Class Days and Times
Wednesday: 4:00 – 6:30pm
TJC – Jenkins Hall

SWK 333.401
Generalist Social Work
with Small Groups
Fall 2017

Dr. S. Copeland
Jenkins 210
936-468-5105
E-mail: scopeland@sfasu.edu

Office Hours: 9:00-12noon & 1:00-3:00pm Mon- Tues, Wed & Thurs.: 9-12 noon and
Friday and by appointment

Prerequisites: SOC 137, SWK 225 or Consent of Program Director
Corequisites: None

I. COURSE DESCRIPTION

The primary purpose of this course is to introduce students to a knowledge base of the
theoretical concepts and processes involved in-group work from the Generalist
perspective. Students are introduced to group formation, development, maintenance, and
change/dissolution. This course provides students with insight into the development of
appropriate interventions in fulfilling the Generalist function with groups, and the
professional self as related to knowledge, values, and ethics.

Specific attention will be given to the historical evolution of groups in social work, the
interrelatedness of groups throughout life, and the relevance of social group work theory
to diverse and oppressed populations. Students are also expected to continue to explore
their knowledge of human behavior from course materials in SWK 225 and SWK 325.

REQUIRED TEXT:


Press.

RECOMMENDED TEXT:

II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is a practice perspective that serves client systems utilizing ecological systems approach focusing on persons, families, groups, organizations, and communities. A narrow cadre of theories does not confine it; rather it is versatile enough to allow problems and situations, as well as strengths, capacities, and resources, to determine the practice approach. Generalist practice employs a problem-solving framework and a broad knowledge, value, and skill base, which demands ethical practice and on-going self-assessment. Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (PLO) (CSWE COMPETENCIES)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education*
IV. Student Learning Outcomes (SLO) (CSWE COMPONENT BEHAVIORS)

Upon completion of this course in the context of groups, students will be able to:

1. Understand the fundamental knowledge of social work history and group theory. (competency 6, 7, 8).

2. 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 (competency 1).

3. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (competency 1).

4. Use supervision and consultation to guide professional judgment and behavior.

5. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (competency 1, 2, 3).

6. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (competency 6, 7, 8).

7. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

8. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (competency 6).

9. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (competency 7).

10. Facilitate effective transitions and endings that advance mutually agreed-on goals (competency 8).

11. Select and use appropriate methods for evaluation of outcomes (competency 9).
V. INSTRUCTIONAL METHODS

This class will be a combination of traditional lecture format and student participation in-group process. Students will be assigned group membership at the first of the semester and will be given assignments specific to group process. Group exercises, group meetings, video, role-play, and class discussion will be utilized to enhance student learning.

Students are expected to participate fully in group exercises and class discussion. Students must attend class and assume responsibility for their own learning.

VI. COMPUTER REQUIREMENTS (per SFA Office of Instructional Technology)

This course will utilize Desire2Learn (D2L) to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see http://sfaonline.sfasu.edu/gettingstarted.html for details). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1 Introduction and overview of course.
Class exercise
Theories of social work groups. Evidenced-based group work.
Readings: McGowan text chapter 1; Dale/Smith. (2013)

Week 2 Historical Development of Group Work: Settlement Houses and Young Men’s Christian Association (YMCA).

Different/Primary Types of Social Work Groups: Self-help and Mutual Aid and Common Types of Treatment Groups.

Initial Development of Groups.
Definition of groups: Understanding various models of Group Development.
Garland, Jones and Kolodny Model.
Readings: Zastrow textb Chapter 1

Preaffiliation vs. Trust in groups: Zastrow pp. 19, 25, 93, 424.
Power and control stage: vs. power struggle, rebellion/Autonomy.
Zastrow pp. 20, 424 Intimacy vs. oneness/cohesiveness/Closeness, Differentiation vs. equality and mutually supportive relationships/Interdependence.
Separation vs. Termination/regressive behavior.
Readings: Zastrow pp. 20
Week 3  **Leadership Styles:** Leadership Functions and Scale

The generalist perspective and social work with small groups:

Group warm up exercises (experiential)
Autonomy as empowerment
Approaches to generalist practice with groups


Week 4  Working with Diverse Groups:

Understand Stereotyping and Multiculturalism
Ethnic Sen-Sensitive Practice, Empowerment, and the strengths perspective

Understanding the RAP Framework for Leading Multiracial Groups
The Multicultural Perspective and Generalist Practice with Groups:
Ethno cultural Influences and the Individual

Ethnocultural Influences and Group Process Gender, Class, and Sexual Orientation in Group Process Oppressed Groups and Group Process Social Group Work in Rural Settings (Review for exam)

Week 5  **Exam 1**

Forming mock groups and understanding group development.
Video to illustrate the stages of group development
**Readings:** Zastrow text Chapter 1 pp. 18-19; Video Dr. Rosemary Smead, Adolescents groups

Week 6  **Group Dynamics:** Goals and Norms
Setting personal and group goals
Hidden Agenda
Establishing Group Goals
Zastrow text Chapter 4

Treatment Groups: Start, Lead and End Treatment Groups
**Readings:** Zastrow chapter 12

Theory and Concepts of Group-work: Group Dynamics as a Theory of Human Behavior
Human Behavior and Social Interaction in Group
An Overview: Group Dynamics and Group Process

Readings: Gitterman & Schulman (2005)

Week 7
The Process Model of Group-work
An Overview of Social Work Practice in Group
Process Functions of the Social Worker in Group
Stages of Group Process
Preaffiliation Stage: Issues of Trust
Principles of the first meeting
Mock groups
Readings: Zastrow test Chapter 3 pp 107 and 411

Group warm up exercise and form presentation groups
Begin preparation form live mock groups in media lab.

Week 8
Power and Control Stage: Autonomy vs. Interdependence

Readings: Zastrow chapter 12

First journal of stages of group development due

Week 9
Principles of power and control stage
Mock groups

Week 10
Movie for analysis of group process/development
Related to written assignment: Group analysis paper 1

Intimacy Stage: Issues of Closeness
Principles of the intimacy stage

Readings: Zastrow chapter 1 and 12

Week 11
Differentiation Stage: Interdependence
Principles of the Differentiation Stage
Separation Stage:
Mock Groups

Separation Stage: Termination of Group Process
Principles of the Separation Process
Readings: Zastrow pp. 20

(Review for Exam)
Week 12

Exam 2

The Diversity of Group Work
An Overview of the Types of Groups
Direct Practice Groups
Task Groups
Social Action Groups
Self-Help Groups
Activity Groups
Socioeducational Groups

Readings: Zastrow chapter 7, Carnahan et.al. (2009); Doel (2005)
Hartford (2005)

Week 13

The Social Worker and Intervention in Group
Social Work Functions in Group: A Parallel Relationship
The Social Worker as Enabler
The Social Worker and Leadership

The Social Worker and the Generalist Perspective
The Social Workers and Professional Competency
Values and Ethics in Group
Diversity Issues in Group

An Overview of Group-work Intervention at the Micro and Macro Levels
Group-work with Individuals
Group-work with Families and Small Groups
Group-work with Organizations
Group-work with Communities

Readings: Zastrow text chapter 2.

Week 14

Paper 1 Due
Evaluation and Assessment in Social Work Group Work
Instrumentation in Social Work with Groups
Single System Design
Implications for Diverse Approaches with Group

Readings: Anderson text Chapters 12-14; McGowan chapter 2-5

Week 15

Group Presentations
(Review for final Exam)
(Final Journal Due)

Final Exam
VIII. COURSE REQUIREMENTS:

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

B. Classroom environment and students are expected to refrain from using cell phones and they are to remain off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view when exams are taken or returned.

C. Readings: Each week contains required readings from the text. It also requires the student to read articles posted on D2L. They can also be found in the journals referenced. You can use the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

D. Exams: Major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses, and guest presentations are subject to examination. The exams will vary and can consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at www.sfasu.edu/bulletin). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

E. Assignments: The student is responsible for completing assignments in Accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments must be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Failure to meet these guidelines will result in loss of points.

*** Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.
GRADING:

A. Assignments:
   Three Exams: 2 @ 100 = 200
   Final 1 @ 80/20 = 100
   Journal: 25/50 = 75
   Paper I: 100 = 100
   Paper II: 100 = 100
   TOTAL: 575

The final exam will be given in two parts 20% will be evaluated by live participation in a mock group presentation and 80% as a comprehensive final written exam.

GRADING SCALE:

518 - 575 = A
460 - 517 = B
403 - 459 = C
345 - 402 = D
Below 401 = F

IX. Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
**Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/student_academic_dishonesty.pdf**

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/course-grades.pdf

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, and field trips. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

**X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, read

### Class Meeting Time and Location

<table>
<thead>
<tr>
<th>Course</th>
<th>Location</th>
<th>Instructor</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 333.401</td>
<td>SWK 333.401</td>
<td>Dr. S. Copeland</td>
<td>SWK office: 101E</td>
<td>Phone: 936-468-5105</td>
<td>Email: <a href="mailto:scopeland@sfasu.edu">scopeland@sfasu.edu</a></td>
</tr>
<tr>
<td>Generalist Social Work with Small Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PAPER I: AN ANALYSIS OF GROUP PROCESS IN A MOVIE

This paper is to be an individual project it is to serve as an analysis of Group Theory and Group Process using a video as a facilitative tool.

Write an essay paper ten (10) pages in length. This paper is to be your analysis of the theory and concepts presented in this class as applied to the video using the stages of group behavior. Define the following concepts and explain where it was seen or happened in the movie: recruitment, theories of human behavior, family dynamics, group behavior, group dynamics, group process, problem-solving, diversity, oppression, and values and ethics, you can use any social work with group’s references that apply. Also, include implications for Generalist Social Work Practice.

Make sure your paper is APA format and professionally written. This paper is worth 100 points.
PAPER II: TASK GROUP AND INTERVENTION WITH GROUPS

This paper consists of an analysis of social work intervention with group as related to a specific social problem. The grade is applied as a group grade and all members are required to participate fully in the completion of this assignment. Your group will also present a formal presentation to the class demonstrating your findings.

As a group, choose a social problem (illness, life occurrence, violence, poverty, loss, stress, aging, personal conflict, or social justice) as you are also reviewing in your HBSE courses. Upon choosing this problem, the group is to decide how the following might be best accomplished:

A. You are to design a group appropriate for generalist social work (Task, Activity, Social Action, Direct Practice, Self-Help, or Socio-educational) in recognition of this social problem and the problems associated with it.

B. Decide within your group how the following behaviors will occur.
   1. Recruitment
   2. Goal setting
   3. Mutual Aid
   4. Interdependence
   5. Confidentiality

C. Research and define your Social Problem by developing a summary of library materials and journal articles related to the subject. Be prepared to present a well-developed overview (review of the literature) of your findings to the class.

D. Define your client group. Who may be involved? Who may utilize your group? Is this group appropriate for oppressed populations? What agencies may desire or implement this type of group? How is your group to be funded? Where will it be held? Who will facilitate? What ethical
and value issues must be considered regarding this group? Include a plan for how the group will be evaluated.

E. Using the theoretical framework covered in class, analyze the dynamics you noted in your task group as you accomplished your tasks? What specifically were the dynamics related to: group structure, group climate, group cohesion, group communication, leadership functions and leadership style?

F. Identify and discuss the stages of group development, and how these progressed within your group (Preaffiliation, Power and Control, Intimacy, Differentiation, and Separation) as your group developed in the course of this semester.

G. Identify and discuss also the issues, which arose as related to: Gender, Age, Sexual Orientation, Ability, Class, Race or Multicultural Issues, including Rurality. How did these affect the progress of development in your group, the group dynamics?

H. Be prepared to make your formal presentation in class. Each group will be allowed to use a full class period for their presentation. You may be creative in your presentation, but it must be formal and organized. You will be allowed 1 class day for group meeting for this project.
INSTRUCTIONS FOR JOURNAL

In order to learn how to analyze group behavior, students will experience group membership and participation through developing and taking part in the group activities of the Student Association of Social Workers (SASW) or other groups. From these activities, students will keep a log of ongoing analyses of individual and group behavior and personal thoughts relating to the selected group(s) and class activities. Journal entries should also reflect the theoretical material discussed in course readings and in class. (Two entries per week) Journal: Students will be expected to complete a participant journal worth 75 points. Twenty-five (25) points for part one and fifty (50) for part two (concepts should be underlined). The Journal will be a log of your observations/explanations of individual and group behavior within the Student Association of Social Workers (SASW) or any other ongoing group that you may be involved in. It should reflect also the material discussed in class.
BIBLIOGRAPHY


with Groups, 28 (3/4), 69-89.
