
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number: SW 333

Instructor: Erin Spalding, LCSW

Unique Number: 61830

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Semester: Spring 2017

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Tuesdays and Thursdays
9:30-11:00am

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SOCIAL WORK PRACTICE WITH GROUPS

Ethics and Leadership Flag Course

This course carries the Ethics and Leadership Flag. Ethics and Leadership courses are designed to equip you with the skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issue and the process of applying ethical reasoning to real life situations.

COURSE DESCRIPTION

This course in the practice sequence focuses on developing group leaders who possess both an understanding of group dynamics and effective leadership skills. The foundation of the course is social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. The content encompasses both task and treatment groups utilizing an ecosystems developmental framework. The course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Social work group facilitation is taught utilizing empirically based theories and interventions to achieve client goals. Students will know how to evaluate the effectiveness of group interventions.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

Demonstrate an understanding of social group work and practice related to the strengths, capacities and resources of individuals within groups. (PB 11, 35, 38)

1. Develop leadership skills with groups in order to help alleviate critical social problems and enhance group well-being. (PB 1, 2, 3, 4, 38)
2. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages. (PB 11,12,13)

3. Understand and apply basic concepts of task-oriented group work, including recruiting and selecting members, leadership, group decision-making and problem solving, running an effective meeting, and evaluation of task groups. (PB29, 30, 31)
4. Understand and apply basic concepts of treatment groups, including group formation, facilitation, and termination. (PB 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40)
5. Develop skills in identifying, analyzing and implementing empirically based group interventions and evaluating group effectiveness. (PB 5, 11, 12, 36, 37, 38, 39, and 40).
6. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds, distinguished by characteristics including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. (PB 11, 30)
7. Explore what is involved in making real life ethical choices, establishing a professional self, applying social work values and utilizing the ethical decision making process, as illuminated by the NASW Code of Ethics, to social work with groups. (PB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
8. Demonstrate an understanding of the pursuit of social and economic justice including group/community strategies to combat discrimination, oppression, and economic deprivation for individuals and families. (PB 1, 29, 30)

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be obtained from your BSW Student Handbook.

EP Competency 2.1.1

Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work

Objectives: 2, 8, and 9

Assignment: Group Proposal Project

PB2 Practice personal reflection and self-correction to assure continual professional development

Objectives: 2 and 8

Assignment: Class participation, Journals, Task Group Synthesis Paper

PB 3 Attend to professional roles and boundaries

Objectives: 2 and 8

Assignment: Collaborative Learning Groups, Group Proposal

Project, Task Group Synthesis Paper, Class Participation **PB 4**

Demonstrate professional demeanor in behavior, appearance, and communication

Objectives: 2 and 8

Assignment: Group Proposal Project, Community Support Group Assignment, Class Participation

PB 5 Engage in career-long learning

Objectives: 6 and 8

Assignment: Journals, Community Support Group

PB 6 Use supervision and consultation

Objectives: 8

Assignment: Collaborative Learning groups, Group Proposal Project, Journals, Class Participation

EP Competency 2.1.2

Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

PB 7 Recognize and manage personal values to allow professional values to guide practice

Objectives: 8

Assignment: Journals, Task Group Project Synthesis Paper, Class Participation

PB 8 Make ethical decisions by applying the NASW Code of Ethics and, as applicable, the IFSW/IASSW ethical principles

Objectives: 8

Assignments: Journals, Exams, and Group Proposal Project

PB 9 Tolerate ambiguity in resolving ethical conflicts

Objectives: 8

Assignments: Journals, Class Participation

PB 10: Apply strategies of ethical reasoning to arrive at principled decisions

Objectives: 8

Assignments: Exams, Journals, and Class Participation

EP Competency 2.1.3

Apply critical thinking to inform and communicate professional judgments: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

PB 11 Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom

Objectives: 1, 3, 6, and 7

Assignment: Exams, Group Proposal Project, Collaborative Learning Quizzes

PB 12 Analyze models of assessment, prevention, intervention, and evaluation

Objectives: 3 and 6

Assignment: Group Proposal Project, Exams, and Journals

PB 13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Objective: 3

Assignment: Group Proposal Project, Task Group Synthesis Paper, Journals, Community Support Group Assignment, and Collaborative Learning Quizzes

EP Competency 2.1.10a: Engagement

PB 29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

Objectives: 4, 5 and 9

Assignments: Group Proposal Project

PB 30 Use empathy and other interpersonal skills

Objectives: 4, 5, 7 and 9

Assignments: Task Group Synthesis Paper, Class Participation, Group Proposal Project

PB 31 Develop a mutually agreed-on focus of work and desired outcomes

Objectives: 4 and 5

Assignments: Group Proposal Project, Task Group Synthesis Paper, Collaborative Learning Quizzes

EP Competency 2.1.10b: Assessment

PB 32 Collect, organize and interpret client data

Objectives: 5

Assignments: Group Proposal Project

PB 33 Assess client strengths and limitations

Objectives: 5

Assignments: Group Proposal Project and Task Group Synthesis Paper

PB 34 Develop mutually agreed-on interventions goals and objective

Objective: 5

Assignments: Group Proposal Project and Task Group Synthesis Paper

PB 35 Select appropriate intervention strategies

Objectives: 1 and 5

Assignments: Group Proposal Project

EP Competency 2.1.10c: Interventions

PB 36 Initiate actions to achieve organizational goals

Objectives: 5 and 6

Assignments: Task Group Synthesis Paper

PB 37 Implement prevention intervention that enhances client capacities

Objectives: 5 and 6

Assignments: Group Proposal Project

PB 38 Help clients resolve problems

Objectives: 1, 2, 5, and 6

Assignments: Group Proposal Project and Class Participation

PB 39 Negotiate, mediate, and advocate for clients

Objectives: 5 and 6

Assignment: Collaborative Learning Quizzes, Group Proposal Project, Class Participation

PB 40 Facilitate transitions and endings

Objectives: 5 and 6

Assignments: Group Proposal Project and Class Participation

TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self-awareness in relation to group process will be emphasized. The class will be organized as a skill laboratory utilizing small group context and role-play to provide opportunities for students to develop group leadership and membership skills. The professor will model group work principles and skills in the leadership of the class. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Required Readings

Required Text

Corey, M. Schneider, Corey, G. and Corey, C. (2014). *Groups: Process and Practice*. Belmont, CA: Brooks/Cole.

Additional required readings and handouts will be posted on Canvas.

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://www.utexas.edu/ssw/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards for Cultural Competence

<http://www.naswdc.org/practice/standards/NASWCulturalStandards.pdf>

Standards for Social Work Practice with Groups

http://www.aaswg.org/files/AASWG_Standards_for_Social_Work_Practice_with_Groups.pdf

http://www.iaswg.org/docs/AASWG_Standards_for_Social_Work_Practice_with_Groups2010.pdf

http://www.iaswg.org/Practice_Standards

NASW Policy Statement on Professional Self Care

<http://www.naswdc.org/nasw/memberlink/2009/supportfiles/ProfessionalSelf-Care.pdf>

COURSE REQUIREMENTS

Students will be required to complete all the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstrations of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the professor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All written assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are listed below, due dates can be found on the course schedule and on the assignment sheets. All assignments will be submitted via Canvas unless instructed otherwise.

Assignment	Total Points
1. Collaborative Learning Quizzes (4)	20 points
2. Journals (6)	60 points
3. Exams	200 points
○ Mid Term	
○ Final	
4. Community Support Group Assignment	20 points
5. Task Group Projects Synthesis Paper	30 points
6. Group Proposal Project	100 points
7. Class Participation	20 points
Total	450 points

Letter grades will be assigned as follows:

Point Total	Grade
423-450	(94.0 and above) A
405-422.999	(90.0-93.999) A-
391.5-404.999	(87.0-89.999) B+
378-391.499	(84.0-86.999) B
360-377.999	(80.00-83.99) B-
346.5-359.999	(77.0-79.999) C+
333-346.499	(74.0-76.999) C
315-332.999	(70.0-73.999) C-
301.5-314.999	(67.0-69.999) D+
288-301.499	(64.0-66.999) D
270-287.999	(60.0-63.99) D-
269.999 or below	(59.999 and below) F

UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

DOCUMENTED DISABILITY STATEMENT

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. More information may be found at <http://diversity.utexas.edu/disability/>.

UNANTICIPATED DISTRESS

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/conduct/>).

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can

be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

USE OF COURSE MATERIALS

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

RELIGIOUS HOLIDAYS

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

CAMPUS CARRY POLICY

The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of

which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

CLASSROOM CONFIDENTIALITY

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

TITLE IX REPORTING

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

SAFETY

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://operations.utexas.edu/units/csas/bcal.php>.

EMERGENCY EVACUATION POLICY

- Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COURSE SCHEDULE:

Date:	Topic:	Readings:	Due:
Tuesday, January 17	Introduction and review of syllabus and assignments	Syllabus	
Thursday, January 19	Experiential Group		
Tuesday, January 24	Introduction to Groups	Corey, Ch. 1, pp. 3-11 and Standards for Social Work Practice with Groups	
Thursday, January 26	Experiential Group		
Friday, January 27			Journal 1 Due
Tuesday, January 30	Ethics and Legal Issues in Group Counseling	Corey, Ch. 3, Guidelines for Ethics—American Group Psychotherapy Assn. and Ethical Guidelines for Group Counselors—Assn. for Specialist in Group Work	
Thursday, February 2	Experiential Group		

Tuesday, February 7	Task Groups	Toseland and Rivas, pp. 333-360, review Group Proposal Project Assignment	
Thursday, February 9	Experiential Group		
Friday, February 10			Journal 2 Due
Tuesday, February 14	Quiz #1 and Group Leadership and Co-Leadership: Developing Cultural Awareness	Corey, Ch. 1, pp. 12-23 and ch. 2, Toseland and Rivas, pp. 111-133 and NASW Standards for Cultural Competence	
Thursday, February 16	Experiential Group		
Tuesday, February 21	Theories and Techniques of Group Counseling	Corey, Ch. 4 and Irvin Yalom – 11 Therapeutic Factors (Handout/Canvas)	
Thursday, February 23	Experiential Group		

Friday, February 24			Journal 3 Due
Tuesday, February 28	Theories and Techniques of Group Counseling: Guest Speaker	Handouts and articles as assigned	
Thursday, March 2	Experiential Group		
Tuesday, March 7	Quiz #2 and Planning for Group	Corey, Ch. 6 and Effective Planning for Groups, pp.7-12 (Canvas)	
Thursday, March 9	Experiential Group		
Friday, March 10			Take Home Mid-Term Due
March 13-17	Spring Break	No Class	Have Fun! Be Careful!
Tuesday, March 21	Stages of Group Development: Guest Speaker	Corey, Ch. 6	
Thursday, March 23	Experiential Group		
Friday, March 24			Group Proposal Projects Due
Tuesday, March 28	Stages of Group, con't.	Corey, Ch. 7	

Thursday, March 30	Group Proposal Project/Experiential Group 1		
Friday, April 1			Journal 4 Due
Tuesday, April 4	Quiz #3 and Managing Challenging Behaviors and Conflict	Corey, Ch. 7 and	
Thursday, April 6	Group Proposal Project/Experiential Group 2		
Friday, April 7			Journal 5 Due
Tuesday, April 11	Working Phase	Corey, Ch. 8	
Thursday, April 13	Group Proposal Project/Experiential Group 3		
Friday, April 14			Community Support Group Reflection Due
Tuesday, April 18	Specialized Groups: Julie Dickerson, Guest Speaker	Corey, Ch. 10 and readings as assigned	
Thursday, April 20	Group Proposal Project/Experiential Group 4		

Friday, April 21			Task Group Synthesis Paper Due
Tuesday, April 25	Groups with Older Adults	Corey, Ch. 11 and readings as assigned	
Thursday, April 27	Experiential Group		
Friday, April 29			Journal 6 Due
Tuesday, May 3	Quiz #4 and the Final Stage of Group	Corey, Ch. 9 and Toseland and Rivas, pp. 397-417 (Canvas)	
Thursday, May 5	Experiential Group		
Friday, May 6			Take Home Final Due