**New Course Request**

**Matching Course**

**Indiana University**

**DUSB Campus**

Check Appropriate Boxes:  
- Undergraduate credit [ ]
- Graduate credit [X]
- Professional credit [ ]

1. **School/Division**: Social Work  
2. **Academic Subject Code**: SWK

3. **Course Number**: 550
   
   (must be cleared with University Enrollment Services)

4. **Instructor**: Hudorf

5. **Course Title**: Mental Health and Addiction Services

   Recommended Abbreviation (Optional)  
   
   (Limited to 32 Characters including spaces)

6. **First time this course is to be offered (Semester/Year)**: Spring 2004

7. **Credit Hours**: Fixed at 3 or Variable from to

8. **Is this course to be graded S-F (only)**? Yes [X] No [ ]

9. **Is variable title approval being requested**? Yes [X] No [ ]

10. **Course description (not to exceed 50 words) for Bulletin publication**: One of the three social work practice method courses, in the interpersonal practice concentration. This course focuses on client groups in social work practice, particularly in relation to the student’s field practicum experience.

11. **Lecture Contact Hours**: Fixed at 45 or Variable from to

12. **Non-Lecture Contact Hours**: Fixed at or Variable from to

13. **Estimated enrollment**: 30 of which 100 percent are expected to be graduate students.

14. **Frequency of scheduling**: Once a Year  
   
   **Will this course be required for majors**? Yes [X] No [ ]

15. **Justification for new course**: The System School has changed its Curriculum

16. **Are the necessary reading materials currently available in the appropriate library**? Yes [X] No [ ]

17. **Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials**.

18. **If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant**.

19. **A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.**

Submitted by:  

**Dr. Paul J. Newbold**  
Department Chairman/Division Director  
Date: 9-13-04

Approved by:  

Dean  
Date

Dean of Graduate School (when required):  

Linda Chen  
Date: 10/19/04

University Enrollment Services  
Date

*After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.*
S684 Mental Health & Addiction Practice with Groups
(3 credits)

Instructor: Gerald Gudorf, Ph.D.
Office: NS420
IUSB Office: (574) 237-4880
Phone: (574) 283-1370 (office)
(574) 291-9507 (home)

Semester: Spring 2004
Section: F614
Room: NS 108
Day: Monday
Time: 6:55 – 9:25 p.m.

Office Hours: Scheduled, as needed

COURSE RATIONALE AND DESCRIPTION

This is one of the three social work practice method courses in the Interpersonal Practice concentration. Building on the foundation practice courses, this course focuses on client groups in social work practice, particularly in relation to the students' field practicum experience.

In the context of the ecological and empowerment perspectives, this course emphasizes the phases of social work with groups, including stages of group development. This approach allows for the incorporation of concepts and principles from a number of theoretical perspectives. Special attention is given to issues of values related to these theories and to the impact of inequality, discrimination, and differential access to opportunity within society on the development and functioning of both individuals and groups in which they hold membership.
OBJECTIVES

The overall purpose of the course is to help students develop advanced competence for working with groups as a method in interpersonal social work practice. Specifically, in this course, students are expected to:

1. 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 preference, for advanced social work practice with groups.

2. Understand and apply strategies and skills for the promotion of social and economic justice in advanced social work practice with groups.

3. Develop critical thinking skills, including ability to analyze, synthesize, and evaluate relevant theoretical frameworks for advanced practice with groups.

4. Evaluate and apply findings from relevant research studies to advanced practice with groups.

5. Apply knowledge and skills from a range of theories.

6. Understand the stages of development of group.

7. Recognize and respond to group dynamics.

8. Understand the therapeutic factors of group.

9. Understanding the professional use of self in the context of advanced practice with groups.

10. Understand the use of supervision and consultation in relation to advanced practice with groups.

11. Develop ones' own model for group practice.
REQUIRED TEXT


**Recommended (Optional) Text**


**Other Recommended Readings**


ASSIGNMENTS

Participate fully in your class task group and carefully observe, analyze & understand yourself in group and the interaction of group members. Read extensively in the field of group therapy and group counseling. Your readings (books, articles) should be reflected in your papers and in your class discussion.

**Paper 1: Analyzation of a Personal Group**

A. Analyze a personal group experience from the perspective of your retrospective understanding of *leadership* in the group.

-or-

B. Observe a group leader with a group for one or two sessions and write the paper based on your notes of the observation.

- May use informal, essay style
- Due Feb. 9

**Suggested contents:**
Describe the group
Purpose of group
Role of leader
  - group structure
  - group culture, norm
  - group processes
  - leader style
Paper 2: Focused Comparison of Two Theories

Compare the process and dynamics of group using Yalom as one of the theories and another theory. This theory can be:

a.) Another Theorist, such as Corey or Stone, or others;

-or-

b.) Your theory developed from your own group practice.

The focus of the paper should include the following content of group development and processes:

- Phases of group development
- Leader’s role during the various stages of group
- Process illumination
- Working in the here and now
- Dealing with resistance
- Content vs. process

Compose paper in formal APA style.

Due March 22

Paper 3: Change Process in Group

Using a group that you have led or participated in, or using a group that you propose to lead, discuss briefly all aspects of the group (goals, leadership, stages, structure, etc.) and emphasize the techniques and methods the leader employs in order to facilitate the change. The techniques and methods should be tailored to your group population, group goals, group setting and your theory base. Describe your understanding of how an individual changes in your group based on recognized theories that you espouse or your own amalgamation of theory.

Compose paper in APA style.
About 7 – 10 pages

Due April 5

Suggested Content:

The attached 20 item Guidelines for Writing a Proposal for a Group will assist you in organizing your paper and in developing the outline for its main components. Be sure to add the theory of change section to your paper.
Paper 4: Personal Reflections of Group Experience

Keep a weekly journal of your class and group experience. Focus on group stages, dynamics, communication, leadership and your personal (counter-transference) reaction to the group. Analyze your reactions, which may be a recapitulation of past experience, your authority issues, or simply current affective reaction. Compose a short paper summarizing your personal experiences from the journal. Identify your learning experiences and make a note of your developing theory base.

Informal, style, about 4-6 pages. May be informal style.

Submit journal & paper April 19.

A suggested outline:
  Task groups composition
  Leadership
  Stages
  Group dynamics
    Authority
    Conflict
    Norms
    Transference & Countertransference
  Understanding of group dynamics
  Insights, personal & interpersonal
  Changes I made or will make because of this experience
  My developing theory of group therapy
Task group presentation topics and dates:

A. Groups for specialized clientele        April  5
B. Problem patients and disruptive behaviors       April 12
C. Major theoretical paradigms               April 19
D. Group interventions                        April 26

The task group presentation will be jointly graded by the students and the professor.

COURSE POLICIES, EVALUATION AND GRADING

Attendance is very important but one excused, necessary absence will not affect the grade. For the second and successive classes missed, a three page summary of the content of that class will be expected.

Grade Scale: A  90 – 100
               B  80 – 89
               C  70 – 79
               D  60 – 69
               F  0 – 59

Weight of assignment and class work:

Paper 1: Personal Group ..................15%
Paper 2: Comparison ......................22%
Paper 3: Change Process .................23%
Paper 4: Reflections .....................20%
Class Presentation ......................20%
**Tentative Schedule (revised 1-19-04)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Yalom Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 12</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jan. 19</td>
<td>Martin Luther King Holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan. 26</td>
<td>Leadership</td>
<td>5, 7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Feb. 2</td>
<td>From Beginning to End</td>
<td>8, 9, 10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb. 9</td>
<td>Stages of Group</td>
<td>11, 12</td>
<td>Paper 1</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 16</td>
<td>Corey</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb. 23</td>
<td>Yalom</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Feb 28 – Mar 7 Spring Recess</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar. 8</td>
<td>Here and Now</td>
<td>3, 4, 1, 2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mar. 15</td>
<td>Situational Leadership</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar. 22</td>
<td>Ethical Issues</td>
<td>16, 17</td>
<td>Paper 2</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 29</td>
<td>Recapitulation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apr. 5</td>
<td>Groups for Specialized Clientele</td>
<td></td>
<td>Paper 3</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 12</td>
<td>Problem Patients &amp; Disruptive Behavior</td>
<td></td>
<td>Paper 4</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 19</td>
<td>Major Theoretical Paradigms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Apr. 26</td>
<td>Group Interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*</td>
<td>May 11</td>
<td>Commencement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>