonstrate Ethical and Professional Behavior

- Generalist: Incorporate ethical standards relating to client self-determination, informed consent, competence, cultural awareness, conflict of interest, and confidentiality when working with groups.

- Specialist: Work collaboratively with group members to facilitate resolution of value conflicts and ethical dilemmas.

Competency 2: Engage Diversity and Difference in Practice

- Generalist: Identify and respond to group dynamics that are related to language, norms, rituals, beliefs, and other aspects of cultural diversity.
- Specialist: Develop group proposals that meet the needs of particular diversity populations (e.g., based on social affiliation such as ethnicity, culture, race, religion, sexual orientation, disability, and gender identity, and expression).

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Generalist: Facilitate task groups with purposes related to advancing human rights and social, economic, and environmental justice.
- Specialist: Critically analyze how issues pertaining human rights, social, economic, and environmental justice may be addressed through group processes.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- Generalist: Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with groups.
- Specialist: Apply the principles of evidence-based practice to determine appropriate theories and clinical models of group intervention to guide practice.

Competency 5: Engage in Policy Practice

- Generalist: Address policy issues when developing a proposal for a social work group.
- Specialist: Critique agency policies in relation to ethical issues that may arise in clinical groups.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Generalist: Develop rapport and trust with and among group members by demonstrating empathy, genuineness, and unconditional positive regard.
- Specialist: Demonstrate higher level skills to engage involuntary and reluctant clients in clinical group processes

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Generalist: Conduct a needs assessment to inform development of a group proposal.

- Specialist: Assess therapeutic needs of clients within a clinical group process.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Generalist: Apply a generalist problem-solving process when working with task, support, and counseling groups.
- Specialist: Facilitate therapeutic groups using clinical theories and models of practice with groups (e.g., cognitive-behavioral, narrative, and experiential theories)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Generalist: Critically analyze, monitor, and evaluate interventions with groups.
- Specialist: Use clinical evaluation tools to measure progress and effectiveness of group processes.
Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).

Use supervision and consultation to support practice with families and groups (PB 1f).

Teaching Methods

The course objectives will be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, audiovisual presentation, online discussion, role-play, written assignments, small-group exercises, and face-to-face discourse. The course will foster the student's ability to integrate and apply information from a variety of sources, a critical task in social work practice. The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. At all times, the instructor will endeavor to create a safe and respectful environment in the classroom, encouraging students to explore their thoughts, values, and feelings as they develop their professional selves. The instructor will employ an organic approach to the teaching of this course, emphasizing an experiential understanding of the course content.

Course Assignments and Grading:

The assignments for this course consist of focus questions, a group proposal, a group process recording, group observation assignment, and class participation.

Assignments

Focus Questions (20%): Students will complete focus questions for each chapter read. They will turn these in to be graded on the day that the chapter is discussed (see schedule).

Support Group Reaction Papers (20%): Students will attend three support groups or self-help groups, or therapy groups in the greater community during the semester, and type a 3 page reaction paper concerning each experience. Leading questions will be provided. Papers will be double spaced, with an APA compliant cover page.

Group Proposal Paper (20%): Students will complete a proposal paper for a psycho-educational group of their own devising by choosing a problem or population and using an outline provided by the instructor. This will require that the students find peer-reviewed research that supports the particular intervention with the chosen client base. The paper will be 5-8 double spaced pages in length, and will include an APA compliant cover page. It is due on February 27, 2018.

Group Process Recording (20%): Each student will complete a process recording of a group session that they facilitate or co-facilitate at their agency placements. This may be completed using a group from this semester or last semester. The transcript portion of the PR should be near-verbatim; not recorded. Length of this assignment is in part due to the nature of the groups used for the project. The group should be one that is one to one and one half hours in length.

Class Attendance (10%):

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade.

Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade (including the possibility of a failing grade).

Class Participation (10%): Given that an MSW is a professional degree designed to prepare students for work in the field, students should practice professional behavior in class. Professional behavior includes following the NASW Code of Ethics (available at www.naswdc.org), the FAU School of Work Field Manual, and participating constructively in class. The instructor will evaluate your participation based on the following criteria:

- Attendance at classes (on time, returning promptly at break, not leaving early)
- Verbal involvement in class and group discussions
- Nonverbal attending during class (taking notes, providing appropriate eye contact)
- Willing and active participation in group role-plays and exercises
- Initiating discussion and sharing information from readings
- One-to-one dialogue with instructor, outside of class (as needed)
- Written dialogue (e-mail or paper)
- Timely submission of assignments

If a student is away due to illness or other reason, it is that student's responsibility to obtain notes, handout material, *etcetera* from another student.

If you have concerns about the class, or recommendations for it, please make these suggestions early so that they can be addressed and incorporated as early as possible. Enthusiasm and insightful comments can greatly contribute to the class overall.

GRADING:

The grading scale for this course is as follows:

94-100= A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

COURSE READINGS:

Required Textbooks:

Toseland, R. W., & Rivas, R. F. (2017). *An introduction to group work practice* (8th Ed.). Boston: Allyn & Bacon.

The book is available at the campus bookstore (or www.amazon.com). We may refer to the NASW (1999) *Code of Ethics* throughout the course. If you do not have one already, you can access it through www.naswdc.org, under publications.

Any other course readings will be distributed in class. Also, please visit the **Canvas Web site** for this course <http://canvas.fau.edu> for additional information. **IMPORTANT:** Canvas uses the email addresses assigned to you by FAU – please remember to pick up your FAU email at least twice a week or you may miss important messages. Please do not forward your FAU email to your personal email accounts, as your personal email provider may block FAU email thinking that it is spam. To retrieve FAU email, log onto MyFAU (<http://myfau.fau.edu>). We will use Canvas to post notices, to create email lists and discussion boards, to post additional readings, Web links, and assignments/exams. Canvas can also be used by student groups for study purposes, discussions, or to work on joint papers/projects. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings *prior* to the class when we will be discussing them and your focus questions are due.

Class	Topics	Readings (read <u>in advance</u> of each class) & Assignment Due Dates
Week 1 January 16	Review Syllabus Assess Group Exposure Review Micro, Mezzo, and Macro Social Work	Review Syllabus
Week 2 January 23	• Introduction to Group Work	• Chapter 1 Due
Week 3 January 30	• History of Group Work • Theoretical Approaches in Group Work	• Chapter 2 Due
Week 4 February 6	• Group Dynamics and Group Process	• Chapter 3 Due • Sup. Group Eval 1 Due
Week 5 February 13	• Leadership Roles and Skills	• Chapter 4 Due
Week 6 February 20	• Leadership & Diversity	• Chapter 5 Due
Week 7 February 27	• Planning A group	• Chapter 6 Due
Week 8 March 5	• Beginning A Group	• Chapter 7 Due • Sup. Group Eval 2 Due
Week 9 March 12	Spring Break	No Class

Week 10 March 19	Assessment in Groups	Chapter 8 Due Group PR Due
Week 11 March 26	• Foundational Methods in Group I	Chapter 9.1 Due
Week 12 April 2	• Foundational Methods in Group II	• Chapter 9.2 Due
Week 13 April 9	• Specialized methods in Groups	• Chapter 10 Due • Group Proposal Due
Week 14 April 16	• Endings in Group Work	• Chapter 13 Due • Sup. Group Eval 3 Due
Week 15 April 30	• Evaluation of Group	• Chapter 14 Due

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II. Group Social Work and Therapy

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