

**SOCIAL WORK 361: section 1 – SOCIAL WORK METHODS**

**Groups and Families**

**3 credits**

**Spring 2019**

**Tuesdays and Thursdays from 12:30 PM – 1:45 PM**

**Room 114 Collins Classroom Center (CCC)**

**Instructor:** Kate Kipp, MSSW, APSW  
**Office:** 456 in CCC  
**Telephone:** 715-346-2427 (all voicemail is confidential)  
**Office Hours:** Mondays: 1 PM to 3 PM, Tuesdays & Thursdays: 10 AM to 12 PM, and by appointment  
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**Final Exam:** May 16, 2019 from 12:30 PM to 2:30 PM in CCC 104

**Course Pre-Requisites:** Sociology 261

**Required Text:** Toseland, R. & Rivas, R. (2009). *An Introduction to Group Work Practice*, 6<sup>th</sup> Edition. Boston: Allyn and Bacon.

Collins, D., Jordan, C., & Coleman, H. (2010). *An Introduction to Family Social Work*, 3<sup>rd</sup> Edition. Belmont, CA: Brooks/Cole.

**Web Site:** NASW Code of Ethics  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**Community (including Student) Rights & Responsibilities Website:**

[https://www.uwsp.edu/dos/Documents/2015\\_Aug\\_Community%20Rights%20and%20Responsibilities%20Web.pdf](https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf)

**I. Course Description**

This course is designed to help students learn the basic issues and key concepts associated with the group process and how to apply these concepts as group facilitators working with a variety of group types. Basic theories of social work practice with groups will be explored, and students will learn to develop a group and prepare for all phases of group work practice. This course is also designed to help students learn the basic issues and key concepts of social work practice with families and how to apply these concepts in work with families across a variety of practice settings. A systems and strengths-based approach to working with families will be emphasized, and students will learn how to engage, assess, and intervene with families. Throughout this course, emphasis will be placed on social work ethics and values, as well as how elements of diversity impact social work practice.

**II. CSWE Core Competencies & Practice Behaviors Taught in this Course**

The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competence and behaviors we will address as a class are in the table below. The table below does NOT contain all CWSW practice behaviors, only those applicable to our coursework.

<b>Competencies Addressed</b>	<b>Practice Behaviors Addressed</b>	<b>Content Area(s)</b>
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>• 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 context;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and</li> <li>• use technology ethically and appropriately to facilitate practice outcomes.</li> </ul>	Weeks 3, 4, 5, 6, 7, 8, 9, 10  Project: SGOP* GP** FP***
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	Week 3
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>• Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> <li>• Use practice experience and theory to inform scientific inquiry and research;</li> <li>• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	Week 9
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services; and</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	Weeks 1, 4, 5, 10, 11, 12  Project: GP
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other</li> </ul>	Weeks 2, 6, 11, 13  Project: GP & FP

	<p>multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and</p> <ul style="list-style-type: none"> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;</li> </ul>	<p>Weeks 2, 3, 7, 14</p> <p>Project: SGOP GP</p>
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> <li>• Select and use appropriate methods for evaluation of outcomes;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ul>	<p>Weeks 8, 9, 15</p> <p>Project: GP</p>
<p>* Support Group Observation Project (SGOP)  **Group Project (GP)  ***Family Paper (FP)</p>		
<p>Source: Council on Social Work Education  <a href="https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx">https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</a></p>		

### **III. Course Content**

#### **Class Format:**

The course format will include lecture, videos, small group work and presentations. Students will work in small groups to assess and critically analyze presented information. Students will be required to apply existing knowledge, integrate new concepts and challenge yourself to critically think.

#### **Course Requirements:**

- |    |                                   |            |
|----|-----------------------------------|------------|
| 1. | Attendance and participation      | 150 points |
| 2. | Finding Support Groups Assignment | 25 points  |
| 3. | Support Group Observation Paper   | 75 points  |
| 4. | Group Project                     | 100 points |
| 5. | Family Paper                      | 100 points |
| 6. | Final Exam                        | 100 points |

#### **Attendance & Participation:**

Students are required to attend every class. Attendance is taken at the beginning of class and each class is worth 10 points. The instructor believes “showing up” for our clients is a critical piece of ethical, professional social

work, therefore, attending class every week to “show up” for your learning, and your fellow students’ learning is just as critical. If students are unable to attend class, students must discuss this with the instructor PRIOR to class.

Student participation will be graded on quality, not just quantity. Different students have different learning styles. Participation is more than asking a question or making a comment before the entire class; participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

### **Course Assignments:**

There are four graded assignments (Experiencing Social Change Parts I through IV) and a presentation (Social Change Presentation) to be completed prior to the final exam. Each assignment is a portion of the final presentation, Experiencing Social Change. The purpose of the assignments and final presentation is to think critically and apply learning and experiences. All written assignments must be submitted via Canvas.

### **Final Exam**

There will also be a final take home exam. It will be disseminated on the final night of class and due during the final exam period. It will be short answer. **It is due in Canvas by 11:59 PM on May 16, 2019.**

### **Grading Scale:**

A	=	94-100	470-500 points	significantly above requirements
A-	=	91-93	455-469 points	
B+	=	88-90	440-454 points	
B	=	84-87	420-439 points	above basic requirements
B-	=	81-83	405-419 points	
C+	=	78-80	390-404 points	
C	=	74-77	370-389 points	meets basic requirements
C-	=	71-73	355-369 points	
D+	=	68-70	340-354 points	
D	=	60-67	300-339 points	below requirements
F	=	59 and below	below 299 points	No credit

### **Course Assignments:**

- Work will be graded on the depth of the content, consideration of social work principles, **development of ideas**, spelling and grammar.
- Professional language will be used.
- All references must appear in a reference list at the end of the paper. APA style must be used to cite within paper.
- Assignments are due on time.

### **Confidentiality:**

We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom.

### **Ground Rules for Class Participation:**

We will foster a learning atmosphere where each person is valued and is safe to communicate freely. We will communicate in a constructive and thoughtful manner which is free of harassment and threat. We will commit to work through conflicts should any occur, without blame or intimidation. We will set additional rules and expectations as a class.

## **IV. Course Policies**

### **Support for Students Requiring ADA Accommodations**

UWSP and this instructor support a student's need to request academic accommodations due to disabilities. Please inform me during the first week of semester of any special accommodations a student believes will be needed for meeting class expectations. A copy of the Accommodation Request Form from the Disability and Assistive Technology Center must be given to the instructor within the first two week of the semester so that any needed accommodations can be made. Accommodations will not be made without a completed Accommodation Request Form. Additional information can be gathered from the Center:  
<https://www.uwsp.edu/disability/Pages/faculty/accomodations.aspx>

### **Attendance Policy**

Again, this course is professional training for which the student has committed the student to attend. Students are expected to attend all days the class is scheduled to meet. All students will create a name tag to assist the instructor with learning names. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

#### **For any absence, a student is required to:**

- Notify the instructor PRIOR to class. If this is impossible, a student must email the instructor as soon as possible to explain what happened.
- Read all readings and review the PowerPoint for the class that was missed.
- Students must take initiative to ask questions needed to understand class content for the missed class.

**FOR ANY EXCUSED ABSENCE AFTER THE FIRST**, students must write a 1-2-page, double spaced, critical thinking reaction to part or all the readings assigned for the missed class.

For any unexcused absence, a student will not receive attendance points (10 points) for the missed class.

### **Assignment Policy for Late Papers and Incompletes:**

Students are expected to complete course work by the date and time that it is due. Late assignments will be docked 2 points for each day past due. The instructor will be checking the Dropbox to determine that you submitted your work by the required due date. Students are responsible to contact the instructor to negotiate an alternate date. The instructor will determine if an alternate due date is appropriate.

An incomplete may be given only when the student has been in full attendance, has demonstrated satisfactory work (C level work or better), and can furnish evidence to the instructor the work cannot be completed due to illness or other reasonable circumstances beyond the student's control.

### **Plagiarism:**

It is a requirement that all work *not* original will be properly referenced. Students **MUST CITE ANY AND ALL** work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting

work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

**Confidentiality:**

We will respect the stories, concerns, comments and questions shared in the classroom by not taking them out of the classroom. We will maintain a professional standard of confidentiality in our classroom. Our classroom is a safe place for learning, inquiring, and expression.

**V. Course Schedule**

Week	Date	Topic	DUE DATES
1	01/22/2019	Introduction to course and introduction to group work	
2	01/28/2019	Group dynamics and group leadership	
3	02/04/2019	Contracting for group work and group diversity	<b>02/08 Finding Support Grps</b>
4	02/11/2019	Planning a group	
5	02/18/2019	Beginning stage of a group	
6	02/25/2019	Group assessment	
7	03/04/2019	Group interventions and methods	
8	03/11/2019	Ending and evaluation	
~~~~Spring Break~~~~			
9	03/25/2019	Group Presentations	<b>3/26 &amp; 3/28 Presentations</b>
10	04/01/2019	Introduction to family social work	
11	04/08/2019	Family systems: practical aspects of family social work	<b>4/12 Support Grp Obsrvtn.</b>
12	04/15/2019	The beginning phase	
13	04/22/2019	Qualitative and quantitative assessments	
14	04/29/2019	Family development and the life cycle	
15	05/06/2019	Evaluation and termination	<b>05/10: Family Paper</b>
Exam	05/16/2019	Final exam DUE by 11:59 PM on 05/16/2019!!	<b>05/16: Final Exam due</b>

**VI. Course Outline**

Week 1 01/22/2019	<p><u>We will explore:</u> Introduction to the course Review syllabus &amp; review class expectations Introduction to groups: purpose and typologies</p> <p><u>Readings:</u> Chapter 1 of Toseland and Rivas</p>
Week 2 01/28/2019	<p><u>We will explore:</u> Group dynamics Group leadership</p> <p><u>Readings:</u> Chapters 3 and 4 of Toseland and Rivas</p>
Week 3 02/04/2019	<p><u>We will explore:</u> Contracting for group work</p>

	<p>Group diversity</p> <p><u>Readings:</u> Chapter 5 of Toseland and Rivas</p> <p><u>Assignment:</u> Finding Support Groups is due in Canvas by 11:59 PM on February 8, 2019</p>
<p>Week 4 02/11/2019</p>	<p><u>We will explore:</u> Planning a group In class group project: Developing a group proposal</p> <p><u>Readings</u> Chapter 6 of Toseland and Rivas</p>
<p>Week 5 02/18/2019</p>	<p><u>We will explore:</u> Beginning stage of a group In class group project: Developing beginning group strategies</p> <p><u>Readings:</u> Chapter 7 of Toseland and Rivas</p>
<p>Week 6 02/25/2019</p>	<p><u>We will explore:</u> Group assessment In class group project: Developing strategies for assessment</p> <p><u>Readings:</u> Chapter 8 of Toseland and Rivas</p>
<p>Week 7 03/04/2019</p>	<p><u>We will explore:</u> Group interventions and methods In class group project: Developing interventions and group activities</p> <p><u>Readings:</u> Chapters 9 &amp; 10 of Toseland and Rivas</p>
<p>Week 8 03/11/2019</p>	<p><u>We will explore:</u> Ending and evaluation In class group project: Developing strategies for ending and evaluation</p> <p><u>Readings:</u> Chapter 13 &amp; 14 of Toseland and Rivas</p>
<p>Week 9 03/25/2019</p>	<p><b>Group Project Presentations</b></p>
<p>Week 10 04/01/2019</p>	<p><u>We will explore:</u> Introduction to Family Social Work</p> <p><u>Readings:</u> Chapters 1 &amp; 2 of Collins</p>
<p>Week 11 04/08/2019</p>	<p><u>We will explore:</u> Family systems: practical aspects of family social work</p> <p><u>Readings:</u> Chapters 3 &amp; 4 of Collins</p>

	<u>Assignments:</u> <b>Support Group Observation paper is due by 11:59 on 04/12/2019</b>
Weeks 12 04/15/2019	<u>We will explore:</u> The beginning phase Assessing family strengths and resiliencies  <u>Readings:</u> Chapters 5 & 6 of Collins
Week 13 04/22/2019	<u>We will explore:</u> Qualitative and quantitative assessments  <u>Readings:</u> Chapters 7 & 8 of Collins
Week 14 04/29/2019	<u>We will explore:</u> Family development and the life cycle Family interventions  <u>Readings:</u> Chapters 9 through 13 of Collins
Week 15 05/06/2019	<u>We will explore:</u> Evaluation and termination  <u>Readings:</u> Chapters 14 of Collins  <u>Assignments:</u> <b>Family Paper is due by 11:59 PM on 05/10/2019</b>
<b>Final Exam DUE on 05/16/2019 at 11:59 PM</b>	FINAL EXAM - the final exam is a take home exam <b>BUT</b> we will meet at the date/time/location set for the final exam.

## VII. Course Projects

### Support Group Observation Project

#### Part I: Identifying area and online support groups

- Use any and all available resources (internet, personal and professional connections, media, visits to agencies). Identify at least six different support groups you would consider attending for the assignment below.
- Suggestion: First identify a client population and/or issue you are most interested in from a professional and/or personal perspective. Then, identify agencies that may have knowledge or services related to these issues. Then search for potential support groups online or make calls to agencies.
- Submit your list to Canvas by the date/time indicated in the syllabus.

#### Part II: Support Group Observation

- Select a support group that is of interest to you. You can select from the list you created for Part I or you may select a group you did not know about at the time of the assignment.
- Make sure it is appropriate for you to attend the meeting! Call ahead to confirm that new members/visitors are welcome. When you call, present yourself professionally. Indicate this is for a class assignment and you have



an interest in pursuing a career in the issue area. Indicate you will be writing a paper about the group process and NOT about the specific information shared in the group.

-Attend the group by yourself.

-Inform the group of your purpose for being there, if needed. Again, disclose that you will write a paper on the process of the group and NOT about the specific information shared in the group.

-Feel free to participate if appropriate.

### **Part III: Support Group Analysis and Reaction Paper**

-Write a five to six-page paper about this experience. Include the following AND be sure to relate your experience attending a support group to course concepts.

-Your paper should contain:

-Your preparation for the support group

-Reasons for selecting this support group

-The type of group you attended, the date, location, and contact person/leader/facilitator.

-A description of the group, including:

-purpose and type of the group – Chapter 1 of Toseland and Rivas

-stage the group is in and how could you determine the stage

-diversity within the group and how it was attended to

-open versus closed group and how could you determine

-examples of group dynamics observed (i.e. communication, cohesions, social control, and group culture)

-BRIEF summary of what was discussed in the group

-Impact of new members on the group (you are a new member)

-A discussion of the leadership of the group, including:

-level of formality/style of relating to group members

-interventions/approaches observed

-your assessment of the leader's skill in using the interventions/approaches

-Discussion of the roles performed in the group

-filled by the leader

-filled by the members

-filled by you

-A response to each of the following questions:

What would this experience be like for a client who had the issue the group is designed for?

How could you, as the social worker, encouraging your client to attend help prepare the client for the first meeting?

How could you, as the group leader, assist the client in developing a comfort level in being present?

-Closing remarks on what the experience was like for you and the value to your education.

## **2. Group Project**

Part I: Development of a Support Group

-You will be assigned to a task group of four to five students. Your group is to imagine that you have been asked by the administrator of a social service agency to develop plans for a new support group to be offered by the agency. Your group will determine what type of support group it would like to develop. It should be a group that your task group believes is needed by the community.

- You will meet in class and outside of class to develop plans for your n new support group, from preparing phase to ending phase. Your instructor will give you guidance on a weekly basis as to what issues your group needs to address in its planning process.
- It is important that you all work together and participate fully in the process. Your group contract should clearly state what the consequences are for those who do not fulfill their responsibilities as group members. You can be as lenient or as strict as you want to be. Just remember that the group is responsible for itself. Your instructor is happy to offer guidance if problems arise, be sure to ask for help early on if this is the case.

## Part II: Group Presentation

- Your group will present the plans for your group to the class in a fifteen-minute presentation. You are to imagine you are presenting your group plan to the agency administrator and/or key workers for review and approval. The presentation should be very professional and provide a clear picture of the proposed group. Present ideas in a clear and meaningful way. Your ideas and rationale behind the support group should be clear. Most of the presentation will include material you will have worked on in class as a group, but you will also have to work outside of class. You will need to include information regarding the need for the proposed group as well as sources for the methods you chose to use. You will need to conduct some research to find these things.
- Incorporate the use of audiovisuals, the use of a PowerPoint (or another program) is required.
- Design and demonstrate one relevant handout for your group; a group brochure or flier is highly recommended.
- You may want to include a demonstration during your presentation.
- Be sure to incorporate concepts discussed in class and found in the course text. You will need to read all assigned chapters of the text to you can fully incorporate course material into your presentation.
- See below for grading scheme. ALL group members WILL receive the same point allocations for content, integration of ideas, social work values, handouts, and input from class feedback. Points and overall grades may vary according to presentation skills and intra-group evaluations.

## Presentation Grading Scheme (100 points)

### Content (25 points)

- Importance and relevance to social work
- Accuracy and thoroughness of knowledge
- Reflects course concepts and materials

### Integration of Ideas (20 points)

- Presentation flows, ideas are well organized
- Group displays understanding of ideas
- Information presented explains ideas

### Social Work Values (15 points)

- Reflects social work values
- Inclusion of maternal addressing human diversity

### Presentation Skills (10 points)

- Ability to explain content
- Holds attention of audience
- Presents in an interesting and meaningful way
- Appropriate use of audiovisuals
- Ability to answer appropriate questions
- Participation of all group members is adequate

### Handout(s) (10 points)

- Useful/relevant
- Easy to read and comprehend
- Appropriate citations (if applicable)

-Spelling/grammar/punctuation  
Input from class feedback (10 points)  
Intra-group evaluations (10 points)

### **3. Family Paper**

-To demonstrate your ability to professionally assess families, to apply the concepts covered in this course, and to engage in personal reflection as it related to social work practice, you will research, analyze, and write about your own family of origin. You will write about the items listed below, reflecting on your family from the time of your own birth until the present or until the time you became independent from your parents (if this has already occurred).

-You will gain much of the information needed for this paper through reflection but may need to interview various family members for further information and insights.

-Your paper will include the following:

1. How are you defining family – see Chapter 2 in Collins text.
2. A genogram of your family for at least three generations – see Chapter 7 in Collins text.
3. A family timeline – see Chapter 7 of Collins text.
4. A family ecomap – see Chapter 7 of Collins text.
5. Identifying & descriptive information for each immediate family member, including yourself:
  - Name, address, and telephone number
  - Birthdate and place of birth
  - Description of physical appearance
  - Educational level reached
  - Work status/income
  - Religion/spiritual identification/church memberships
  - Significant extended family and friends (support system)
  - Significant health issues
  - Significant mental health issues
6. Family interactions with significant agencies and institutions (political, educational, criminal justice, social service, recreational, social, religious, medical, mental health) and the impacts of these interactions.
7. Discussion of issues/needs that might have benefited from referral/intervention but in which support was not received/sought.
8. Assessment of family functioning/dynamics – see Chapter 3 and 7 in Collins text
  - Family boundaries and rules
  - Family rituals
  - Problem solving
  - Affective responsiveness and involvement
  - Communication
  - Role behavior
  - Autonomy
  - Modes of behavioral control
  - Parenting skills
9. Family strengths
10. Summary