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**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 604**

**Advanced Clinical Social Work Practice with Groups**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

Building on SOWK 505 and the foundation courses, SOWK 604 prepares students for advanced practice in group work. The course focuses on the application of multiple theoretical approaches in group work practice with diverse populations with an emphasis on social and economic justice. Although the focus is on treatment groups, the content will include the structure, function, and techniques of intervention with many types of groups, emphasizing the conscious use of self. The method of instruction is interactive, collaborative, and experientially based. Much of every class session will include the integration of the class learning objectives with some form of experiential learning. Each student will be part of a small group for most of the course and is expected to participate, both as facilitator and member in all assigned activities. This course aims to enhance the preparation of students for advanced clinical practice in group work. Although some self-disclosure and sharing are required, the groups are not therapy groups.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1.0: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Small Group Experience | Knowledge, Skills, Values, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Class Participation | Values and skills |
| **Assignment** | In-Class Activity | Knowledge, Skills, Values, and Cognitive & Affective Processes |

**Competency 2.0: Engage Diversity and Difference in Practice**

| **Assignment** | Diversity, Equity, and Inclusion Statement | Knowledge and Values |
| --- | --- | --- |
| **Assignment** | Class Participation | Knowledge, Skills, Values, and Cognitive & Affective Processes |
| **Assignment** | In-Class Activity | Values and Cognitive & Affective Processes |

**Competency 3.0: Advance Human Rights and Social, Economic, and Human Justice**

| **Assignment** | Diversity, Equity, and Inclusion Statement | Values and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | In-Class Activity | Knowledge, Skills, Values, and Cognitive & Affective Processes |

**Competency 4.0: Engage in Practice-Informed Research and Research-Informed Practice**

| **Assignment** | Group Consultation | Skills, Values, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Group Proposal Paper | Knowledge |

**Competency 5.0: Engage in Policy Practice**

| **Assignment** | Diversity, Equity, and Inclusion Statement | Knowledge and Values |
| --- | --- | --- |
| **Assignment** | Group Proposal Paper | Knowledge, Values, Cognitive & Affective Processes |

**Competency 6.0: Engage with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Small Group Experience | Values, Skills, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Group Consultation | Knowledge, Values, Skills, and Cognitive & Affective Processes |
| **Assignment** | In-Class Activity | Knowledge, Values, Skills, and Cognitive & Affective Processes |

**Competency 7.0: Assess Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Small Group Experience | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Group Consultation | Knowledge and Skills |

**Competency 8.0: Intervene with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Group Consultation | Knowledge, Skills, Values, and Cognitive & Affective Processes |
| --- | --- | --- |
| **Assignment** | Group Proposal Paper | Knowledge, Skills, Values, and Cognitive & Affective Processes |

**Competency 9.0: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Group Consultation | Knowledge and Skills |
| --- | --- | --- |
| **Assignment** | Group Proposal Paper | Knowledge and Skills |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, and also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

**Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Diversity Equity & Inclusion (DEI) Statement** (\_ pages, \_ points)

A DEI statement is becoming more common for institutions, job applications, and community agencies to help be more intentional about how diversity, equity, and inclusion will be upheld. A DEI statement should be a reflection of your personal values and experiences especially as they have helped shaped you as well as how they have advanced your own work in the areas of diversity, equity, and inclusion.

As a group facilitator, you will have a diverse group of individuals. It is one of the most challenging aspects of your role to balance individual needs with group needs throughout the life of the group. A DEI statement will help guide your intentions as a facilitator to uphold values related to diversity, equity and inclusion.

To write your DEI statement, use the following questions and the in-class activity as your guide:

* What does diversity, equity, or inclusion mean to you?
* How have you shown a commitment to diversity, equity, and inclusion in your clinical practice?
* How do you envision upholding a commitment to diversity, equity and inclusion as a group facilitator?

**Small Group Experience: How one therapist and a circle of strangers saved my life**

You will be placed in a small group with a few other classmates. Throughout the semester, it is expected that you read the book according to timelines and due dates listed in the syllabus and participate in a small group experience using the book as your guide and relate it to content learned in the course.

The following components are expected as part of this experience:

1. Participate in a 60-75 minute Zoom session on the following dates (time of meeting can be determined by all members of the group. It is an asynchronous class session so the group may choose to meet during regularly scheduled class).

* **Date of meeting**
  + Reflection due (one week following meeting)
* **Date of meeting**
  + Reflection due (one week following meeting)
* **Date of meeting**
  + Reflection due (one week following meeting)

1. Come to the group session **prepared** with one (1) takeaway related to class material and one (1) critical thinking/application question for your classmates to extend learning of class material.
2. **Submit** a single page reflection or summary of the small group experience due within one (1) week of the scheduled meeting; no additional research or resources are required.  Include the following:

* The takeaway and critical thinking question you brought to your discussion as it relates to class material
* A summary of your group discussion including key points or hot topics discussed
* Something you learned from your group discussion
* Any questions or curiosities you still have

**Group Proposal Paper** (\_ pages, \_ points)

Pick a population for whom you believe group work services are **inadequate** or **unavailable**. First, read at least **three articles** that focus on group work with this population. Include articles from group work journals. If a **careful** survey of the literature indicates that nothing has been written on this topic, then read three articles that describe the **overall** needs of this population.

Plan a group for the population you have chosen and **pretend** that you work in an agency or organization where they could be served. Do not use an agency where you have worked or had a field placement. The group you propose could be a psychoeducation group, support group, or therapy group.

In a 12–18-page paper (double-spaced), **answer the following questions in sequence, using each question as the heading for a narrative answer**. **Do not answer in outline form**. Use APA style. Be clear and succinct, and carefully proofread. Make sure that you have a title page, page numbers, and a separate reference page. Your grammar and punctuation should be correct. You may lose credit if the quality of your writing is problematic.

Your answers should be **specific** and should include a **brief rationale for each aspect of the plan**, so that you demonstrate that you have integrated the course material and thus can think through the planning issues for your particular group. This paper should be written with enough depth of information you can bring it with you into the field as a clinician and implement it!

Answer *all* of the following questions:

**PART I: SETTING UP THE GROUP**

**Overview of your group**

* Population selected
* Type of group (***primarily*** psychoeducation, support, or therapy)
* Agency or institutional context (describe its setting, mission, services, staffing, & clientele)
* Reason you selected this proposal topic (include any personal interest in the topic)
* Methods used to identify the need for this group

**Literature Review** – Brief review of literature consulted (include articles from group work journals)

Literature discussing the population or problem

* + - Include theoretical orientations discussed
    - Social policy at the local, state, and federal level that impacts well-bring, service delivery, and access to services
    - How did this literature inform or not inform your proposal?

Literature discussing groups conducted for the same or a similar population

* Include theoretical orientations discussed
* How did this literature inform or not inform your proposal?

**Purpose of the group** (in one concise sentence!)

Pretend this is being written on a flyer or other promotional material**.**

**For each of the following, identify your plans and indicate the rationale for what you are proposing:**

* Goals of the group
* Strategy for seeking agency/institutional sponsorship and staff support for the group (be specific!).
* **What obstacles** (think this through!) Do you foresee from administration &/or staff?
* **Assess** how social welfare and economic policies impact the delivery of and access to services
* **How will you respond** to these concerns? If you are proposing the very first group offered by the agency/institution, **how will you address the concerns about offering a new kind of service and how will you gain support for your idea?**

**Contract**(you can include a sample contract if you prefer – just be sure all the information is included)

* Is the contract written for individual members, the group-as-a-whole, or both?
* What do the members understand they will **do** in the group (in one concise sentence)?

**Structure of the group**

1. Number of meetings
2. Length and frequency of meetings
3. single-session, time-limited, or ongoing group?
4. open or closed membership?
5. size of group

**Group composition**

1. Criteria for member inclusion
2. What kind of potential applicants in this population might you need to exclude?
3. In what ways is the group homogeneous?
4. In what ways is it heterogeneous?

**Recruitment process** (you need a **plan** for getting members!)

* Will you recruit within your agency/organization? If so, how will you inform colleagues about the nature of the group and about who would benefit?
* Will you recruit in the community? If so, how will you inform colleagues about the nature of the group and about who would benefit?

**Setting**

* + - Location
    - Set-up of room
    - Other relevant factors to consider (refreshments? childcare? etc.)

**Pre-group preparation**

* + - 1. Will you have any pre-group interviews with prospective members?
      2. If so, what will be your goals for these interviews?
      3. What are the main issues you will address with these prospective members?

**PART II: RUNNING THE GROUP**

**Content**

Include 2-3 session outlines including activities you will use in each session

**Facilitation**

Discuss your role as a facilitator (be sure it is consistent with the type of group you are proposing)

**Process & Technique**

* Discuss group process including:
* Technique you will use (i.e. CBT, DBT, Solutions-Focused, Expressive Arts, etc.)
* Development of cohesion
* Balancing leader-member and member-member communication
* Levels of group process you will intervene into directly (interpersonal, group as a whole, etc.)

**Relate either Garland et al. five stage model of group development or Schiller’s Developmental Model**

* Which stages do you expect to manifest within the group?
* Anticipate obstacles your proposed population might encounter through the different stages

**PART III: REFLECTION OF THE GROUP**

* Apply critical thinking to analyze and advocate for policies that can advance service for your identified population
* Discuss how will you address diversity, implicit bias, and/or intersectionality in your group
* Describe how you will evaluate achievement of individual member or group goals (you can include an evaluation tool)
* Discuss any personal issues that may be evoked if you are the facilitator of this group and how you will handle the personal issues
* Describe how you will obtain supervision

**Group Consultation - due dates are various and will be selected on the first day of class**

There are **three** parts to the group consultation assignment:

1. A pre-written **and** recorded summary of your group due one week **before** your consultation - it is the presenter’s responsibility to email the entire class your recorded summary. The summary should include the expectations outlined below.
2. A 20–25-minute group consultation with your classmates during class time on your selected date. You will discuss 1-2 pre-written questions you have for the group. Be sure to include your questions with your written summary and put them in order of priority - some consultations will only discuss one question based on time constraints.
3. A self-reflection (approx. 2 pages) of your experience and what you learned due via Sakai one week **after** your in-class consultation.

Select a group that you facilitate(d) in a **field or related work experience**. It should be a group whose dynamics you want and/or need to understand better. Frame **1-2** questions you have about this group. You are going to consult with the class, who will help you to grapple with these questions.

**Assignment Expectations**

1. Using the following outline as a guide, write and record (audio or audio/visual) a summary of your group. The recording should be less than 10 minutes.
2. Email your written summary and recording to both the instructor and class at least one week before your consultation date
3. Engage with the class during consultation on the date assigned
4. Write a follow-up reflection of your experience (approx. 2 pages) - this is due one week after your consultation

**Assignment Outline - be sure to include ALL points**

**Place of the group**

Describe the setting/environment of the group – protect confidentiality by excluding specific identifying factors

**Description of the Group**

Type of the group

Purpose of the group

Goals of the group

Group setting

Sole facilitation or co-facilitated

How long as the group been meeting

Current stage of group development

Number of members in the group

Group Composition (genders of members, race, age, ethnicity, SES, sexual orientation (if known), religion (if known), other significant membership in specific social affiliation groups

**Significant Group Dynamics**

Communication and interaction patterns

Strength or notable information about group cohesion

Stated and unstated norms

Roles of various members

Status of various members relative to other members

**Challenging Dynamics**

* What aspects of the group’s functioning have been difficult?

Give one or two examples of problematic events that demonstrate the issues you want to tackle in this consultation.

**Questions**

(1-2) for the class to offer suggestion/consultation with you

**Reflection**

Self-reflection of what you learned through this process to be turned in via Sakai one week following your in-class consultation

**Rubric for Grading Assignments**

**Students must submit all assignments via Sakai**

**Assignments and Grades are based on a standard scale according to the list and table below:**

1. Small Group Experience: Group: How one therapist and a circle of strangers saved my life
2. Group Proposal
3. Group Consultation
4. Diversity, Equity, and Inclusion Statement
5. Class Participation

Class participation is an important requirement. If a student must miss or be late to a class, it is expected that he/she will contact the instructor and members of their small group prior to class. Each student is expected to **read** all assignments prior to class, **participate actively** in class and small group discussions, and **engage** in all learning activities.

All assignments are due at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.The instructor reserves the right to consider point deductions on a case-by-case basis on late submissions. All assignments must be double-spaced in 12 pt. font and referenced according to the Publication Manual of the American Psychological Association (6th edition) and include a cover page, page numbers, and a separate reference page. **Please note that APA style is graded.** All written work should reflect the letter and spirit of the Statement on Academic Honesty of Loyola University Chicago. For guidance, see page 4 for the APA Purdue Owl link.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Date Due** | **Percentage of Final Grade** |
| Diversity, Equity & Inclusion Statement |  | 15 |
| Group Consultation |  | 25 |
| Group Proposal |  | 30 |
| Group Small Group Experience |  | 20 |
| Class Participation |  | 10 |

**Diversity, Equity and Inclusion (DEI) Statement:**

| **Assignment Component** | **Expectations** | **Point Value** |
| --- | --- | --- |
| Statement as a whole | Offers insight into what diversity, equity, and inclusion mean to you  Evidence of your commitment to diversity, equity, and inclusion in your clinical practice  Understanding of how you will commit to diversity, equity, and inclusion in your groups as a facilitator | 1 |

**Group Consultation Assignment Rubric**

| **Assignment Component** | **Expectations** | **Point Value** |
| --- | --- | --- |
| Pre-Written and Recorded Summary | Written in outline form or via a slide deck with a voice-over recording to provide background & summary of the group | 5 |
| Pre-Written and Recorded Summary emailed to the class one week before | Must be submitted to the class via email one week before consult date (points will be deducted for each day it is submitted less than one week before) | 5 |
| In-Class Facilitation of the Consultation | Managed flow of the conversation, asked follow-up questions, engaged with classmates | 10 |
| Post-Consultation Reflection | Reflected on the process and included key takeaways or things learned | 5 |

**Group Proposal Assignment Rubric**

| **Assignment Component** | **Expectations** | **Point Value** |
| --- | --- | --- |
| Part I | Setting up the group | 10 |
| Part II | Running the Group | 10 |
| Part III | Reflection of the Group | 10 |

**REQUIRED TEXT(S)**

* Tate, Christie. (2021) Group: How one therapist and a circle of strangers saved my life. Simon & Schuster Ltd. **\*\*This text is available in print and online through popular booksellers (i.e. Amazon, Barnes & Noble, LUC Bookstore, etc.)\*\***
* Yalom, I. & Leszcz, M. (2020). The theory and practice of group psychotherapy (7th ed.). New York: Basic Books. **\*\*This text is available in print and online through Loyola Libraries\*\***

**RECOMMENDED TEXT(S)**

* Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (Eds.). (2017). Handbook of social work with groups, second edition. Guilford Publications. **\*\*This text is available in print and online through Loyola Libraries\*\***
* Gitterman, A. & Salmon, R. (Eds.) (2009). Encyclopedia of social work with groups. New York, NY: Routledge. **\*\*This text is available in print and online through Loyola Libraries\*\***
* McRae, M. B. & Short, E. L. (2010). Racial and cultural dynamics in group and organizational life. Thousand Oaks, CA: Sage Publications. **\*\*This text is available in print and online through** **Loyola Libraries\*\***

**COURSE SCHEDULE**

**Module 1 – Introduction and Ethics of Group Work**

**Date**

**Description**

This module will review foundations of group work content and focus on ethics related to advanced group work.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Analyze and discuss group work in the context of the social work profession
2. Review SOWK 505 foundation group work concepts that are not clear
3. Identify Ethics of Social Work as they relate to group work

**Required Resources**

* 2021 Revisions to the NASW Code of Ethics. (2021, June 18). NASW. <https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP72-2021-Revisions-to-the-NASW-Code-of-Ethics>
* SOWK 505 or other foundations course content
* Review the provided syllabus including course objectives and assignments IASWG Code of Ethics: <https://www.iaswg.org/assets/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf>
* Northern. (1998). Ethical dilemmas in social work with groups. Social Work with Groups (New York. 1978), 21(12), 5–17.
* Steinberg. (2006). The Art, Science, Heart, and Ethics of Social Group Work: Lessons from a Great Teacher. Social Work with Groups (New York. 1978), 29(2-3), 33–45. <https://doi.org/10.1300/J009v29n02_03>
* Tate, Christie. (2021) Group: How one therapist and a circle of strangers saved my life. (pp. 1-35). Simon & Schuster Ltd.

**Module 2 – Social Justice & Intersectionality in Group Work**

**Date**

**Description**

This module will introduce social justice and intersectionality as a factor in group process and group dynamics. Developing self-awareness and regulation to manage personal biases will support your role as a group facilitator.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2. Model as a learner and engage group members as experts of their own experiences
3. Practice self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse group members
4. Describe and give examples of social, economic, and environmental justice for human rights at the individual, group, and system level
5. Engage in practices that advance social, economic, and environmental justice

**Required Resources**

* Hays, Arredondo, P., Gladding, S. T., & Toporek, R. L. (2010). Integrating Social Justice in Group Work: The Next Decade. The Journal for Specialists in Group Work, 35(2), 177–206.
* Singh, Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers. The Journal for Specialists in Group Work, 37(4), 312–325.
* Singh, & Salazar, C. F. (2010). The Roots of Social Justice in Group Work. The Journal for Specialists in Group Work, 35(2), 97–104.
* Tate, Christie. (2021) Group: How one therapist and a circle of strangers saved my life (pp. 36-70). Simon & Schuster Ltd.
* TED. (2016, December 7). The urgency of intersectionality: Kimberlé Crenshaw. [Video}. YouTube. <https://youtu.be/akOe5-UsQ2o>

**In class activity:** [**My Part of the Story: Exploring Identity in the United States Lesson 3 or 4**](https://www.facinghistory.org/sites/default/files/publications/My_Part_of_the_Story_1.pdf)

**Assignment: Diversity, Equity and Inclusion statement due next week via Sakai**

**Recommended Resources**

* **Watch:** Marlon Riggs (Producer), & Riggs, M. (Director). (1995). Black Is. Black Ain't. [Video/DVD] California Newsreel. <https://video.alexanderstreet.com/watch/black-is-black-ain-t>

**Module 3 – Theory and Practice Models Applied to Groups**

**Date**

**Description**

Popular theoretical frameworks can be applied to the group process; in this model you learn how to effectively agree upon intervention goals and evaluate group process and outcomes while using theoretical models to guide intervention.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Practice how to use popular theoretical frameworks (i.e. CBT, Crisis Intervention, Narrative, Problem Solving, Solutions Focused and Task-Centered)
2. Analyze and discuss human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to group work practice (intervention, psychoeducation, etc.)
3. Develop mutually agreed-on intervention goals and objectives informed by theoretical frameworks based on strengths, needs, and challenges within groups
4. Critically analyze, monitor, and evaluate intervention and group processes and outcomes

**Required Resources**

* Widhalm, C. & Vernoy, K. (Hosts). (2020, November 1). All things group therapy with Katie K. May. The Modern therapist’s survival guide. [Audio podcast]. <https://podcasts.apple.com/us/podcast/all-things-group-therapy-an-interview-with-katie-k-may/id1310770477?i=1000496898921>
* Sochting, I. (2014). Chapter 1: Extending CBT to Groups. Cognitive behavioral group therapy: Challenges and opportunities. John Wiley & Sons, Incorporated.
* Sochting, I. (2014). Chapter 2: Working with Process and Content. Cognitive behavioral group therapy: Challenges and opportunities. John Wiley & Sons, Incorporated.
* Tate, Christie. (2021) Group: How one therapist and a circle of strangers saved my life. (pp. 71-100). Simon & Schuster Ltd.
* Yalom, I. & Leszcz, M. (2020). The theory and practice of group psychotherapy (6th ed.), (pp. 626-635). New York: Basic Books.

**Recommended Resources**

* May, K.K. (Host). (2021, February 4). ADHD group for boys: You can’t teach conversation from a book! Group work. [Audio podcast]. <https://podcasts.apple.com/us/podcast/adhd-groups-for-boys-you-cant-teach-conversation-from-a-book/id1547826910?i=1000507821081>
* Magen, R. (2009). Cognitive-behavioral model. In A. Gitterman & R. Salmon, (Eds). Encyclopedia of social work with groups (pp. 45-47). New York: Routledge.
* Psychotherapy Academy. (2021, October 5). Starting a DBT Skills Group [Video]. YouTube. <https://youtu.be/_iobpEtNsdE>

**\*\*The Group Work podcast with host Katie K. May offers episodes on various topics. Any podcast episode will supplement your learning.\*\***

**Module 4 – First Small Group Meeting**

**Date**

**Description**

Your first small group meeting will allow critical thinking and application of course content to a unique therapeutic group experience. Popular topics of conversation include ethics, boundaries, and intervention techniques.

**ASYNCHRONOUS/NO IN-PERSON CLASS SESSION – GROUPS MEET TO DISCUSS**

GROUP: HOW ONE THERAPIST AND A CIRCLE OF STRANGERS SAVED MY LIFE PART 1

**Module 5 – Therapist Disclosure in Groups and Various Types of Therapy Groups (Support, Growth, Psychoeducation, Etc.)**

**Date**

**Description**

Self-disclosure is a challenging boundary to navigate. This module will guide you to make decisions about when to self-disclose, how much to disclose, inherent risk and benefits to disclosure, and inevitable disclosures that naturally occur.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the therapeutic use of self-disclosure including inherent risks and benefits
2. Apply critical thinking skills to analyze ethics and processes in various type of therapy groups
3. Develop mutually agreed-on intervention goals and objectives informed by theoretical frameworks based on strengths, needs, and challenges within groups
4. Describe the role of the facilitator in different types of therapy groups

**Required Resources**

* Danzer, G. (2019, May 10). Therapists self-disclosure: What does the research say? CEU Cast [Audio podcast]. <https://www.podomatic.com/podcasts/ceucast/episodes/2019-05-10T17_03_46-07_00>
* Widhalm, C. & Vernoy, K. (Hosts). (2022, April 11). Therapists are not robots: How we can show humanity in the room. The modern therapist’s survival guide. [Audio podcast]. <https://podcasts.apple.com/us/podcast/therapists-are-not-robots-how-we-can-show-humanity/id1310770477?i=1000557067442>
* Self-disclosure & transparency in psychotherapy and counseling, by Ofer Zur, ph.D.. Zur Institute. (2019, February 12). <https://www.zurinstitute.com/self-disclosure-1/>
* Yalom, I. & Leszcz, M. (2020). The theory and practice of group psychotherapy (6th ed.) (pp. 255-294). New York: Basic Books.

**Recommended Resources**

* Clifford, M. W. (2009). Adolescents with co-occurring mental health and substance use problems. In A. Gitterman & R. Salmon, (Eds.), Encyclopedia of social work with groups (pp. 181-183). New York: Routledge.
* Edelman, S., Craig, A., & Kidman, A. D. (2000). Group interventions with cancer patients: Efficacy of psychoeducational versus supportive groups. Journal of Psychosocial Oncology,18(3),67-85

**Module 6 – Strengths-Based & Trauma Informed Group Work**

**Date**

**Description**

Group members will present with a variety of background experiences. Begin to understand how significant life experiences or trauma can present as a manifestation of symptoms or behaviors. Then discover strengths-based techniques to support individuals and the group as a whole.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss the role of trauma in the manifestation of symptoms and behaviors
2. Identify a variety of group work interventions that can be used to support healing
3. Articulate how a strengths-based perspective can empower clients, promote healing, and support recovery
4. Know the benefits of strengths-based community or group programs in the role of prevention

**Required Resources**

* Garvin, Gutiérrez, L. M., & Galinsky, M. J. (2017). Chapter 15: Strengths-Based Group Work with Children and Adolescents. Handbook of social work with groups (Second edition.) (pp. 255-270). The Guilford Press.
* Henshaw. (2022). Trauma-informed group work in social work academia: responding to students’ indirect trauma. Social Work with Groups (New York. 1978), 45(2), 187–199.
* Lietz. (2007). Strengths-Based Group Practice: Three Case Studies. Social Work with Groups (New York. 1978), 30(2), 73–87.
* Rosenwald, Mitchell & Baird, Jennifer (2020) An integrated trauma-informed, mutual aid model of group work. Social Work with Groups, 43(3), 257-271.
* Tate, Christie. (2021) Group: How one therapist and a circle of strangers saved my life (pp. 101-123). Simon & Schuster Ltd
* May, K.K. (Host). (22, April 21). Healing trauma in groups with EMDR with Maggie Robbins. *Group work.* [Audio podcast]. <https://podcasts.apple.com/us/podcast/healing-trauma-in-groups-with-emdr/id1547826910?i=1000518248657>

**Recommended Resources**

* Veroneau, P. (Host). (2022, February 3). *Strengths-based prevention programs done right with Sherry Hamby and Victoria Baynard.* Learning from leaders. [Audio podcast]. <https://podcasts.apple.com/us/podcast/strengths-based-prevention-programs-done-right-with/id1435728882?i=1000549873594>
* Widhalm, C. & Vernoy, K. (Hosts). (2021, September 6). Are you even trauma-informed? *The modern therapist’s survival guide* [Audio podcast]*.* [https://podcasts.apple.com/us/podcast/are-you-even-trauma-informed/id1310770477?i=1000534424053](https://podcasts.apple.com/us/podcast/are-you-even-trauma-informed/id1310770477?i=1000534424053%20%20)
* Lougheed, S.C. (2019) Strengths-based creative mindfulness-based group work with youth aging out of the child welfare system. *Social Work with Groups*, *42*(4), 334-346.
* Roots of Empathy (2016, October 27). *Dr. Bruce Perry: Born for love – Why empathy is essential and endangered* [Video]. YouTube. <https://youtu.be/5gU1wXbs5mc>

**Module 7 – Challenging Group Members**

**Date**

**Description**

Challenging group members will present in every group. Learn the meaning behind their behavior and discover how to navigate challenging members to therapeutically support all members.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Describe the meaning and function of problematic behavior for the individual and for the group-as-a-whole
2. Describe the concept of role lock
3. Assess when to intervene on the individual level and when on the group-as-a-whole level
4. Recommend way to intervene into difficult behavior in a way which maintains the therapeutic alliance with the individual and the group

**Required Resources**

* Bogdanoff, M. & Elbaum, P. L. (1978). Role lock: Dealing with monopolizers, mistrusters, isolates, helpful hannahs, and other assorted characters in group psychotherapy. *International Journal of Group Psychotherapy, 28*, 247-262.
* Tate, Christie. (2021) *Group: How one therapist and a circle of strangers saved my life* (pp. 124-162). Simon & Schuster Ltd.
* Wayne, J. & Gitterman, A. (2000). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups, 26*(2), 23-34.
* Yalom, I. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.) (pp. 477-520). New York: Basic Books.

**Recommended Resources**

* Kelley, A. & Marriott, S. (Hosts). (2021, November 1). Managing unconscious defense & fear. *Therapist uncensored podcast.* [Audio podcast]. <https://podcasts.apple.com/us/podcast/managing-unconscious-defense-and-fear-with-ann-kelley/id1146941306?i=1000540465112>
* Doc Snipes. (2017, May 11). *Group Counseling Processes Part 3, Chapters 6-7* [Video]. YouTube. <https://youtu.be/JWUPrsJoTdM>

**Module 8 – Second Small Group Meeting**

**Date**

**Description**

Your second small group meeting will allow continued critical thinking and application of course content to a unique therapeutic group experience. Popular topics of conversation include self-disclosure, the role of silence in the group, and intervention strategies/assignments.

**ASYNCHRONOUS/NO IN-PERSON CLASS SESSION – GROUPS MEET TO DISCUSS**

*Group: How one therapist and a circle of strangers saved my life* PART II

**Module 9 – Advanced Facilitation Skills**

**Date**

**Description**

This module will advance your skills as a facilitator with a focus on skills, interventions, and strategies used by more experienced facilitators in complex groups.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Practice getting comfortable using power as needed
2. Practice skills in observing group process
3. Identify themes in group content
4. Identify and describe techniques of here-and-now activation, process illumination, and interpretation
5. Discuss transference and countertransference and how to respond to their presence differently in different types of groups
6. Assess own affect and how to use it
7. Practice intervention in the presence of scapegoating

**Required Resources**

* Clark. (2002). Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling and Development*, *80*(3), 271–276.
* Shay. (2011). Projective identification simplified: Recruiting your shadow. *International Journal of Group Psychotherapy*, *61*(2), 238–261.
* Tate, Christie. (2021). *Group: How one therapist and a circle of strangers saved my life* (pp. 163-194). Simon & Schuster Ltd.
* Yalom, I. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.) (pp. 183-255). New York: Basic Books.
* TEDxTalks. (2012, October 25). *Beyond Scapegoating: Arthur Colman at TEDx Prince Albert* [Video]. YouTube. <https://youtu.be/cjBBhYCpLk0>

**Module 10 – Conflict in Groups**

**Date**

**Description**

How you handle conflict in a group depends on your comfort level with conflict. Discover how you typically handle conflict and learn techniques that will guide your group through conflict with therapeutic support.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify your comfort level with conflict as a facilitator
2. Use and become more comfortable with conflict a therapeutic tool
3. Identify and describe techniques to intervene with conflict as a therapeutic intervention
4. Analyze the power of conflict to move the group into intimacy

**Required Resources**

* Camacho, S. F. (2002). Addressing conflict rooted in diversity: The role of the facilitator. *Social Work with Groups*, *24*(3/4), 135–152.
* Fall, K. A. (2012). *Group counseling: Process and technique*. Segment 3. Taylor & Francis Group.
* Musiimenta, C., Miles, B., & Murakami, N. J. (2020). “We still have tribalism in the camp”: Navigating ethnic conflict in a psychosocial support group. *Social Work with Groups, 43*(1/2), 39-45.
* Rabinowitz. (2019). Making group psychotherapy work for men. In *Deepening group psychotherapy with men: Stories and insights for the journey* (pp. 13-23). American Psychological Association.
* Tate, Christie (2021). *Group: How one therapist and a circle of strangers saved my life* (pp. 195-230). Simon & Schuster Ltd.

**Recommended Resources**

* Reid, K. (1997). Conflict management in group treatment: "Get out of my face, you S.O.B.!" in J. K. Parry (Ed.), From prevention to wellness through groupwork. New York: The Haworth Press, 61-77.
* Hirayama, H and Hirayama, K. (1997). Bullying and scapegoating in groups: Process and interventions. From prevention to wellness through groupwork. New York: The Haworth Press, 89-99.

**Module 11 - Using Technology to Facilitate Groups**

**Date**

**Description**

The use of technology is more common because of ease, access, and convenience for members. This module will teach you about the ethics and confidentiality of online groups while also helping you discover techniques for engagement.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate the ethics related to facilitating online therapy groups
2. Describe how confidentiality may be impacted by basic technology in the therapy room
3. Identify various types of groups that can be facilitated effectively online
4. Apply strategies to engage clients in the online environment

**Required Resources**

* May, K.K. (Host). (3, November 2021). Multi-state online support group with Shannon Heers. *Group work.* [Audio podcast]. [https://podcasts.apple.com/us/podcast/multi-state-online-grief-support-groups/id1547826910?i=1000540699688](https://podcasts.apple.com/us/podcast/multi-state-online-grief-support-groups/id1547826910?i=1000540699688%20)
* May, K.K. (Host). (2021, October 20). Hold me tight anonymous online group with Patrick Monette. [Audio podcast]. <https://podcasts.apple.com/us/podcast/hold-me-tight-anonymous-online-group/id1547826910?i=1000539246079>
* Widhalm, C. & Vernoy, K. (Hosts). (2022, January 17). Who’s In the room? Siri, Alexa and Confidentiality.*The Modern therapist’s survival guide.* [Audio podcast]*.* <https://podcasts.apple.com/us/podcast/whos-in-the-room-siri-alexa-and-confidentiality/id1310770477?i=1000548092061>
* Tate, Christie. *Group: How one therapist and a circle of strangers saved my life* (pp. 231-244). Simon & Schuster Ltd 2021.
* Yalom, I. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.) (pp. 571-579). New York: Basic Books.

**Recommended Resources**

* Cabiati, E. (2021). Social workers helping each other during the COVID-19 pandemic: Online mutual support groups. *International Social Work*, *64*(5), 676–688.
* Gooding, P. (2019). Mapping the rise of digital mental health technologies: Emerging issues for law and society. *International Journal of Law and Psychiatry*, *67*, 101498.
* Zur, O. (2012). Therapeutic ethics in the digital age. *Psychotherapy Networker*, July/August. 2012. <http://www.psychotherapynetworker.org/magazine/currentissue/item/1740-therapeutic-ethics-in-the-digital-age>

**Module 12 – Third small group meeting**

**Date**

**Description**

Your third and final small group meeting will allow continued critical thinking and application of course content to a unique therapeutic group experience while also allowing for closure of both the story and your group. Popular topics of conversation include termination, life after a group, and meaning of the ethics and strategies questioned earlier.

**ASYNCHRONOUS CLASS SESSION GROUPS MEET TO DISCUSS**

Group: How one therapist and a circle of stranger saved my life PART III

**Module 13 - Integrating Policy into Group Work**

**Date**

**Description**

Groups and group service can often be impacted by local, state, or federal policies. This module will expose you to policies that currently exist as well as national movements for change.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Identify how policy (local, state, and federal) impacts access to group services
2. Describe the impact of social policy on group service delivery
3. Discover how national-based movements can inspire change for whole communities
4. Analyze the importance of advocacy and movement for marginalized groups

**Required Resources**

* Canada, G. (2021, February 21). Purpose Built Communities. *The Huffington Post.* Retrieved April 29, 2022, from <https://purposebuiltcommunities.org/wp-content/uploads/2013/12/PBC-AffordableHealth.pdf>
* Singer, J. B. (Host). (2010, March 24). Communities that care: Interview with Dr. Richard Catalano [Episode 57]. *Social Work Podcast.* [Audio Podcast]. <http://socialworkpodcast.com/2010/03/communities-that-care-interview-with.html>
* Folgheraiter, F. & Pasini, A. (2009). Self-help groups and social capital: New directions in welfare policies? *Social Work Education*, *28*(3), 253–267.
* Alvarez-Hernandez, L. R. (2022, April 11). *The time is right for advocating alongside trans and gender nonconforming communities*. SocialWorker.com. Retrieved April 29, 2022, from <https://www.socialworker.com/feature-articles/practice/time-is-right-advocating-alongside-trans-gender-nonconforming-communities/>
* Lombard, A. and Viviers, A. The Micro–Macro Nexus: Rethinking the relationship between social work, social policy and wider policy in a changing world. *The British Journal of Social Work*, *50*(8), 2261–2278.
* Magruder, K. (2020, October 10). What is green social work? [Video]. Youtube. <https://youtu.be/1IpyS4_LHp8>

**Module 14 - Termination and Transfer**

**Date**

**Description**

Termination is more than saying good-bye. This module will support effective and supportive termination both in your groups as a facilitator along with your class experience.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Articulate the ethics related to facilitating online therapy groups
2. Evaluate the termination phase
3. Apply strategies to initiate termination with a client
4. Analyze the implications of termination on the facilitator and group members

**Required Resources**

* Fall, K. A. (2012). Segments 5 and 6. *Group counseling: Process and technique* (pp. 33-46). Taylor & Francis Group.
* Mangione, L., Forti, R., & Iacuzzi, C.M. (2007). Ethics and endings in group psychotherapy: Saying good-bye and saying it well. *International Journal of Group Psychotherapy, 57*(1), 25-40.
* Rose, S. (2009). Termination phase. In A. Gitterman & R. Salmon, (Eds.), *Encyclopedia of social work with groups* (pp. 198-201). New York: Routledge.
* Widhalm, C. & Vernoy, K. (Hosts). (2021, August 2). How to fire your clients (ethically). *The modern therapist’s survival guide* [Audio podcast]. [*https://podcasts.apple.com/us/podcast/how-to-fire-your-clients-ethically/id1310770477?i=1000530723390*](https://podcasts.apple.com/us/podcast/how-to-fire-your-clients-ethically/id1310770477?i=1000530723390)

**Recommended Resource**

* Canuto, Meiler-Mititelu, C., Herrmann, F., Giannakopoulos, P., & Weber, K. (2008). Impact of personality on termination of short-term group psychotherapy in depressed elderly outpatients. *International Journal of Geriatric Psychiatry, 23*(1), 22-26*.*
* Philips. (2007). Ideas of cure as a predictor of premature termination, early alliance and outcome in psychoanalytic psychotherapy. *Psychology and Psychotherapy: Theory, Research and Practice.*, *80*(2), 229–245.
* Yalom, I. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.) (pp. 465-477). New York: Basic Books.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

**Books**

* Fall, K. A. (2012). *Group counseling: Process and technique*. Taylor & Francis Group.
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