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COURSE DESCRIPTION:

SW660. Direct Intervention with Groups: Focus Children Youth and Families.

Prerequisites: SW560 and concurrent enrollment in SW680A or SW680C. Teaching of advanced specialized skills needed to work emphasizing work with children, youth, adults, families. Focuses on social work with groups with special emphasis on eco-system and multicultural perspectives. Traditional grading only.

COURSE OVERVIEW: This course is the third in the practice sequence. It focuses on work with groups, with a focus on children and youth. The course will focus on examining the phases of group work, and how they are affected by the biological, psychological, social, gender and environmental issues that most commonly arise for children and youth. The course also examines children and adolescents within the context of family, as well as within larger social systems.

COURSE OBJECTIVES: At the conclusion of the course, the student should be able to:
1. Differentiate the phases of group development, and the appropriate tasks and techniques in each phase for the worker and the client.
2. Identify the curative factors of the group milieu, and how to use them for more effective group interventions with children and youth.
3. Analyze the ethical and value dilemmas that impact social work practice with groups.
4. Interpret how the demographics of socioeconomic status, age, gender, disability, religion, and sexual orientation affect group intervention with children, youth and families.
5. Identify the biological, cultural, societal, economic, social, spiritual, and emotional factors that affect group intervention with children and youth.
6. Differentiate, employ, and evaluate a variety of group techniques that are especially effective with children, youth, and families.
7. Identify a wide range of group types, group settings, and social work techniques for interventions with groups and families with children and youth.
8. Integrate knowledge of multicultural practice as it relates to groups.
9. Identify the recent research on group work and its implications for group work practice and advocacy.

REQUIRED TEXTS:


COURSE FORMAT: The format of the class includes didactic lectures, class discussion, films, case material, small group participation, and experiential exercises. Class participation is expected. Professional and ethical behavior are of prime importance for dealing with sensitive practice materials (confidentiality). Required readings should be read before each class, so that class time can build upon them with additional material.

ASSIGNMENTS: There are three assignments, including one paper and two examinations. The final semester grade is based on a total of 300 points. (A=270-300 points, B=240-269 points, C=210-239 points, D=180-209 points, and F=179 points or below). On all assignments, writing style is taken into consideration. On all late assignments, 20 points will be deducted. Please plan your work accordingly; everyone has emergencies that rise. Negotiation individually with students has been perceived as unfair by those students who struggle to get their work in on time.

OBJECTIVE FOR PAPER: To give students the opportunity to demonstrate their ability to plan a group, taking into account multiple structural, organizational, and design factors.

1A. Practice-Based Research Paper (80 points)
Write an 8-10 page proposal of how you would go about starting a group in your agency. You will need to find current literature on the type of group you are proposing, and review the literature, including any evaluation of this approach. Think through the planning process, including group purpose, population to be served, and composition of the group (race, gender, age, issues of homogeneity and heterogeneity), physical setting, time of group, whether it is to be open-ended or close-ended, and short-term or long-term, possible activities of the group, the role of the social worker and screening and evaluation procedures. The purpose of this assignment is to help you think through the planning involved in order to make your group effective.

1B. Oral Report based on Research Paper (20 points)

OBJECTIVE FOR EXAMS: Students will demonstrate the ability to synthesize the material from the course, and to apply theory to group and family practice.

2. Midterm and Final Exams (100 points each). The exams will cover the text and lectures, and will include both short answer and essay questions.

COURSE SYLLABUS:

1. Sept 2: OBJECTIVE: Students should have a beginning familiarity with the method of group work, the curative factors of groups, the phases of group development, and the values and ethics related to work with families and groups (such as confidentiality).

   TOPIC: Overview of Dynamics of Group Development – Models of Practice

   READINGS: Toseland & Rivas—Chapters 1 and 2

   Introduction and Historical Developments

   Greif & Ephross – Introduction-Social Work Groups: Practice Principles
2. Sept 9: OBJECTIVE: Students should have a beginning familiarity with the ethical dilemmas that can arise for practitioners.
   TOPIC: Historical Perspective, Ethical Issues

3. Sept 16: OBJECTIVE: Students will recognize how ethnicity, gender, religion and other kinds of diversity will affect people’s experiences and group participation.
   TOPIC: Examining ethnicity, culture and gender issues in group work
   READINGS: Toseland & Rivas-Chapter 5, Approaches to Multicultural Group Work

4. Sept 23: OBJECTIVE: Students will appreciate how the structural elements involved in creating a group impact the group functioning and will be prepared to plan a group (including discussing issues of homogeneity, heterogeneity, size, etc) meeting ethical and professional standards in their agency, including an evaluation of their practice.
   TOPIC: Composing a Group, and Curative Factors of Groups, Setting Up Groups, Co-therapists, Here and Now Focus of Groups
   READINGS: Toseland & Rivas-Chapters 6, Planning the Group

5. Sept 30: OBJECTIVE: Students will understand the beginning phase of group development, including the development of trust, and contracting, and the appropriate values, skills and techniques that are needed for this phase.
   TOPIC: Pre-Affiliation Stage; Trust themes
   READINGS: Toseland & Rivas-Chapters 9, 10, Treatment Groups: Foundation Methods & Treatment Groups: Specialized Methods

6. Oct 7: **Midterm Exam**. OBJECTIVE: Students will understand the power and control phase of group development, including the development of autonomy, conflict resolution, and the appropriate values, skills and techniques that are needed for this phase.
   TOPIC: Power and Control Stage, and Autonomy Themes
   READINGS: Toseland & Rivas-Chapters 4, Group Leadership

7. Oct 14: OBJECTIVE: Students will understand the intimacy phase of group development, including the development of closeness, and the appropriate values, skills and techniques that are needed for this phase.
   TOPIC: Intimacy Phase, and Closeness Theme
   READINGS: Toseland & Rivas-Chapter 7, Objectives in Beginning Stage

8. Oct 21: **Paper Due**. OBJECTIVE: Students will have a general understanding of task groups with an emphasis on children and youth as members, including those groups related to social and political action.
   TOPIC: Examining task groups and how they are the same and different as treatment groups
   READINGS: Toseland & Rivas-Chapter 11, Appendix F, Task Groups: Foundation Methods, An Example of a Task Group Proposal
9. Oct 28: OBJECTIVE: Students will understand the differentiation phase of group development, including the development of interdependence (mutual aid), and the appropriate values, skills and techniques that are needed for this phase.  
TOPIC: Examining the mutual aid or differentiation phase of group development  
READINGS: Toseland & Rivas-Chapter 15, Case Examples: The Caregiver Support Group and A Community Coalition  

10. Nov 4: OBJECTIVE: Students will understand the separation phase of group development, including the issues related to termination, and the appropriate values, skills and techniques that are needed for this phase. They will also be introduced to skills in the area of evaluation of group work practice.  
TOPIC: Termination, and evaluation of one’s work  
READINGS: Toseland & Rivas-Chapters 13, 14, Evaluation and Ending the Group’s Work  

11. Nov 11: OBJECTIVE: Students will understand group work with medical and psychiatric patients.  
TOPIC: Cancer Patients, Mentally Ill, Patients with AIDS, Head Injured Individuals, Substance abuse & addiction.  
READINGS: Greif & Ephross Chapters 1, 2, 3, 4, 5, 6.  

12. Nov 18 OBJECTIVE: Students will understand support groups for individuals adjusting to life transitions.  
TOPIC: Group Work with Non-custodial Parents, Group Work with Children of Divorce, Group work with African-American Parents in Their Neighborhood Schools.  
READINGS: Greif & Ephross Chapters 7, 8, 9, 10, 11, 12.  

13. Dec 2: OBJECTIVE: Students will understand group work with victims and perpetrators of violence.  
TOPIC: Women who have experienced abuse, spousal abusers, youth in the Criminal Justice System, Child victims of sexual abuse.  
READINGS: Greif & Ephross Chapters 13, 14, 15, 16, 17, 18, 19.  

TOPIC: Group work with Gay Men and Lesbians.  
READINGS: Greif & Ephross Chapters 20, 21, 22, 23, 24, 25, 26.  

POLICY ON INCOMPLETE GRADES  
An “incomplete” grade signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an “I” is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the
remaining course requirements will be satisfied. Agreement to the conditions for removal of the
incomplete shall be reduced to writing by the instructor.

POLICY ON RELIGIOUS HOLIDAYS
Any student who will be absent at some point during the semester owing to religious observance
must provide a written notice of that fact during the first week of class, or during the first week
after late enrollment in the class, so that examinations and other assignments may be scheduled
around the days when students cannot attend.

POLICY ON DISABILITIES
Disabled students who require additional time or other compensation for exams or assignments
must secure verification/assistance from the Campus Disabled Students Services Office.

POLICY ON UNIVERSITY WITHDRAWAL
It is the student’s responsibility to withdraw from classes. Instructors have no obligation to
withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a
course after the first three weeks of instruction requires the signature of the instructor and
department chair, and is permissible only for serious and compelling reasons. Except in cases of
accident or serious illness where the circumstances causing the withdrawal are clearly beyond
the student’s control and the assignment of an incomplete is not practical, the dropping of classes
during the last three weeks of the semester is not permitted and would need the signature of the
dean. The College of Health and Human Services adheres to this policy strictly, and does NOT
sign withdrawal forms in the final three weeks of classes for other reasons.

POLICY ON PLAGIARISM
Plagiarism in academic papers is unacceptable and inconsistent with CSULB guidelines and the
NASW Code of Ethics. Plagiarism is the act of using the ideas or work of another person or
persons as if they were one’s own, without giving credit to the source. Examples of plagiarism
include, but are not limited to: (a) the submission of a work, either in part of in whole, completed
by another; (b) the failure to give credit for ideas, statements, facts or conclusions which
rightfully belong to another; (c) failure to use quotation marks when quoting directly from
another, whether it be a paragraph, a sentence, or even a part thereof; and (d) paraphrasing of
another’s writing without giving credit. To avoid plagiarism problems and to conform to
academic standards, you must follow APA guidelines and reference each time you refer to
view/ideas that are drawn from published or non-published materials. Students must produce
copies of all sources cited in any paper upon the instructor’s request. The CSULB Policy
Statement 85-19 describes plagiarism and the possible sanctions for academic dishonesty

BIBLIOGRAPHY

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