# SWK-D679 e-Social Work Practice with Groups (3 cr.)

## Course Information

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| **Semester Year:** | Term and year | **Instructor:** | XXXXX XXXXXXXXX |
| **Section Number:** | XXXXX | **Office:** | XXXX |
| **Location:** | XXXXX | **Email:** | XXXX |
| **Day:** | XXXXX | **Phone:** | xxxxx |
| **Time:** | XXXXX | **Office Hours:** | xxxxxxxxxx |

## Course Description

This course follows the Foundations of e-Social Work Practice with a focus on e-social work service delivery to groups. Asynchronous and synchronous modes of delivery are analyzed to evaluate their uses with a range of client system groups and mental health issues. Like telehealth services delivery to individuals, the need for telehealth services delivery to groups is partially in response to the problem of services scarcity in the United States, particularly due to limited physical access. Rural populations experience the greatest scarcity of accessible mental health resources; however, meeting these needs through telehealth delivery contains risks and drawbacks.

## Course Objectives

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|---|---|
| **D679-01** | Evaluate best practices in asynchronous and synchronous online group delivery for engagement and intervention with diverse client populations receiving telebehavioral health services. |
| **D679-02** | Integrate and apply social work values and ethics for telebehavioral health group delivery. |
| **D679-03** | Develop assessment protocols and collaborate with clients in monitoring progress and evaluating the effectiveness of telebehavioral group services. |
| **D679-04** | Analyze and demonstrate leadership roles in the delivery of online groups. |
| **D679-05** | Evaluate the uses of psychoeducation and determine strategies to develop and facilitate psychoeducation in online group designs. |
| **D679-06** | Evaluate the uses of mutual aid and determine strategies to develop and facilitate mutual aid in online group intervention. |
| **D679-07** | Develop structured group designs for engagement and delivery of online group-based intervention. |
| **D679-08** | Develop and apply best practice principles for integrating individual and/or primary treatments with online group intervention to address client needs. |
| **D679-09** | Devise and integrate comprehensive online assessments and evaluative measurements that examine strengths, opportunities, and barriers for group services delivery. |
| **D679-10** | Make decisions about the adoption of telehealth practices that are consistent with social work values. |

## Required Texts

American Psychological Association (2010). *Publication Manual for the American Psychological Association, 6th ed*. Washington, DC: American Psychological Association.

## Course Content

Students will analyze best practices and policies for technology-mediated group work to address these risks. And, because groups are often used to complement primary treatments for purposes of providing informational and emotional support, students will develop a practice model for delivery to a population with whom they work or plan to work. Additionally, students will evaluate best practices for engagement, devise assessment protocols, and determine how to facilitate interventions that develop mutual aid in online groups, as well as synergize individual and group components of practice.

## Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

## Course Outline

### Module 1: An Overview of Telebehavioral Group Work

**Weeks 1 and 2**

#### *Overview*

    A. This module reviews the current uses of online group work and compares examples of online work with a taxonomy of face-to-face group work models.

#### *Assignments*

##### Readings

1. Doerr-Stevens, C., Beach, R., Boeser, E. (2011). Using online role-play to promote collaborative argument and collective action. *The English Journal, 100*(5), 33-39 (Canvas).
2. Greene, C. J., Morland, L. A., Macdonald, A., Frueh, B. C., Grubbs, K. M., & Rosen, C. S. (2010). How does tele-mental health affect group therapy process? Secondary analysis of a noninferiority trial. *Journal of Consulting and Clinical Psychology, 78*(5), 746-750 (Canvas).
3. McKenna, K. Y. A., & Green, A. S. (2002). Virtual group dynamics. *Group Dynamics: Theory, Research and Practice, 6*(1), 116-127 (Canvas).
4. Facilitating learning and change in groups and group sessions (Canvas).
5. What is a group? (Canvas)
6. What is groupwork? (Canvas)

##### Individual Assignments

1. VoiceThread #1 Group Work Models and Peer Review
2. Self-efficacy Scale and Goals for this Course
3. M1 Quiz

### Module 2: Therapeutic Group Work

**Weeks 3 and 4**

### Overview

A. This module discusses the implementation of telebehavioral therapeutic groups, including the beginning, middle, and ending stages of online therapeutic groups.

### Assignments

#### Readings

1. Dowd, H., Hogan, M. J., McGuire, B. E., Davis, M. C., Sarma, K. M., Fish, R. A., & Zautra, A. J. (2015). Comparison of an online mindfulness-based cognitive therapy intervention with online pain management psychoeducation: A randomized controlled study. *The Clinical Journal of Pain, 31*(6), 517-527 (Canvas).
2. Foody, M., Samara, M., & Calbring, P. (2015). A review of cyberbullying and suggestions for online psychological therapy. *Internet Interventions, 2*, 235-242 (Canvas).
3. Wenger-Clemons, J. (2014). Client system assessment tools for social work practice (Canvas).

#### Group Assignments

1. Therapeutic Group Work Assignment
2. Therapeutic Group Work Twitter Feed

#### Individual Assignment

1. M2 Quiz

## Module 3: Identity-Based Social Action Group Work

**Weeks 5 and 6**

### Overview

A. This module reviews a number of topics around how we construct self-concepts and self-identities, including how to use technology to create, advance, change, or enhance identity-based social action group work.

### Assignments

#### Readings

1. Adams, J., & Roscigno, V. J. (2005). White supremacists, oppositional culture and the World Wide Web. *Social Forces, 84*(2), 759-778 (Canvas).
2. Hoekstra, M., & Verkuyten, M. (2015). To be a true Muslim: Online discussion on the headscarf among Moroccan-Dutch women. *Gender, Place & Culture: A Journal of Feminist Geography, 22*(9), 1236-1251 (Canvas).

#### Group Assignment

1. Identity-based Social Action Group Work Assignment

## Module 4: Community Action Group Work

**Weeks 7 and 8**

### Overview

A. This module focuses on community action groups and the role of social work in the development of said groups and community organizing.

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### Assignments

#### Readings

1. Fernando, A. (2010). Be a community organizer. *Communication World, 27*(2), 8-9 (Canvas).
2. Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work With Groups, 35*(3), 287-296 (Canvas).

#### Group Assignments

1. MeetUp Community Action Assignment
2. Identity-based/Community Action Twitter Feed

## Module 5: Psychoeducation Group Work

**Week 9**

### Overview

A. This module discusses the use of psychoeducation for online delivery, including its strengths and limitations in an online group-based setting.

### Assignments

#### Readings

1. Lukens, E. P., & McFarlane, W. R. (2004). Psychoeducation as evidence-based practice: Considerations for practice, research, and policy. *Brief Treatment and Crisis Intervention, 4*(3), 205-225 (Canvas).
2. Rains, S. A., & Young, V. (2009). A meta-analysis of research on formal computer-mediated support groups: Examining group characteristics and health outcomes. *Human Communication Research, 35*(30), 9-35 (Canvas).

#### Group Assignment

1. Psychoeducation Twitter Feed Assignment

#### Individual Assignment

1. Psychoeducation Model Presentation
2. M5 Quiz

## Module 6: Online Support Group Work

**Week 10**

### Overview

A. This module considers the concept of social support, its theoretical background, research findings, and client groups and illustrates its use in an innovative adaptation to social media.

### Assignments

#### Readings

1. Cohen, S., & McKay, G. (1984). Social support, stress and the buffering hypothesis: A theoretical analysis. In A. Baum, S. E., Taylor, & J. E. Singer (Eds.). *Handbook of psychology and health* (pp. 253-267). Hillsdale, NJ: Lawrence Erlbaum (Canvas).

2. Lahey, B., & Cohen, S. (2000). Social support theory and measurement. In S. Cohen, L. G. Underwood, & B. H. Gottleib (Eds.). *Social support measurement and intervention: A guide for health and social scientists* (pp. 29-52). New York, NY: Oxford University Press (Canvas).
3. Sokol, R., & Fisher, E. (2016). Peer support for the hardly reached: A systematic review. *AJPH Research, 106*(7), e1-8 (Canvas).

### Group Assignments
1. Online Peer Support Group Assignment
2. Online Support Group Twitter Feed

### Individual Assignment
1. M6 Quiz

## Module 7: Group Engagement and Assessment
**Weeks 11 and 12**

### Overview
A. This module focuses on engagement and assessment in online group work.

### Assignments
#### Readings
1. Patmon, F. L., Perry, M. G., Rylee, T. L., & Readdy, N. L. (2016). Using interactive patient engagement technology in clinical practice: A qualitative assessment of nurses' perceptions. *Journal of Medical Internet Research, 18*(11), 1-10 (Canvas).
2. Vallejo, M. A., Jordan, C. M., Diaz, M. A., Comeche, M. I., & Ortega, J. (2007). Psychological assessment via the internet: A reliability and validity study of online (vs paper-and-pencil) versions of the General Health Questionnaire-28 (GHQ-28) and the Symptoms Check-List-90-Revised (SCL-90-R). *Journal of Medical Internet Research, 9*(1), 1-10 (Canvas).

#### Group Assignment
1. Enrollment, Engagement, and Assessment

## Module 8: Your Synergized Group Work Model Design and Proposal
**Weeks 13 and 14**

### Overview
A. In this module, you will have an opportunity to synthesize what you've learned throughout the course to develop a proposal for your own group work module.

### Assignments
#### Readings
1. Fritz, J. (2016). How to create a fundraising plan for a new nonprofit (Canvas).
2. Hawthorne, R. (2016). Starting a nonprofit: The importance of developing a business plan (Canvas).
3. Virginia Society of Certified Public Accountants (2011). Budgeting: A guide for small nonprofit organizations (Canvas).

## Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

### Assignments

1. VoiceThread #1: Group Work Models (Individual Assignment)

    a. DUE: ......................................TBD
    b. Point:......................................5 pts.

2. Self-efficacy Scale and Goals for this Course Assignment (Individual Assignment)

    a. DUE: ......................................TBD
    b. Points: ..................................5 pts.

3. M1 Quiz

    a. DUE: ......................................TBD
    b. Points ..................................5 pts.

4. Therapeutic Group Work Assignment (Group Assignment)

    a. DUE: ......................................TBD
    b. Points: ..................................20 pts.

5. Therapeutic Model Twitter Feed (Group Assignment)

    a. DUE: ......................................TBD
    b. Points: ..................................5 pts.

6. M2 Quiz (Individual Assignment)

    a. DUE: ......................................TBD
    b. Points: ..................................5 pts.

7. Identity-based Social Action Group Work Assignment (Group Assignment)

    a. DUE: ......................................TBD
    b. Points: ..................................25 pts.

8. MeetUp Community Action Assignment (Group Assignment)

    a. DUE: ......................................TBD
    b. Points: ..................................20 pts.

9. Identity-based/Community Action Twitter Feed (Group Assignment)

    a. DUE: ......................................TBD

b.   Points: ....................................5 pts.

10. Psychoeducation Twitter Feed Assignment (Group Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................5 pts.

11. Psychoeducation Model Presentation (Individual Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................15 pts.

12. M5 Quiz (Individual Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................5 pts.

13. Online Peer Support Group Assignment (Group Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................30 pts.

14. Online Support Group Twitter Feed (Group Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................5 pts.

15. M6 Quiz (Individual Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................5 pts.

16. Enrollment, Engagement, and Assessment (Group Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................10 pts.

17. VoiceThread #2: Your Online Group Work Design and Proposal (Individual Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................20 pts.

18. Self-efficacy Scale and Goals Assessment (Individual Assignment)

   a.   DUE: .....................................TBD
   b.   Points: ....................................5 pts.

## 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]:

| Grade | Minimum | Description |
|---|---|---|
| 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

## Assignment

Students are expected to submit all assignments on time.  If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached.  Late submission (except by prior agreement) will be marked down 5% per day late.  IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality.  Turnitin.com service will be used for all student papers in this course.

## Attendance and participation

Students are expected to attend and participate in all class sessions.  Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important.  Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives.  If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence.  If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course.  Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points.  If you miss five or more classes you will fail the course.