



SW 624: Interpersonal Practice with Groups

Fall '14

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COURSE DESCRIPTION

This course builds on the content presented in SW521 and the other foundation courses and focuses on the processes of intervention and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems such as scapegoating, member resistance, low morale, over-active deviance, etc. They will learn to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc. Theories and methods consistent with the achievement of social justice through group work practice will be emphasized. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

COURSE CONTENT

The course briefly reviews the history of social group work practice in the United States, and discusses the various kinds of task and individual change groups (e.g. teams, committees, consciousness raising, support, treatment, developmental, social action/social change, self-help, internet, etc.) found in contemporary social work practice. The course will also discuss how groups can be used to promote well-being, to prevent social problems, to treat existing problems, and to rehabilitate clients with severe conditions that are not amenable to more time limited interventions. The various factors associated with group effectiveness in both task and individual change groups will be presented, as well as those factors that have been designed to reduce the potentially negative and deleterious consequences of group interventions.

Various models of stages of group development in both task and individual change groups and in both open-ended and closed-ended groups will be presented. The implications for leadership styles, the kinds of group dynamics, and the kinds of group interventions in each stage will be discussed. Various structural properties of groups such as sociometry, communication, norms, roles, status, power, and geography will be presented as they relate to the stages of group development. Group processes such as decision making, task achievement, conflict resolution, tension reduction, and contracting will also be related to stages of group development.

All phases of the intervention process from recruitment and composition to assessment, goal formulation, evaluation, intervention and termination will be presented. Special consideration will be given to how these phases may be modified to account for the various diversity identities racial, class, gender, ethnic, sexual orientations, and abilities of clients. Evaluation procedures, designed to determine the effectiveness of various interventions, that can be incorporated into small groups will be presented. Course content will include ethical issues that relate to the practice of social work with groups, and those elements of the NASW code of ethics that especially impact on group practice.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Describe the differences between task, individual change, promotion, prevention, treatment and rehabilitation groups and how these groups are employed in contemporary social work practice.
2. Assess the effectiveness of various kinds of groups and the various interventions that group leaders and facilitators utilize.
3. Critically apply in a practice setting a minimum of two empirically supported group work approaches.
4. Implement specific evaluation measures that can be integrated into monitoring and evaluation of group work.
5. Operationalize various models of group development in both open and closed groups and recognize how these various stages impact on group dynamics.
6. Identify common problems that emerge in group practice and intervene to resolve these problems.
7. Plan and carry out various structured activities and group interventions that take into account the phases of group development and the special needs of group members.
8. Describe the impact of the key diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation on the dynamics of group structure and process in small groups.
9. Identify ways to match group intervention methods effectively and ethically with client problems, across diverse populations, cultural backgrounds, and sociopolitical contexts.
10. Operationalize ethical codes (i.e. the NASW Code of Ethics and other ethical codes such as the ASGW) as they apply to value dilemmas that arise in social group work practice.
11. Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems.
12. Identify the factors that influence group members' motivation to pursue change.
13. Demonstrate their ability to form worker-group member alliances and collaborations, communicate empathically, and help enhance the motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change.
14. Identify one's own social and cultural identities and group memberships, and how these relate to working with diverse group members, colleagues, and other professionals.

COURSE DESIGN

The format is lecture, with questions and discussion, as well as organized class discussion, with the latter frequently focusing on the analysis of actual cases.

RELATIONSHIP OF COURSE TO FOUR CURRICULAR THEMES

- *Multiculturalism and Diversity*: The key diversity dimensions have an impact on membership and composition, which in turn, influence various aspects of group dynamics. Leadership, status, sociometry, norms, conflict resolution, and communication in groups are dramatically affected by issues of diversity and must be accounted for by social workers in planning and facilitating various kinds of groups.
- *Social Justice and Social Change*: The history of social group work emerges from that part of social work's history concerning various reform movements in the end of the 19th and beginning of the 20th century. Though therapy groups have emerged as the primary venue in the last two decades, there are efforts to redirect group work to its more traditional roots. We will examine contemporary conceptions of social justice practice in groups and the diverse ways this may be addressed.
- *Promotion, Prevention, Treatment, and Rehabilitation*: Though methods courses tend to emphasize treatment models, this course will examine at least one promotion and prevention model of groups and at least

one rehabilitation model of groups. This course will also describe the similarities and differences between these kinds of groups.

- *Behavioral and Social Science Research*: This course will rely on group dynamic theory and empirical research on the effectiveness of various group interventions and models. A goal of competency emphasizes evidence-based group work practice.

RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES

Social workers must understand when groups are contraindicated for particular clients and must be able to assertively intervene in group processes when group experiences are harming group members. Ethical issues such as client confidentiality, forced participation, and involuntary treatment are considered as they impact social work with groups.

RELATIONSHIP OF THE COURSE TO CSWE EDUCATIONAL POLICIES:

Your educational program is designed to accommodate the Council on Social Work Education educational policies (EP) relevant to social work generalist and advanced generalist practice. For this course (SW624) these EPs are listed below and linked to assignments used to evaluate the achievement of both course objectives and these EP standards.

- EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly. ADV PRAC BEHAVIOR: Demonstrate professional use of self with client groups and colleagues specific to group work practice.
- EP2.1.2 Apply social work values and ethical principles to guide professional practice. ADV PRAC BEHAVIOR: Apply and articulate social work values, ethical standards, and principles unique to interpersonal interventions involving diverse populations and settings specific to group work practice.
- EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. ADV PRAC BEHAVIOR: Apply a minimum of two evidence informed interpersonal practice theories specific to group work practice.
- EP2.1.4 Engage diversity and difference in practice ADV PRAC BEHAVIOR: Identify and assess the effects of race / ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith / spirituality, veteran status and the joint and interacting effects of these identities on the client, worker, and client-worker relationship specific to group work practice.
- EP 2.1.5—Advance human rights and social and economic justice Use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially just planning and interventions specific to group work practice.
- EP 2.1.6 Engage in research-informed practice and practice-informed research. ADV PRAC BEHAVIOR: Critically use evidence informed practices specific to group work practice.
- EP 2.1.7—Apply knowledge of human behavior and the social environment. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.
- EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Communicate and advocate with stakeholders the effects of policies and policy changes on the lives of client groups.
- EP 2.1.9—Respond to contexts that shape practice. Critically appraise social and historical era contexts and are proactive in delivering current and relevant services.
- EP 2.1.10(a) Engagement with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Demonstrate the ability to form worker – client alliances, communicate empathically, help enhance the motivation for change, cultivate hope, and address ambivalence and internal / external barriers to change specific to group work practice.
- EP 2.1.10 (b) Assessment with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Synthesize information on clients derived from multi-dimensional, comprehensive assessment specific to group work practice.

EP 2.1.10 (c) Intervention with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Match intervention methods effectively and ethically with the client system problems across diverse backgrounds specific to group work practice.

EP 2.1.10(d) Evaluation with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Evaluate the efficacy of interventions specific to group work practice.

ACCOMMODATIONS

If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

COURSE TEXTS

This fall semester we will be drawing on literature listed on c-tools for each designated week. I have included the specific articles with citations in the syllabus outline. If you cannot retrieve the article, please e-mail or see me immediately.

ADDITIONAL RESOURCES:

As new or previously undiscovered material emerges during the semester I may add it for additional reading because of its relevance to current discussions. I will make every effort to give at least a one-week notice.

RELEVANT JOURNALS

The following journals are oriented primarily toward group research, practice and education:

Group, The Journal of the Eastern Group Psychotherapy Society

International Journal of Group Psychotherapy

Journal for Specialists in Group Work

Small Group Research (A combination of two journals: *Small Group Behavior* and *International Journal of Small Group Research*)

Social Work with Groups

COURSE REQUIREMENTS

In this section of SW624, there are 6 components (i.e., full credit will be given once all tasks are met for each component). One of the 6 components will be an in-class worksheet focusing on group dynamics. A second component is a “take-home” worksheet focusing on group leadership. A third component is a structured group analysis (Q&A). Two other components are an essay and a group assessment. The sixth component is a notebook from our in-class role play groups. These six components are graded “Credit / No Credit” which means full credit will be given if completed; their total points in addition to “Attendance and Participation” (see below) add up to a maximum total of 95 points. Receiving 91-95 total points is assessed as demonstrating **EXCEPTIONAL MASTERY** of the material and will be recorded as an “A-” grade according to the University and SSW grading policies. If your goal is to demonstrate SUPERIOR achievement, you can do so by first completing the required assignments and then completing one optional assignment outlined below. Optional assignment points are only counted in addition to course requirements. In this section, an “A”= 96-100 pts.; “A-”= 91-95 pts.; “B+”= 86-90 pts.; “B”=81-85 pts.; “B-”= 76-80 pts.; “C+”= 71-75 pts.; & “C”=70 pts. or below.

For each component that is turned in past the due date (except for requested revisions), it may be marked down points. If it is incomplete or insufficient it will be returned with a written request for specific revisions with a one week turn-around. The final date to turn in any assignment is December 12. Partial credit

will be assigned to assignments not revised. Assignment #6, revised assignments and Optional Assignments turned in on the last day (December 12) that are incomplete will also receive partial credit since no opportunity can be provided for revisions.

**** Required - Attend and Participate (A&P) in each session. (Maximum 10 points).** In this interpersonal practice course, in-class discussions and participation in exercises are considered an essential part of your learning experience. In addition, some of the material considered essential to achieving the objectives of the course will only be presented in class. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave early, you must notify me as soon as possible. Each clock hour of class missed (whether excused or unexcused) results in the loss of .5 A&P points. Missing more than two class periods requires a meeting with me. You may complete ONE optional assignment to make up for A & P points that are deducted for missing ONE class (3 hours) AND you must clearly designate which optional assignment you want to use to make up for missed class hours.

****Required Assignment #1: In-Class Worksheet on Group Dynamics (Due September 11, 5 points)**

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies:
EP 2.1.7—Apply knowledge of human behavior and the social environment. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.

**** Required Assignment #2:** Assume you are engaged in a discussion about our course with a colleague. The colleague states, “I don’t know why everyone is making such a big deal out of cultural diversity and social justice. I’ve run a lot of groups and I don’t think it matters how different the members are; if you treat everyone the same it’s basically a non-issue! In fact, if you make a big deal out of cultural differences and social injustices, the members get uncomfortable and then you have to deal with their discomfort which takes time away from the group’s purpose. As long as everyone gets along, and they all work together, then you have the recipe for a successful group.”

You, of course, respond by asserting that without raising the group’s consciousness of differences and social justice issues, you potentially privilege some members while maintaining oppressive group dynamics for others. You also believe it’s our ethical responsibility to tune into matters of diversity and social (in)justice in group work practice. Keeping in mind that your colleague will not be interested in being “lectured” about diversity and social justice, write a concise response that clearly delineates your main points.

(Due September 25; 20 points)

Your paper should be divided into the following FOUR sections:

SECTION 1: Discuss the importance of being inclusive of diversity (e.g., consider KEY dimensions of diversity such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and mechanisms and processes relevant to power and privilege.

SECTION 2: Summarize how your explanation incorporates diversity and social justice relevant to the group’s dynamics we’ve discussed in class thus far. [i.e., (a) communication / interaction, (b) cohesion, (c) social control, (d) group culture and (e) social justice.]

SECTION 3: Discuss why a focus on diversity and social justice is our ethical responsibility

SECTION 4: Provide at least one specific example in your experience of a positive outcome when your own cultural diversity and perspectives on social justice were taken into account in group work practice, OR one specific example of a negative outcome in which your own cultural diversity and perspectives on social justice were ignored or not taken into account.

(The entire paper should not exceed 8 pages typed, double-spaced and proofread.

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies:
Objectives: 8, 9, 10, 14
EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. ADV PRAC
BEHAVIOR: Apply a minimum of two evidence informed interpersonal practice theories specific to group

work practice.; EP2.1.4 Engage diversity and difference in practice ADV PRAC BEHAVIOR: Identify and assess the effects of race / ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith / spirituality, veteran status and the joint and interacting effects of these identities on the client, worker, and client-worker relationship specific to group work practice.

****Required Assignment #3: Group Dynamics Analysis Worksheet (viz., 12 Angry Men) Discussed in Class and worksheet is on c-tools (Due October 16; 20 points)**

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies: EP 2.1.7—Apply knowledge of human behavior and the social environment. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.

****Required Assignment #4: Take-Home Worksheet on Leadership (Due November 6, 5 points)**

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies: EP 2.1.7—Apply knowledge of human behavior and the social environment. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.; EP 2.1.5—Advance human rights and social and economic justice Use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially just planning and interventions specific to group work practice.; EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Communicate and advocate with stakeholders the effects of policies and policy changes on the lives of client groups.

****Required Assignment #5: Assessment in Group Work Practice – Paper should be 6-8 pages in length (including charts, diagrams and graphs), typed, double-spaced and proof-read. (Due December 4; 25 points)**

For this assignment, you are asked to observe and assess one formal group session of your choice. The group could be a committee meeting, a staff meeting, a treatment group (e.g., that you either observe or facilitate) or similarly organized group. You must complete each of the following three sections. Please remember to maintain anonymity of participants (i.e., do not use actual participant names or initials):

SECTION 1 Describe the group's context including the following:

- (a) A full, specific description of the physical setting (Hint: include décor, temperature, lighting, comfort, and so on; **a room diagram is required**).
- (b) Briefly include the group's purpose, composition, size, frequency of meetings (i.e., how often scheduled to meet), length, duration (how many sessions planned), open vs. closed
- (c) Describe the session context (for the session you are observing, what is it about?).

SECTION 2 Refer to Toseland and Rivas Chapter 8 on c-tools:

- (a) Chart and record each member's frequency of interactions (i.e., measure communication and interaction);
- (b) Measure the group members' social preferences (i.e., the group's sociometry);
- (c) Comment on your observation of the group's social controls and group culture (Note: If the group you are observing is not conducive to continuous recording, identify a sampling procedure that best fits this task and briefly explain your rationale for the procedure you selected.);
- (d) Comment on the charting and recording used both in terms of strengths and limitations;
- (e) On the basis of your observations, speculate on relevant aspects of the group's dynamics at the time you made your observations (e.g., were you able to identify distinct subgroups or patterns of interaction based on seating? Did your observations help you identify task and socio-emotional leaders within the group? Were there other roles that could be associated with particular members?)
- (f) **Your charting AND sociometry diagrams are required appendices (Noe: they can be separate diagrams or combined into one diagram)**

SECTION 3 In your observation, you should have identified aspects of the group that appear as strengths (that contribute to the group's success) and/or that appear problematic.

- (a) Describe the strengths and/or concerns relevant to the group's functioning. Consider, for example, factors in the group that motivate members to pursue change or that present barriers to member's motivation to pursue change.
- (b) If you've raised a specific problem or concern, use Toseland and Rivas Figure 8-6 (p.247) and select an appropriate intervention to address the level of problem or concern.
- (c) Suggest a plan for intervention (focused on the group as a whole, subset of members, an individual or the group in interaction with its environment) or if only strengths are observed, reflect on the "take-aways" that you will consider using in your own group practice.

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies:
Objectives: 4, 9, 11, 12
EP 2.1.6 Engage in research-informed practice and practice-informed research. ADV PRAC BEHAVIOR: Critically use evidence informed practices specific to group work practice.; EP 2.1.10(d) Evaluation with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Evaluate the efficacy of interventions specific to group work practice.

Required Assignment #6: *Group Role Play Notebook – to be discussed in class. (Due December 12, 10 points)*

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies:
Objectives: 1, 2, 3, 5, 6, 7, 9, 13
EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. ADV PRAC BEHAVIOR: Apply a minimum of two evidence informed interpersonal practice theories specific to group work practice.; EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly. ADV PRAC BEHAVIOR: Demonstrate professional use of self with client groups and colleagues specific to group work practice. and EP 2.1.6 Engage in research-informed practice and practice-informed research. ADV PRAC BEHAVIOR: Critically use evidence informed practices specific to group work practice.

Optional Assignments:

The following assignments are worth 5 points each. Optional assignments are designed to reinforce learning objectives. They can be turned in any time during the semester with an opportunity for revisions if necessary. No revisions will be expected if turned in during the last week of class. Instead they will receive points commensurate with how much they conform to the assignment tasks (i.e., partial points may be assigned if the assignment is incomplete). **All Optional assignments are worth 5 points each and must be turned in no later than Friday, December 12.**

Optional Assignment #1: Reading Summaries

Provide a maximum 1-page summary of required readings from the ones listed on the syllabus, **for 5 different sessions** (i.e. a total of five reading summaries from different weeks). **ALSO**, provide a one-paragraph synthesis of the readings in terms of lessons learned or "take-away" points

Optional Assignment #2: Annotated Bibliography of 5 articles relevant to your specific interests. (See C-tools site for further explanation)

Optional Assignment #3: Special Topic. You may identify a target population, target problem or group related matter that will enhance your learning about or practice with groups. Examples of special topics include an annotated bibliography focusing on disaster relief using the group modality, crisis intervention using groups, a reference list of targeted activities for special populations, group work practice in rural areas, group work with delinquent youth, and so on. You must consult with me for approval prior to engaging in and submitting your special topic assignment for credit..

SESSION SUMMARY

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1 (September 4): Introduction to Social Work with Groups

WEEK 2 (September 11): Group Dynamics / Values, Ethics and Professional Guidelines / Group Work Practice, Diversity and Social Justice (*Required Assignment #1: Worksheet on Group Dynamics*)

WEEK 3 (September 18): Group Work Practice, Diversity and Social Justice- cont.

II. ACHIEVING CHANGE THROUGH SMALL GROUPS & GROUP PRACTICE CONTEXTS

WEEK 4 (September 25): Group Structure, Formation, Process and Development & Implications for Assessment and Evaluation (*Note: Required Assignment #2 Due*)

WEEK 5 (October 2): Group Dynamics in Action: “12 Angry Men”

WEEK 6 (October 9): Leadership: Roles, Functions and Guidelines / Group Typologies & Task Groups: Foundation and Specialized Methods

III. PHASES OF GROUP WORK PRACTICE

WEEK 7 (October 16*): Group Work for Treatment, Support and Mutual Aid (*Required Assignment #3: Group Dynamics Analysis Worksheet (viz., 12 Angry Men) Due*)

WEEK 8 (October 23): Pre-Group Formation / Launching the Group (*Required Assignment #3: Take-Home Worksheet on Leadership Due*)

WEEK 9 (October 30): Beginning the Group

WEEK 10 (November 6): Beginning the Group (cont.) / Groups in Transition

WEEK 11 (November 13*): Groups in Transition (cont.)

WEEK 12 (November 20): Ending in Groups

WEEK 13 (November 27): ***** THANKSGIVING BREAK *****

WEEK 14 (December 4): Ending in Groups (cont.) / Summary / Wrap-Up (*Required Assignment #5 (Due December 6): Assessment in Group Work Practice*)

(Required Assignment #6, All Revised Required Assignments & Optional Assignments Due December 12)

COURSE OUTLINE

In the following outline, I have indicated required reading as a double asterisk (**) and recommended readings by a single asterisk (*). Articles designated (e) can be retrieved electronically.

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1: (September 4): Social Work with Groups: The Dynamics of Practice

Discussion Questions:

- (1) What is a group?**
- (2) Are groups “real”?**
- (3) What are “group dynamics”?**

Andrews, J. (2001). Group work's place in social work: An historical analysis. *Journal of Sociology and Social Welfare*, 28(4): 45-65.

Forsyth (TEXT): Chapter 1: The Science of Group Dynamics (pp. 2-23) and Chapter 2: Studying Groups

Kim, EC (2012). Nonsocial transient behavior: Social disengagement on the Greyhound Bus. *Symbolic Interaction*, 35(3), 267–283.

Strauss, S.G., Parker, A.M., & Bruce, J.B. (2011). The group matters: A review of processes and outcomes in intelligence analysis. *Group Dynamics Theory, Research and Practice* (on-line publication), 1-19.

WEEK 2 & WEEK 3 (September 11 & 18): Group Dynamics / Group Work Values, Ethics and Professional Guidelines / Group Work, Social Justice and Diversity

Discussion Questions:

- (1) What makes social justice and diversity important topics to consider in group work practice?**
- (2) What ethical issues are unique to groups?**
- (3) Discuss the ways in which “evidence-based practice” is relevant to groups?**

WEEK 2 (September 11) (Required Assignment #1: Worksheet on Group Dynamics)

Required:

Barsky, A.E. (2010). Practice, values and ethics – Social work with groups. Chapter 7 in A.E. Barsky, *Ethics and values in social work: An integrated approach for comprehensive curriculum*. New York: Oxford University Press, 131-164.

Burnes, T., & Ross, K. (2010). Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. *The Journal for Specialists in Group Work*, 35(2), 169-176.

Forte, James A.(2009) 'Adding the “Symbolic” to Interactionist Practice: A Theoretical Elaboration of William Schwartz' Legacy to Group Workers', *Social Work With Groups*, 32: 1, 80 — 95.

Gumpert, J. (2006). Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*, 29(4), 61-74.

Ivey, A.E. and Collins, N.M. (2003). Social justice: A long term challenge for counseling psychology. *The Counseling Psychologist*, 31, 290-298.

Ratts, M., Anthony, L., & Santos, K. N. T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. *The Journal for Specialists in Group Work*, 35(2), 160-168.

Roysircar, G. (2008). A response to “Social privilege, social justice, and group counseling: An inquiry”: Social privilege: Counselors' competence with systematically determined inequalities. *The Journal for Specialists in Group Work*, 33(4), 377-384.

Smith, L.C. & Shin, R.Q. (2008). Social privilege, social justice, and group counseling: An inquiry. *The Journal for Specialists in Group Work*, 33(4), 351-366.

WEEK 3 (September 18):

- DeLois, K. and Cohen, M. (2002). A queer idea: Using group work principles to strengthen learning in a sexual minorities seminar. *Social Work with Groups*, 23(3), 53-69.
- Diaz, T. (2003). Group work from an Asian Pacific Islander perspective: Making connections between group worker ethnicity and practice. *Social Work with Groups*, 25 (3), 43-60.
- Garrett, M.T, Brubaker, M., Torres-Rivera, E., West-Olatunji, C., & Conwill, W.L. (2008). The medicine of coming to center: Use of the Native American centering technique – Ayeli – to promote wellness and healing in group work. *The Journal for Specialists in Group Work*, 33(2), 179-198.
- Gilbert, M.C. (2000). Spirituality in social work groups: Practitioners speak out. *Social Work with Groups*, 22(4): 67-84.
- Mishna, F., Muskat, B. and Wiener, J. (2010) "I'm not lazy; it's just that I learn differently": Development and implementation of a manualized school-based group for students with learning disabilities', *Social Work With Groups*, 33(2), 139 — 159
- Ortega, R.M. & Faller, K.C. (2011). Training child welfare workers for cultural humility. *Child Welfare*, 90(5), 27-49.

II. ACHIEVING CHANGE THROUGH SMALL GROUPS

WEEK 4 (September 25): Group Structure, Formation, Process and Development & Implications for Assessment and Evaluation (Note: Required Assignment #2 Due)

- (1) *What is the difference between structuring a group and group structure?*
- (2) *What makes group formation important to the group's development?*
- (3) *What is "group process"?*

Required:

- Bonsaken, T., Borge, F., Lerdal, A., Hoffart, A., Sexton, H. (2010). Group climate development in cognitive and interpersonal group therapy for social phobia. *Group Dynamics: Theory, Research, and Practice*, 15,1,32-48.
- Forsyth: Chapter 3: Group Formation (pp. 51-73), Chapter 4: Development and Socialization (pp. 75-99), and Chapter 5: Group Structure (pp. 109-133)
- Johnson, J. E., Pulsipher, D., Ferrin, S.L., Burlingame, G.M., Davies, D.R., Gleave, R. (2006). Measuring Group Processes. *Group Dynamics: Theory, Research, and Practice*, 10,2,136-145.
- Miller, R. and Mason, S.E. (2012): Open-ended and open-door treatment groups for young people with mental illness, *Social Work with Groups*, 35(1), 50-67
- Parkyn, H & Coveney, J (2011). An exploration of the value of social interaction in a boys' group for adolescents with muscular dystrophy. *Child: care, health and development*, 39 (1), 81–89
- Rubin, S. (2011). Tackling taboo topics: Case studies in group work. *Social Work with Groups*, 34(3-4), 257-269.

WEEK 5 (October 2*): Group Dynamics in Action: "12 Angry Men"

(Note: For today's session we will be following a worksheet located on c-tools outlining essential concepts and issues relevant to group dynamics and social work practice in groups. Please bring a hard copy of the worksheet to today's class and be prepared to discuss readings)

WEEK 6 (October 9): Leadership: Roles, Functions and Guidelines / Group Typologies & Task Groups: Foundation and Specialized Methods

- (1) *What do we mean by "leadership styles" and why is your leadership style important to know?*
- (2) *What makes diversity and social justice important to consider in discussions of group leadership?*
- (3) *Discuss the ways in which leadership in task groups differ from treatment groups?*

Required:

- Dewall, C., Mead, N., Baumeister, R., Vohs, K. (2011). How leaders self-regulate their task performance. *Interpersonal relations and group process*, 47-65.
- Forsyth: Chapter 8: Leadership
- **Klaussner, S (2012): Trust and leadership: Toward an interactive perspective. *Journal of Change Management*, 12(4), 417-439.
- Gerrity, D.A. and Mathews, L. (2006). Leader Training and Practices in Groups for Survivors of Childhood Sexual Abuse, *Group Dynamics: Theory, Research, and Practice* 10(2), 100–115.
- Miles, J., & Kivlighan Jr. D. M. (2010). Co-leader similarity and group climate in group interventions. *Group Dynamics: Theory, Research, and Practice*, 14, 2, 114-122.
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- Turner, H. (2011). Concepts of effective facilitation of open groups. *Social Work with Groups*, 34(3-4), 246-256.

III. GROUP PRACTICE CONTEXTS

WEEK 7 (October 16*): Group Work for Treatment, Support and Mutual Aid (Required Assignment #2: Group Dynamics Analysis Worksheet (viz., 12 Angry Men) Due)

Required:

- Classen, C., Palesh, O., Cavanaugh, C., Koopman, C., Kaupp, J., Kraemer, H., et al. (2010). A comparison of trauma-focused and present-focused group therapy for survivors of childhood sexual abuse: A randomized controlled trial. *Psychological Trauma: Theory, Research, Practice, and Policy*,
- Emond, S. and Rasmussen, B. (2012): The Status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups*, 35(1), 68-91.
- Harpine, E. C., Nitz, A., & Conyne, R. (2010). Prevention groups: today and tomorrow. *Group Dynamics: Theory, Research, and Practice*, 14, 3, 268-280.
- Lietz, C. A. (2007) 'Strengths-based group practice: Three case studies', *Social Work With Groups*, 30: 2, 73 — 87.
- Rose, S. and Chang, H. (2010). Motivating clients in treatment groups. *Social Work with Groups*, 33(2), 260-277.
- Steinberg, D.M. (2010). Mutual aid: Contributions to best practice social work. *Social Work with Groups*, 33(1), 53-68.

III. PHASES OF GROUP WORK PRACTICE

WEEK 8 (October 23): / Launching the Group / Pre-Group Formation

WEEK 9 (October 30): - Beginning the Group

WEEK 10 (November 6): Beginning the Group (cont.) / Groups in Transition (Required Assignment #4 Worksheet on Leadership Due)

WEEK 11 (November 13*): Groups in Transition (cont.)

WEEK 12 (November 20): Ending in Groups

WEEK 13 (November 27): THANKSGIVING BREAK

WEEK 14 (December 4): Ending in Groups (cont.) / Summary / Wrap-Up (Required Assignment #5 Due)

(Required Assignment #6, All Revised Required Assignments & Optional Assignments Due

December 12)