

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

LIBERTY UNIVERSITY®
 SOWK 355 – Social Work Practice with Groups (3 Credit Hours)
 July Intensive 2018

Professor Christine Fulmer ckfulmer@liberty.edu

Professor Alex Lagos alagos@liberty.edu

I. Course Description

This course provides the student with the opportunity to develop an understanding of theories, methods and skills in relation to generalist practice with social work groups. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on the group process. Emphasis will be placed on the importance of being a culturally sensitive group leader.

II. Rationale

Social workers interact with groups of individuals on a daily basis. This course aids the students in developing competency in the areas of engagement, assessment, intervention, and evaluation when working with groups. It prepares students with foundational knowledge necessary for effective generalist social work practice

III. Prerequisite Statement

Students are to successfully complete SOWK 101 prior to taking this course. As this is a practice course, students are to have received a letter from the Program Director of the Social Work Program stating that they can proceed in the program to enroll in this course.

It is the student's responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course.

IV. Material List: Required

Click on the following link to view the required resource(s) for the term in which you are registered:

<http://bookstore.mbsdirect.net/liberty.htm>

V. Course Learning Outcomes

The student will be able to

1. Demonstrate an understanding of the necessity of preparation for practice.
2. Demonstrate empathy and other interpersonal engagement skills.
3. Practice personal reflection and self-correction to assure continual professional development
4. Engage in career-long learning.
5. Develop a mutually agreed on focus of work and desired outcomes
6. Develop appropriate intervention strategies
7. Facilitate transitions and endings
8. Critically analyze, monitor, and evaluate interventions
9. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
10. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
11. Demonstrate professional demeanor in behavior, appearance, and communication.
12. Demonstrate effective oral and written communication in working with groups and colleagues.
13. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
14. Recognize and communicate their understanding of the importance of difference in shaping life experiences
15. View themselves as learners and engage those whom they work as informants
16. Integrate faith and social work practice
17. Demonstrate an understanding of the forms and mechanisms of oppression and discrimination
18. Demonstrate the use of supervision and/or consultation in practice preparation.

VI. Assignments/Requirements

Quizzes: Students will be responsible to take quizzes over assigned reading **on Blackboard**. The quizzes are worth 10 points each. There will be 13 quizzes with the lowest grade dropped. Make up quizzes are permitted for excused absences only. Quizzes total 120 points of the final course grade. Quizzes assess learning outcomes 1 and 4.

Support Group Facilitation and Reflection Paper: Each student will facilitate the support group one time during the semester. This facilitation effort will be graded on the basis of the level of competency demonstrated in preparation (20%), self-reflection, self-correction, & evaluation (25%), use of empathy & interpersonal skills (20%), facilitation of transitions & endings (20%), and effective written communication (15%).

Each student will evaluate his/her efforts in writing answering the following questions:

Preparation: (Section worth 40 points)

1. What are your group goals? (5 points)
2. What were the goals/objectives the group agreed on for the session you facilitated? (This decision occurs prior to your facilitation session.) (5 points)
3. What exercises did you utilize? (5 points)
 - a. Why did you choose this or these exercise(s)? (5 points)
 - b. How did you anticipate this or these exercise(s) to help meet the agreed upon goals/objectives? (5 points)
4. What style of leadership did you plan on using (use textbook)? (5 points)
What was the reason for this choice? (5 points)
5. How did you use supervision and/or consultation in making these choices? (5 points)

Evaluation and Self-Reflection: (Section worth 50 points)

1. How did the exercise(s) utilized meet the agreed upon goals/objectives? (5 points)
2. How did the group respond to the exercise(s)? (5 points)
3. How did the group respond to your leadership style? (5 points)
4. What were the strengths of your facilitation? (10 points)
5. What areas of facilitation do you think you still need growth? (10 points)
6. Describe how you utilized empathy and other interpersonal skills. (5 points)
7. Describe how you facilitated transitions between activities. (5 points)
8. Describe how you facilitated the ending of the session. (5 points)

The professor(s) will evaluate the student's demonstration of the competencies mentioned above and in the following areas:

Use of Empathy & Interpersonal Skills: (Section worth 40 points)

1. The student demonstrated kindness, concern, and empathy for group members (8 points)
2. The student made appropriate eye contact with group members (4 points)
3. The student's use of nonverbal communication skills was open and engaging (4 points)
4. The student was welcoming to group members (4 points)
5. The student used appropriate verbal communication skills (4 points)
6. The student used active listening skills (4 points)
7. The student met each group member where he/she was (4 points)
8. The student was mindful of including each member (4 points)
9. The student used interpersonal skills well in general (4 points)

Facilitation of Transitions and Endings: (Section worth 40 points)

1. The student transitioned between the beginning and middle section using bridging statements (5 points)
2. The student provided clear direction when moving from the beginning to the middle section (5 points)
3. The student aided the transition between group members when fitting (5 points)
4. The student transitioned between the middle and ending section using bridging statements (5 points)
5. The student provided clear direction when moving from the middle to the ending section (5 points)
6. The student provided a clear ending to each section of the group (5 points)
7. The student used summary and/or ending statements when concluding the group (5 points)
8. The student introduced the next facilitator and provided structure for the length of the break (5 points)

Written Communication Skills: (Section worth 30 points)

1. The student expressed themselves well in writing (15 points)
2. The student's paper was free of grammatical & spelling errors (15 points)

This exercise will equal a total of 200 points of the student's grade. The paper is due 2 weeks after the student's facilitation. It assesses learning outcomes 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, and 18.

Group Educational Presentation: Each student will be in a 3(+) person group. The groups will present material from an assigned chapter in the Zastrow text book through a Biblical worldview to the class in an engaging manner. The presenters will evaluate their own competency on each presentation. The presenters will be evaluated by their peers as well as their instructor. This assignment is worth a total of 220 points. These presentations assess learning outcomes 1, 2, 3, 4, 7, 11, 12, and 16.

Diversity Paper: Each student will write a 6-7 page written paper regarding beginning level competency in the following areas:

As a Christian in training for the profession of social work, it is important to consider what the Bible says about social work competencies.

For the purpose of this paper, students will consider examples from the Bible in which a culture's structures and values oppressed, marginalized, alienated, or created or enhanced privilege and power. Students will cite Bible verses explaining the context of these verses with the help of an additional source.

Also, students will consider how the present day culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. Students will use examples.

Using both biblical and contemporary examples, students will explain how *difference(s)* impact(s) the life experiences of individuals.

Students are to elaborate on how they can personally learn **from** (not learn about) those who are different from themselves.

Students are to be self-reflective and consider your own biases and values when working with diverse groups. Students are to discuss these candidly in this section of the paper.

Students are to discuss what they have done (if anything) to help eliminate the influences of these biases and values as well as what they plan to do.

Students are to discuss the importance of eliminating these influences from a biblical perspective. This paper is worth a total of 250 points. This paper assesses learning outcomes 3, 4, 9, 10, 12, 13, 14, 15, 16, and 17.

Final Exam: This final exam is an in-class evaluation. It will account for 50 points of the final grade for the course. The final exam assesses learning outcomes 1 and 4.

Class Participation: Students are to attend all scheduled classes to earn the 160 class participation points. Instructor excused absences are permitted with appropriate documentation of illness, emergency, or school sponsored activity. Classroom interaction is expected to demonstrate social work values. Class Participation assesses learning outcomes 2, 4, 13, 14, and 17.

VII. Grading Policies

Assignments have the following values:

| | |
|---|------------|
| 12 quizzes @ 10 points each | 120 points |
| Support Group Facilitation & Reflection Paper | 200 points |
| Group Education Presentation | 220 points |
| Diversity Paper | 250 points |
| Final Exam | 50 points |
| Class Participation | 160 points |

Total 1000 points

Grading Scale:

| | |
|----------|---|
| 900-1000 | A |
| 800-899 | B |
| 700-799 | C |
| 600-699 | D |
| <600 | F |

VIII. Attendance Policies

A. Students are expected to attend all classes during the intensive.

B. At times, students miss classes. These absences will be identified as either excused or unexcused and will be handled per the policy below.

Excused Absences

- Excused absences include all Liberty University sponsored events, to include athletic competition or other Provost-approved event.
- Absences due to medical illness that are accompanied by a doctor’s note will be excused.
- Absences due to family situations such as a death in the family or a severe medical condition will be excused.
- Students will not be penalized for excused absences and will be permitted to make arrangements to complete missed work.

Unexcused Absences

The University Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance. When making those decisions, students should consider the policies for this course that could negatively impact their scores.

C. The policies specific to this course are consistent with the educational policies set forth by the Council on Social Work Education. Social workers are to demonstrate professional demeanor in behavior, appearance, and communication. When absences are unavoidable, students are to demonstrate professional demeanor in communication by informing the instructor and group members **prior to class** of their impending absence. Unexcused absences and tardiness are discouraged as these actions are not representative of professional behavior and negatively impacts the dynamics of the group. Students who are tardy to class three times are allotted an unexcused absence. Since this class is a practice class, missing class may negatively impact the competency development of students. Each unexcused absence will result in a 100 point reduction.

IX. Other Policies

Dress Code

Students are expected to come to class dressed in a manner consistent with The Liberty Way.

Honor Code

We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.

Academic Misconduct

Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See The Liberty Way for specific definitions, penalties, and processes for reporting.

Disability Statement

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Religion Hall 126 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Religion Hall 119) is the officially designated place for all tests administered outside of the regular classroom.

DROP/ADD POLICY

A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week (see academic calendar for exact date), a Fall/Spring course may be withdrawn with a grade of “W”.

Classroom Policies

The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated. Students who engage in such misconduct will be subject the penalties and processes as written in the Liberty Way.

X. Calendar

| Module | DATES | TOPICS | READINGS | ASSIGNMENT |
|--------|-----------|---|------------------------|---|
| 1 | 7/2 – 7/6 | Course Overview Types & Stages of Group Development Social Work Group Work & Practice | Zastrow 1 Zastrow 2 | Review Syllabus Quiz Z 1 Tuesday Quiz Z 2 Wednesday |

| | | | | |
|---|---|---|---|--|
| | | Group Dynamics: Leadership Group Dynamics: Goals & Norms | Zastrow 3 Zastrow 4 | Quiz Z 3 Thursday Quiz Z 4 Friday |
| 2 | 7/9 – 7/13 | Verbal & Nonverbal Communication Task Groups Working with Diverse Groups Support Groups Educational Groups | Zastrow 5 Zastrow 6 Zastrow 7 Zastrow 8 Zastrow 9 | Quiz Z 5 Monday Quiz Z 6 Tuesday Quiz Z 7 Wednesday Quiz Z 8 Thursday Quiz Z 9 Friday |
| 3 | Monday, July 16 1:30 – 5pm | Residential Course Overview Types & Stages of Group Development Social Work Group Work & Practice Presentation Assignments | Zastrow 1 & 2 | Review Z 1 & 2 |
| | Monday, July 16 6 – 8:30pm | Educational Group Presentation Prep | Assigned presentation chapter in Zastrow | Review Z 9 Educational Group Presentation Preparation |
| | Tuesday, July 17 8 to 10am 10am to noon 1pm to 5pm | Presentation Consultation with Professor Student Presentation Revisions Student Presentations Group Dynamics: Leadership Group Dynamics: Goals & Norms Verbal & Nonverbal Communication Task Groups | Zastrow 3 Zastrow 4 Zastrow 5 Zastrow 6 Gracism | Educational Group Presentation Preparation Gracism Intro - 3 Quiz |
| | Wednesday, July 18 9am - noon | Working with Diverse Groups Multicultural Competence Gracism Diversity Paper Instructions | Zastrow 7 Gracism | Review Z 7 Gracism 4 – 7 Quiz Gracism 8 – 11 Quiz |
| | Wednesday, July 18 1pm – 5pm | Support Groups | Zastrow 8 | Review Z 8 |
| | Thursday, July 19 8am - noon | Support Group Facilitation &/or Membership | Zastrow 8 | Support Group Facilitation Preparation |
| | Thursday, July 19 1pm – 5pm | Support Group Facilitation &/or Membership | Zastrow 10 | Support Group Facilitation Preparation Quiz Z 10 |
| | Friday, July 20 9am - noon | Support Group Termination Final Exam | | Review Course Material |
| 4 | Wednesday, July 25 | Support Group | Zastrow 8 | Support Group Facilitation & Reflection Paper by Wednesday at 11:59pm |
| | | | | |

| | | | | |
|---|-----------------------|-----------|-----------|--|
| 5 | Wednesday, August 1st | Diversity | Zastrow 7 | Diversity Paper by Wednesday at 11:59pm |
|---|-----------------------|-----------|-----------|--|

XI. Bibliography

- Ali, A. (1990). An approach to the Islamization of social and behavioral sciences. *American Journal of Islamic Social Sciences*, 6(2), 37-58.
- Allen, K. V. C. (1990). *The power of thought: Essays in black philosophy, psychology, sociology, ethics, history, anthropology and revolution*. Hampton, Virginia: United Brothers and United Sisters Communication Systems.
- Anderson, D. A. (2007). *Gracism: The art of inclusion*. Downers Grove, IL: Intervarsity Press.
- Anderson, J., & Carter, R. W. (2003). *Diversity perspectives for social work practice*. Boston: Allyn and Bacon.
- Arnold, J. (1992). *The big book on small groups*. Madison, WI: Intervarsity Press.
- Arons, R. D., & Schwartz, F. (1993). Interdisciplinary co-leadership of high school groups for dropout prevention: practice issues. *Social Work*, 38:1, 9(6).
- Baer, H. A. (1993). The limited empowerment of women in Black Spiritual Churches: An alternative vehicle to religious leadership. *Sociology of Religion*, 54:1, 65-82.
- Baker, N. G. Social work through an interpreter. *Social Work*, 26:5, 391-397.
- Bargal, D. (1994). The encounter of social selves: Intergroup workshops for Arab and Jewish youth. *Social Work With Groups*, 17:3, 39.
- Barth, R. (1994). Shared family care: Child protection and family preservation. *Social Work*, 39:5, 515(10).
- Behrooz, C. (1992). A model for social work with involuntary applicants in groups. *Social Work With Groups*, 15:2-3, 223.
- Bilides, D. Race, color, ethnicity, and class. *Social Work With Groups*, 13:4, 43-58.
- Brown, W. E. (2003). *Where have all the dreamers gone? Observations from a Biblical worldview*. Cedarville, Ohio: Cedarville University Press.
- Canda, E. R. & Furman, L. D. (1999). *Spiritual diversity in social work practice: The heart of helping*. New York: Free Press.
- Davis, L. E., & Proctor, E. K. (1989). *Race, gender and class: Guidelines for practice with individuals, families and groups*. Englewood Cliffs, NJ: Prentice Hall.
- De Anda, D. (1997). *Controversial issues in multiculturalism*. Boston: Allyn & Bacon.
- Delgado, M., Jones, K., & Rohani, M. (2005). *Social work practice with refugee and immigrant youth in the United States*. Boston: Allyn and Bacon.
- Feit, M. D., et al. (Eds.). (1995). *Capturing the power of diversity*. New York: Haworth Press.
- Finkelstein, N. (1994). Treatment issues for alcohol and drug-dependent pregnant and parenting women. *Health and Social Work*, 19:1, 7(9).
- Finn, J. (1994). Computer-based self-help groups for sexual abuse survivors. *Social Work with Groups* 17:1-2, 21.

- Fong, L. (1995). Facilitating services to multicultural communities in a dominant culture setting. *Administration in Social Work, 19*:2, 1.
- Furman, R., Bender, K., & Rowan, D. (2014). *An experiential approach to group work* (2nd ed.). Chicago, IL: Lyceum.
- Gelfand, D. E., & Baressi, C. M. (1987). *Ethnic dimensions of aging*. New York: Springer Publishing Company.
- Gibbs, J., & Huang, L. (1990). *Children of color: Psychological interventions with minority youth*. San Francisco, CA: Jossey-Bass.
- Gil, D. G. (1998). *Confronting injustice and oppression*. New York: Columbia University Press.
- Goodman, J. (Ed.). (1973). *The dynamics of racism in social work*. Washington, DC: National Association of Social Workers.
- Ham, K., Wieland, C., & Batten, D. (2004). *One blood: the Biblical answer to racism*. Green Forest, AR: Master Books.
- Haslett, D.C. (2005). *Group work activities in generalist practice*. Belmont, CA: Brooks/Cole.
- Hays, P.A. (2001). *Addressing cultural complexities in practice. A framework for clinicians and counselors*. Washington, D.C.: American Psychological Association.
- Howard, J. G. (1979). *The trauma of transparency: A Biblical approach to inter-personal communication*. Portland: Multnomah Press.
- Icenogle, G.W. (1994). *Biblical Foundations for small group ministry: An integrational approach*. Madison, WI: Intervarsity Press.
- Johnson, D.W. & Johnson, F.P. (2003). *Joining together group theory and group skills. 8th ed*. Boston: Allyn & Bacon.
- Keith-Lucas, A. (1985). *So you want to be a social worker: A primer for the Christian student*. St. Davids, PA: NACSW, 27-35.
- Kruzich, J. M., Friesen, B. J., Williams-Murphy, T., & Longley, M. J. (2002). Voices of African American families: Perspectives on residential treatment. *Social Work, 47*:4, 461-470.
- Lum, D. (Ed.). (2005). *Cultural competence, practice stages, and client systems*. Belmont, CA: Thomson, Brooks/Cole
- Lundy, C. (2004). *Social work and social justice: A structural approach to practice*. Toronto: Broadview Press.
- Marsiglia, F. F. & Kulis, S. (2009). *Diversity, oppression, and change*. Chicago: Lyceum.
- Moore, R. J. (2003). Spiritual assessment. *Social Work, 48*, 558-561.
- Page, B.J. & Jenkins, M.J. (2009). *Groups: Planning and leadership skills*. Boston: Lahaska Press.
- Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*:1, 121-133.
- Rhodes, R. (1995) A group intervention for young children in addictive families. *Social Work, 18*:2-3, 123(11).
- Richardson, V. (1992). Service use among urban African American elderly people. *Social Work, January 1992*, 47-54.
- Sande, K. (1997). *The peacemaker*. Grand Rapids: Baker Books.
- Shulman, L. (2016). *The skills of helping, individuals, families, groups, and communities* (8th ed.). Boston, MA: Cengage.
- Smith, T. B. (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston: Allyn & Bacon.
- Sue, D. W. (2006). *Multicultural social work practice*. Hoboken, NJ: Wiley.
- Sue, D. W. (2003). *Overcoming our racism: The journey to liberation*. San Francisco: Wiley.
- Taylor, R., & Chatters, L. (1986). Patterns of informal support to elderly black adults: Family, friends and the church. *Social Work, 43*:2-3, 432-438.
- Toseland, R.W. & Rivas, F.R. (2009). *An introduction to group work practice, 6th ed*. Boston: Allyn & Bacon.

Wilson, L., & Stith, S. Culturally-sensitive therapy with black clients. *Journal of Multicultural Counseling and Development*, 19:1, 32-43.

Winkelman, M. (2005). *Cultural awareness, sensitivity, & competence*. Peosta, Iowa: Eddie Bowers.

Yanca, S.J. & Johnson, L.C. (2009). *Generalist social work practice with groups*. Boston: Allyn & Bacon.