

# NEW COURSE FORM

**1. General Information.**

a. Submitted by the College of: Social Work

Today's Date: 1/25/11

b. Department/Division: Social Work

c. Contact person name: Karen Badger

Email: Karen.badger@uky.edu

Phone: 7-2350

d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Fall 2011

**2. Designation and Description of Proposed Course.**

a. Prefix and Number: SW 350

b. Full Title: Social Work Practice II: Survey of Groups

c. Transcript Title (if full title is more than 40 characters): Social Work Practice II: Grps

d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

3 Lecture \_\_\_\_\_ Laboratory<sup>1</sup> \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study \_\_\_\_\_

\_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency \_\_\_\_\_

\_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit? YES  NO

If YES: Maximum number of credit hours: \_\_\_\_\_

If YES: Will this course allow multiple registrations during the same semester? YES  NO

i. Course Description for Bulletin: This course introduces students to the place of group work in professional social work practice. Examined are the basic knowledge, specific roles, strategies, and

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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skills when working with groups of vulnerable populations. This course assists students in recognizing the efficacy of practice with groups of different types that fulfill diverse purposes and are conducted in a variety of community and organizational settings. It introduces students to group dynamics, development, and techniques needed to be a successful group leader.

j. Prerequisites, if any: Open to Social Work Majors, SW 300, SW 421

k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. Will this course be taught off campus? YES  NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):  Fall  Spring  Summer

b. Will the course be offered every year? YES  NO

If NO, explain: \_\_\_\_\_

5. Are facilities and personnel necessary for the proposed new course available? YES  NO

If NO, explain: \_\_\_\_\_

6. What enrollment (per section per semester) may reasonably be expected? 25-28

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES  NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO

If YES, explain: \_\_\_\_\_

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES  NO

If YES, name the proposed new program: \_\_\_\_\_

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, list affected programs: BASW

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

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### 10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?

YES

NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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## Signature Routing Log

**General Information:**

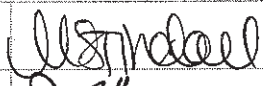

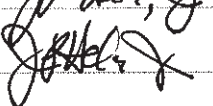
Course Prefix and Number: SW 350

Proposal Contact Person Name: Karen Badger Phone: 7-2350 Email: Karen.badger@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum Committee	1/19/11	Michele Tindall 17-2483/ mstindall@uky.edu	
Faculty	1/24/11	James Ike Adams 17-6654/ j.p.adams@uky.edu	
Dean	1/25/11	James Ike Adams 17-6654/ j.p.adams@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	2/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=University of Kentucky, ou=Undergraduate Council email=shgill@uky.edu, c=US Date: 2011.02.01 09:53:01 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

The content of this course is found frequently in other undergraduate social work programs either as substantial modules in practice courses or as a separate course.

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**UNIVERSITY OF KENTUCKY**  
College of Social Work  
**SW 350: Social Work Practice II: Survey of Groups (3 credits)**

**Course Syllabus**

Carl Craig, Ph.D  
Office hours: By appointment  
*(Preferred contact: email)*  
Classroom:  
Class meeting time:

Cdcrai2@uky.edu  
Office: 859-257-6657

**Course Description:**

This course introduces students to the place of group work in professional social work practice. Examined are the basic knowledge, specific roles, strategies, and skills when working with groups of vulnerable populations. This course assists students in recognizing the efficacy of practice with groups of different types that fulfill diverse purposes and are conducted in a variety of community and organizational settings. It introduces students to group dynamics, development, and techniques needed to be a successful group leader.

**Pre-requisites:** Open to Social Work Majors; SW 300, SW 421

**Objectives:**

This course will :

1. Identify and describe the components of the professional social work relationship and discuss the critical importance of setting clear boundaries in groups. (EP 2.1.1)
2. Examine the role of values, morals, ideals, and rules as they pertain to ethics and decision-making for group work in social work practice. (EP 2.1.2)
3. Develop students' ability to understand and apply their understanding of theories of human behavior and the social environment to group work as it pertains to social work practice. (EP 2.1.3, EP 2.1.7)
4. Utilize students' self-awareness to explore personal biases and values to minimize their influence on practice with diverse groups and develop appreciation of differences in shaping life experiences (EP 2.1.4, EP 2.1.5)
5. Develop students' knowledge and skills regarding basic group dynamics such as leadership, power, and decision-making as it relates to group process and development. (EP 2.1.3, EP2.1.10)
6. Develop students' understanding and knowledge of different types of groups (e.g. task, dyadic, psycho-educational, counseling, self-help) and the distinct roles of power and leadership within each group (e.g., task, dyadic, educational, counseling, therapy, social action). (EP 2.1.9, EP 2.1.10)
7. Develop students understanding and knowledge of the utilization of group work practice with diverse populations. (EP 2.1.4, EP 2.1.10)
8. Examine methods through which group practice can be evaluated and inherent issues of measurement of effectiveness of group interventions. (EP 2.1.6, EP 2.1.10)

## **Learning Outcomes (Practice Behaviors)**

By the end of this course, students are expected to build towards or acquire competency in the following practice behaviors.

### **Primary practice behaviors**

1. Identify and practice within professional roles and boundaries. (EP 2.1.1.3)
2. Make ethical decisions by applying standards of the NASW and other social work codes of ethics. (EP 2.1.2.2)
3. Recognize personal biases and values to manage their influence in working with diverse groups (EP 2.1.4.1)
4. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (EP 2.1.7.1)
5. Critique and apply knowledge to understand person and environment. (EP 2.1.7.2)
6. Substantively and affectively prepare for action with client systems (EP 2.1.10E1)
7. Develop a mutually agreed upon focus of work and desired outcomes (EP 2.1.10E3)
8. Develop mutually agreed upon intervention goals and objectives (EP 2.1.10A4)
9. Help clients resolve problems (EP 2.1.10I3)
10. Facilitate transitions and endings (EP 2.1.10I5)
11. Critically analyze and evaluate interventions (EP 2.1.10Ev1)

### **Secondary practice behaviors**

1. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (EP 2.1.9.2)
2. Practice personal reflection and self-correction to assure continual professional development. (EP 2.1.1.2)
3. Recognize and manage personal values so that professional values guide practice (EP 2.1.2.1)
4. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression. (EP 2.1.4.2)
5. Use practice experience to inform scientific inquiry. (EP 2.1.6.1)
6. Assess clients' strengths and limitations. (EP 2.1.10A3)
7. Use empathy and other interpersonal skills (EP 2.1.10A2)

### **Means practice behaviors**

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (EP 2.1.3.1)
2. Demonstrate effective oral and written communication in professional settings. (EP 2.1.3.3)
3. Understand the forms and mechanisms of oppression and discrimination (EP 2.1.5.1)

### **Required Text**

Garvin, C.D., Gutierrez, L.M., & Galinsky, M.J. (2004). *Handbook of social work with groups*. New York: The Guilford Press.



## Undergraduate Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 70 -60

E = < 60

### Assignments:

Group Observation/participation and analysis paper/presentation	25%
Mid-term	20%
Research-informed paper	25%
Final	20%
Class participation	05%
In-class assignments	05%

### Mid-term Grades

Mid-term grade will be provided to students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

### Disability Statement

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### Course Assignments

**1. Signature Assignment: Group Observation/participation and analysis paper and presentation:** Students will join a group with permission from members and the leader and attend 4 to 5 sessions to observe group dynamics, leadership, power dynamics, roles, type of group, group stage recognition, and group model employed. At the end of the observation period, students write an analysis of the experience applying the concepts they have learned in class and illustrating them with examples and experiences gleaned from their observations and group experience. A summary of this experience is then presented to the class.

**2. Research-informed Paper:** Students will choose a population and a problem epidemiologically relevant that is related to their practicum or the student's career interests and investigate the literature for a group intervention for which there is research support. Characteristics of the population including cultural explanatory models, the problem, and the support found in the literature will be summarized, along with considerations the student must keep in mind (e.g. application to the local cultural, group composition) if beginning and later facilitating a group of this kind with this population.

**3. Active class participation:** The class participation grade is not only based on attendance, but also is based on active contributions to class discussions and activities (through completing assignments, completing in-class work (both individual and group) and assigned reading prior to class). Students need to be sure to sign in each class. Arriving late for class or leaving early will affect your participation grade. Please be sure to discuss any late arrivals or early departures with the instructors. Ungraded assignments such as one minute papers, case studies, and reflection assignments may be used in class and will count towards your class participation.

**4. In-class assignments:** Through-out the semester students will have the opportunity to complete in-class assignments (both individual and group) that provide an opportunity to apply the knowledge, values, and skills gained from the readings and discussions in class. These may be announced or unannounced and may take different formats such as quizzes, case applications, and completion of in-class small group projects.

**5. Mid-term and Final:** Students will be given a mid-term and final exam that will allow them to demonstrate their understanding of and ability to apply primary course concepts and issues discussed in relation to group process, development, basic knowledge, specific roles, strategies, and skills when working with groups of vulnerable populations, and type of groups required to meet the needs of diverse populations. A general study guide will be provided for the exam.  
(40% of final grade)

#### **Course Calendar**

Readings and content can change according to class need

**Week 1:** Introduction to the class

**Week 2:** Group Dynamics

**Readings due:** Group Dynamics:  
<http://getinvolved.uky.edu/leadership/pdf/group%20dynamics.pdf>  
Text: Chapter One  
Tuckman, B.W. (1965). Developmental sequence in small groups.  
*Psychological Bulletin*, 63, 384-399.  
Tuckman, B.W., & Jensen, M.C. (1977). Stages of small group  
development revisited. *Group and Organizational Studies*, 2, 419-427.

**Week 3:** Theoretical context: Eco System and Empowerment

**Readings due:** Text, Chapter 2 and 4

**Week 4:** Chapter 5- Ethics and Values in Group Work

*Verification of permission to join group due*

**Week 5: Class one:** Mutual Aid Model

**Readings:** Gitterman, A. (2005). Building mutual support in groups. *Social Work with Groups: A Journal of Community and Clinical Practice*, 28 (3-4), 91-106.  
Database: PsycINFO



Text- Chapter 6

*Class two:* Cognitive-behavioral groupwork

*Readings due:* Text- Chapter 7

**Week 6:** Support self-help groups, psycho-education groups, and prevention groups

*Reading due:* Text- Chapter 8, 9, and 10

**Evidence Paper Due (Class one)**

**Week 7:** *Class one:* Technology-Mediated Groups

*Reading due:* Text- Chapter 28

*Class two:* **Mid-term**

**Week 8:** *Class one:* Mental health and involuntary groups;

*Reading due:* Text- Chapter 11 and 12

*Class two:* Groups for substance abuse treatment;

Assessing resources, transforming systems: Groupwork with poor and homeless people

*Reading due:* Text- Chapter 15 and 21

**Week 9:** *Class one:* Strengths based groups and children and adolescents;

Groupwork and Child Welfare

*Reading due:* Text- Chapter 13 and 14

*Class two:* Groupwork and Child Welfare (con't);

From agency client to community-based consumer: The family group conference as a consumer-led group in child welfare

*Reading due:* Text- Chapter 24

**Week 10:** *Class one:* Groups with Older Adults

*Reading due:* Text- Chapter 16

*Class two:* Groups for Reducing Inner Group Conflict

*Reading due:* Text- Chapter 17

**Week 11:** *Class one:* Group process dynamics and skills in interdisciplinary teamwork

*Reading due:* Text- Chapter 22

**Observation Paper due**

*Class two:* Group work with working groups

*Reading due:* Text- Chapter 23

**Week 12:** *Class one-* Social Action Groups

*Reading due:* Text- Chapter 20

*Class two-* Social Group Work in a Global Context

*Reading due:* Text- Chapter 3

**Week 13:** *Group Observation Summary Presentations and Class Discussion*

**Week 14:** **Group facilitation lab (application of course concepts via case studies)**

**Week 15:** (Dead week) Very good solutions really do exist for group work;  
measurement issues; Evaluation of groupwork; Review for final

*Reading due:* Text- Chapter 25, 26, and 27

**Finals week and final exam**

### Course Policies

#### **Class Format**

Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.

#### **Participation and Attendance**

Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10% of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class time frame.

#### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major

religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

### **Submission of Assignments**

Papers need to be formatted according to **APA publication guidelines (6<sup>th</sup> edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

**All assignments are due at the beginning of class on the stated due date in the course calendar.** Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy) **Late assignments will be penalized 5 points each day late unless otherwise arranged with the professor.**

### **Make-up Opportunities**

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that quiz or graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

### **Academic Integrity Statement**

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:<http://www.cs.uky.edu/%7Eepaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

**A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.**

### **Classroom Behavior, Decorum, and Civility**

Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex,

religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

To limit distractions in the classroom:

**\*\*\* Turn off all cell phones and other electronic devices and store them during class. \*\*\***

**\*\*\*Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.\*\*\***

Students are expected to actively participate in the class discussions by:

- ★ Coming to class having completed assigned readings and prepared to discuss them
- ★ Demonstrating an active interest in the topic being discussed by verbal and nonverbal behaviors
- ★ Taking part in the class discussion vs. engaging in side conversation with those around you
- ★ Demonstrating a commitment to share thoughts and feelings with other students
- ★ Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- ★ Sharing relevant information from one's knowledge base or life experiences with classmates
- ★ Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

### **Professional Preparation**

As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.