USC | School of Social Work

Social Work 545 – Section: 67531

Social Work Practice with Families, Groups and Complex Cases
3 Units

Fall 2012 (VAC)

Instructor:	Valerie Wood, LCSW, LCADC		
E-Mail:	woodv@usc.edu	Course Day:	Thursday
Telephone:	914-953-5000	Course Time:	5:45-7:00pm CST
Office:	Virtual	Course Location:	Virtual Academic Classroom
Office Hours:	By appointment – please call, hours are flexible.		

I. COURSE PREREQUISITES

SOWK 503, SOWK 534, SOWK 543

II. CATALOGUE DESCRIPTION

Theories and principles with primary emphasis on families and groups with application to problems requiring multi-level interventions.

III. COURSE DESCRIPTION

SOWK 545 continues the emphasis on generalist social work practice using the problem solving process and builds on the foundation skills learned in SOWK 543. In SOWK 543 the focus was on the problem solving process and knowledge of engagement, assessment, intervention, termination and evaluation with individuals. In SOWK 545, this focus is built upon and expanded to include assessment and intervention with families and with groups, both within a systems context. Understanding and applying knowledge with diverse client groups in varied social work settings is an important focus of the semester. Throughout the course, students will have an opportunity to review appropriate theories and interventions with regard to their applicability to social work with special populations. Examination of social work ethics and values and the dilemmas faced in practice continues throughout this course. Continuing emphasis is placed on the role of empirical research as it applies to evaluating social work practice.

In the final component of the course, a problem-based learning (PBL) approach is introduced. The PBL approach mirrors the assessment and problem solving approach required of professional social workers. Through the use of complex, multisystem, multiple problem case scenarios, students will work in self-directed small learning groups to identify learning needs specific to the case, obtain and understand necessary learning resources, and apply and integrate learning to the case for the purpose of assessment and intervention planning. Faculty will act as a facilitator to small group functioning.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment which encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their ethics and how these variables may affect their ethical decision making in practice.
2	Provide opportunities for students to increase awareness that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present with individualized, group and family needs and require appropriately matched effective services.
3	Demonstrate the importance of the role of empirical research and evidence-based practice as they apply to social work practice. Training will be provided, offering students opportunities to apply the principles of evidence-based practice to case studies.
4	Provide the theoretical foundation needed for students to develop core practice skills underlying social work service to families and groups. Provide students with experiential activities to practice clinical skills.
5	Teach a self-directed, multisystemic assessment and intervention planning of complex social work cases using a problem based learning format.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A combination of lecture, class discussion, and experiential exercises will be used in class for the practice with group component of class. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. (Confidentiality of material shared in class will be maintained.) As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SWK 545	Course Objective
1 Professional Identity		
2 Ethical Practice	*	1
3 Critical Thinking	*	2
4 Diversity in Practice	*	3
5 Human Rights & Justice		
6 Research Based Practice	*	4
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts		
10 Engage, Assess, Intervene, Evaluate	*	5

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	1. Recognize and manage personal values in a way that allows professional values to guide practice.	Classroom discussion
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	Classroom discussion Midterm Paper Final Paper Final Presentation
	3. Tolerate ambiguity in resolving ethical conflicts.	Classroom discussion
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	Classroom discussion Midterm Paper Final Paper Final Presentation
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Midterm Paper Final Paper Final Presentation
	6. Analyze models of assessment, prevention, intervention, and evaluation.	Midterm Paper Final Paper Final Presentation
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Classroom discussion Midterm Paper Final Paper Final Presentation
Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Classroom discussion Midterm Paper Final Paper Final Presentation
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Classroom discussion
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Classroom Discussion
	11. View themselves as learners and engage those with whom they work as informants.	Classroom discussion Final Paper Final Presentation

Research Based Practice—Engage in research-informed practice and practice-informed research. Social workers competent in Research Based Practice: ▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	12. Use practice experience to inform scientific inquiry.	Classroom discussion Midterm Paper Final Paper Final Presentation
	13. Use research evidence to inform practice.	Classroom discussion Midterm Paper Final Paper Final Presentation
Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities. ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice	14. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes.	Classroom discussion Midterm Paper Final Paper Final Presentation
	15. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies.	Classroom discussion Midterm Paper Final Paper Final Presentation
	16. Intervention: Initiate actions to achieve organizational goals. Implement prevention interventions that enhance client capacities. Help clients resolve problems. Negotiate, mediate, and advocate for clients. Facilitate transitions and endings.	Classroom discussion Midterm Paper Final Paper Final Presentation
	17. Evaluation: Critically analyze, monitor, and evaluate interventions.	Classroom discussion Midterm Paper Final Paper Final Presentation

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.88 – 3.24	B	83 – 86	B
2.51 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

(**Note:** Please refer to the *Student Handbook* and the *University Catalogue* for additional discussion of grades and grading procedures.)

Assignment	Due Date	% of Final Grade
1) Mid-term Assignment (on Family)	Session 8	40%
2) Problem-Based Learning Assignment (Paper)	Finals Week	50%

Each of the major assignments is described below.

Assignment 1: Analysis of a Family Intervention

The family assignment for this course will consist of a paper which integrates theoretical and empirical knowledge with a practice experience in social work with families. Papers will analyze the composition of the family, the types of strengths and problems present, the external and internal environments of the family system, the agency context, specific intervention procedures and the theoretical rationale. A detailed description of the assignment will be distributed in class. Assignment is due in class.

Due: In class, Session 8.

Assignment 2: Problem-Based Learning Assignment (Paper)

This assignment is considered the cumulative assignment for the course and indicates students' ability to assess and intervene in a variety of systems including individual, family, group, organization, and communities. The final assignment will consist of a group project encompassing the learning accomplished during the third unit of the course, the complex problem based case. Each group will develop a cumulative group paper that details the various aspects and interrelationships of the systems involved in the case. This will require assessment at all levels of systems pertaining to the case (individual, family, group, organization, and communities), the application of explanatory theory, analysis of the interrelationships of different levels of systems, and a proposed comprehensive intervention plan involving one or more systems with a rationale for the proposed approach. Individual students will be responsible for some specific sections of the paper related to the areas they investigated and contributed to the group's learning. Other sections will require a full group effort. A detailed description of the assignment will be distributed in class.

Due: Finals Week, exact date to be announced.

Class Participation (10% of Course Grade)

Note on Class Participation and Evaluation Standards for Grading Participation

Class participation is defined as students' active engagement in class related learning. Students are expected to participate fully in the discussions and activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small group activities and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Your class participation evaluation will be based on the following criteria:

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

3. **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities* (6th ed.) Pacific Grove, CA: Thomson Brooks/Cole.

Note: 7th edition of Shulman textbook has just been released (either 6th or 7th editions are acceptable) Equivalent page numbers will appear in the required course readings in parantheses

Readings that are not in the textbook will be available either on ARES or on reserve at the library.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Session	Topics	Assignments
Unit I:	**Social Work with Families**	
1	■ Families as the Focus of Treatment	
2	■ Engagement with Families	
3	■ Assessing Families in a Diverse and Multiethnic Context	
4	■ Working with Family Strengths, Environmental Systems Intervention With Families, Structural Family Intervention	
5	■ Experiential Family Intervention	
6	■ Multisystems Family Intervention	
Unit II:	**Combination Social Work with Groups and Multisystems Integrated Problem-Based Learning**	
7A	■ Introduction to Group Work	
7B	■ Problem-Based Learning	
8A	■ The Beginning Phase of Group	
8B	■ Problem-Based Learning	
9A, 10A	■ The Middle Phase of Group	
9B, 10B	■ Problem-Based Learning	
11A	■ Middle Phase of Group Continued	
11B	■ Problem-Based Learning	
12A	■ Values and Ethics in Group Work	
12B	■ Problem-Based Learning	
13A	■ Group Work with Children and Adolescents	
13B	■ Problem-Based Learning – Group Presentations Begin (Suggested)	
14A	■ The Ending Phase of Group/Empirical Evaluation of Groups	
14B	■ Problem-Based Learning – Continued Group Presentations (Suggested)	
15	■ The Completion of Group Presentations and Discussion Of Learning Relative To Case and Termination Discussion	
	STUDY DAYS / NO CLASSES	
	FINAL EXAMINATIONS	

Course Schedule—Detailed Description

Unit I: Social Work with Families

Session 1: Families as the Focus of Treatment   Date

Topics

- Review of SW 543 concepts
- The family as a focus of intervention – Agency context
- Definition of family within a cultural context
- Review of Systems Concepts and Application to the Family
- Understanding Family as a System – concepts and dimensions

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2009). Assessing family functioning in diverse family and cultural contexts. In *Direct social work practice: Theory and skills* (8th ed., pp. 227-272). Pacific Grove, CA: Thomson Brooks/Cole.

Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family Process*, *49*(3), 330-348.

Recommended Readings

Berg, I. K., & Jaya, A. (1993). Different and same: Family therapy with Asian-American families. *Journal of Marital and Family Therapy, 19*, 31-38.

Canino, I., & Inclan, J. (2000). Culture and family therapy. *Child and Adolescent Psychiatric Clinics of North America*, *10*(3), 601-612.

Quals, S., & Anderson, L. (2009). Family therapy in late life. *Psychiatric Annals*, *39*(9), 844-850.

Woods, M., & Hollis, F. (2000). Family therapy and psychosocial casework: A theoretical syntheses. In *Casework: A psychosocial therapy* (5th ed., pp. 367-400). New York: McGraw-Hill Higher Education.

Session 2: Engagement with Families   Date

Topic

- Similarities and Differences with Individual Engagement

Required Readings

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2009). Enhancing family relationships. In *Direct social work practice: Theory and skills* (8th ed., pp. 455-490). Pacific Grove, CA: Thomson Brooks/Cole.

Ingoldsby, E. (2010). Review of interventions to improve family engagement and retention in parent and child mental health programs. *Journal of Child and Family Studies*, *19*, 629-645.

Recommended Readings

Lever, H., & Gmeiner, A. (2000). Families leaving family therapy after one or two sessions. A multiple descriptive case study. *Contemporary Family Therapy*, *22*(1), 39-65.

Woods, M., & Hollis, F. (2000). The clinical practice of family therapy. In *Casework: A psychosocial therapy* (5th ed., pp. 401-444). New York: McGraw-Hill Higher Education.

Session 3: Assessing Families in a Diverse and Multiethnic Context　　　　Date

Topics

- Ecological Assessment—Ecomap
- Internal Family Assessment—Boundaries, Alignments, Patterns of Interpersonal Communication, Family Homeostasis, Family Roles
- Intergenerational Assessment—Genogram
- Understanding Different Family Types (Single Parents, Ethnic and Class Sensitive Issues)

Required Readings

Brown-Standridge, M. D., & Floyd, C. W. (2000). Healing bittersweet legacies: Revisiting contextual family therapy for grandparents raising grandchildren in crisis. *Journal of Marital and Family Therapy, 26*, 185-197.

Lund, L. K., Zimmerman, S., & Haddock, S.A. (2002). The theory, structure and techniques for the inclusion of children in family therapy: A literature review. *Journal of Marital and Family Therapy, 28*(4), 445-454.

Minuchin, S. (1974). A family model. In *Families and family therapy* (pp. 46-66). Cambridge, MA: Harvard University Press.
(Instructor Note: A classic.)

Weiss, E., Coll, J., Gerbauer, J., Smiley, K., & Camillo, E. (2010). The military Genogram: A solution-focused approach for resiliency building in service members and their families. *The Family Journal, 19*(4), 395-406.

Recommended Readings

Dunn, L. (2000). The genogram: From diagnostics to mutual collaboration. *Family Journal: Counseling and Therapy for Couples and Families. 8*(3), 236-244.

Green, K., & Bogo, M. (2002). The different faces of intimate violence: Implications for assessment and treatment. *Journal of Marital and Family Therapy, 28*(4), 455-466.
(Instructor Note: This article is available full-text online through Proquest. It is NOT available through ARES.)

Hodge, D. (2000). Spiritual ecomaps: A new diagrammatic tool for assessing marital and family spirituality. *Journal of Marital and Family Therapy*, *26*(2), 217-228.

Sciarra, D. T. (1999). Intrafamilial separations in the immigrant family: Implications for cross-cultural counseling. *Journal of Multicultural Counseling and Development, 27*, 31-41.

Session 4: Structural Family Interventions　　　　Date

Topics

- The Process of Family Therapy
- Comparative Dimensions of Family Therapy
- Structural Family Therapy

Required Readings

Minuchin, S. (1974). Forming the therapeutic system. In *Families and Family Therapy* (pp. 123-137). Cambridge, MA: Harvard University Press.
(Instructor Note: A classic.)

Minuchin, S. (1974). The family in therapy. In *Families and Family Therapy* (pp. 110-122). Cambridge, MA: Harvard University Press.
(Instructor Note: A classic.)

Warshak, R. A. (2000). Remarriage as a trigger of parental alienation syndrome. *The American Journal of Family Therapy, 28*, 229-241.

Recommended Readings

Diamond, G. S., & Liddle, H. A. (1999). Transforming negative parent-adolescent interactions: From impasse to dialog. *Family Process, 38*(1), 5-17.

Thomas, C., & Corcoran, J. (2001). Empirically based marital and family interventions for alcohol abuse: A review. *Research on Social Work Practice, 11*(5), 549-575.

Woods, M., & Hollis, F. (2000). Couples treatment. Problems in relationships. In *Casework: A psychosocial therapy* (5th ed., pp. 449-486). New York: McGraw-Hill Higher Education.

Woods, M., & Hollis, F. (2000). Couples treatment: Clinical issues and treatment. In *Casework: A psychosocial therapy* (5th ed., pp. 487-512). New York: McGraw-Hill Higher Education.

Session 5: Experiential Family Interventions   Date

Required Readings

Nichols, M. P., & Schwartz, R. C. (2004). Experiential family therapy. In *Family therapy concepts and methods* (pp. 204-226). Boston, MA: Pearson/Allyn & Bacon.

Bepko, C., & Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives and the contemporary family therapist. *Journal of Marital and Family Therapy, 26*(4), 409-419.

Pinsof, W., & Wynne, L (2000). To what progress research: Closing the gap between family therapy practice and research. *Journal of Marital and Family Therapy, 26*(1), 1-8.

Recommended Readings

Bograd, M., & Mederos, F. (1999). Battering and couples therapy: Universal screening and selection of treatment modality. *Journal of Marital and Family Therapy, 25*(3), 291-312.

Waldman, F. (1999). Violence or discipline? Working with multicultural court-ordered clients. *Journal of Marital and Family Therapy, 25*, 503-516.

Session 6: Multisystems Family Intervention   Date

Topics
- Working with Family Strengths
- Environmental Systems Intervention With Families
- Multisystems Treatment Approach

Required Readings

Constable, R., & Lee, D. B. (2004) Working between families and outside social institutions: Schools, courts, and health care. In *Social Work with Families: Content and Process* (pp. 218-250). Chicago, IL: Lyceum Books.

Lowe, W. (2000). Detriangulation of absent fathers in single parent black families: Techniques of imagery. *The American Journal of Family Therapy, 28*, 29-40.

Boyd-Franklin, N. (1989). The multisystems treatment approach to Black families. In *Black families in therapy. A multisystems approach* (pp. 133-158). NY: Guilford Press.

Recommended Readings

Boyd-Franklin, N. (1989). Demonstrating the multisystems approach: A case example. In *Black families in therapy. A multisystems approach* (pp. xxx-xxx). NY: Guilford Press.

Wright, O. L. (1998). Clinical social work practice with urban African American families. *Families in Society, 79*, 197-206.

Unit II: Social Work with Groups

- This Unit included a combination of learning methods and activities. For one hour each week a traditional curriculum (e.g., lecture/discussion) will continue to focus on Social Work with Groups. In addition, a more progressive and student-centered learning activity known as Problem-Based Learning will be conducted for 2 hours each week.

- The problem based learning approach presents a "problem"—a case vignette—to small groups of students who will work collaboratively in a student-directed manner in order to understand and "solve" the "problem." That is, the students themselves will determine what they need to learn to understand and propose appropriate intervention for the case. Students then research and read needed areas of the literature. The instructor will not tell students what to read, but will act as a facilitator to help students figure out for themselves what they need to learn about. A good portion of your activity in this unit will occur outside the regular class hours—and students will be given release time from class. Each week (following the 1 hour lecture/discussion) small groups of students will meet for about 40 minutes with the instructor during scheduled class hours, and the remaining class time will be available for further (independent) group activity and library or online research. Further details will be discussed in class.

    Note: As this is a Problem Based Learning unit, all readings will be specific to the case scenario under consideration. Necessary learning needs, including readings will be determined by the student small groups.

Session 7A: Introduction to Group Work (First 30 minutes of live session)   Date
Topics
- Use of Groups in Social Work Settings
- Preparation for Group
- Phases of Group Development

Required Readings

Shulman, L. (2009). The preliminary phase in group practice: The group as a mutual-aid system. In *The skills of helping individuals, families, groups and communities* (6th ed., pp. 282-318) Pacific Grove, CA: Thomson Brooks/Cole. (Equivalent to Shulman 7th edition: pp. 342-386)

Garland, J., Jones, H., & Kolodny, R. (1965). A model for stages of development in social work groups. In S. Bernstein (Ed.), *Explorations in Group Work*. Boston: Boston University School of Social Work. (Instructor Note: Classic article.)

Session 7B: Problem-Based Learning (last 45 minutes of live session)   Date
Topics
- Explanation of the Problem Based Learning Approach
- Student and Faculty Roles
- Case Part 1—Beginning Assessment
- Student Groups—Identification of Learning Needs, Group-Directed Assignment of Learning Needs to Individual Members for the Coming Week

Session 8A: The Beginning Phase of Group (First 30 minutes of live session) — Date

Topics
- Mutual Aid Factors
- Getting Started/The Tasks of the Beginning Phase

Required Readings

Shulman, L. (2009). The beginning phase in the group. In *The skills of helping individuals, families, groups and communities* (6th ed., pp. 319-378) Pacific Grove, CA: Thomson Brooks/Cole. (Equivalent to Shulman 7th edition: pp. 387-435)

Beeber, A. R. (1988). A systems model of short-term, open-ended group therapy. *Hospital and Community Psychiatry. 39*, 537-541.
(Instructor Note: A classic old article, it provides a good model for open-ended groups).

Kosoff, S. (2003). Single session groups: Applications and areas of expertise. *Social Work with Groups, 26(1*), 29-45.

Kurland, R., & Salmon, R. (1998). Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups 21*, 5-17.

Thomas, H., & Caplan, T. (1999). Spinning the group process well: Effective facilitation techniques for motivation involuntary client groups. *Social Work with Groups. 21*, 3-21.

Session 8B: Problem-Based Learning (Last 45 minutes of live session) — Date

Topics
- Group Members Sharing and Discussion of Learning Relative to Case
- Assessment of Case (Continued)
- Student Groups—Identification of Learning Needs, Group-Directed Assignment of Learning Needs to Individual Members for the Coming Week

Sessions 9A, 10A: The Middle Phase of Group (First 30 minutes of each session) — Date

Topics
- Models of Group Development
- Approaches to Group Leadership
- The Roles of Group Members
- Group Norms
- Issues of Group Conformity

Required Readings

Bentelspacher, C. E., DeSilva, E., Goh, T .L.C., & LaRowe, K. D., (1996). A process evaluation of the cultural compatibility of psycho educational family group treatment with ethnic Asian clients. *Social Work with Groups, 12*, 41-55.

Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups. 16*, 69-81.
(Instructor Note: Classic.)

Miller, R., & Mason, S. (2001). Using group therapy to enhance treatment compliance in first episode schizophrenia. *Social Work with Groups, 24*(1), 37-51.

Saino, M. (2003). A new language for groups: Multilingual and multiethnic groupwork. *Social Work with Groups, 26*(1), 69-82.
(Instructor Note: This article is available full-text online by searching Proquest and then using the supplied link to the publisher Haworth Press. It is NOT on ARES.)

Shulman, L. (2009). The work phase in the group. In *The skills of helping individuals, families, groups and communities* (6th ed., pp. 379-419) Pacific Grove, CA: Thomson Brooks/Cole. (Equivalent to Shulman 7th edition: pp. 436-501)

Shulman, L. (2009). Working with the individual and the group. In *The skills of helping individuals, families, groups and communities* (6th ed., pp. 421-498) Pacific Grove, CA: Thomson Brooks/Cole.(Equivalent to Shulman 7th edition: pp. 502-573).

Torres-Rivera, E., Wilbur, M. P., Roberts-Wilbur, J., & Phan L. (1999). Group work with Latino clients: A psychoeducational model. *Journal for Specialists in Groups Work, 24*, 383-404.

Williams, C. B., Frame, M. W., & Green, E. (1999). Counseling groups for African American women: A focus on spirituality. *Journal for Specialists in Group Work, 24*, 260-273

Wood, S. A. (2007) The analysis of an innovative HIV-positive women's support group. *Social Work with Groups. 30*(3), 9-28.

Session 9B, 10B: Problem-Based Learning (Last 45 minutes of each session)	Date

Topics

- Group Members Sharing and Discussion of Learning Relative to Case
- Assessment of Case (Continued)
- Student Groups—Identification of Learning Needs, Group-Directed Assignment of Learning Needs to Individual Members for the Coming Week

Session 11A: Lecture (First 30 minutes of live session)	Date

Topics

- Verbal Communication in Groups
- Nonverbal Communication in Groups

This session relates to course objectives 1, 3, 4, and 5.

Required Readings

Riggio, R. (2006). Verbal skills and abilities. In Manusov, V., & Patterson, M., *The SAGE Handbook of Nonverbal Communication* (pp. 79-96). Thousand Oaks, CA: SAGE Publications.

Matsumoto, D. (2006). Culture and nonverbal behavior. In Manusov, V., & Patterson, M., *The SAGE Handbook of Nonverbal Communication* (pp. 219-236). Thousand Oaks, CA: SAGE Publications.

Session 11B: Problem-Based Learning (Last 45 minutes of live session)	Date

Session 12A: Lecture- Values and Ethics in Group Work (First 30 minutes of live session)	Date

Topics

- Values and Ethics in Group Work

Required Readings

Brabender, V. (2006). The ethical group psychotherapist. *International Journal of Group Psychotherapy, 56(*4), 395-412.

Brabender, V., Smolar, A. Fallon, A., & April, E. (2004). Ethical, legal and group management issues (pp. 183-204). In *Essentials of group therapy*. Hoboken, NJ: Wiley.

Northen, H. (1999). Ethical dilemmas in social work with groups. *Social Work with Groups, 21*(1), 5-17.

Session 12B: Problem-Based Learning (Last 45 minutes of live session)	Date

Topics

- Group Members Sharing and Discussion of Learning Relative to Case
- Assessment of Case (Continued)
- Student Groups—Identification of Learning Needs, Group-Directed Assignment of Learning Needs to Individual Members for the Coming Week

Session 13A: Group Work with Children and Adolescents (First 30 minutes of live session)	Date

Topics

- Group Work with Children
- Group Work with Adolescents

Required Readings

Baggerly, J., & Parker, M. (2005). Child-centered group play therapy with African American boys at the elementary school level. *Journal of Counseling and Development, 83*(4), 387-396.

Beebe, D., Repasky, P., & Kowalik, S. (2009). Working with the relational world of preschool children using psychodynamic group therapy. *European Psychiatry, 24* (Suppl. 1), S1050.

Kaminer, Y. (2005). Challenges and opportunities of group therapy for adolescent substance abuse: A critical review. *Addictive Behaviors, 30*(9), 1765-1774.

Pollock, K., & Kymissis, P. (2001). The future of adolescent group therapy. *Journal of Child and Adolescent Group Therapy, 11*(1), 3-11.

Recommended Readings

Malekoff, A., & Laser, M. (1999). Addressing difference in group work with children and young adolescents. *Social Work with Groups. 21*, 23-33.

Marsiglia, F., Cross, S., & Mitchell-Enos, V. (1998). Culturally grounded group work with adolescent American Indian students. *Social Work with Groups, 21*, 89-102.

Session 13B: Problem-Based Learning (Last 45 minutes of live session – group presentations begin)	Date

Topics

- Group Members Sharing and Discussion of Learning Relative to Case
- Beginning Intervention Planning
- Student Groups—Identification of Learning Needs, Group-Directed Assignment of Learning Needs to Individual Members for the Coming Week

Session 14A: Lecture: The Termination Phase in Group Work (First 30 minutes of live session) — Date

Topics

- Termination Issues in Groups
- Empirical Evaluation of Groups

Required Readings

Shulman, L. (2009). Endings and transitions with groups. In *The skills of helping individuals, families, groups and communities* (6th ed., pp. 500-524) Pacific Grove, CA: Thomson Brooks/Cole.(Equivalent to Shulman 7th edition: pp. 574-599)

Session 14B: Problem-Based Learning (Last 45 minutes of session – continued group presentations) — Date

Topics

- Group Members Sharing and Discussion of Learning Relative to Case
- Intervention Planning (Continued)
- Student Groups—Identification of Learning Needs, Group-Directed Assignment of Learning Needs to Individual Members for the Coming Week

Session 15: The Completion of Group Presentations and Discussion of Learning Relative to Case and Termination Discussion — Date

Topics

- Summary
- Course Evaluations

STUDY DAYS / NO CLASSES — Date

FINAL EXAMINATIONS — Date

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (xxx@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

XII. EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

> To leave a message, call (213) 740-8311

> For additional university information, please call (213) 740-9233

> Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV.   POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or the Associate Dean for Student Affairs for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous session AND the current session, AND scan the topics to be covered in the next session.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that session again, along with your notes from that session.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.