

SW 624: Interpersonal Practice with Groups

Fall 2014

Friday, 2pm – 5pm

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1. 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 impact various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

2. 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.

3. 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. (Practice Behavior 10.c.IP)
2. Assess the effectiveness of various kinds of groups and the various interventions that group leaders and facilitators utilize. (Practice Behavior 3.IP)
3. Critically apply in a practice setting a minimum of two empirically supported group work approaches. (Practice Behaviors 3.IP, 6.IP)
4. Implement specific evaluation measures that can be integrated into monitoring and evaluation of group work. (Practice Behavior 10.d.IP)
5. Operationalize various models of group development in both open and closed groups and recognize how these various stages impact on group dynamics. (Practice Behavior 3.IP)
6. Identify common problems that emerge in group practice and intervene to resolve these problems. (Practice Behaviors 1.IP, 10.c.IP)
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. (Practice Behavior 10.c.IP)
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. (Practice Behaviors 2.IP, 4.IP)
9. Identify ways to match group intervention methods effectively and ethically with client problems, across diverse populations, cultural backgrounds, and sociopolitical contexts. (Practice Behaviors 5.IP, 10.c.IP)
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. (Practice Behavior 2.IP)
11. Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. (Practice Behavior 10.b.IP)

12. Identify the factors that influence group members' motivation to pursue change. (Practice Behaviors 9.IP, 10.a.IP)

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. (Practice Behaviors 1.IP, 10.a.IP)

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. (Practice Behaviors 1.IP, 4.IP)

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 concerned 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 on empirical research on the effectiveness of various group interventions and models. A goal of competency is evidence-based group work practice is emphasized.

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.

Attendance in Class Sessions

As an advanced practice course, it is important that you attend each class session. Participation and class attendance are professional responsibilities. The class sessions involve skill development experiences that go beyond course readings. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. It is especially helpful when we share examples from our experiences (field and others). Also, feel free to draw on current events and literature related to course topics in order to promote our learning.

If for any reason you miss **more than two** sessions, the grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was

covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort. If you miss a video you must view it outside of class (available in CTools) and write a one page paper on its contents.

Students in Need of Accommodations

If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify me so we can discuss appropriate arrangements.

Incompletes and Extensions

Incompletes and extensions are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course and/or assignment. The student must formally request an incomplete from the instructor prior to the final week of classes, and an extension as soon as the need arises.

Work Expectation

The University of Michigan expects a student to put in a minimum of two hours weekly preparation for each credit awarded in a graduate/professional school. The assignments in this class have been developed to help the student systematically gain social work knowledge, to develop social work practice skills and values, and to enable the student to achieve successfully the goals and objectives of the course.

A Note on the Learning Environment

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

Academic Honesty

Please consult the Student Guide <http://www.ssw.umich.edu/studentGuide/> [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your written reports. The ideas of others must be cited correctly and direct quotes must be shown with quotation marks and cited correctly. Plagiarism can be grounds for expulsion from the School. Some useful resources for you include:

1) University Library and CRLT web resources on academic integrity:

<http://www.lib.umich.edu/acadintegrity/>

2) A web resource brief guide to APA style: <http://wwwold.ccc.commnet.edu/apa/4>

Writing Assistance

For assistance with writing, you may go to the Writing Workshop: 1139 Angell Hall, 764-0429.

Technology in the Classroom

Laptops are NOT allowed. I have found that they cause too much distraction and/or distraction temptation, for both user and non-user classmates. If you need to utilize a laptop during class due to a

(dis)ability or special circumstance, please let me know. Feel free to doodle, knit, use a stress ball, etc. if you listen best while utilizing kinetic energy.

If you must use your cell phone during class time, please make sure the ringer is silenced, and that **ALL phone activity (texting included) takes place outside the classroom**. Texting inside the classroom will result in your class participation grade being lowered, as well as potential embarrassment for both you and me when I call you out on it.

Readings

All readings are available on the CTools site for this class, under the “Resources” section. A few will need to be accessed through Mirlyn, as noted.

Assignments

This course will employ four grading mechanisms:

Log Assignments – 40%

Small Group Task – 20%

Final Exam – 20%

Active Engagement/Participation in Class – 20%

Letter grades in the course will be assigned on the following basis:

100=A+, 95-99=A, 90-94=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+ etc.

Descriptions of the assignments are at the end of the syllabus.

Course Outline

September 5

Introduction to Course

History of Group Work

Group Typology

Readings:

(part of) Chapter 1 - Introduction

in Toseland, R., & Rivas, R. (2008). *An introduction to group work practice*. Boston: Allyn & Bacon.

Chapter 2 – A Historical Context

in Reid, K. (1997). *Social work with groups*. Pacific Grove, CA: Brooks/Cole Publishing Co.

September 12

Factors in Successful Groups

Group Planning – Group Proposal

Readings:

Chapter 3 – Therapeutic Factors in Groups

Chapter 9 – Establishing the Group

in Reid, K. (1997). *Social work with groups*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Lewis, E., & Gutierrez, L. (2003). Intersections of gender, race, and ethnicity in group work.

In Cohen, M., & Mullender, A. (Eds.). *Gender and Group Work*. New York, NY: Routledge, 132-143.

Chapter 9 – The Diversity among Members in a Therapy Group

in Brabender, V., Smolar, A.I., & Falloon, A.E. (2004). *Essentials of group therapy*. Hoboken, NJ: Wiley.

September 19

Values, Codes, and Ethical Considerations

Readings:

Chapter 2 – Ethical and Legal Issues in Group Counseling

in Corey, M., Corey, G., & Corey, C. (2010). *Groups: Process and practice*. Pacific Grove, CA: Brooks/ Cole Publishing Co.

NASW Code of Ethics

September 26

Group Dynamics

Communication, Norms, Power, Roles, Status, Sociometry

Readings:

(part of) Chapter 3 – Understanding Group Dynamics

in Toseland, R., & Rivas, R. (2008). *An introduction to group work practice*. Boston: Allyn & Bacon.

October 3

Leadership: Attributes & Multicultural Sensitivity

Readings:

Chapter 1: Training Multiculturally Sensitive Group Leaders

Chapter 2: Cultural Values and Group Work

in DeLucia-Waack, J., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. 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.

Haley-Banez, L., Brown, S., Molina, B., D'Andrea, M., Arrendondo, P., Merchant, N., & Wathen, S.

Association for specialists in group work principles for diversity-competent group workers. *The Journal for Specialists in Group Work*, 24(1), 7-14.

October 10

Stages of Group Development
Leader Skills and Techniques

Readings:

(Part of) Chapter 3 – Understanding Group Development
in Toseland, R., & Rivas, R. (2008). *An introduction to group work practice*. Boston: Allyn & Bacon.

Part 2 – Descriptions and Examples

in Haney, H., & Leibsohn, J. (2001). *Basic counseling responses in groups: A multimedia learning system for the helping professions*. Belmont, CA: Wadsworth.

Chapter 9 – Treatment Groups: Specialized Methods

in Toseland, R., & Rivas, R. (2008). *An introduction to group work practice*. Boston: Allyn & Bacon.

October 17

Group Beginnings
Evaluation

Readings:

Chapter 10 – The Beginning Phase of Group Work
in Reid, K. (1997). *Social work with groups*. Pacific Grove, CA: Brooks/Cole Publishing Co.

Chapter 9 – The Evaluation of Group Work Practice

in Garvin, C. (1996). *Contemporary group work*. Boston: Allyn & Bacon.

Magen, R. (2004). Measurement issues. In Garvin, C., Gutierrez, L., & Galinsky, M. (Eds.), *Handbook of Social Work with Groups*. New York, NY: The Guilford Press.

October 24

Problematic Member Behavior & Conflict Resolution

Readings:

Chapter 6 – Transition Stage of a Group
in Corey, M., Corey, G., & Corey, C. (2010). *Groups: Process and practice*. Pacific Grove, CA: Brooks/ Cole Publishing Co.

Doel, M. (2005). Difficult behavior in groups. *Social Work With Groups*, 28(1), 3-22.

Wayne, J., & Gitterman, A. (2004). Offensive behavior in groups: Challenges and opportunities. *Social Work With Groups*, 26(2), 23-34.

October 31

Treatment Groups – Short Term
Focus: Support Groups

Readings:

TBD

November 7

Treatment Groups – Short Term, cont'd
Focus: Groups with Children and Adolescents
Social Skills Groups

Readings:

Malekoff, A. (2007). A flexible organizing framework for group work with adolescents. *Social Work With Groups, 30*(3), 85-102.

Tucker, A.R. (2009). Adventure-based group therapy to promote social skills in adolescents. *Social Work With Groups, 32*(4), 315-329.

November 14

Treatment Groups – Long Term
Process Groups
Task Groups

Readings:

Donaldson, L.P. (2005). Toward validating the therapeutic benefits of empowerment-oriented social action groups. *Social Work With Groups, 27*(2-3), 159-175.

Nowinski, J. (2003). Facilitation 12-step recovery and substance abuse and addiction. In *Treating Substance Abuse*, Guilford Press.

Chapter 3 – Group Dynamics and Group Development

in Rutan, J.S., Stone, J.J., & Shay, J.J. (2007). *Psychodynamic group psychotherapy*. New York, NY: Guilford Press.

November 21

Group Endings

Readings:

Hallas, V. (2006). You don't always have to pick up your mess right away: How being messy can be really neat! *Social Work With Groups, 29*(2-3), 175-194.

Mangione, L., Forti, R., & Iacuzzi, C.M. (2007). Ethics and endings in group psychotherapy: Saying good-bye and saying it well. *International Journal of Group Psychotherapy*, 57(1), 25-40.

Rebmann, H. (2006). Warning—there's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work with Groups*, 29(4), 5-24

December 5

Final Exam (in-class portion)

Class party!

December 12

Finals Week – No class

Take-home portion of Final Exam is due via CTools.

Assignment Descriptions

I. Log Assignments (40%)

The log assignments are graded by the number completed and submitted into **CTools**, using the “Forums” function. Students will receive 40 points for submitting 5 logs, 32 points for submitting 4 logs, 24 points for submitting 3 logs, 16 points for submitting 2 logs, and 8 points for submitting 1 log. The average log is between 2-3 pages in length (1 page = about 300 words) and describes the student’s efforts to operationalize and discuss group experiences outside of class.

The deadlines for logs are as follows: The first log will be due before the end of September, the second and third will be due before the end of October, and the fourth and fifth will be due by the end of November. Late logs will lose half their point value (4 points).

In addition, students are responsible for responding to 20 of their classmates’ logs over the course of the semester. This will be factored into the Active Engagement portion of their grade (10%), as outlined below. The deadline for completion of the responses is December 5.

The descriptions of potential log assignments are:

1. **CURATIVE OR THERAPEUTIC FACTORS:** For this log assignment you need to analyze a treatment group in your agency, or you need to locate a support group or self-help group in your local community and get permission to attend a session. Briefly describe how many members attended and what generally transpired in the session. Observe how the group functions and assess how successful this group is by referring to the list of curative/therapeutic factors that we discussed in class. What variables of a successful individual change group can you see operating in the group that you visited? Operationalize these variables with examples from this group. Do you think these variables truly reflect the success or failure of this group? Explain your conclusion.

2. **EFFECTIVENESS OF INTERNET SUPPORT GROUPS:** In this assignment you are to locate a support group on the internet. The following resources may help you locate an internet group:

<http://groups.yahoo.com/>

<http://mentalhelp.net/selfhelp/>

<http://www.psychwww.com/resource/selfhelp.htm>

These resources will direct you to many electronic support groups. **AVOID** chat groups and instead look for a list serve group. Choose one that interests you or could even be of support to you or might be helpful to clients with whom you are working. If you can locate an active group, and they will let you sign on, follow the group for at least three weeks so that you can get a sense of how effective this group might be for its members. See if you can recognize any of the **effectiveness variables** at work in this group. What are the upsides and downsides to internet support groups?

3. **CULTURAL CONSIDERATIONS IN GROUP WORK:** Cultural issues are present in (nearly) every group. Reflect upon an experience in which you were a part of a group (as participant or facilitator) where cultural factors (race, class, gender, age, sexual orientation, ability, and/or other issues related to identity) were put front and center, either intentionally or unintentionally. It might have been an instance where you felt the facilitator handled the issues well, or where participants and/or facilitator struggled to address or acknowledge what was occurring. What did you learn from this group about others, and about yourself? How might the experience affect your group work in the future?

4. **PLANNING FOR A GROUP -- THE GROUP PROPOSAL:** Long before the first session of a group, there is a lot of planning activity that must go on in the agency to assure the success of a group service. The Reid (TEXT) outlines 12 considerations that would inform a proposal (see pp.168-169). Using this outline, write up a specific proposal for a group service that you could implement in your field placement. Also discuss in this assignment the organizational considerations that you would have to take into account in your agency. For example who on your staff would be favorable, indifferent, and opposed to the idea of your group? Who must approve your proposal and who must you get support from in order to implement your group? What kinds of strategies would you employ in order to win support for your proposal -- demonstration, collaboration, persuasion, conflict? How would you avoid such pitfalls as "turf protectionism," "hoarding clients," and "sabotage"? On a scale of 1-10, what is the feasibility of this group being implemented by you in your present field placement?

5. **TEAMS:** The two most common task groups for social workers are "teams" and "case conferences." Unfortunately these common group experiences are sometimes the most negative of group experiences for practitioners. If you are placed in an agency setting that utilizes interdisciplinary teams or frequently holds case conferences about clients, then you will have an opportunity to apply your knowledge of group dynamics to analyze the effectiveness of these kinds of professional groupings. In this assignment I want you to analyze those aspects of group structure (e.g. leadership, norms, status, sociometry, communication, and roles) and group process (e.g. decision making and conflict resolution) that may clarify some of the struggles that this group experiences when it tries to function. If your assessment uncovers some structural or process problems in this group, then suggest how you might go about intervening in this group to improve its functioning.

6. **GROUP COMPOSITION:** Many problems that emerge in groups can be traced to "compositional/membership imbalances." If you have composed a treatment group in your practice or been involved in helping others compose such a group, describe how you made decisions about including or excluding potential group members. Briefly describe the purpose and membership of your group. Did you do screening interviews and take into account the impact of age, gender, race, ethnicity and social class (or any other significant variable) on the composition of your group? Describe any problems that may have emerged because of membership imbalances. This log may also be done on an existing group that you did not compose. Describe the purpose and membership of the group and then analyze any problems that seem to be related to membership imbalances. Your log should reflect your understanding of how demographic variables impact group functioning.

7. **GROUP DEVELOPMENT:** This log gives you a chance to apply what you know about group development to a group in which you were a member. Briefly describe the purpose and membership of your group and how long they have been meeting. Was this an open-ended or closed group? Using one of the models of stages of group development, describe how this group moved through successive stages of development. Were there any stages that were significantly difficult for this particular group? What impact did the leadership have on the success or failure of this group to move through different stages?

8. **PROGRAM/ ACTIVITIES:** In the course we will be learning about a number of structured activities that group workers may employ at various phases of group development and with various kinds of client populations. For those of you who are running a group, this assignment encourages you to try out two or several structured activities that you have considered fits the needs of your group. Describe how you operationalized these activities in your group and the impact on group members. What is your reaction

to using such structured activities? It is possible that these experiences may become an artifact in your educational portfolio.

9. **GROUP GEOGRAPHY:** All groups have to meet in some kind of physical setting. The setting and how members arrange themselves have implications for group functioning. In this log you are to analyze the setting, room, seating arrangements, and use of space by group members in a particular group. Briefly describe the purpose of this group and draw the seating arrangements for its members. How do geographical arrangements reflect or impact on this particular group's functioning?

10. **SPECIALIZED KNOWLEDGE:** This course covers general knowledge about groups which is generic to most groups that social workers will be leading or facilitating. In the practice world there are many specific kinds of knowledge that group workers must know in order to run a successful group. This specific knowledge may relate to the age or gender of the members of the group (e.g. children, adolescent, or elder groups etc.) or to the particular kinds of problems that group members are struggling to resolve (e.g. substance abuse, trauma, grief, etc.) The profession of social work is committed to working with "Populations-at-Risk," and some of you may be working with such specific populations.

In this log you are to explore some of the special kinds of knowledge that are important to running the particular group that you discussed in Log 4 – Planning for a Group or another group that you are likely to find in your field placement. Locate several articles or chapters from books that address specialized knowledge of the group in question. Present some of the main points of these articles and chapters and show how these main points are operationalized or manifested in the groups in your agency. This log will take a little research on your part and will be most educational if you actually have a chance to run one of the groups in question. It will also be helpful to your classmates to learn about specialized knowledge.

11. **INTERVENTION STYLE:** This log is designed to teach you something about your personal intervention style with groups. Get permission to audio tape a group session (not an early screening session) with one of your groups. Some agencies may not let you audio tape interviews, so you will have to make as complete a verbatim record of the group session immediately after it happens. Categorize (statement by statement) all of your verbal and non-verbal interventions on the coding sheet developed in class. Don't be distressed if some of your interventions do not fit into categories (it is not your interventions but the categories that are problematic). Analyze these data and see if any patterns seem to emerge. Do these patterns fit what you consider to be your general intervention style in most group sessions? For example do you tend to be reflective rather than directive? This log has the potential to become an important artifact in your educational portfolio.

12. **SOCIAL SKILLS/ASSERTIVENESS TRAINING:** We will be discussing social skills groups in one class session. If you have the opportunity to run such a group in your field placement (or you have past experience with such a group), describe the group and the kinds of interventions that were employed to develop skills of members. How did the group help members generalize skill attainment to activities outside the group? Do you feel the group was effective and what measures were implemented to demonstrate change in members?

13. **PHILOSOPHY OF SOCIAL WORK STATEMENT:** For the purpose of this assignment, you may view this statement as representing your personal values, acquired skills, and professional goals. It demonstrates the important ideas, theories, beliefs, and assumptions that underlie your professional behaviors; it identifies the skill and competencies you have acquired thus far; and it lays out what additional skills you

would like to attain in order to achieve your desired career goals. Please address the following questions in developing your philosophy statement:

1. What brought you to the field of social work? Why did you choose this profession?
2. What have you learned at the SSW that has excited, empowered, and/or moved you in some way? Have there been any particular topics, incidents, assignments, field experiences etc. that have had an impact on you? If so, what was the experience and why did it affect you? What did you learn about yourself from the experience?
3. What specific theories inform your practice?
4. What specific skills would you like to acquire in this **GROUPS'** class?
5. Conclude with a few 'next steps' for your professional development.

14. ETC: If you are not particularly thrilled by the selection of log assignments that I have presented above, then I want you to feel free to develop your own learning experiences that relate course concepts to your professional practicum or life experiences. I only ask that you check out your Etc. log with me before you do it. This not only gives me some warning but also allows me to react and be helpful to your ideas before you expend energy doing it.

II. Small Group Task: Lead the class in a structured group activity.

The main group activity should be 45 min – 1 hour in length, including an icebreaker of your choosing, the activity itself, and time for debriefing.

20% of final grade

To be handed in (one week after your group runs their activity):

1. Description of the icebreaker and main activity (attach handouts, etc., if necessary).
2. Stage of group development for which this activity would be most effective (forming, storming, norming, performing). Describe briefly (1-2 paragraphs) why this is the case.
3. Reasons for choosing this activity (1-2 pages total):
 - a. What are the goals?
 - b. What would you like group members to experience and/or think about as a result of having participated in this activity?
 - c. Would this activity need to be modified for use with different cultural factors (age, gender, race/ethnicity, SES, etc)? Why or why not?
4. After leading the activity, reflect on the following (1-2 pages total):
 - a. Did the activity go as planned? Why or why not?
 - b. Did you encounter anything that surprised you? Would you modify anything about the activity as a result?
 - c. As a social worker, in what setting might you see yourself running a similar activity?

III. Final Exam

The majority of the final exam will be take-home, and will consist of short answer and short essay questions. It will be due on Dec. 12. A small portion will be given the last day of class (Dec. 5), and will

involve responses to brief video clips. More detail and study guide information will be provided before the test date.

IV. Active Engagement (20%)

Class attendance is required. If you are unable to come to class on a specific day, please contact me (via email or c-tool message to create a written record) with the reason for the absence. As mentioned above, if for any reason you miss more than two sessions, your final grade will be lowered five points for each session over two unless the session is made up. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort.

Active participation in class is expected. Active participation can be demonstrated in several ways; some examples are: participation in discussion, volunteering for in-class exercises, bringing experiences or problems from real life groups to class discussion, sharing group activities or techniques with class members, thoughtfully processing classroom experiences, taking risks in sustaining dialogue on difficult issues that arise in class, giving feedback online to your colleagues on their postings and reflections, and posting suggestions for additional readings, learning activities for classmates.

You are also expected to comment and give feedback to your classmates' logs. **Feedback is an important part of group process and past experience with conferencing has demonstrated that it significantly increases the educational experience of the course.** Your feedback to your classmates will account for 10% of your grade. In order to receive all 10% you will be expected to make at least 20 responses to your classmates' logs during the semester.