I. Course

A. Catalog Description
Theories and concepts of interventions with small groups emphasizing roles and skills of social workers in a variety of clinical settings.

B. Purpose
This is an elective course which focuses on theories and concepts of clinical social work practice with small groups. The course is designed to help students understand and practice group work within a multi-social-cultural perspective.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following objectives:

1. formulate a clinical assessment of the group and the group members’ biopsychosocial functioning by applying key concepts and principles of interpersonal dynamics and group processes;
2. formulate a diagnostic summary of group processes at different phases of the group’s development;
3. critically analyze the role of the group leader and its impact on power and power inequity in social work practice with groups;
4. identify the ongoing dynamics of groups from various theoretical frameworks (i.e. strengths-based, systems, behavioral, psychodynamic, etc.);
5. assess the professional-client relationship and its impact on the helping process in working with groups;
6. analyze the impact of class, gender, race/ethnicity, sexual preference and culture on the interactional processes within a group;
7. use critical thinking in formulating and evaluating appropriate strategies of evidence-based group intervention;
8. demonstrate understanding of such key group dynamic concepts as: contracting, confidentiality, cohesiveness, confrontation, conflict, scapegoating, group norms, catharsis, universality, transference-countertransference, alliances, group
composition, size, duration, feedback, and termination.

III. Course Content

See attached topical course outline for specific content to be taught in this course.

IV. Course Structure

Class sessions will be a combination of lecture, discussion, student presentations, and experiential exercises. Lecture material is intended to supplement, not review, the assigned readings. Because the experiential component is a major source of learning, students are expected to attend and participate in all class activities. Guest speakers and audiovisual resources may be a part of the educational experience.

V. Textbooks

Required:


VI. Course Requirements

A. Reading Assignments

The attached course outline contains weekly topics with required reading assignments. Additional reading assignments may be given during the semester.

B. Written Assignments

(1) An oral PowerPoint presentation with a slide handout on a specific topic in group work. The slide handout (six slides per page) will include at least three salient points and bibliography/references of a topic agreed upon during the initial class. A copy of the handout for each person in class is expected. Due date will be the class time the topic is scheduled for discussion.

(2) An 8-10 page paper entitled, “Toward a personal philosophy of group work”. This paper is intended for the student to articulate the theoretical application of social work practice in groups with one’s style, principles, and philosophy of helping others. The paper will address at least assessment of group dynamics, strategies of interventions, professional-client relationships, and personal
experience with groups. Do not consider bibliography or footnotes as part of the required 8-10 pages. The paper is due on the last day of class.

C. Exams/Quizzes

There will be three quizzes. Format will be multiple choices and open-ended questions about major topics covered in the classroom, textbook and other readings. There will be no final exam.

D. Class Attendance

Class attendance and participation are expected and calculated into the course grade. Students can only use laptops for note taking. Any other use of laptop or smart phone for any other reason during class will be considered nonparticipation.

VII. Evaluation and Grading

Grading will be based on class attendance and participation, including evidence of having read assignments (45%); written and oral assignment for class discussion (15%); term paper (25%); and three quizzes (5% each).

The following standard grading scale has been adopted for all courses taught in the college.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96-100%</td>
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<tr>
<td>A-</td>
<td>92-95.9%</td>
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<tr>
<td>B+</td>
<td>88-91.9%</td>
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<tr>
<td>B</td>
<td>84-87.9%</td>
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<tr>
<td>B-</td>
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<td>72-75.9%</td>
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<tr>
<td>C-</td>
<td>68-71.9%</td>
</tr>
<tr>
<td>D</td>
<td>64-67.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 64%</td>
</tr>
</tbody>
</table>

Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of
less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.

Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All presentations, papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. It also includes securing another person to complete any required activities, assignments, quizzes, papers, or exams in an online course, or in any on-line environment. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see the instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

VIII. Consultation

I plan to be available before each class at 5:30 p.m. in the classroom. In addition, students can contact me by cell phone (281-814-8213) or email. You can also leave me a note in my GCSW mailbox for an appointment.

IX. Course Schedule and Reading Assignments

See course outline below for specific content and assignment schedule for this course.
X. Bibliography

The attached bibliography provides additional information on course content.

Addendum: Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

*Please note that these instructions may be altered as needed.*

SOCW 7356: SOCIAL WORK PRACTICE WITH GROUPS IN CLINICAL SETTINGS

**Course Outline**
*(Note: This outline may be revised during the semester as needed.)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td><strong>Introductions and course overview; history of group interventions, mental health &amp; social work; different theoretical orientations</strong></td>
<td>Yalom: 1, 2 &amp; 4; Garvin: 1</td>
</tr>
<tr>
<td>Aug 31</td>
<td><strong>Therapeutic factors; therapist - client relationship</strong></td>
<td>Yalom: 3, 6; Garvin: 2</td>
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<td></td>
<td>Additional reading:</td>
<td>AGPA Practice Guidelines for Group Psychotherapy, “Creating successful therapy groups”, page 7</td>
</tr>
<tr>
<td>SEP 07</td>
<td><strong>Early stages of group therapy; goal setting; administration of groups</strong></td>
<td>Yalom: 5, 10 &amp; 11</td>
</tr>
<tr>
<td></td>
<td>Additional reading:</td>
<td>AGPA Practice Guidelines for Group Psychotherapy, “Preparation and pre-group training”, page 25</td>
</tr>
<tr>
<td>Sep 14</td>
<td><strong>Interpersonal learning approach; process vs. outcome (1st Quiz)</strong></td>
<td>Yalom: 3, 6; Garvin: 2</td>
</tr>
</tbody>
</table>
Sep 21  **Specialized groups in different settings; co-therapy; TOPIC DISCUSSIONS**  
Garvin: 11 & 13  

Additional reading:  


Sep 28  **Inpatient group therapy; brief group therapy; TOPIC DISCUSSIONS**

Oct 05  **Psychodrama; TOPIC DISCUSSIONS**

Oct 12  **2nd Quiz TOPIC DISCUSSIONS**

Oct 19  **Sexuality issues in group; class; cultural/ethnic issues: TOPIC DISCUSSIONS**  
Yalom: 12 & 13 & 15  
Garvin: 3 & 12  

Additional reading:  


Oct 26  **Research in group; TOPIC DISCUSSIONS**  
Yalom: 14  
Garvin: 26 & 27  

Additional readings:  


Nov 02  **Training of group leaders; recent developments in group work; TOPIC DISCUSSIONS**  
Yalom: 17 & Appendix

Nov 09  **3rd Quiz; Ethical considerations, TOPIC DISCUSSIONS**  
Garvin: 5  

Additional reading:
AGPA Practice Guidelines for Group Psychotherapy, “Reducing adverse outcomes and the ethical practice of group psychotherapy”, page 47


Nov 16 Special issues in group, TOPIC DISCUSSIONS

Nov 30 Termination and review of educational objectives; FINAL PAPER DUE

Additional reading:


Additional readings:

SOCW 7356: Social Work Practice with Groups in Clinical Settings
Fall 2016
Bibliography


Guilford Press


Northen, H. (1998) Ethical dilemmas in social work with groups. *Social Work with Groups*, 21 (1/2), 5-17


