

SW 570: Foundation Social Work Practice: Skills and Interventions With Groups

Instructor:

Telephone:

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Catalog Description

Prerequisite: SW500, Co-requisites: SW596A or SW 596B. This course focuses on intervention techniques with treatment and task groups across the lifespan. The course will examine all aspects of working with groups including planning, facilitating, analyzing, and evaluating different groups. Letter grade only (A-F).

Course Description

This course is the second in the practice sequence. It focuses on work with intervention and task groups across the life span. The course will examine all aspects of working with groups including planning, facilitating, analyzing, and evaluating different groups across the lifespan. Group dynamics, leadership, and stages of group work will be explored for groups of diverse members and will include how the group is affected by biological, psychological, social, racial, ethnic, spiritual, economic, gender, and other environmental issues that most commonly arise for members. The course also examines the group within the context of agencies, organizations, and larger social systems. Students will facilitate a variety of groups of diverse members of different ages in class.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Examine the biological, cultural, economic, social, spiritual, and emotional factors that influence group interventions across the life span.
2. Integrate factors contributing to therapeutic change in groups across the life span.
3. Analyze ethical and value dilemmas that impact social work practice with groups.
4. Differentiate the phases of group development and the appropriate tasks and techniques in each phase for the social worker and group members.
5. Integrate group techniques to maximize the effectiveness of task and intervention groups.
6. Integrate evidence-based practices and evaluation strategies that have been shown to be effective for group work practice.
7. Value multicultural practice as it relates to groups.

Course Format

The format of the class includes lectures, class discussions, videos, case materials, small group participation, and experiential exercises. Professional and ethical behaviors according to the *NASW Code of Ethics* and the IASWG's *Standards for Social Work Practice With Groups* are of prime importance for practicing sensitive, ethical, and respectful social work with groups. Professional and ethical behaviors according to the *NASW Code of Ethics* are of prime importance for practicing sensitive, ethical and respectful social group work practice. To protect the learning environment, cell phones should either be turned off or on the vibrate mode. Computers are only to be used for taking notes in class.

Required Textbooks

Delgado, R., & Stefancic, J. (2017). *Critical race theory (third edition) : An introduction*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

Greif, G., & Knight, C. (Eds.). (2016). *Group work with populations at risk (4th ed.)*. New York, NY: Oxford University Press.

Toseland, R., & Rivas, R. (2017). *An introduction to group work practice (8th ed.)*. Boston, MA: Pearson/Allyn and Bacon.

Cox, P. D., Vinogradov, S., & Yalom, I. D. (2008). *The theory and practice of group psychotherapy*. American Psychiatric Publishing, Inc.. Chapters 1 and 15 are online and in the reserve area of the library. These two chapters are required reading.

Optional:

Yalom, I. (with Leszcz, M.) (2020). *The theory and practice of group psychotherapy, (6th ed.)*. New York, NY: Basic Books. The entire book is on reserve, however it is limited access and optional reading.

Additional Readings

Journal articles or book chapters related to the topic for the week should be read prior to class. All readings are available online at the CSULB library or posted on our Beach Board site. If you need assistance downloading from the library, please contact the Reference Librarian who will teach you how this is done.

Course Schedule

Date	Week	Topic	Assignment
	1	Introduction to Course	
	2	History of Group Work/Theories of Group Work	
	3	Leadership and Diversity in Group	
	4	The Beginning Stage of Group	
	5	Facilitator Assessment of Group Members	Practice-Based Research Paper
	6	Middle Stage Skills: Task and Treatment Groups	

	7		Exam 1
	8	Specialized Groups	Group Facilitation
	9	Specialized Groups	Group Facilitation
	10	Specialized Groups	Group Facilitation
	11	Task Groups	
	12	Group Work That Addresses Community Issues	
	13	Groups for Medical Settings	
	14	Termination and Evaluation	
	15		Exam 2

Assignments and Examinations

Assignment	Points	Weight
<p>Practice-based research paper: Designed to give students the opportunity to demonstrate their ability to plan a group taking into account multiple structural, organizational, and design factors. Students will integrate information from class discussions, readings, and field experiences in this assignment. Students will write an 8-10 page paper about planning a group to be held in a social service agency or a human service facility (reference page excluded). Students will research current literature on the type of group, how others have facilitated similar groups, and include any evaluation of this approach. The purpose of this assignment is to help students critically think about, research, organize, and write about the planning involved in order to design an effective group. A minimum of 10 references with 8 of them from scholarly journals (published in the last 5 years) must be cited in APA style in the paper. The paper must be submitted to the specified Turn It In drop box without the reference pages and receive a score of 20% or below. You must submit the paper to Turn It In prior to the date due. In addition, a hard copy must be given to the instructor at the beginning of class on the date due with attached references.</p>	75	25%
<p>Exams 1 and 2: Will take place in class and will cover the texts, lectures, and classroom discussions. Students will demonstrate the</p>	75 75	25% 25%

Assignment	Points	Weight
ability to synthesize the material from the course and to apply theory to group work practice (75 points each).		
Group Facilitation and Participation: You will be the group worker for an in-class group using group best practice skills, creativity, and research from your paper. You will also be a member in your classmates' groups. The facilitation assignment will be determined within the first 2 weeks of the course. You will also be required to be a group member for your classmates and to provide written feedback to them regarding their group facilitation.	75	25%

Grading Scale

Point Range	Percent Range	Letter Grade
270 – 300	90 – 100%	A
240 – 269	89 – 80%	B
209 – 239	79 – 70%	C
203 – 208	69 – 65%	D
Below 202	Below 64%	F

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW570) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assignment
C1. Demonstrate ethical and professional behavior: identify as a professional social worker and conduct oneself accordingly	3	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> <p>Use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.</p>	<p>In-class group facilitation and exams.</p> <p>Class discussion and vignette exercises.</p>
C2. Engage diversity and difference in practice: apply social work ethical principles to guide ethical practice	2, 7	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p> <p>Apply self-awareness and self-regulation to manage the influence of person</p>	In-class group facilitation and practice-based research paper

		biases and values in working with diverse clients and constituencies.	
C3. Advance human rights and social, economic, and environmental justice	6	Apply their knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels Engage in practices that advance social, economic, and environmental justice	Practice-based research paper and group facilitation.
C4. Engage in practice-informed research and research-informed practice	5, 6	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Exams, practice-based research paper, and facilitation of in-class groups.
C6. Engage with individuals, families, groups, organizations, and communities	2, 4	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Exams and practice-based research paper. Also, experiential exercises and in-class simulated groups.
C7. Assess individuals, families, groups, organizations, and communities	1, 2, 4	Collect and organize data and apply critical thinking to interpret information from clients and constituencies. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Select appropriate intervention strategies based on the assessment, research	Exams, practice-based research paper. Observation and feedback of in-class group facilitations. Discussion of simulated in-class groups and groups in field placement.

		knowledge, and values and preferences of clients and constituencies.	
		<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	Exams and group observation of simulated in-class groups and discussion of groups in field placements.
C9. Evaluate practice with individuals, families, groups, organizations, and communities	6	<p>Select and use appropriate methods for evaluation of outcomes.</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Exams, research-based practice paper, observation and evaluation of group facilitations.</p> <p>Also, discussion of evaluations of groups in field placements.</p>

*Includes knowledge, values, skills, cognitive and affective processes.

Detailed Course Schedule and Reading Assignments

SSW PE 1.1 INTRODUCED

SSW PE 8.1 INTRODUCED

Week 1:

Week 1: Introduction to Course

- Overview of the course and acquiring a beginning familiarity with group work.

Readings:

Toseland & Rivas – Chapter 1 (Introduction: Focus, Values and Ethics, Definition, Rationale, Types of Intervention and Task Groups)
Toseland & Rivas – Chapter 3 (Understanding Group Dynamics)

Activity: Vignettes: Law and Ethics Review Vignettes #1 Located in “Contents section”, Module 1 Beachboard.

SSW PE 1.1 INTRODUCED

SSW PE 7.1 INTRODUCED

SSW PE 8.1 INTRODUCED

Week 2:

Week 2:

Week 2: History of Group Work/Theories of Group Work

- History of group work and skills in developing a group.
- Students will gain an understanding of group leadership theories, how leadership affects group dynamics, and co-leadership issues.

Readings:

Toseland & Rivas: Chapter 2 (Historical and Theoretical Developments)
Greif & Knight: Introduction and Chapter 1 (Types of Groups, Values, Ethics, and Standards in Social Work with Groups)

Activities:

Activity Vignettes: Law and Ethics Review Vignettes #2
Located in “Contents” section, Module 2 Beachboard.

Week 3: Leadership and Diversity in Group

- Application of the Ecological-Systems and other social work theories to group work.
- Understanding diversity in the group context.
- Students will explore working with diverse members as group begins to develop cohesion.

Readings:

Toseland & Rivas: Chapter 6 (Planning the Group), Chapter 7 (The Beginning Stage)
Greif & Knight: Chapter 2 (Phases of Work and Associated Skills and Tasks), Chapter 3 (Skills for Working With Populations at Risk)

Activities:

Video: Suicide Assessment Video-CBT Role Play (15 minutes) (YouTube)
<https://www.bing.com/videos/search?q=samhsa+suicide+assessment+video&&view=detail&mid=51B0162BD90A9519145F51B0162BD90A9519145F&rvsmid=B4C82115643F10D24592B4C82115643F10D24592&FORM=VDRVRVsuicide>

Assessment Tools (located in BeachBoard):

ASQ-Suicide Risk Screening Tool
Suicide Risk Level and Intervention

Suicide Safety Plan

SSW PE 6.2 INTRODUCED
SSW PE 6.4 INTRODUCED

Week 4: The Beginning Stage of Group Work: Assessment & Core Intervention Skills

- Review of group dynamics such as communication, interaction patterns, cohesion, stages of group development, social integration, and influence and group culture. Students will learn more about planning a group.
- Skills for working with populations at risk are introduced. Students will learn how to assess the functioning of the group as a whole, the group's environment, and linking assessment to intervention.

Readings:

Greif & Knight – Chapter 26 (Using Evidenced-Based Practice and Intervention Research with Treatment Groups for Populations at Risk)

Toseland & Rivas – Chapter 8 (Assessment)

Hohman, Melinda; Kleinpeter, Christine; and Strohauer, Tamara “Bringing Up What They Don't Want to Talk About: Use of Screening, Brief Intervention, and Referral to Treatment (SBIRT) for Alcohol Misuse and Depression in a Community College Health Center” chapter in Strategies for Work with Involuntary Clients, edited by Ronald Rooney (2018), 461-477. (Located in Beachboard)

Activities:

Video: Motivational Interviewing Core Skills in Action (13 minutes) (YouTube)
https://www.youtube.com/watch?v=Gf_guzP_u2M

Video: Advanced Motivational Interviewing: Depression (19 minutes) (YouTube)
<https://www.youtube.com/watch?v=3rSt4KlaN8I>

SSW PE 9.2 ASSESSED
SSW PE 10.2 INTRODUCED
SSW PE 10.3 INTRODUCED

Week 5:

Week 5: Facilitator Assessment of Group Members

SSW PE 10.3 ASSESSED

Research-Based Practice Paper: Planning A Group (DUE)

- Students will learn how to assess the functioning of the group as a whole, the group's environment, and linking assessment to intervention.

Readings:

Greif & Knight: Chapter 1 (Introduction: The Context of Contemporary Group Work Practice and Education) Chapter 26 (Using Evidenced-Based Practice and Intervention Research With Treatment Groups for Populations at Risk)

Yalom, I. (2008). Chapter 1 (The therapeutic factors)

https://csulb.libguides.com/er.php?course_id=67990 Password is SW570SPRING

Optional readings:

- Yalom, I. (2008). Chapter 2 (Interpersonal learning)
- Yalom, I. (2008). Chapter 3 (Group cohesiveness)
- Yalom, I. (2008). Chapter 5 (The Therapist's Basic Tasks)
- Yalom, I. (2008). Chapter 6 (Working in the Here and Now)
- Yalom, I. (2008). Chapter 8 (The selection of patients)
- Yalom, I. (2008). Chapter 11 (In the beginning: Formative stages of group)

Activities:

Video: Outpatient Group Therapy-with Irvin Yalom

<https://csulb.kanopy.com/video/outpatient-group-therapy>

Yalom Video Quiz on Beachboard

SSW PE 6.1 INTRODUCED

SSW PE 8.5 INTRODUCED

Week 6:

Week 6: Middle Stage Skills - Task and Treatment Groups

- Students will demonstrate the middle stage skills of group development including the development of cohesion, appropriate values, skills, and techniques that are needed for this phase.

Readings:

Toseland & Rivas: Chapter 9 (Treatment Groups: Foundation Methods), Chapter 10 (Treatment Groups: Specialized Methods), Chapter 11 (Task Groups: Foundation Methods), and Chapter 12 (Task Groups: Specialized Methods)

Activity:

Vignettes: VASE (Motivational Interviewing Assessment with Lisa, Ulysses, & Bailey)
Located in "Module 4" of Beachboard.

SSW PE 4.2 INTRODUCED

Week 7: Exam 1

Week 8: Treatment Groups – Specialized Methods: Group Psychotherapy

- Using specific group work techniques that emphasize the strengths perspective in groups designed to meet the needs of individuals across the lifespan.

Readings:

Yalom, I. (2008). Chapter 15 The specialized therapy groups (Inpatient Therapy Group).
https://csulb.libguides.com/er.php?course_id=67990 Password is SW570

Optional readings follow:

Yalom, I. (2008). Chapter 9 (The composition of therapy groups)
Yalom, I. (2008). Chapter 12 (The advanced group, skills and techniques)
Yalom, I. (2008). Chapter 13 (Problem Patients)

Activities:

Video (via Kanopy streaming CSULB)

Understanding group psychotherapy. Volume II, Inpatients (Irvin Yalom)

[https://csulb.kanopy.coYalom m/video/inpatient-group-therapy](https://csulb.kanopy.coYalom%20m/video/inpatient-group-therapy)

Yalom Video Quiz #2 on Beachboard

SSW PE 1.1 INTRODUCED

Week 9: Treatment Groups – Specialized Methods: Programming in Specific Types of Groups

- Using specific group work techniques that emphasize the strengths perspective in working with populations at risk.

Readings:

Greif & Knight: Chapter 9 (Social Skills for Children and Adolescents), Chapter 10 (Older Adults), Chapter 11 (Immigrant Family Caregivers), Chapter 12 (Immigrants and Refugees), Chapter 13 (Combat Veterans), Chapter 14 (Integrating Smartphones into Group Interventions)

Activities:

Group Exercise: Sharing gratitude
Located in Beachboard.
Exam 1 (Lecture and Readings)

Week 10: Specialized Methods: Survivors of Violence

- Using specific group work techniques that emphasize the strengths perspective in working with survivors of violence.

Readings:

Greif & Knight: Chapter 15 (Adult Survivors of Childhood Sexual Abuse), Chapter 16 (Victims of Hate Crimes), Chapter 17 (Survivors of Sex Trafficking), Chapter 18 (Survivors of Intimate Partner Violence), Chapter 19 (Children Impacted by Sexual Abuse), Chapter 23 (Fathers Who Are Incarcerated)

Activities:

Group Exercise: My family drawing
Located in Beachboard.

SSW PE 2.2 INTRODUCED

Week 11: Task Groups

- Facilitate and participate effectively in task groups .

Readings:

Greif & Knight: Chapter 25 (Organizational and Community Factors)

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Week 12: Groups for Medical Settings

- Students will be able to design and facilitate groups addressing health issues.

Readings:

Greif & Knight: Chapter 4 (People Who Have Cancer), Chapter 5 (People Suffer From Serious Mental Illness), Chapter 6 (Those Living With HIV/AIDS During a Changing Pandemic)

Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups*, 34(3-4), 246–256.

Jones, A., & Meier, A. (2011). Growing www.parentsofsuicide: A case study of an online support community. *Social Work With Groups*, 34, 101–120.

Activity:

Group Exercise: Best Day and Challenge You Faced?

SSW PE 7.2 INTRODUCED

SSW PE 8.2 INTRODUCED

Week 13:

Week 13: Group Work that Addresses Community Issues

- Students will be able to facilitate and participate effectively in groups in the context of the community setting.

Readings:

Delgado, R., & Stefancic, J. (2017). Critical race theory (third edition): An introduction. ProQuest Ebook Central <https://ebookcentral.proquest.com>
Chapter 1-Introduction, p. 1-11.; Chapter 7-Critical Race Theory Today, p.113-142

Greif & Knight – Chapter 20 (Urban African American Parents in Their Neighborhood Schools)

Greif & Knight – Chapter 21 (Children and Adolescents in Response to Community Violence and/or Trauma)

Greif & Knight – Chapter 22 (Group Work with Gay Men)

Greif & Knight – Chapter 24 (Homeless Parents)

Activity:

Group Exercise: Social Identity Activity

Located in Beachboard.

Exam 2 (Lecture and Readings) available on Beachboard

SSW PE 9.1 INTRODUCED

SSW PE 9.2 INTRODUCED

Week 14: Termination and Evaluation

- Separation phase of group development including the issues related to termination as well as the appropriate values, skills, and techniques that are needed for this phase.
- Students will demonstrate an ability to plan an evaluation in their research-based practice paper.

Readings:

Toseland & Rivas: Chapter 13 (Ending the Group's Work), Chapter 14 (Evaluation)

Keyton, J. (2016). Group termination. *Small Group Research*, 24(1) 84-100.

Reiser, J., & McCarthy, C. (2017). Preliminary investigation of a stress prevention and mindfulness group for teachers. *The Journal for Specialists in Group*, 1-33.

Fletcher, R. B., Wilkinson, H., Bladon, H., & Gargiulo, A. (2017). Developing a measure of collective efficacy for female netball using polytomous item response modeling and multilevel confirmatory analysis. *Group Dynamics: Theory, Research, and Practice*, 21(2), 61-76.

<http://www.tandfonline.com/doi/full/10.1080/01933922.2017.1338811>

Activity:

Group Exercise: Working with Loss of Relationships/Closure

Located in Beachboard.

SSW PE 3.3 INTRODUCED

Supplemental Bibliography

Journal Articles

- Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice, 22*(5), 578–589.
doi:10.1177/1049731512443288
- Macgowan, M. J. (2014). A standards-based inventory of foundation competencies in social work with groups: An empirical test in Scotland. *Groupwork, 24*(3), 6-25.
- Pandya, V. (2010). An evidence base for group work with older adults living in the community. *Social Work With Groups, 33*, 323-349.
- Rose, S., & Chang, H. (2010). Motivating clients in treatment groups. *Social Work With Groups, 33*(2-3), 260-277.
- Singh, A., Ingene, D., Skudrzyk, B., & Merchant, N. (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.
- Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work With Groups, 34*(3-4), 246–256.
- Webster, M. (2014). Status, participation, and influence in task groups. *Sociological Perspectives, 57*(3), 364-381.

Books

- Corey M., & Corey, G. (2013). *Groups: Process and practice* (9th ed.). Belmont, CA: Wadsworth Publishing.
- Garvin, C., Galinsky, M., & Gutierrez L. (Eds.). (2017). *Handbook of social work with groups*. New York, NY: The Guilford Press.
- Gladding, S. (2016). *Groups: A counseling specialty* (6th ed.). Old Tappan, NJ: Prentice Hall.
- Hohman, M. (2021). *Motivational interviewing in social work practice*, 2nd Ed. New York, NY: The Gilford Press.
- Johnson, D., & Johnson, F. (2012). *Joining together: Group theory and group skills* (11th ed.). Boston, MA: Allyn and Bacon.
- Kottler, J., & Englar-Carlson, M. (2015). *Learning group leadership: An experiential approach* (3rd ed.). Boston, MA: Allyn and Bacon.
- Levi, D. (2016). *Group dynamics for teams*. Thousand Oaks, CA: Sage.
- Malekoff, A. (2014). *Group work with adolescents: Principles and practice*. New York, NY: Guilford Press.
- Miller, G. (2017). *Group exercises for addiction counseling*. Hoboken, NJ: Wiley & Sons.
- National Association of Social Workers. (2017). *Code of Ethics of the National Association of Social Workers*. Retrieved from <https://www.socialworkers.org>.
- Pelech, W., Basso, R., Lee, C. D., & Gandarilla, M. (2016). *Inclusive group work*. New York, NY: Oxford University Press
- Shulman, L. (2012). *The skills of helping individuals, families, groups, and communities*. Belmont, CA: Brooks/Cole.
- Steinberg, D. (2014). *The mutual-aid approach to working with groups: Helping people help one another* (3rd ed.). New York, NY: Haworth.
- Wagner, C., & Ingersoll, K. (2013). *Motivational Interviewing in Groups*. New York: The Gilford Press.

- Yalom, I. (with Leszcz, M.) (2005). *The theory and practice of group psychotherapy*, (5th ed.). New York, NY: Basic Books.
- Yalom, I. (with Leszcz, M.) (2020). *The theory and practice of group psychotherapy*, (6th ed.). New York, NY: Basic Books.
- Zastrow, C. (2015). *Social work with groups* (9th ed.). Belmont, CA: Brooks/Cole.

Classic Works

- Yalom, I. (with Leszcz, M.). (2005). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.

UNIVERSITY (U) and SCHOOL(S) POLICIES

Statement of Non-discrimination (U)

http://web.csulb.edu/divisions/aa/catalog/current/general_policies/nondiscrimination_policy.html

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed>

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes 1 week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Cheating and Plagiarism (U)

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Definition of Plagiarism: Plagiarism is defined as 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. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the

time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating: Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action: One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance: Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW courses.

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences: Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like
- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement: Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Attendance and Absences in Advanced Standing Program Model – Summer Term: Students in the Advanced Standing MSW Program model are provisionally admitted to the School of Social Work until they have completed the intensive Summer Bridge term. After a student completes all Summer Bridge modules and summer field education internship hours, the School of Social Work waives 30 units of foundation courses and the student completes the second year of the 2-year MSW program. As a result, unexcused only medical emergencies with documentation from a medical provider are the **ONLY** absences permitted during the intensive Summer Bridge

term of the Advanced Standing model. Students must provide documentation for any excused absence.

Extended or Multiple Absences: Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice a week for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly.

Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** for illness, injury, or other University established excused absences (as specified above in a. Excused Absences) and **only** when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences: Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by Disabled Student Services at (email: dss@csulb.edu, telephone: (562) 985-5401, location: Brotman Hall Room 270). DSS is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Withdrawal (U)

http://web.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html

Cancellation of Registration or Withdrawal from CSULB: Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U): Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction: Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction are not permitted except in cases such as 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. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction are not permitted except in cases such as 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. Ordinarily, withdrawal in this category will involve

total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal: No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- b. Withdrawals in terms prior to fall 2009 at CSULB,
- c. Withdrawals at institutions other than CSULB, and
- d. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") 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 that 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 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 in writing with the instructor.

Campus Behavior (U)

General Policies: CSULB Statement on Civility and Acts of Violence

http://web.csulb.edu/divisions/aa/catalog/current/general_policies/csulb_statement_civility_acts_violence.html

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution. Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations: All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior: It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S): The *NASW Code of Ethics* outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

Overview of Assignments & Activities

SSW PE 6.2 PRACTICED

SSW PE 7.1 PRACTICED

Small Group Activities

For the SW570 Foundation Practice with Groups course, most activities involve starting with a worksheet, completing the worksheet individually, then sharing with the group. Finally, one student reports to the class the outcomes of the group activity. Recommended group size is 6-8 students.

All activities can be modified for group type and population. For example, the first two group activities are *Law and Ethics review* scenarios. The PPSC students can adjust type of group scenario to focus on school-related ethical and legal challenges.

Social Identity Groups Exercise - self-reflection exercise for students to participate in and add to potential exercises to use with groups they will facilitate (for example, for PPSC students type and population of group membership can be in the school setting)

Motivational Interviewing Exercise

Draw Your Family Exercise

Identity Exercise - This is Me

Groups: Working with Loss and Closure

Suicide Assessment CBT Role Play

Simulated Practice with Motivational Interviewing core skills

Assessment Tools:

ASQ-Suicide Risk Screening Tool;

Suicide Risk Level and Intervention;

Suicide Safety Plan

SSW PE 1.1 PRACTICED

SSW PE 8.1 PRACTICED

Ethics Review Session #1

Ethics Review Session #1

1. Case Vignette: **(Can choose group type/population)** A group leader is opposed to giving prior information in writing or verbally to group members, based on the rationale: If members flounder in defining goals, the leader regards this as part of the process that has therapeutic value. The leader feels that the more precise the information given to prospective group members, the more inhibited they will be and the more they will produce leader-pleasing behavior. He/she avoids presenting his/her qualifications on the grounds that members might be intimidated by his/her credentials and develop authority problems. Please discuss the ethical and legal issues involved in this case.
2. A group leader **(can choose group type/population)** conducts an ongoing group with no termination in sight. Whenever a member wants to quit, he/she is reminded of each person's responsibility to the group, and there is discussion of how the person has not worked through all of his/her personal struggles fully and is therefore not really ready to terminate. The leader encourages dependence on him/her by questioning the member's ability to solve daily life problems without the help of the group leader. Please discuss the legal and ethical issues involved in this case.
3. A group leader runs a group therapy in prison and feels that inmates should not be made to attend. The leader; therefore, does not tell the members that their attendance and participation in group therapy are considered as part of the decision for parole. Instead, the leader tells inmates that the group attendance and participation is voluntary. What are the legal and ethical issues in this case?
4. A group leader runs a group for victims of Intimate Partner Violence and feels that members will be more honest if the group agrees not to report child abuse, since it has already occurred, and members are now seeking help. The leader makes a contract with the group members that as long as they attend group weekly, no child abuse reports will be filed, however, if a member stops attending group, all child abuse discussed during the group will be reported. What are the legal and ethical issues involved in this case?
5. The group leader runs a group for prison inmates. He/she notices that often inmates threaten to kill others who are outside of the prison. The leader reasons that the individuals who are outside are safe, because the inmates are serving life sentences and are therefore unable to act on their threats. In order to not alarm the public, the leader decides not to report the threats. What area the legal and ethical issues involved in this case?

Ethics Review Vignettes Session #2

Ethics Review Vignettes Session #2

1. The case involves a busy mental health clinic that is understaffed. Social workers are under some pressure to do group work as a way of dealing with a long waitlist. A worker decides to organize a group by putting a notice on the clinic bulletin board. The receptionist is asked to admit the first 12 people who come to the clinic for help to sign up for group. He/she then instructs them to come to the first meeting. What are the legal and ethical issues involved in this case?
2. The situation involved a group leader (**can choose group type and population**) who discusses the importance of confidentiality, the reasons for it, and the impact on the group of lack of confidentiality; he/she summarizes the discussion of confidentiality by stating, "Anything that happens here stays here." What is missing in the coverage of the important discussion regarding the issue of confidentiality? Is there anything that is misleading in that statement?
3. Joan was having difficulties with her husband and discussed her struggles in the group. Before she had really explored this issue or had a chance to express her full range of feelings, many members intervened with such advice as "leave the guy, you're better off without him, and "don't waste more of your life." The members exerted pressure on Joan to take action. What is the group leader's role in this situation?
4. The group leader's lifestyle is an "open one" characterized by sexual involvement with several partners. He/she discussed this openly in group. The leader maintained and attempted to teach the members that he/she cannot conceive of a sexual affair detracting from a primary relationship. The leader argued that if a primary relationship falls apart due to other relationships, this proves that the primary relationship was insecure and could not stand the test. The leader suggested to several members that this practice can enliven their stale relationships. What are the ethical problems in this situation?
5. A group member invites the leader to join her, her husband, and their children for a weekend outing at their mountain cabin on the lake. A number of their friends will also be there also, and the leader is encouraged to invite a friend for the weekend. What are the ethical and legal problems in this situation?
6. The situation consists of a relatively new group leader who attends a body-therapy demonstration designed to "open up feelings" via body techniques. At the next meeting of the group that she leads, the leader decided to have group members try out the body-therapy techniques on each other as she directed them. Some members reported feeling uncomfortable with the technique. Others stated that they felt violated. What are the legal and ethical problems involved in this situation?
7. The leader (**can choose group type and population**) is involved in a research project on group therapy. In order to conduct the research, he/she needs to have recordings of the group sessions. The leader decided that if the clients were told about the recordings prior to group, it may interfere with their interactions and alter what happens in the group. He/she decided to inform the group members of the recording after the sessions instead of prior to the session. What are the legal and ethical issues involved in this case?
8. The leader (**can choose group type and population**) has been working toward termination and 3 weeks before the end of the group. The leader has asked members to review their progress and make plans for follow up activities for further growth. One member states that he/she thinks the group should continue

past the original end date. The member calls for a vote of group members to decide if the group should end or continue. What would be your response if you were the leader?

SSW PE 2.3 PRACTICED

Group Activity: Identity; This is me

Social Identity Groups

Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self claimed and frequently ascribed by others. For example, racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed but not often announced or easily visually ascribed such as sexual orientation, religion, or disability status.

For the purpose of this self-examination please identify the memberships you claim or those ascribed to you. Below are examples of social identity groupings.

Examples

(Feel free to use your own language for your identities.)

Gender	Woman, Man, Transgender, Post-Gender
Sex	Intersex, Female, Male
Race	Asian Pacific Islander, Native American, Latin@, Black, White, Bi/Multiracial
Ethnicity	Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
Sexual Orientation/ Attractionality	Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Questioning
Religion/Spirituality Faith/Meaning	Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Atheist, Secular Humanist
Social Class	Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class
Age	Child, Young Adult, Middle-Age Adult, Elderly
(Dis)Ability	People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily disabled
Nation(s) of Origin and/or Citizenship	United States, Nigeria, Korea, Turkey, Argentina
Tribal or Indigenous Affiliation	Mohawk, Aboriginal, Navajo, Santal
Body Size/ Type	Fat, Person of Size, Thin

Target Group: social identity groups that are disenfranchised and exploited

Social Identity Profile

Social Identity	Group Membership	You are most aware of	You think about least	Have greatest effect on how others see you (positive or negative)	Have strongest effect on how you see yourself as a person	Have an effect on your decision making	Give you Power and Privilege in society	Have the earliest memories of...
Gender								
Sex								
Race								
Ethnicity								
Sexual Orientation/ Attractionality								
Religion/ Spirituality/Faith/ Meaning								
Social Class								
Age								
(Dis)Ability								
Nation(s) of Origin and/or Citizenship								
Tribal or Indigenous Affiliation								
Body size/type								
Additional								

The National Intergroup Dialogue Institute | The Program on Intergroup Relations | University of Michigan

Body Size/ Type

Fat, Person of Size, Thin

Target Group: social identity groups that are disenfranchised and exploited

Agent Group: social identity groups that hold unearned privileged in society

The National Intergroup Dialogue Institute | The Program on Intergroup Relations | University of Michigan

Group D: Achieving Closure in a Lost Relationship (20 minutes)

Population: Age 35; Support group for individuals who are dealing with a lost relationship

GOAL: To assist group members gain closure in a relationship loss that has been experienced.

1. Complete a group check-in to see how each member is doing today.
2. Discuss the group topic: "grieving a loss."
3. Let members know that this exercise has been helpful to others to get closure
4. Discuss the following:
 - a. People who are grieving about a loss often feel guilty about things said or done ... or things not said or not done- that they believe may have contributed to the loss.
 - b. Many people feel guilty about not having resolved an interpersonal conflict and the opportunity to have closed to the relationship by saying how they feel about the relationship ending or why the relationship ended.
5. Have each person write down on a piece of paper some unresolved items from a past relationship. This can be from someone they lost, a close friend, relative, or a past intimate relationship.
6. On each item have the person write down how they would resolve the conflict and/or what they would say to that person.
7. Next, have them write down how they think the other person would respond to their resolution/comments. Indicate that this exercise has been found to be helpful in obtaining closure to relationships.
8. Have an open discussion and ask for volunteers to share what they feel comfortable sharing with others.

Processing Feelings and ending group:

1. Engage the group in an open discussion of what they learned today.

Quizzes/Exams

In-class or online (depending on semester/campus guidelines). Tests will cover the texts, lectures, classroom discussions, and video presentations. The format will be objective questions. The quizzes are open notes and books. Students will demonstrate the ability to synthesize the material from the course, and to apply theory to group work practice. (Course Objectives 1-4, 7)

SSW PE 8.1 ASSESSED

SSW PE 8.2 ASSESSED

SSW PE 8.5 ASSESSED

Practice-Based Research Paper

The Practice-Based Research Paper is designed to give students the opportunity to demonstrate their ability to plan a group taking into account multiple structural, organizational, and design factors. Students will integrate lecture, readings and field experiences in this assignment. PPSC students can tailor this assignment to the school setting.

Students will write a 8-page paper outlining the steps involved in planning a group. Students will support their group design with current literature on the type of group being proposed, including any evaluation of this approach. The purpose of this assignment is to help students design an effective group. A minimum of 10 articles in the last 5 years from scholarly journals must be cited. A score of 30% or less is required on the originality score in Dropbox. Late papers will have a 5-point penalty. (Course Objectives 1-4, 6-7)

Designed to give students the opportunity to demonstrate their ability to plan a group taking into account multiple structural, organizational, and design factors. Students will integrate information from class discussions, readings, and field experiences in this assignment. Students will write a 8-10 page paper about planning a group to be held in a social service agency or a human service facility (reference page excluded). Students will research current literature on the type of group, how others have facilitated similar groups, and include any evaluation of this approach. The purpose of this assignment is to help students critically think about, research, organize, and write about the planning involved in order to design an effective group. A minimum of 10 references with 8 of them from scholarly journals (published in the last 5 years) must be cited in APA style in the paper. The paper must be submitted to the specified Turn It In drop box without the reference pages and receive a score of 20% or below. You must submit the paper to Turn It In prior to the date due. In addition, a hard copy must be given to the instructor at the beginning of class on the date due with attached references.