

# EASTERN MICHIGAN UNIVERSITY

SCHOOL of SOCIAL WORK

## Generalist Social Work Practice with Groups – 3 hours

<b>Lecture:</b>	Wednesday: 5:30pm - 8:20pm	<b>Instructor:</b>	David J. H Garvin, MSW, LMSW
<b>Room:</b>	117 Marshall	<b>Phone:</b>	
<b>Section ID:</b>	SWRK-409-002	<b>Cell Phone:</b>	734.732.2457
<b>CRN:</b>	13823	<b>Office Hours:</b>	By appointment or after class
<b>Primary Email:</b>	dgarvin3@emich.edu		
<b>Garvin SWK 409 Website:</b>	<a href="http://garvin409.weebly.com">http://garvin409.weebly.com</a>		

*The instructor reserves the right to amend or change the assignments, point system, or other course requirements as long as students are notified in class and/or in writing of any substantial changes.*

### **Course Description:**

This course explores generalist practice with groups. Students will learn about different types of groups that exist and the populations involved with these groups. Students will identify group dynamics and stages of group development. Students will learn and practice group facilitation and intervention skills necessary to work effectively with groups.

### **Course Overview:**

This course focuses on developing specific social work knowledge and skills necessary to work effectively with groups. The beginning of this class will focus on the student developing a working knowledge base of important group theories and practice skills. An emphasis will be placed on strengths based perspective, empowerment and systems theory and how they each are related to group work. Students will learn about the different types of groups, the dynamics of group culture and the stages of group development. Students will also develop specific group work practice skills necessary to intervene effectively with different types of groups at different stages.

The latter half of this class will focus on utilizing the above knowledge base and skills in a variety of exercises and simulated groups in the classroom settings. Students will practice assessing group dynamics and stages of development and develop appropriate goals based upon their assessment. Students will participate in various role plays both as a member and a group leader. In these role plays students will practice using group work skills necessary to address group dynamics and goals.

### **COURSE OUTCOMES:**

1. Students will be able to apply important research informed theories which influence group work practice.
2. Students will be able to identify the different types of groups and the purpose each of these groups serve.
3. Student will recognize issues such as diversity, human rights, social justice and how these different issues can impact a group.
4. Students will be able to identify the stages of group development and be able to engage, assess, intervene and evaluate groups at each of these stages.
5. Students will develop different skills, strategies and intervention ideas necessary as a professional to work with the many different types of groups at different stages of development.

### **SIGNATURE ASSIGNMENT:**

Each student will set up and run a group session with other class members acting as members of the group. Prior to the session the student will identify the type of group, dynamics of the group and the stage of group development. The student will also identify the goals for the session and ways to intervene with the group given this information. The student will then run a 10 minute group session utilizing skills learned in this class.

EPAS 2.1.3a-c; 2.1.7a,b; 2.1.10(A)a,b; 2.1.10(B)d; 2.1.10(C)b,c,d,e; 2.1.10(D)a

Objective	Measure
Students will be able to apply important research-informed theories which influence group work practice. EPAS 2.1.1e; 2.1.2d; 2.1.3a,b; 2.1.6a,b; 2.1.9a	Group Planning Exercise Group Exercises
Students will be able to identify the different types of groups and the purpose each of these groups serve. 2.1.9a; 2.1.10(A)a,c; 2.1.10(B)a	Group Role-Plays
Student will recognize issues such as diversity, human rights, social justice and how these different issues can impact a group. EPAS 2.1.4c,d; 2.1.5c; 2.1.8b	Group Planning Exercise Group Role Plays
Students will be able to identify the stages of group development and be able to engage, assess, intervene and evaluate groups at each of these stages. EPAS 2.1.3a,b,c; 2.1.10(A)a-c; 2.1.10(B)a-d; 2.1.10(C)a-e; 2.1.10(D)a	Group Planning Exercise Group Exercises Group Role Plays
Students will develop different skills, strategies and intervention ideas necessary as a professional to work with the many different types of groups at different stages of development. EPAS 2.1.3b,c; 2.1.10(C)a-e	Group Planning Exercise

### Teaching Philosophy

This class is an open classroom and is created to be a comfortable, safe, yet challenging environment for everyone. Sessions will be comprised of experiential learning opportunities and discussions combined with small and large group activities and class discussions. Feel free to speak your mind, be reflective, creative and learn to sharpen your critical thinking skills. Attendance and participation is a significant part of your grade, see Attendance and Role Plays (110 points)

**PLEASE NOTE:** This syllabus is subject to change based on the needs of the students or faculty.

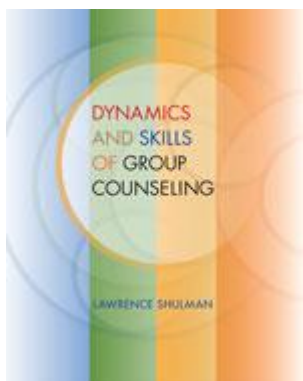
### ADA Accommodations:

If you are in need of accommodation because of a legal disability, you will need to first register with the Student Disability Office in room 240I at the Student Center. You may contact this office by calling them at: 734.487.2470. You are encouraged to do so as soon as possible in order to allow me to make the appropriate accommodations at the earliest possible date. I want to enhance and facilitate your learning process as early into the semester as possible.

### Observance of Religious, Spiritual, and Cultural Holidays:

Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. As such, the right of students to participate in the observance of any religious, spiritual, or cultural holiday that occurs during the regularly scheduled class time will be ensured by the instructor. Students are asked to provide advance notice to the instructor in order to make up work that they miss as a result of their absence from class due to observance of these holidays.

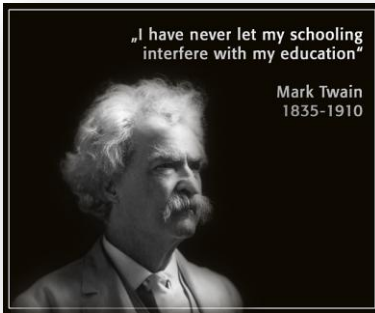
### Required Materials:



- ❖ Shulman, L. (2011). Dynamics and Skills of Group Counseling. Belmont, CA: Brooks/Cole (Cengage) ISBN-10: 0495501956 | ISBN-13: 9780495501954.
- ❖ Binder for handouts, or you can simply keep the electronic versions

### Academic Honesty:

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The **Student Conduct Code** contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with the instructor.



### **Course Expectations:**

This is a Senior level practice class. It is expected that students will attend all lectures and participate in all experiential activities outlined as part of the learning experience. It is also expected that students will complete their assigned work **on time and in a form fitting professional practice.**

## **ALL ASSIGNMENTS MUST BE TYPED AND STAPLED, HAND WRITTEN AND UNSTAPLED ASSIGNMENTS WILL NOT BE ACCEPTED.**

It is also a stated expectation in all social work courses that students will abide by the NASW Code of Ethics. Failure to act consistent with these expectations is grounds for a reduction of grade, failure in the course, or possible dismissal from the program.

**NASW Code of Ethics:** Students will be held responsible for knowing the Code of Ethics and for monitoring their own behavior. Professional conduct is expected at all times both within the classroom. A breach of the Code of Ethics may be grounds for failure in the course.

You can reference the Code of Ethics online at: <http://www.socialworkers.org/pubs/code/code.asp>. If you have any questions please raise them with the instructor immediately.

### **Confidentiality:**

Any oral and written material or discussion pertaining to clients is to be strictly confidential. The identity of clients is to be concealed in whatever format they are taken or written about. Further, discussion about agency clients should never happen without there being some professional purpose, and never in hallways, etc. **Violation of confidentiality will be grounds for failure in the course.**

**University Closings:** Information about campus-wide closings and cancellations due to weather or other circumstances is available at: <http://www.emich.edu/univcomm/closureinfo/emuclosings.php>

## **COURSE ACTIVITIES**

### **1. Group Planning and Formation Paper (30 points)**

**Due Date: 11-18-2015**

Small groups of students are expected to think through the planning stages of a group. Students will receive a scenario describing potential group members. This description of group members will be used by the students to apply theory and class concepts in identifying who will be included in the group. Students will decide how they will proceed with screening, how they will contract with the members, how the room will be set up and how they will open the group to get it started. **This paper should be 8-12 pages in length.**

1. The student will demonstrate knowledge of group formation and composition guidelines as they decide which members to include in the group. A rationale will be provided for including all members.
2. The student will demonstrate knowledge of individual contracting and motivating strategies for engaging members in the group.
3. The student will demonstrate knowledge and skill in thinking through the agency and systemic issues involved in starting a group. The student will identify the type of group and their activities in establishing and setting up the group program.
4. The student will demonstrate knowledge and skill in identifying and responding to member needs through identifying the purpose, model of group intervention and general plan for proceeding with the group.

5. The student will demonstrate the ability to tune into and prepare for prospective group members by identifying potential issues and concerns that the group members may have upon entering the group program.
6. The student will identify what outcomes are expected from the group and develop a plan for how they will measure success.
7. The student will utilize and demonstrate the ability to use technology to promote small group functioning. Examples of this are included in the assignment.

## 2. Group Observation: Alternatives to Domestic Aggression (25 pts)

**Due Date: 12-2-2015**

At some point during the semester, students are expected to observe a group session at the Alternatives to Domestic Aggression (ADA) program of Catholic Social Services of Washtenaw County. In order to schedule your observation, you must contact David Garvin via email ([dgarvin@csswashtenaw.org](mailto:dgarvin@csswashtenaw.org)) to arrange an observation time (**DO NOT Call**).

You must follow these directions explicitly:

To observe a group session at Domestic Violence Intervention Services (DVIS) of Catholic Social Services of Washtenaw County please follow these guidelines:

In order to schedule your observation you must contact David Garvin via email ([dgarvin@csswashtenaw.org](mailto:dgarvin@csswashtenaw.org)) (\*\*DO NOT Call\*\*)

Observations should be done in groups of three (maximum).



When you send the email, please note the following:

- 1) First and Last names of the 3 observers,
- 2) A contact cell phone number for at least one of the observers
- 3) At least three different group dates/times you would like to observe
- 4) The time of the three different groups you are requesting to observe. For a complete listing of the observation time and days, refer to: <http://csswashtenaw.org/ada/dvisschedule/>



Students who are interested in observing the RENEW group must email Wendy Sadler ([wsadler@csswashtenaw.org](mailto:wsadler@csswashtenaw.org)). Prospective RENEW observers will be required to read at least two articles and view a video before scheduling a RENEW observation. After the prospective observers have read the articles, up to two observers will be scheduled to observe a RENEW group at a time.

Due to the volume of observation requests received at DVIS, your request must be as required above or your email request will not be answered.

For information on the program, visit on the web at: <http://www.csswashtenaw.org/ada>

- The address is 4925 Packard, Ann Arbor, MI 48108-1521.
- The office is located on the NW Corner of the intersection of Packard and Golfside
- Parking is directly in front of the building. Upon entering the building, inform the front desk staff that you are there to observe an ADA group meeting
- Students must arrange this in advance only communicating via email with David Garvin
- Students will be expected to arrive no later than 15 minutes prior to the scheduled group time, Students arriving after this time will not be able to observe.
- Students will need to sign an observer confidentiality form and cannot bring any food or drink into the building
- Students who fail to follow these directives will not be permitted to observe programming
- Students who schedule an observation and fail to show up will not be permitted to re-schedule an observation

Students are expected to submit a 2-3 page summary of their observation in which they will describe the following:

1. The group culture
2. The group norms
3. The group dynamics
4. The group members roles
5. The group leader roles and responses
6. The group facilitator roles and responses
7. Demonstrate an understanding the differences between the group leader and the group facilitator
8. The time/date/location of the meeting

**Your paper must use the Group Observation form available at the Garvin 409 Website**

(<http://garvin409.weebly.com>)

You are advised to schedule a time to observe as early in the semester as possible, if you are unable to schedule this observation due to postponing on your part you may not be able to secure an observation slot and thus not able to complete the assignment.

### **3. Alcoholics Anonymous \*OPEN\* Meeting (10 pts)**

**Due Date: 10-14-2015**

(Copied from the website: [http://www.hvai.org/aa\\_meetingsearch.html](http://www.hvai.org/aa_meetingsearch.html))

We are always happy that students and court ordered clients are interested in learning about Alcoholic Anonymous (A.A.). If you DO NOT have a desire to stop drinking, **OPEN** meetings of A.A. are available to you and the public. Many of these meetings consist of volunteer(s) sharing their story of their lives on their path to recovery. Those who wish to attend solely to observe, learn about the program, or document attendance at a meeting, should attend **OPEN** (public) meetings. Attending an **OPEN** meeting is a great way to learn about recovery. There are several **OPEN** A.A. Meetings in this area but NO OPEN Al-Anon meetings at this time. For more information about **Local Al-Anon**. You can also find information about **A.A. at World Services**.

**If a proof of attendance form is necessary** , for any reason, please note there is no set of procedures that apply to all meetings.

Of course, Students and those with legal problems who feel they may belong in A.A. or Al-Anon because they want to recover from a personal problem involving alcoholism are always welcome to attend any meeting as a member. **The only requirement** to be a member and attend **CLOSED** A.A. meetings is a desire to stop drinking. It is *important* however that students, court ordered clients and other observers understand that **CLOSED** A.A. and Al-Anon meetings are intended for people directly affected by alcoholism. Everything shared at a meeting or member-to-member must be kept entirely confidential.

Note: **OPEN** meetings are designated: 'O' under Meeting Type and **CLOSED** meetings are designated 'C' under Meeting Type in the search box below. Also see that other types of meetings are available, please review the **Key to Meeting Type box** (below right).

For updated "Changes" to the Meeting Schedule or changes during the "Holidays", type in either key word in the search box below.

For more information about Local Al-Anon: [www.afgdistrict5.org](http://www.afgdistrict5.org) You can also find information at the AA World Services web site: [www.AA.org](http://www.AA.org) Students and others who feel they may belong in AA or Al-Anon because they want to recover from a personal problem involving alcoholism are always welcome to attend any meeting as a member. The only requirement to be a member and attend CLOSED AA meetings is a desire to stop drinking.

There are a number of OPEN meetings in Washtenaw County: [http://hvai.org/aa\\_meetingsearch.html](http://hvai.org/aa_meetingsearch.html)

**Please note:** The largest open meeting in Washtenaw County is not listed; Saturday Night at St. Joes Hospital in the education center auditorium at 7:30pm. This meeting is a particularly good introduction to AA.

Students are expected to submit a 2-3 page summary of their observation in which they will describe the following:

1. The group culture
2. The group norms
3. The group dynamics
4. The group members roles
5. The group leader roles and responses
6. The time/date/location of the meeting

**Your paper must use the Group Observation form available at the Garvin 409 Website**  
(<http://garvin409.weebly.com>)

#### **4. Group Simulation Role-Plays (100 pts).**

**Due Date: Ongoing during class**

**Signature Assignment Due: 10-7-2015 Your paper must use the Signature Assignment form available at the Garvin 409 Website** (<http://garvin409.weebly.com>)

As part of the class, all students must participate in live role-play simulations of numerous group situations. Each student will play the worker at least once for each simulation situation, when not playing the worker you will be assigned the role of a client. This is part of the learning experience as verbal/written feedback is provided after each simulation is viewed. *Students will lose points in this section if their absences are in excess of the allowable amount. Note: See Participation and Attendance below for information on grading points*

#### **5. My Work Plan for Group Implementation (25 pts).**

**Due Date: 12-2-2015**

The purpose of this assignment is to create a work plan developing and implementing a group in an organization. You will receive a document template in which you will develop your implementation plan. This assignment will consist of a written work plan and a 5-10 minute PowerPoint presentation to be presented to the class. You will need to submit the written work plan and bring the PowerPoint presentation on a jump drive for your presentation.

#### **6. Written Group Work Assignments #1 through #5 on Group Exercises (25 pts/5 points per assignment)**

**Due Date Assignment #1: 9-16-2015**

**Due Date Assignment #2: 9-23-2015**

**Due Date Assignment #3: 10-14-2015**

**Due Date Assignment #4: 11-18-2015**

**Due Date Assignment #5: 12-2-2015**

Group members are expected to complete five exercises during the semester. The exercises focus on group intervention applications. These will be completed prior to the class and may be discussed during the class discussion. **The papers are to be handed in at the beginning of the class to receive a grade.** All submitted will receive a full 5 points because they are designed to help you apply your skills.

#### **7. Participation and Attendance (10 pts)**

This is a seminar focused practice class and requires **full** and **active** participation of all members to be successful. It is expected that all class members will share their thinking and experiences in the class to keep the work focused on real group issues and learning. Participation requires **full** attention. Students observed texting or surfing using laptops and cell phones will lose participation points at the rate of 1 point per infraction. In order to avoid the potential for your electronic devices to ring, buzz, etc., unless otherwise directed by the instructor, it is suggested that you turn these devices off during this class. All students are expected to actively participate in Role Plays. Participation requires **full** attention. Students observed texting or surfing using laptops and cell phones will lose participation points at the rate of 1 point per infraction. In order to avoid the potential for your electronic devices to ring, buzz, etc., unless otherwise directed by the instructor, it is suggested that you turn these devices off during this class.

Given the nature of the course students **must** be on time and present at every class to maximize their learning. Both will be considered in calculating student grades. Due to the experiential nature of this course attendance is crucial. It is also expected that you will read the weekly assignments and come prepared to thoughtfully engage in class discussion. Active participation will enhance the class by making it possible for us to explore, as a community of learners, various topics while promoting the exchange of ideas and understandings of the course reading materials.

Only students registered for this class may attend the class. Arriving 15 minutes or later after class starts or leaving before class ends will be counted as an absence.

**Class discussion based on reading from the textbook**

Grade reductions **will occur** when a student has missed more than one class.

Point reductions for this aspect of the grade are as follows:

- Two absences: 10 point reduction
- Three absences: 20 point reduction
- Four absences: 30 point reduction
- Five absences: 40 point reduction, etc.

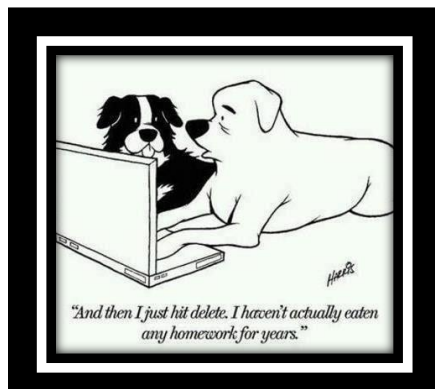
The student is excused only when she or he has given notice prior to her or his absence for a legitimate reason, or when medical documentation is presented. If a student misses more than 2 lectures they may be asked to withdraw.

*Note: See Group Simulation Role-Plays above for additional points*

Here is the scale by which point distribution for participation will be measured each week:

Point Value	Demonstrated Behaviors
1 point	Student is present in class; displays minimal to no participation; appears unprepared for class in terms of not having done assigned reading; and/or engages in disruptive, unprofessional behavior
2 points	Student rarely participates in the classroom experience; displays limited awareness of basic concepts in assigned reading; allows classmates to take the lead; and/or reluctant or passive participant in group activities
3 points	Student participates on average as much as classmates; demonstrates at least a cursory reading of assigned materials prior to class; makes an average amount of novel contributions to the classroom experience; stays on topic; demonstrates professional behavior
4 points	Student actively participates in all class activities; demonstrates engagement with course material; demonstrates thorough reading of assigned materials prior to class; demonstrates professional behavior at all times
5 points	Student engages in critical thinking and analytical reflection of course material; actively engaged throughout class; demonstrates ability to lead and work cooperatively with classmates; demonstrates thorough reading of assigned materials prior to class; demonstrates professional behavior at all times

**"Eighty percent  
of success is showing up"**  
~ Woody Allen



**Grading Policies:**

This is a senior level practice course and will be graded in a manner consistent with senior level expectations. In this grading the following expectations will be maintained.

- A** Reserved for work that clearly meets and then exceeds the basic requirements of the project
- A-** Reserved for exemplary work that meets every requirement of the project and exceeds the requirements in several areas of expectation
- B+** Reserved for work where the requirements are clearly met and one or two areas are clearly above the expectations
- B** Indicates that the basic expectations of the project are satisfactorily achieved
- B-** Indicates that most of the basic expectations of the project are satisfactorily achieved but one or two areas still could improve to achieve the expectations
- C+** Indicates that the expectations have not been achieved but the student has a good start on achieving the expectations
- C** Indicates that most of the expectations have not been achieved but the student seems to have some sense of what is expected

Students will be provided with a grading sheet outlining the criteria for each project. Numerical indicators will be included to demonstrate the basic and exceptional criteria for work. Given that this is a practice course, the instructor is using a mastery approach to learning. This means that one can repeat assignments until the skill or outcome has been mastered to the instructor's and student's mutual satisfaction.

If, upon receiving a grade on a project, a student does not feel that the paper demonstrates mastery, he/she should immediately approach the instructor to explore how mastery might be achieved. If the instructor feels that mastery requires more work, projects will be returned with feedback but no grade. The student can then decide whether they wish to increase their mastery or return the project unchanged and receive a grade.

The grades of the course will be based on the following grade elements totaling 225 points:

	<b>COURSE ACTIVITIES</b>	<b>POTENTIAL POINTS</b>
1.	Group Planning/Formation Assignment	30 pts
2.	ADA Group Observation Assignment	25 pts
3.	OPEN AA Meeting Observation Assignment	10 pts
4.	Written Group Work Assignments	25 pts
5.	Group Simulation Role Plays	100 pts
6.	Attendance and Participation	10 pts
7.	My Work Plan for Group Implementation Assignment	25 pts
	<b>Total Potential Points</b>	<b>225 pts</b>



The grading elements will produce the following matrix for calculating the final grade in the class.

<b>A</b>	213 + pts
<b>A-</b>	202 + pts
<b>B+</b>	191 + pts
<b>B</b>	180 + pts
<b>B-</b>	169 + pts
<b>C+</b>	158 + pts
<b>C</b>	147 + pts

**NOTE REGARDING LATE ASSIGNMENTS:** Unless otherwise noted in this syllabus, all assignments are required to be brought to class in paper form and handed directly to the instructor on the due date. No paper will be accepted by email unless preapproved by the instructor. In the case of late submissions, the Instructor reserves the right to deduct from the overall points allocated to that assignment one point per day for every day the assignment is late (total amount to be determined in instructor's discretion).

### **Student Support**

If students are finding that they are having difficulty with either the course content or the expectations it is important to arrange a meeting with the instructor immediately to explore how additional support can help overcome obstacles to success in the course. The instructor can assist in finding supports and ensuring success if alerted to needs in a timely manner.

**Course Outline:**

<b>Week</b>	<b>Date</b>	<b>FOCUS</b>	<b>ACTIVITIES</b>	<b>DUE</b>
<b>1</b>	9-9-2015	Introduction to class, concepts of group leadership, group processes and group models	<ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Class norms discussion</li> <li>• Introduce larger client systems</li> <li>• Understand the various types of groups (task groups versus intervention groups).</li> <li>• Explore differences between micro and group practice</li> <li>• Discuss group leadership roles in task groups versus intervention groups.</li> <li>• Explore class, gender and cultural implications for membership in task and intervention groups.</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	Individual responses to Student information survey emailed to students
<b>2</b>	9-16-2015	Core Group Skills	Understand the following skills: <ul style="list-style-type: none"> <li>❖ Building Commonalities</li> <li>❖ Activating the Group</li> <li>❖ Scanning</li> <li>❖ Process-Level Prompting</li> <li>❖ The Yarn Exercise</li> <li>❖ Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 1 & 2 <b>Assignment #1</b> <b>Group Membership</b> (5 points)
<b>3</b>	9-23-2015	Group Planning & Formation	<ul style="list-style-type: none"> <li>• Discuss issues associated with group structure</li> <li>• Explore recruitment strategies</li> <li>• Discuss membership decisions</li> <li>• Explore the pre-intervention tasks needed for a successful group</li> <li>• Understand diversity issues associated with group intervention</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 3 <b>Assignment #2</b> <b>Group Beginnings</b> (5 points)
<b>4</b>	9-30-2015	Group Formation <b>Role-Plays</b>	<ul style="list-style-type: none"> <li>• Work in small groups on the formation simulation/planning paper</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 3
<b>5</b>	10-7-2015	Group Beginnings and Pre-affiliation	<ul style="list-style-type: none"> <li>• Explore the concerns of members as the group begins</li> <li>• Develop strategies for addressing beginning group concerns</li> <li>• Highlight research findings on group contracting</li> <li>• Practice opening skills</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 4 <b>Signature Assignment</b>

6	10-14-2015	<b>Role-Plays:</b> Group Beginning Simulation	<ul style="list-style-type: none"> <li>• <b>Role-Plays</b></li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 4  <b>Assignment #3</b> <b>Group Power &amp; Control Exercise (5 points)</b>  <b>OPEN AA Meeting Observation (10 points)</b>
7	10-21-2015	Managing Power and Control Issues	<ul style="list-style-type: none"> <li>• Explore the dynamics and challenges associated with power &amp; control dynamics in the group</li> <li>• Managing diversity and difference in the group</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 5
8	10-28-2015	<b>Role-Plays:</b>	<ul style="list-style-type: none"> <li>• <b>Role-Plays</b></li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 5
9	11-4-2015	Working at the Intimacy Stage of group development	<ul style="list-style-type: none"> <li>• Explore how to deepen inter-member relationships</li> <li>• Explore how to use relationships.</li> <li>• Empowering diverse positions in the group</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 6
10	11-11-2015	<b>Role-Plays:</b> Dealing with group relationships	<ul style="list-style-type: none"> <li>• <b>Role-Plays</b></li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 6
11	11-18-2015	Managing the Working Stage of Group Development	<ul style="list-style-type: none"> <li>• Explore the dynamics associated with the intimacy stage</li> <li>• Explore how to use diversity to deepen the relationships among group members</li> <li>• Explore the skills involved in maintaining mutual aid</li> <li>• Practice scanning, re-empowering and redirecting skills</li> <li>• Highlight intervention research findings</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 7 <b>Assignment #4</b> <b>Intimacy Stage Exercise (5 points)</b>  <b>Group Planning Paper (30 points)</b>
12	11-25-2015	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>

13	12-2-2015	<b>Role-Plays:</b> Maximizing Support Simulation Helping Groups End	<ul style="list-style-type: none"> <li>• <b>Role-Plays</b></li> <li>• Individual Work Plan Presentations Begin</li> <li>• Explore the dynamics and pitfalls of group endings</li> <li>• Practice attending to the three themes inherent in endings</li> <li>• Group termination issues</li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 7 & 8 Assessing Groups <b>Assignment #5</b> <b>Differentiation Stage of Group Exercise</b> (5 points)  <b>ADA Group</b> <b>Observation paper</b> (25 points)  <b>My Work Plan for Group Implementation</b> (25 points)
14	12-9-2015	Helping Groups End	<ul style="list-style-type: none"> <li>• Individual Work Plan Presentations <i>Continued</i></li> <li>• <i>Explore the dynamics and pitfalls of group endings</i></li> <li>• <i>Practice attending to the three themes inherent in endings</i></li> <li>• <i>Group termination issues</i></li> <li>• Additional reading materials may be made available by the instructor</li> </ul>	<b>Reading</b> Shulman: Chapter 9
15	12-16-2015	Final class session	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

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# **Council on Social Work Education**

## **Educational Policy and Accreditation Standards**

The Council on Social Work Education (CSWE) uses Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The following Educational Policies and their accompanying practice behaviors (bulleted points under each policy) establish the Accreditation Standards relating to the Explicit Curriculum and specify the requirements used to develop and maintain an accredited social work program.

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

#### **Educational Policy 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. Social workers

- a. Advocate for client access to the services of social work;
- b. Practice personal reflection and self-correction to assure continual professional development;
- c. Attend to professional roles and boundaries;
- d. Demonstrate professional demeanor in behavior, appearance, and communication;
- e. Engage in career-long learning; and
- f. Use supervision and consultation.

#### **Educational Policy 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. Social workers

- a. Recognize and manage personal values in a way that allows professional values to guide practice;
- b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>1</sup> and, as applicable, of the International Federation of Social Workers/International Associates of Schools of Social Work Ethics in Social Work, Statement of Principles<sup>2</sup>;

- c. Tolerate ambiguity in resolving ethical conflicts; and
- d. Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 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. Social workers

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- b. Analyze models of assessment, prevention, intervention, and evaluation; and
- c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4 – Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d. View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5 –Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- a. Understand the forms and mechanisms of oppression and discrimination;
- b. Advocate for human rights and social and economic justice; and
- c. Engage in practices that advance social and economic justice.

**Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- a. Use practice experience to inform scientific inquiry; and
- b. Use research evidence to inform practice.

**Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- b. Critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8 –Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- a. Analyze, formulate, and advocate for policies that advance social well-being; and
- b. Collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9 – Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a) – Engagement**

Social Workers

- a. substantively and effectively prepare for action with individuals, families, groups, organizations, and communities;
- b. use empathy and other interpersonal skills; and
- c. develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b) – Assessment**

Social Workers

- a. Collect, organize, and interpret client data;
- b. Assess client strengths and limitations;
- c. Develop mutually agreed-on intervention goals and objectives; and
- d. Select appropriate intervention strategies.

**Educational Policy 2.1.10(c) – Intervention**

Social Workers

- a) Initiate actions to achieve organizational goals;
- b) Implement prevention interventions that enhance client capacities;
- c) Help clients resolve problems;
- d) Negotiate, mediate, and advocate for clients; and
- e) Facilitate transitions and endings.

**Educational Policy 2.1.10(d) – Evaluation**

Social Workers

- a) Critically analyze, monitor, and evaluate interventions.

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**CALENDAR FOLLOWING THIS PAGE**



## September 15

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 30	31	September 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	October 1	2	3

**October 15**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
September 27	28	29	30	October 1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## November 15

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November 1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	December 1	2	3	4	5

## December 15

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November 29	30	December 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	January 1	2