Course Title: Advanced Social Work Practice with Groups  
Course Number: SOWK 604

Course Prerequisite(s): SOWK 505, 500, 501, 503, and 504

Semester/Year:
Class Time: TBA by Section
Class Location: TBA by Section

Instructor: TBA by Section Instructor
Office Location: TBA by Section Instructor
Office Hours: TBA by Section Instructor
Phone: TBA by Section Instructor
Email: TBA by Section Instructor

COURSE DESCRIPTION
Building on SOWK 505 and the foundation courses, SOWK 604 prepares students for advanced practice in group work. The course focuses on the application of multiple theoretical approaches in group work practice with diverse and at-risk populations with an emphasis on social and economic justice. Although the focus is on treatment groups, content will include the structure, function and techniques of intervention with all types of groups, emphasizing the conscious use of self.

The method of instruction is interactive, collaborative and experientially based. Research indicates that students retain and recall information that is learned experientially in a shared learning environment. At least fifty percent of every class session will include the integration of the class learning objectives with some form of experiential learning. Each student will be expected to participate in creating this shared learning environment. Each student will be part of a small group for the duration of the course and is expected to participate, both as facilitator and member in all assigned activities. This course aims to enhance the preparation of students for advanced clinical practice in group work. Although some self-disclosure and sharing is required, the groups are not therapy groups.

RELATIONSHIP TO OTHER COURSES:
This course is a group practice course at the Advanced level. Its focus is on the application of group principles in a variety of settings and the importance of groups for a variety of purposes.

LEARNING OUTCOMES & EPAS RELATED COMPETENCIES

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.
**Advanced PB:** Demonstrate advanced professional use of self with client(s).
**Assignment:** Group Presentation

2.1.2 Define and apply social work ethical principles to guide professional practice.
**Advanced PB:** Articulate their process of ethical decision-making in their work with client systems, distinguishing between personal and professional ethics, values, and behaviors.
**Assignment:** Final Paper

2.1.3 Apply critical thinking to inform and communicate professional judgments.
**Advanced PB:** Demonstrate critical thinking by communicating their professional judgment using oral and written communication as appropriate to the practice setting.
**Assignments:** Group Presentation; Paper 1; Final Paper

2.1.4 Engage diversity and difference in practice.
**Advanced PB:** Engage client systems in diverse settings to challenge oppression, discrimination, and privilege at the societal, institutional, and personal level.
**Assignment:** Paper 1

2.1.5 Advance local and international human rights and social and economic justice.
**Advanced PB:** Use knowledge of the effects of oppression and discrimination on clients and client systems to guide treatment planning and intervention.
**Assignments:** Paper 1; Final Paper

2.1.7 Apply knowledge of human behavior and the social environment.
**Advanced PB:** Select diverse theories of human behavior and the social environment to guide clinical practice.
**Assignment:** Group Presentation

2.1.9 Respond to contexts that shape practice.
**Advanced PB:** Identify ways that they can maximize the strengths of the client context to design and promote effective interventions with clients.
**Assignments:** Group Presentation; Paper 1; Final Paper

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
2.1.10a Engagement
**Advanced PB:** Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that can both strengthen and potentially threaten a therapeutic alliance.
Assignments: Group Presentation; Paper 1; Final Paper

2.1.10c Intervention
Advanced PB: Demonstrate the use of specific and appropriate techniques for a range of presenting problems they have identified in their psychosocial assessment of the client.

Assignments: Group Presentation; Paper 1; Final Paper

2.1.10d Evaluation
Advanced PB: Evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.

Assignments: Group Presentation; Paper 1; Final Paper

CRITERIA FOR GRADING
Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Overall performance is Exceptional</td>
<td>A 4.00 96-100%</td>
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<tr>
<td></td>
<td></td>
<td>A- 3.67 92-95%</td>
</tr>
<tr>
<td>B</td>
<td>Overall performance is Good</td>
<td>B+ 3.33 88-91%</td>
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<tr>
<td></td>
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<td>B 3.0 84-87%</td>
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<tr>
<td></td>
<td></td>
<td>B- 2.67 80-83%</td>
</tr>
<tr>
<td>C</td>
<td>Overall performance is Acceptable. Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.</td>
<td>C+ 2.33 76-79%</td>
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<td>C 2.0 72-75%</td>
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<td>C- 1.67 68-71%</td>
</tr>
<tr>
<td>D</td>
<td>Overall performance is Poor - student must retake course.</td>
<td>D+ 1.33 64-67%</td>
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<td></td>
<td></td>
<td>D 1.0 60-63%</td>
</tr>
<tr>
<td>F</td>
<td>Overall performance is Unsatisfactory - student fails course. See Student Handbook.</td>
<td>F 0 Below 60%</td>
</tr>
<tr>
<td>I</td>
<td>At the discretion of the section Instructor a temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.</td>
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READING ASSIGNMENTS
All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

Required Texts


**Recommended Text**

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date indicated on the course syllabus. All assignments have mandatory due dates. Students may request a one week extension under extenuating circumstances. After one week if the assignment is not received, zero points will be assigned. Assignments submitted after those dates may receive an appropriate reduction in grade.

The total number of points for all the assignments and class activities is **100** points. The points are distributed as follows:

1. Paper #1 30%
2. Group Presentation 20%
3. Final Paper 35%
4. Class Participation 15%

**Assignment One: Paper 1: Ethno-cultural Factors in Groups**

30% of Grade

Description: The purpose of this paper (10-12 pages) is for students to learn about group work considering factors such as gender, age, culture, class, sexual orientation, and disability. Paper should have at least 5-8 cited sources, listed on a References page. This literature should include articles from group work journals. Literature consulted regarding proposed group should include:

A. Literature discussing population/problem
B. Literature discussing groups conducted for the same/similar populations

Paper Outline:

1. **Introduction.** Select a population (by gender, race, ethnicity, age group, etc.) and research the literature on using a group modality with them to address a specific issue (depression, anger, parenting, etc.).
2. **Type of group.** You may examine any of the four group types for this paper (task, psycho-education, counseling and psychotherapy). Relate the functioning of the group to Yalom’s therapeutic factors and stages of development for groups.
3. **Group issues.** Discuss the issues the literature presents in group work with the chosen population, contextual considerations that impact the population, and issues with these groups when there is diverse membership. Discuss your findings and/or thoughts and experiences on how to best remedy any issues that can be problematic, as well as those that result in optimum outcomes.
4. **Worker variables.** Address facilitator/worker variables that are important in order to be an effective group leader. Include here your knowledge about how to engage client into group process and how you assess their fit for the group.

5. **Evaluation of progress.** Consider evaluating approaches to determine the impact of the group. If this group were your responsibility, what strategies might you use to assess change? Regardless of the type of group, be concrete in the way you measure change.

6. **Personal experience/self-reflection.** Incorporate your professional/personal experiences with your selected population in the context of group services.

7. **Conclusion.** As if you were advocating for this population, with all the information discussed make a persuasive argument for providing groups for them.

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**Assignment Two: Group Presentation/Demonstration**

Adapted from: Katherine Stauber, PhD, Loyola University Chicago and Christie Eppler PhD, Seattle University

Group Project – 20% of Grade

Group Presentation/Demonstration - Students will organize into small group to plan an educational demonstration of a specialized group approach exercise or a group designed for a specific age group or population.

1. Describe the setting where the group will be held.
2. How did you identify the need?
3. What type of group is it (support, skill-building, etc.)?
4. What are your goals for the group? What format will be best - an open or closed group and why?

5. Apply advanced concepts regarding how you would:
   a. Plan, initiate, maintain and terminate the group
   b. Select participants
   c. Effectively choose empirically based interventions – what does the research say?
   d. **Apply theory** to process and analyze group interactions, and;
   e. Select techniques of group work to fit the cultural contexts of the group and setting.
   f. Evaluate the effectiveness of group work practice and outcomes.

Divide the class into “groups” and student group members will ‘facilitate’ them. In order to have enough ‘group members’ in each group it is acceptable to have two student facilitators in a group, and take turns or demonstrate co-facilitation of the group in the time allotted for this portion of the presentation. If co-facilitating, however, make sure that both students are active so the instructor is able to evaluate them fairly. Be creative and provide roles for your class-mates, such as a “dominant” group member, a “talker”, a complainer”, a “flirtatious” member, etc. and show how you would handle each in a group. This will require some reading/researching as well, so that you can articulate what you did during the final discussion portion (15 minutes or more) of the presentation. I will be looking for how you are APPLYING what we are reading and discussing in the course as you lead the group.

**A power point for the class** should address how you are applying the text and discussion. It should also include the proper sources used. Please submit the power point to the instructor the
day before the presentation in order to post it on Blackboard for the class to have and bring to class.

A sign-up sheet will be circulated the first day of class. The presentation should last the first half of the class and include class interaction after the group facilitation as stated above to demonstrate learning and critical thinking skills. On the day of the presentation please also submit via e-mail the peer evaluation of groups form (posted on Blackboard). The feedback on it will be used for the final grade of the presentation and toward the general class participation score at the end of the semester.

Assignment Three: Final Paper
Two Options – 35% of Grade

Option A: Proposal to develop a new group in an agency/program

Description:
Following the guidelines below, write a proposal for developing a new group in an agency or institution. Papers should be clear, succinct, carefully proofread, typed and double spaced. You may use Chapter 6: “Planning the Group” in An Introduction to Group Work Practice, by Toseland and Rivas in addition to other sources for the paper. Please include a separate reference page for any references used (minimum: 5 sources).

Include all outline headings within the body of the paper.

I. Abstract: brief statement summarizing concept and rationale for the group

II. Agency/Institution Context: Setting, Mission, Services, Staffing, Clientele, etc.

III. Reason for Selection of Proposal Topic: Include any personal interest in the topic

IV. Literature Consulted Regarding Proposed Group. Please include:
   a. Articles from Group Work journals
   b. Literature discussing population/problem
   c. Literature discussing groups conducted for the same/similar populations

For each of the following, identify your plans and discuss the rationale for your choices.

V. Purpose of the group
   a. Methods utilized to identify need for group
   b. Goals of the group
   c. Verbatim statement of purpose - as written for a program brochure

VI. Leader/Worker Considerations
   a. Ideal characteristics, Demographics (age, gender, ethnicity), Values, Experience
   b. Discuss likelihood of co-leadership and subsequent considerations. If ideal leadership cannot occur, what will actual leader(s) be like?
VII. Assessment of Potential Agency/Community Sponsorship: Policies and practices regarding groups, resources

VIII. Methods of recruitment

IX. Composition and structure
   a. Criteria for member inclusion/exclusion - homogeneity vs. heterogeneity
   b. Group size - number, open vs. closed membership
   c. Time factors - frequency, length, duration of group
   d. Proposed nature and format for the group's activities - Describe, in detail, plans for several sessions. Consider beginning and ending rituals, structure of sessions, topics, and activities planned.

X. Orienting and Contracting Procedures

XI. Environmental Considerations

XII. Stages of group development
   a. Anticipated group specific issues related to the stages of the group's development, including the role of the social worker - Relate the five stage model to this group.
   b. Issues of diversity that might arise within this group, e.g., issues of age, race, ethnicity, gender, sexual orientation, class, religion, or level of physical, emotional or cognitive functioning

XIII. Evaluation
   a. Methods for evaluating the accomplishment of the group purpose(s)
   b. Methods for evaluation of worker

XIV. Worker's self-awareness
   a. Discuss any personal issues that might be evoked if you were the worker. Include discussion on any power differentials based on gender, sexual orientation, ability, or race. (This might require additional reading to support your ideas.)
   b. Describe how you might handle these

Option B: Analysis of a group that you are currently leading
For students who are currently leading a group in their field placements or have facilitated a group in a professional role.

Description: The purpose this option of the final paper (10-12 pages) is to demonstrate that the student has achieved the objectives of this course and have integrated the knowledge, values and skills into their field placements. Students will analyze and assess a current group that they facilitate or lead in their field placements in terms of the following knowledge, values and skills:

Knowledge
   1. Description of the group as a system:
      a. individual members (history, background, what each brought to the group)
      b. structure of the group (roles, alliances, rules, expectations, and norms)
c. theoretical orientation used with the group

d. the process of the group (interactional patterns, communication patterns, conflict management, leadership styles, decision-making, etc.)

e. the outcome of the group

2. Dynamics of the group through the stages of group development.

3. The use of at least one intervention that you tried in the group and the theoretical framework on which it was based.

4. Identification of any transference and counter-transference issues that may be concerns for you and for other group members in future groups.

5. Description of at least one important knowledge base that you learned, which you could apply to a variety of group settings.

Values

Using one example for each:

1. Describe how the NASW Code of Ethics influenced your behavior in the group.

2. Describe how you and the group demonstrated it values diversity in a pluralistic society.

3. Describe how the group could be a catalyst for social change.

4. Describe how your group demonstrated ethical behavior and respect for the rights of all individuals in the group.

Skills

Using one example of each:

1. Summarize how your group began, maintained and terminated as a group.

2. Describe techniques utilized to build group cohesion.

3. Describe any examples of co-leadership that occurred within your group.

4. Describe a therapeutic intervention that was used in your group.

5. Cite an example of a technique you used in your small group that could be applicable to other groups.

6. Cite an example of an experience where cultural context influenced an intervention.

Evaluation

1. What did you learn about yourself in the role of group leader? Include discussion on any power differentials based on gender, sexual orientation, ability, or race. (This might require additional reading to support your ideas.)

2. What one skill will you take away from this experience?

3. How would you evaluate this small group experience?

In addition, one aspect of group therapy (therapeutic factors) should be analyzed in depth and discussed briefly. This could relate specifically to the composition or topic of the group (adolescents, Alzheimer’s, etc.) or an issue that was encountered in this group.

Use each general underlined heading for each section of your paper and please include a separate reference page for any references used (minimum: 5 sources).
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date of class ____________________________ by section</th>
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<tbody>
<tr>
<td>Topics</td>
<td>Introductions &amp; Course Overview</td>
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<tr>
<td></td>
<td>Syllabus, Course Objectives &amp; Expectations</td>
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<tr>
<td></td>
<td>Understanding Ourselves in Groups</td>
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<td></td>
<td>Group Work Types</td>
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<td>Stages in Group Development</td>
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<td></td>
<td>Forming Groups</td>
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<tr>
<td>Learning Objectives</td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>• Know expectations of class</td>
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<td></td>
<td>• Explain and demonstrate using Blackboard site</td>
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<td></td>
<td>• Establish class discussion guidelines</td>
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<td></td>
<td>• Overview of groups in social work</td>
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<tr>
<td>Optional Readings:</td>
<td>None</td>
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<tr>
<td>Assignments Due:</td>
<td>None</td>
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<tr>
<th>Week 2</th>
<th>Date of class ____________________________ by section</th>
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<tbody>
<tr>
<td>Topics:</td>
<td>Theoretical &amp; Philosophical Foundations</td>
</tr>
<tr>
<td></td>
<td>History/Key Concepts in Group Therapy</td>
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<td></td>
<td>Therapeutic Factors of Group Therapy</td>
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<td></td>
<td>Models of Group Therapy</td>
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<tr>
<td>Learning Objectives:</td>
<td>Students will:</td>
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<tr>
<td></td>
<td>• Review foundational concepts regarding theory and group process</td>
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<tr>
<td>Required Readings:</td>
<td>Yalom: Chap. 1-4</td>
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<tr>
<td></td>
<td>Conyne: Part I</td>
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<td></td>
<td>McRae &amp; Short: Chap. 1</td>
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<tr>
<td></td>
<td>Gitterman &amp; Salmon: Psychoeducational approach, p. 91</td>
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<tr>
<td>Optional Readings:</td>
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<td>Assignments Due:</td>
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<tr>
<td>Other:</td>
<td>Class Exercise</td>
</tr>
<tr>
<td>Week 3</td>
<td>Date of class _________________________________ by section</td>
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</table>
| Topics: | Role & Focus of the Therapist  
Types of groups  
Distinguish between content and process  
Direct and indirect means of influence  
Group vs. Individual focus  
Setting the stage for successful groups |
| Learning Objectives: | Students will:  
• Discuss the various types of groups  
• Review observable and inferred processes in groups  
• Emphasize the group as a system  
• View group work within a context |
| Required Readings: | Yalom: Chap. 5  
Conyne: Part II, III  
Gitterman & Salmon: Leadership, p. 304  
McRae & Short: Chap. 4-5 |
<p>| Assignments Due: | None |
| Other: | In-class group facilitations #1 |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Date of class ________________________________ by section</th>
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</table>
| **Topic** | Pre-Group Preparations  
Selection Criteria for group members  
Methods of pre-group assessments  
Principles of Group Composition  
Creating an Environment for Therapy |
| **Learning Objectives:** | Students will:  
- Learn about leader behavioral activities  
- Tasks in preparing for groups  
- Factors in selecting group members  
- Review concepts of group composition |
| **Required Readings:** | Yalom: Chap. 8 - 10  
Conyne: Part IV, V  
McRae & Short: Chap. 3  
Gitterman & Salmon: Preliminary phase, p. 109 |
| **Optional Readings** | None |
| **Assignments Due:** | Paper #1 DUE |
| **Other:** | In-class group facilitations #2  
Facilitation skills small group discussion |

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Date of class ________________________________ by section</th>
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</thead>
</table>
| **Topic** | Beginning the Group  
Preparing the client & making a contract  
Group leader role and group leader focus  
Co-leadership |
| **Learning Objectives:** | Students will:  
- Consider a formal process to engage clients into group process  
- Ensure congruent client and group goals  
- Review leader tasks at beginning stages of development  
- Think about co-leadership as another unit of analysis |
| **Required Readings:** | Yalom: Chap. 6, 11  
McRae & Short: Chap. 7  
Gitterman & Salmon: Beginning phase, p. 112  
Gitterman & Salmon: Co-leadership, p. 299 |
<p>| <strong>Optional Readings</strong> | None |
| <strong>Assignments Due:</strong> | None |
| <strong>Other:</strong> | In-class facilitations #3 |</p>
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Date of class ____________________________________ by section</th>
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</thead>
</table>
| Topic | Techniques of the Therapist  
Use of interpretation.  
Use of transference/counter-transference.  
Examination of expressions of affect  
Cognitive procedures in group therapy  
Clinical Application: School based groups |
| Learning Objectives: | Students will:  
- Review facilitation strategies  
- Discuss concepts of transference and countertransference in groups  
- Learn about various productive and counterproductive expressions of affect  
- Talk about groups in the context of the school setting |
| Required Readings: | Yalom: Chap. 6-7  
McRae & Short: Chap. 8  
Gitterman & Salmon: Schools, p. 179  
| Assignments Due: | None |
| Other: | Class facilitation #4 |
### Week 7

| Topic | The Therapeutic Process  
| Dealing with conflict, resistance, scapegoating, non-verbal communication, projective mechanisms, and subgrouping, and how to intervene effectively  
| Clinical Application: Involuntary Clients |
| Learning Objectives: | Students will:  
|  | • Review important behaviors in the therapeutic process, such as resistance, subgrouping, conflict, groupthink  
|  | • Learn how to approach challenging group behaviors  
|  | • Discuss groups for involuntary clients |
| Required Readings: | Yalom: Chap. 12 (pp. 345-382)  
|  | Gitterman & Salmon: Involuntary clients – Change Processes, p. 284  
|  | Gitterman & Salmon: Involuntary clients – Engagement Processes, p. 287  
|  | Gitterman & Salmon: Middle Phase, p. 114  
|  | McRae & Short: Chap. 6 |
| Optional Readings | None |
| Assignments Due | None |
| Other | Class facilitation #5 |

### Week 8

| Topic | Engaging in Diversity and Difference  
| Clinical Group Practice: Learning about a variety of client needs |
| Learning Objectives: | Students will:  
|  | • Review competencies for diversity in groups  
|  | • Learn the concept of intersectionality in responding to difference  
|  | • Review a sample of groups that meet a diversity of client identities |
| Required Readings: | Yalom: Chap. 15  
|  | Gitterman & Salmon: Lesbian, gay, bisexual, and transgender individuals, p. 198  
|  | Gitterman & Salmon: People with problematic substance use – older adults, p. 221  
| Assignments Due | Student group presentation #1 |
### Week 9

**Date of class ________________________ by section**

| Topic | Managing the Difficult Group Member  
|       | Group members with personality disorders  
|       | Working with problematic behaviors in groups – monopolist, silent client, boring client, complainer, etc.  
| Learning Objectives: | Students will:  
| | • Learn about meanings behind challenging behaviors  
| | • Discuss group members with multiple needs  
| | • Consider strategies toward maintaining a therapeutic group experience  
| Required Readings: | Yalom: Chap. 13  
| | Gitterman & Salmon: Adolescents with co-occurring mental health and substance use problems, p. 181  
| | Gitterman & Salmon: Adults with co-occurring mental health and substance use problems, p. 183  
| | Gitterman & Salmon: People with mental health problems, p. 210  
| Optional Readings | None  
| Assignments Due: | Student group presentation #2 |

### Week 10

**Date of class ________________________ by section**

| Topic | Working with Organizations and Communities  
|       | Strategies for working with a variety of organizational groups  
|       | Working in Specialized Clinical Situations  
|       | Working with groups in a variety of settings  
| Learning Objectives: | Students will:  
| | • Discuss community work as group work  
| | • Consider group work at the mezzo level  
| | • View advocacy as a strategy in group work  
| | • Learn strategies in community-based group work  
| Required Readings: | Gitterman & Salmon, Coalitions, p. 267  
| | Gitterman & Salmon, Community change, p. 269  
| Optional Readings | Gitterman & Salmon, Rural regions, p. 272  
| | Gitterman & Salmon, Social action, p. 275  
<p>| Assignments Due: | Student group presentation #3 |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Date of class ____________________________________ by section</th>
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<tbody>
<tr>
<td>Topic</td>
<td><strong>Group Work Research and Evaluation</strong>&lt;br&gt;<strong>Understanding the importance of research and evaluation in group work</strong></td>
</tr>
<tr>
<td>Learning Objectives:</td>
<td>Students will:&lt;br&gt;• Consider evidence base research to inform group practice&lt;br&gt;• Measurement tools to evaluate group effectiveness&lt;br&gt;• Increase knowledge on the benefits and challenges of group work research and evaluation</td>
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<tr>
<td>Assignments Due:</td>
<td>Student group presentation #4</td>
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<tr>
<td>Week 12</td>
<td>Date of class ____________________________ by section</td>
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| Topic  | Termination  
Client Difficulties in termination  
Therapist difficulties in termination  
Transferring a group |
| Learning Objectives: | Students will:  
• Review the types of termination  
• Discuss the process of termination in groups  
• Learn examples of ending rituals  
• Consider the ethics of ending  
• Consider cultural influence on endings  
• Incorporate evaluation of progress methods into the termination process as a way to inform current and future practice |
| Required Readings: | Yalom: Chap.12 (pp. 382-390)  
McRae & Short: Chap. 10 |
<p>| Optional Readings | Gitterman &amp; Salmon: Termination phase, p. 118 |
| Assignments Due: | None |
| Other: | Class Activity |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Date of class __________________________________________ by section</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Treatment Issues &amp; Use of Technology</td>
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<tr>
<td></td>
<td>Ethics &amp; group confidentiality</td>
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<td></td>
<td>Managed care</td>
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<td>Therapeutic alliances</td>
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<td></td>
<td>Co-therapy</td>
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<td>Group process and progress evaluation</td>
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<tr>
<td>Learning Objectives:</td>
<td>Students will:</td>
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<tr>
<td></td>
<td>• Learn about informed consent and privileged communication in groups</td>
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<td></td>
<td>• Increase knowledge on risk assessment</td>
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<td></td>
<td>• Receive information about e-therapy, distance counseling, and managed care</td>
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<td>• Consider ethical practice in the use of technology</td>
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<tr>
<td>Required Readings:</td>
<td>Yalom Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Gitterman &amp; Salmon: Online groups, p. 311</td>
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<tr>
<td></td>
<td>Gitterman &amp; Salmon: Telephone groups, p. 314</td>
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<td></td>
<td>McRae &amp; Short: Chap. 9</td>
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<tr>
<td>Assignments Due:</td>
<td>None</td>
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<td>Other:</td>
<td>Class Activity</td>
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<tr>
<td>Week 14</td>
<td>Date of class ____________________________ by section</td>
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</table>
| Topic   | Ethics and Values in Group Work  
Ethical Group Practice  
Ethical considerations unique to group work  
Best practices in group work  
Ethical issues in record-keeping |
| Learning Objectives: | Students will:  
  • Review values of the profession  
  • Understand definition of ethics and sources of ethical standards  
  • Learn the framework for ethical decision-making  
  • Realize important considerations and basic content in record-keeping |
| Required Readings: | Yalom: Chap.17  
McRae & Short: Chap. 2 |
| Optional Readings | None |
| Assignments Due: | None |
| Other: | Class Activity |