

# SWK-S 687 Mental Health & Addictions Practice with Groups (3 cr.)

## Course Information

**Semester Year:** XXXXX  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXXX  
**Office Hours:** XXXXXXXXXXXX

## Course Description

Students enrolled in this course develop professional knowledge and skill for group work services to and for diverse persons affected by mental health issues, substance use disorders, and other behavioral addictions. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults and families in groups that are therapeutic, growth producing and life enhancing. Students examine a number of theoretical perspectives, including cognitive behavioral and interpersonal approaches.

The course will be instructed on the basis of the assumption of a major responsibility by students for defining their own learning needs. **Thus, students are expected to involve themselves fully and openly in all course activities.**

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

- 1: Demonstrate Ethical and Professional Behavior with Groups in Mental Health and Addictions Practice.
- 6: Engage with Groups in Mental Health and Addictions settings.
- 7: Assess Groups in Mental Health and Addictions settings.
- 8: Intervene with Groups in Mental Health and Addictions settings.

## Course Objectives

- S687-01** Apply social work values and ethics, including understanding of and respect for human diversity on the basis of such factors as gender, ethnicity, and sexual orientation, for social work practice with groups.
- S687-02** Develop and apply group work strategies and skills for meeting the needs of diverse people and populations affected by mental health issues, substance use disorders, and other behavioral addictions.
- S687-03** Analyze, synthesize, and apply relevant theoretical frameworks and relevant research findings to group work practice with persons affected by, or at risk of being affected by mental health issues, substance use disorders, and other behavioral addictions.

- S687-04** Apply social work expertise and communication skills differentially with diverse group members to promote group development, facilitate cohesion, and encourage client growth and recovery within the context of therapeutic, psycho-educational, process, support, or other forms of group services to, and for persons affected by mental health issues, substance use disorders, and other behavioral addictions.
- S687-05** Collaborate with clients in tracking progress and evaluating the effectiveness of group services to, and for persons affected by mental health issues, substance use disorders, and other behavioral addictions.
- S687-06** Understand the professional use of self in practice with groups and actively use supervision and consultation to enhance service quality.

## Required Texts

- Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th ed.)*. New York, NY: Basic Books.
- Greif, Geoffrey L. & Knight, C. (Eds.) (2016). *Group work with populations at risk, 4<sup>th</sup> edition*. New York: Oxford University Press. ISBN-10: 0190212128; ISBN-13: 978-0190212124.

## Required Readings

- Beiling, P.J., McCabe, R.E. & Antony, M. M. (2006). *Cognitive-behavioral therapy in groups, Chapter 6*. New York Guilford Press.
- Corey, G. (2012). *Theory & practice of group counseling (Eighth edition)*, Chapter 5. Belmont, CA: Brooks/Cole.
- Debiak, D. (2007). Attending to diversity in group psychotherapy: An ethical imperative. *International Journal of Group Psychotherapy*, 57(1), 1-12.
- Reamer, F.G. (2000). The social work ethics audit: a risk-management strategy. *Social Work*, 45(4), 355-366.

## Course Content

This course trains students how to prepare for and effectively lead a group in clinical or community settings. Populations at risk and diverse types of groups will be explored. Codes of ethics and values will be analyzed. Evaluation strategies for group effectiveness will be reviewed. Documentation of group process and outcome will be critiqued. Observation of actual groups and involvement in simulated groups will demonstrate how groups function and the process of group. A primary assignment will be a written reflection of involvement in and leading a simulated group.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Course Outline

### Module 1:

#### *Overview*

- A. Introductions, Review of Syllabus,
- B. Selection of groups for semester
- C. Group leadership issues,
- D. Use of supervision & consultation,
- E. Basics on group work
- F. SOAP NOTE FRAMEWORK DISCUSSION

#### READINGS:

1. N/A

#### *ASSIGNMENTS:*

1. N/A

### Module 2:

#### *Overview*

- A. Therapeutic Factors in Group Therapy
- B. Basics on phases of group
- C. Transtheoretical Model and groups

#### READINGS:

2. Yalom & Leszcz (2005), Chapters 1, 2, & 3
3. GE Ch. 1 & 2

#### CLASS ACTIVITY:

1. Meet with Group

#### *ASSIGNMENTS:* N/A

### Module 3:

#### *Overview*

- A. Cognitive-behavioral principles in group
- B. Mixing modalities (indiv & group)
- C. Group Leadership Techniques/Co-leadership,

#### READINGS:

1. Yalom & Leszcz (2005), Chapters 5 & 6
2. GE Ch 3 & 26

#### CLASS ACTIVITY:

1. Meet with Group

#### *ASSIGNMENTS:*

1. **Quiz 1 due** (Quiz is based on readings for Classes 2 & 3)

## Module 4:

### *Overview*

- A. Group Planning
- B. Other models of groups (psycho-educational, support, multi-family, on-line)

### READINGS:

- 1. Yalom & Leszcz (2005), Chapters 8, 9, & 10
- 2. GE Ch 14

### CLASS ACTIVITY:

- 1. Meet with Group

### ASSIGNMENTS:

- 1. Group Prospectus due

## Module 5:

### *Overview*

- A. Initial Stage of Group Treatment
- B. Group work with diverse populations (Veterans/hate crimes)

### READINGS:

- 1. Yalom & Leszcz (2005), Chapter 11
- 2. GE Ch 13 & 16

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 1

### ASSIGNMENTS:

- 1. Member Journal due

## Module 6:

### *Overview*

- A. Transition Stage of Group Treatment
- B. Group work with diverse populations (Immigrants and refugees)

### READINGS:

- 1. Yalom & Leszcz (2005), Chapter 12, pages 345-382
- 2. GE Ch 11 & 12

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 2

### ASSIGNMENTS:

- 1. **Quiz 2 due** (Quiz based on readings for Classes 4, 5, & 6)
- 2. Member Journal due

## Module 7:

### Overview

- A. Challenges in Group Therapy
- B. Group work with diverse populations (child sexual abuse/adult survivors)

### READINGS:

- 1. Yalom & Leszcz (2005), Chapter 13
- 2. GE Ch 15 & 19

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 3

### ASSIGNMENTS:

- 1. Member Journal due

## Module 8:

### Overview

- A. Challenges in Group Therapy (Cont'd)
- B. Group work with diverse populations (adolescent substance use)

### READINGS:

- 1. Bieling, et al. (2006), Chapter 6
- 2. GE Ch 7

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 4

### ASSIGNMENTS:

- 2. Member Journal due

## Module 9:

### Overview

- A. Working Stage of Group Treatment
- B. Group work with diverse populations (Cancer/HIV-AIDS)

### READINGS:

- 1. Corey G. (2012), Chapter 5
- 2. GE Ch 4 & 6

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 5

### ASSIGNMENTS:

- 1. **Quiz 3 due** (Quiz based on readings for Classes 7, 8, & 9)
- 2. Member Journal due

## Module 10:

### Overview

- A. Diversity Issues in group therapy
- B. Group work with diverse populations (Incarcerated individuals)

### READINGS:

- 1. Debiak (2007)
- 2. GE Ch 23

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 6

### ASSIGNMENTS:

- 1. Member Journal due

## Module 11:

### Overview

- A. Ethical Decision Making in group therapy
- B. Group work with diverse populations (Community level groups: African American parents & schools)

### READINGS:

- 1. Reamer (2000)
- 2. GE 20 & 25

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 7

### ASSIGNMENTS:

- 1. Member Journal due

## Module 12:

### Overview

- A. Termination in group work

### READINGS:

- 1. Yalom & Leszcz, Chapter 12, pages 382-390.
- 2. AGPA website, read pages 58-64 in the ["Practice Guidelines for Group Psychotherapy."](#)

### CLASS ACTIVITY:

- 1. STUDENT GROUP SESSION 8

### ASSIGNMENTS:

- 1. **Quiz 4 due** (Quiz based on readings for Classes 10, 11, & 12)
- 2. Member Journal due

## Module 13:

### *Overview*

- A. Research-based practice in group settings

### *READINGS:*

- 1. GE Ch 26

### *ASSIGNMENTS:*

- 1. N/A

## Module 14:

### *Overview*

- A. New directions in group therapy/Special topic

### *READINGS:*

- 1. Readings will be assigned based on interests and needs of the class

### *ASSIGNMENTS:*

- 1. N/A

## Module 15:

### *Overview*

- A. Evaluating and analyzing your group skills
- B. Course review

### *READINGS:*

- 1. N/A

### *ASSIGNMENTS:*

- 1. Final Small Group Evaluation Paper due

## Assignments and Grading

- 1. Short Quizzes
  - a. Due .....Classes 3, 6, 9, & 12
  - b. Final Grade Points .....20 points
- 2. Group Prospectus
  - a. Due .....Class 4
  - b. Final Grade Points .....10 points
- 3. Group Member Journals
  - a. Due .....Classes 5 through 12
  - b. Final Grade Points .....10 points
- 4. Group Leader Form
  - a. Due .....By assignment

- b. Final Grade Points .....30 points
- 5. Final Small Group Evaluation Paper
  - a. Due .....Class 15
  - b. Final Grade Points .....30 points

**TOTAL ..... 100 points**

### Short Quizzes (20%)

There will be four quizzes due throughout the semester (Classes 3, 6, 9, & 12). Each quiz will be worth 5 points and will contain approximately 5-10 multiple choice or short questions. Quizzes will be based upon the readings assigned for the weeks leading up to when the quiz takes place. Students must complete the quiz online in Canvas. The completed quizzes are due **30 minutes prior** to the BEGINNING of the class designated in the course outline above (classes 3, 6, 9, & 12). Each quiz is open-book. The quiz should be completed **individually**, not as a group assignment. You can only open the quiz once, it will time out once the allotted time is up. Students who miss a quiz will receive a score of 0 out of 5 (There will be no opportunity to take a make-up quiz).

Due: Classes 3, 6, 9, & 12

### Group Prospectus (10%)

During classes 5 through 12, students will be involved in an in-class role played group (see instructions for forming role play groups below) where they will practice group work. To prepare for the group experience, students will work together collectively to develop a prospectus paper. This is a collective assignment and should be approximately 8-10 pages. All group members are expected to contribute to the assignment in a relatively equal manner. The group prospectus paper is due at the beginning of Class 5. Please submit an electronic copy in Canvas.

#### *Instructions for forming role play groups:*

Each group will choose a mental health and/or addictions population (e.g. substance abuse; adolescents; severe mental illness; personality disorder; anxiety disorder; college students with depression etc...) to role play. The purpose of the group is to offer support and help deal with issues associated with stress, time management, and self-improvement. With this in mind, each leader is expected to provide useful group activities which members may benefit from personally and professionally. Group content should be pertinent to work with clients in mental health and addictions groups. Each member should lead the group at least one time. Confidentiality must be maintained: **This rule is a must and all group members are expected to abide by it. If confidentiality is broken, it will constitute reason for failure of the course.**

Due: Class 4

### Group Member Journals (10%)

Group members must complete **2-page** weekly member journal for each week that they are role playing a group member for the Student Group Sessions class activity that takes place during classes 5 through 12 (Students will submit 7 journals in total, as they will function as a group leader for one of the sessions). Weekly member journals are meant to be reflective and **should be written in free flowing paragraph**



**form.** Student journals should respond to the following questions (but they do not need to be limited to these questions):

- Describe your experience in group today.
- What did you learn about groups as a result of the experience today?
- How will you incorporate that into groups that you lead in the future?

Students are expected to integrate group work theory and terminology from the weekly readings as part of their weekly reflections (**Discuss at least two theory concepts/skills with at least 2 citations for each journal entry**)

Due: Classes 5 through 12

### Group Leader Form (30%)

Each student will facilitate at least one group session. The student will be responsible for providing the appropriate group leadership for the stage and readiness for the group. Each student will provide to the class a brief verbal description on the day that they lead group of what and why they are planning for the day's group (consistent with the written report part 1 & 2). A written report will be **due the next class** period after the leader activity. The student will then write an analysis of the following issues:

1. **What stage is the group in and how did that effect your choice for intervention.** If you are taking the leader role in the initial interview, your priorities and decisions will be different than if the group has met for four sessions and you are continuing the issues discussed last week.
2. **What specific interventions did you do with the group and how did you decide to do those interventions.** You should plan what you want to accomplish when you are leader. Describe what you planned to do (including any theoretical perspective), what happened when you applied those interventions, and if any group process or issues changed or influenced your choice of interventions.
3. **Provide a summary of the group session.** This will be similar to a progress note or documentation you would do for the agency if you were doing this activity in an agency. I am looking for your ability to provide a brief but clear synopsis of what you think happened in your 45 minutes. Be careful about ethical or privacy issues. A separate SOAP note must be done for **each** group member including both group-level and individual-level information. Ensure that you "demonstrate a professional demeanor" (PB3) in your written communication. Ask yourself – would an insurance company pay for your services as reflected in your note?

ITEM	MAX	GRADE
<b>Group leadership reflects prepared and clear plan for session that is appropriate for stage of group and issues being covered. Time management and fostering group cohesion are shown.</b>	<b>5</b>	
<b>Intervention is thoughtful and appropriate to group. Report clearly describes</b>	<b>10</b>	

ITEM	MAX	GRADE
<b>what you planned including theoretical basis, what happened when you applied the intervention, and any issues that impacted on your efforts</b>		
<b>Report describes stage group is in and how that stage influenced your intervention choice</b>	<b>5</b>	
<b>SOAP notes are specific to each client, summarize both group and individual efforts, and "P" section has specific goals for each client.</b>	<b>10</b>	
<b>TOTAL</b>	<b>30</b>	

Due: One week following group leader role for in-class simulated group activity (TBD)

### Final Small Group Evaluation Paper (30%)

A final written evaluation and analysis of the role play group will be submitted at the end of the experience. The final small group evaluation paper is based on your entire group role play experience and must consist of newly written material. [\*Copying material directly from the Leader Form document or member journals completed earlier in the semester is considered unsatisfactory work and will result in a grade of zero].

The topics listed below should be covered. The readings for the class as well as additional references should be utilized to support your discussion (include citations throughout). The final small group evaluation paper should be 8-10 double-spaced pages in length (not including appendices, cover page, or reference list).

1. Group Leadership (2-3 pages). This section should include a discussion of your learning experience as a leader and in observing other leaders of your group.
2. Group membership (2-3 pages). How would you evaluate your role as a group member and what did you learn as a result of this experience?
3. Discuss 3 significant events that occurred in the group sessions (could be a conflict, or a powerful moment or transition point in the group) and what you learned from each (about 2 pages).
4. Group stages (about 2 pages): Discuss the stages that took place in your group (i.e., initial, transition, working, and termination stages) and what you learned about group stages that you could apply to future group work.

Due: Class 15

## Alternative assignment

**(This assignment could be used as an alternative to one of the above assignments)**

**Observation of Group Report.** Student is to observe **three** different groups in real settings and describe the dynamics, group stage, and how they would provide leadership within each group. The three groups should include an AA or NA group, an Alanon group, and another support group (e.g. NAMI, Alzheimer caregiver group) or therapy group in your field placement. The report has **three** sections for each group: a. brief summary of group (what it is, purpose, number of people present, who group leaders are), b. synopsis of how group meeting process occurred, and c. your critique and suggested improvements. Any therapeutic group report must protect the identities of participants and therefore actual names will not be given (e.g. you would say “M.E. described the difficulty with coping after her husband died” rather than “Mrs. Edwards described the difficulty with coping after her husband died”).

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many

respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

Most students will be working with a client group in her/his field practicum, employment, or another community agency. Such a group will serve as the primary source for experiential learning for the course. At the same time, the course will serve as a source of support for enhancing the student's competence in practice with the group. For this purpose, some class time will be devoted to discussion of students' current practice with groups generated through their participation in groups through their practicum, employment, or another community agency.

It is expected that written assignments will be prepared in a scholarly and professional manner. As such, papers should be typewritten and in double-space format. A 12-point font should be used with margins wide enough for the instructor's comments. Papers should be carefully edited for spelling and grammar. Citations should be utilized for all references and quotations. Students are expected to follow the latest edition of the guidelines of the American Psychological Association (APA) in the citation of sources and preparation of bibliographies. **Plagiarism, whether intentional or as a result of ignorance, and other forms of cheating are unacceptable and will result in a failing grade.** The papers will be evaluated in terms of the following criteria: (a) adequacy, clarity, and organization of content; (b) analysis; and (c) selection, integration, and citation of theoretical concepts and principles.

Consistent with University policy, grades of "Incomplete" will be assigned only in extraordinary circumstances. The student must provide a satisfactory reason for the request, well in advance of the end of the course, and when the student has satisfactorily completed at least three-quarters of the course requirements.

**Unless an emergency situation exists, assignment submitted after the due date will not be accepted for credit toward the course grade. Those that are accepted after the due date will be penalized by losing**

**percentage points for every day late. If special circumstances prevent the student from turning in work on time, it is the student's responsibility to discuss these issues with the instructor in a timely manner.**