Acknowledgement and gratitude are given to Dr. Dennis Kimberley, Dr. Ellen Sue Mesbur, and Dr. Norma Lang for parts of this course outline derived from their materials and used here with their permission.

COURSE DESCRIPTION

Knowledge of the theoretical foundation and practice skills for working with groups in social work is a widely useful component of graduate level social work education. The application of groupwork knowledge is called for in all areas of the profession, including community organizing and development, clinical practice, and committee and team work in policy-making, research, and administrative contexts.

This course provides a social work methodology for working with groups, applicable to a variety of purposes, needs, populations, and professional work arenas. As such, it cross-cuts all aspects of the curriculum. Student input regarding the course design will be incorporated throughout the institute. Participation by members in the shaping of a group is a key characteristic of social groupwork; this principle will be evident in order that the teaching may be relevant to students’ learning needs and service requirements in the field.

EDUCATIONAL PHILOSOPHY

The course is rooted in the theoretical and practice principles of social groupwork, a human service originating in the Settlement House Movement in the late 19th century for purposes relating to education, recreation, and social action; and, since the 1940s, for problem-solving and “helping” purposes with people facing particular problematic situations in addition to “normal” development challenges. This approach to practice operationalizes humanistic values, preparing students for practice that acknowledges participants within the personal, social, economic, and political aspects of their environment; affirms and respects their individuality, talents, and strengths; and assists them in attaining a sense of competency and empowerment. The course affirms with students an awareness of social justice values and their influence in groupwork, with active sensitivity to the impact of gender, race, ethnicity, sexual orientation, abilities, origins, life experiences, and all other uniquely differentiating aspect of people’s social identities. Anti-oppression principles are intrinsic historically in the theory and practice of social work with groups, and integral in the content of this course.
SCHOOL OF SOCIAL WORK VISION STATEMENT

The Memorial University of Newfoundland School of Social Work is committed to advancing the social work profession through leadership, innovation, collaboration, and excellence in social work education and research. The School nurtures an empowering teaching and learning environment that values and celebrates diversity, creativity, and academic freedom. Within the context of our local and global community, the School promotes principles of humanism and social justice.

MSW PROGRAM MISSION STATEMENT

The mission of the Master of Social Work program at Memorial University of Newfoundland is to prepare social workers to serve the community as advanced and specialized clinical practitioners able to work in diverse contexts and use diverse approaches, and with the ability and commitment to:

• establish and maintain a strong core professional knowledge base for advanced assessment and intervention, that combines depth, breadth, and specificity;
• use critical thinking skills to synthesize, analyze, and evaluate social work knowledge, skills, and values;
• apply abstract abilities in clinical reasoning;
• systematically evaluate their clinical practice;
• promote social responsibility;
• promote improved social conditions, policies, and social work practices informed by leading edge knowledge;
• collaborate in research, contributing to the knowledge base of clinical practice;
• identify themselves as self aware, empowered, and self confident advanced clinical social workers;
• engage in self-directed and life-long learning;
• engage in and promote clinical practice that promotes social justice and challenges oppression; and
• lead in the social work profession, and in interdisciplinary practice.

COURSE OBJECTIVES

The purpose of the course is preparation of the students for social work practice with groups at the second level of professional education. The goal is for students to be informed and competent practitioners with groups.

It is expected that students who complete this course will be able to:
Recognize the dynamic inter-relational forces inherent in groups; and to use the worker role to recognize all aspects of, and participate in, the group process, assisting a group in its formation as an agent of help and change.

Understand the centrality of the concept of mutual aid, and how to operationalize it, according to the group’s capabilities, toward the achievement of group purposes and members’ goals.

Appreciate the knowledge-building potential present in social groupwork practice, having experienced some beginning steps in a qualitative evaluation of practice.

COURSE SCHEDULE and FORMAT

The institute is scheduled as follows:

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>DATE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute (onsite class)</td>
<td>Saturday, May 13</td>
<td>9:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>Institute</td>
<td>Sunday, May 14</td>
<td>9:00 a.m. - 3:00 p.m.</td>
</tr>
<tr>
<td>Institute</td>
<td>Monday, May 15</td>
<td>9:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>Institute</td>
<td>Tuesday, May 16</td>
<td>No institute hours</td>
</tr>
<tr>
<td>Institute</td>
<td>Wednesday, May 17</td>
<td>1 p.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>Institute</td>
<td>Thursday, May 18</td>
<td>9:00 a.m. - 4:00 p.m.</td>
</tr>
<tr>
<td>Institute</td>
<td>Friday, May 19</td>
<td>9:00 a.m. – 3:00 p.m.</td>
</tr>
<tr>
<td>Institute</td>
<td>Saturday, May 20</td>
<td>9:00 a.m. - 12 p.m.</td>
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</tbody>
</table>

The class time is designed to be a highly interactive process combining presentation of information, discussion, and simulations of practice. The focus of learning activities will be presentation of key points of theory and practice skills, simulations of practice, and critical analysis of theory and practice methods.

SELF-CARE ALERT

In selecting this advanced professional practice course, which, like all social work practice courses, may cover some personally sensitive and disturbing material, you are agreeing to take responsibility for self-care. If the practice situations or discussion of the material evoke a troubling reaction, then debrief with a friend, with the instructor, or another trusted person; or refer yourself, or ask for a referral, to a suitable source of support. The fact that you react personally should not be interpreted necessarily to mean that you are not suitable for advanced practice or groupwork practice. It is not unheard of for social work students to consult professional help for themselves at some point. It is your responsibility to ensure self-care.
CONFIDENTIALITY ALERT AND AGREEMENT

Real cases will be presented in the teaching-learning process. Unless open self-disclosure is explicitly agreed to in writing by a client, or a potential client, identifying characteristics must be changed/camouflaged to protect identities. Class members are presumed bound by the code of ethics of the profession of social work. If any student believes that s/he is able to identify anyone presented in a practice example, then s/he is bound to remain silent about any such suspicions and to respect confidentiality. Students are expected not to discuss these practice examples with anyone other than the instructor or current class members. Similarly, you may choose to share your own life experiences as they relate to course content. That information also must be considered privileged and confidential, not to be repeated outside the context of the course.

RESOURCES

The required textbook for the course is:


Note that an extensive bibliography is included in this course outline as a resource for coursework.

STUDENT EVALUATION

There will be 4 assignments in this course. The first will be done entirely during the institute. Assignments 2 and 3 will be presented during the institute, but prepared prior to arriving. The fourth will be done following the institute.

<table>
<thead>
<tr>
<th>Assignment #</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment # 1 Progressive Daily Simulation</td>
<td>During the institute</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment # 2 Presentation of Reading</td>
<td>During the institute</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment # 3 Presentation of Practice Example</td>
<td>During the institute</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment # 4 Paper</td>
<td>August 14, 2006</td>
<td>45%</td>
</tr>
</tbody>
</table>

PLEASE NOTE:

Marks will be deducted for late papers (1% per day, including weekends), and for papers that exceed the page limit (1% per excess page).
INSTITUTE PLAN

Module # 1
Groupwork in Social Work Practice; Its History, Uses, and Knowledge Base
Launch of the institute
Review of the course outline
Presentation of module content based on Chapters 1 and 2 of the textbook
Presentation of practice example
Begin our “institute practice group”

Module # 2
Relationships: The Heart of Practice - Practice Principles
Presentation of module content based on Chapter 3 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 3
Intervention in Groups; Worker Role and Skills
Presentation of module content based on Chapter 4 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 4
Planning, Pregroup Contact: Selection and Preparation of Members, Purposes
Presentation of module content based on Chapters 5, 6, and 7 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 5
Problem-solving Process, Mutual Aid
Presentation of module content based on Chapter 8 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 6
Conflict, Roles of Members: “Roles of Membership”
Presentation of module content based on Chapters 9 and 10 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 7
Use of Activity
Presentation of module content based on Chapter 11 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 8
Stage I of Grouplife: Inclusion - Orientation
Presentation of module content based on Chapter 12 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 9
Stage II of Grouplife: Exploration
Presentation of module content based on Chapter 13 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 10
Stage III of Grouplife: Mutuality and Goal Achievement
Presentation of module content based on Chapter 14 of the textbook
Presentation of practice example
Proceed with our “institute practice group”

Module # 11
Stage IV of Grouplife: Separation and Termination, Evaluation of a Group
Presentation of module content based on Chapters 15 and 16 of the textbook
Presentation of practice example
Conclude our “institute practice group”

Institute Wrap Up

Reflection on the institute / Evaluation of the institute
Closing
BIBLIOGRAPHY
(Note: AOR means Article on Reserve at QEII Library.)

Association for the Advancement of Social Work with Groups (AASWG). http://www.aaswg.org


Butler, S., & Wintram, C. Group transformation: The dynamic process of change. (AOR)


Caplan, T., & Thomas, T. (2003). If this is week three, we must be doing ‘feelings’: An essay on the importance of client-paced group work. *Social Work with Groups, 26*(3) 5-17.

Cheung, S.-K. Active learning programmes to promote cognitive change (AOR)

Coché, J., & Coché, E. Treatment skills with intimate partners (AOR)

Coché, J., & Coché, E. Building cohesiveness in couples and groups (AOR)


Forte, J. A., Barrett, A. V., & Campbell, M. H. Patterns of social connectedness and shared grief work: A symbolic interactionist perspective (AOR)


Hirayama, H., & Hirayama, K. Fostering resiliency in children through group work: Instilling hope, courage, and life skills (AOR)


Huntington, A. Action methods and interpersonal processes in groups: An exploration of psychodramatic concepts (AOR)
Janis, I. L. Groupthink among policy makers (AOR)

Johnson, D. W., & Johnson, F. P. Valuing diversity (AOR)

Johnson, D. W., & Johnson, F. P. Team development, team training (AOR)

Kimberley, M. D., & Osmond, M. L. Night of the tortured souls: Integration of group therapy & mutual aid for treated male sex offenders (AOR)


Krueger, R. A., & Casey, M. A. Planning the focus group study (AOR)


Levine, B. Emotional dynamics (AOR)


Malcolm, A. In defense of the individual (AOR)

Malcolm, A. School games and party games (AOR)


Metcalf, L. Disease versus habit: Group therapy ideas for out–of–control behaviors (AOR)


Nosko, A., & Breton, M. Applying a strengths, competence and empowerment model (AOR)


Page, R. C., & Berkow, D. N. Introduction: Structures within unstructured group therapy (AOR)


Reid, K. Conflict management in group treatment: “Get out of my face, you S.O.B.!” (AOR)


Rutan, J. S., & Stone, W. N. Curative mechanisms and processes in group psychotherapy (AOR)


Shulman, L. The group as a mutual aid system (AOR)


Steinberg, D. M. The dynamics of mutual aid and their implications for practice (AOR)


Travers, A. Redefining adult identity: A coming out group for lesbians (AOR)


Weisman, C. B. A Reminiscence: Group work principles withstand time—From the Settlement House to the United Nations (AOR)


**PUBLISHED PROCEEDINGS OF SYMPOSIA OF THE ASSOCIATION FOR THE ADVANCEMENT OF SOCIAL WORK WITH GROUPS**


Coming:
2002 NYC
2003 Boston
2004 Detroit
2005 Minneapolis
2006 San Diego
2007 New Jersey
2008 Cologne, Germany
DESCRIPTION OF ASSIGNMENTS AND EVALUATION OF STUDENT PERFORMANCE

Assignment #1  Due Date: During the Institute  25%

Progressive Daily Simulation

All students will participate in a group simulation that will begin on the first day of the institute and evolve further each day. The focus of the groupwork will be determined as a collective task on day one. Respective roles of students also will be determined at that time.

Evaluation of student participation will be done by the instructor based on evidence of application of course content and implementation of groupwork practice skills.

Assignment #2  Due date: During the Institute  15%

Presentation of Reading

Each student is responsible for presenting, providing commentary, and facilitating class discussion on the major points from assigned chapters of the textbook. A maximum of 30 minutes is allotted for the presentation and group discussion. The schedule for student responsibilities will be constructed by email prior to the institute.

The presentation should cover:

1. The main points in the reading (a very succinct but comprehensive summary) preferably with a handout.
2. The major questions/issues that are provoked by the reading.
3. The value of this reading to your learning.
4. How this reading complements and/or opposes other literature you have reviewed.

The grade will be based on the following criteria:

1. The student’s understanding of the content of the reading as demonstrated in his or her ability to communicate the concepts and discuss issues with the class.
2. The student’s ability to apply critical thinking to the material.

Assignment #3  Due date: During the institute  15%

Practice Examples

Each student will be responsible for providing a practice example for discussion in class, at a different time from your commentary on readings. The examples will be based on real situations but in which you have altered facts to protect confidentiality. A maximum of 30 minutes is allotted for this presentation and group discussion.

The presentation of information should be brief and include:
1. Presenting situation.
2. Identified goals, and your theoretical approach to the work.
3. Details that are necessary for understanding the situation and the work accomplished.
4. Specific questions/issues that challenged you.
5. Your critical analysis of the work as you now reflect on it.

Assignment #4   Due Date: August 14, 2006       45%

Paper

All written assignments should be sent to the instructor via email attachment, and are to arrive no later than the due date. Due dates as stated in the course outline are firm, although exceptional personal circumstances may necessitate an extension which would be negotiated directly with the instructors prior to the official due date.

Papers will be written in a scholarly fashion with attention to:
- excellent language, grammar, and punctuation
- double-spaced lines, and 1" margins all round
- cover page showing creative title, student’s name, instructor’s name, course title and code, name of school and university, and date
- APA format for literature referenced and following immediately after the last sentence, not on the next page!
- page numbering beginning with the first page of the actual text, not the cover page

Note: First person is not only acceptable, but appropriate and expected, given the nature of these assignments.

Marks will be deducted for late papers (1% per day), and on papers that exceed the page limit (1% per excess page).

Criteria for Grading of Written Assignments

1. Evidence of substantive knowledge relevant to social work practice with groups.
2. Evidence of use of social work literature (bibliography required) as the substantive knowledge presented in the papers.
3. Evidence of critical thinking about the ideas, concepts, theories presented.
4. Evidence of ability to apply the theory to practice situations.
5. Clarity and order in the writing.

Write a 15 page paper (including references but not counting the cover page) on a proposed group in practice. Choose a population, issues, and context that interest you, with which you have or have not had prior professional experience. If you choose a group with which you have had experience, the paper will present a revised design for future practice, based on your course learning. In the paper, describe all aspects of the particular practice as covered in the textbook and in our course, including the anticipated purposes and nature of group process, given your understanding of the Mainstream Model of concepts and practice principles. Apply critical analysis throughout the paper in terms of your rationale for planning and anticipating the various aspects of this proposed groupwork practice, and in terms of how the work may be affected with a different theoretical approach taken.