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 & RELATIONSHIP TO CSWE ADV PRAC. COMPETENCIES

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.

   [EP2.1.6 Engage in research-informed practice and practice-informed research. ADV PRAC BEHAVIOR: Critically use evidence informed practices specific to group work practice.]

3. Critically apply in a practice setting a minimum of two empirically supported group work approaches.

   [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.]

4. Implement specific evaluation measures that can be integrated into monitoring and evaluation of group work.

   [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.]

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. [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.]

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.

   [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.]

9. Identify ways to match group intervention methods effectively and ethically with client problems, across diverse populations, cultural backgrounds, and sociopolitical contexts.

   [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.]

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.

   [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.]

11. Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems.
[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.]

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.

[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.]

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.

[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.]

15. 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.
16. 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.
17. 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.

COURSE DESIGN
The format is lecture, with questions and discussion, as well as organized class discussion and activities. There will be a frequent focus on the application of concepts and critical analysis based on real group situations. Role play to develop and facilitate application of group planning, implementation, and application of EBP knowledge and practice skills will occupy the latter part of the course.

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.

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 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 or SSW policy) 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 summer 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 TEXTS (ON RESERVE):

Optional articles: 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 four required assignments. One assignment is a structured group analysis based on a critical review of a media resource and application of group dynamic concepts. A second assignment is an essay on diversity, ethics and social justice in social work practice with groups. A third assignment is a group assessment. The fourth assignment is based on an arrangement between you and me relevant to some aspect of social work with groups. For example, it could focus on a proposal you would like to develop based on a target population and problem you want to explore (e.g., relevant to your field practicum or as a professional interest). It could also focus on developing a compendium of group activities (I have examples). This assignment requires a discussion with me around the specific tasks. In addition, points will be assigned based on your own evaluation of your overall attendance and participation. In this section, an

All assignments are to be turned in via e-tools. For each component that is turned in past the due date (except for requested revisions), it will be marked down 1 point. The final date to turn in any assignment and revisions is Friday, July 31. Partial credit may be assigned to any assignments turned in on the last day that are incomplete 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 (i.e., one missed class equals a loss of 1.5 points). Missing more than two class periods requires a meeting with me. You may complete optional assignments to make up for missed class hours.

**Required Assignments:**

#1 Group Dynamics Analysis Worksheet – June 8 (15 points)

#2 “Diversity, ethics and social justice in groups” - June 22 (20 points)

This assignment is designed to help you build the case for engaging in social work practice that is inclusive of diversity, ethics and social justice. This is your opportunity to consider your core diversity and social justice practice principles as part of your practice framework. To complete this assignment you must include a discussion of each of the following areas. Your paper should be divided into **FOUR** sections as follows:

SECTION 1: Your own definitions of diversity and social justice. Consider, for example, how your definitions are inclusive of key diversity identities (consider 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), their intersectionality and why a focus on social justice in social work with groups is relevant;

SECTION 2: Briefly discuss the relationship between each one of the four dimensions of group dynamics (i.e., (a) communication / interaction, (b) cohesion, (c) social control, (d) group culture) and how diversity and social justice may emerge;

SECTION 3: Discussion of what makes a focus on diversity and social justice our ethical responsibility

SECTION 4: Finally, as a summary, identify your three to five **KEY** diversity and social justice practice principles. These practice principles would be ones in which you will maintain a high degree of consciousness / awareness in your work with groups. (The entire paper should not exceed 8 pages typed, double-spaced and proofread.

#3 Assessment in Group Work Practice - July 6 (30 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 field placement staff meeting, a treatment group (e.g., that you either observe or facilitate). You are expected to maintain anonymity of
The participants (i.e., do not use actual client names or initials) and in observing the group, it must be of the kind that will allow you to complete each one of the following required tasks:

Task 1:
Describe the group’s context (e.g., sponsor, full description of physical setting (Hint: a room diagram helps!), purpose, composition, size, frequency of meetings (i.e., how often scheduled to meet), length, duration (how many sessions planned), open vs. closed, session context (what’s the session you observed about?).

Task 2:
Refer to Toseland and Rivas Chapter 8 reference 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?)

Task 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. 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. (b) 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.

Your paper should be divided into three sections corresponding to the three identified tasks. It should be 6-8 pages in length (including charts, diagrams and graphs), typed, double-spaced and proof-read.

#4 Required Assignment OR Alternative Assignments (Parts A, B, & C – see below) - July 20 (10 points): [To be discussed with Dr. O]

Alternative Assignment Descriptions:
The following three assignments combined can be used to replace Assignment #4. These assignments are designed to reinforce key 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 three assignments must be turned in no later than Monday, July 20 in order to substitute for Assignment #4.
Alternative Assignment Part A: Reading Summaries
Provide a 2-3 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 (5 points)

Alternative Assignment Part B: Annotated Bibliography of 5 articles relevant to your specific
interests. This option is similar to Substitute Assignment #1 EXCEPT you will choose a topic
specific to your own interests relevant to social work practice in groups. You must provide a 2-3 page
summary of your own 5 (five) different readings. ALSO, provide a one-paragraph synthesis of the
readings in terms of lessons learned or “take-away” points (5 points)

(5 points)

Alternative Assignment Part C: Group Dynamics Analysis of one of the following: The Breakfast
Club, Freedom Writer’s, or Remember the Titans. I will consider another option if you have a similar
example of individuals coming together as a group. (To be discussed in class)

SESSION SUMMARY

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK
WEEK 1 (May 11): Introduction to Social Work with Groups

WEEK 2 (May 18): Group Dynamics / Values, Ethics and Professional Guidelines / Group Work
Practice, Diversity and Social Justice

WEEK 3 (May 25): ********** MEMORIAL DAY **********

WEEK 4 (June 1): Group Dynamics in Action

II. ACHIEVING CHANGE THROUGH SMALL GROUPS & GROUP PRACTICE CONTEXTS
WEEK 5 (June 8): Guest Lecture – TBD (**Required Assignment #1 Due)

WEEK 6 (June 15): Group Structure, Formation, Process and Development & Implications for
Assessment and Evaluation

WEEK 7 (June 22): Leadership: Roles, Functions and Guidelines / Group Typologies & Task
Groups: Foundation and Specialized Methods (**Required Assignment #2 - Diversity, ethics and social justice in groups Paper Due)

III. PHASES OF GROUP WORK PRACTICE
WEEK 8 (June 29): Group Work for Treatment, Support and Mutual Aid / Launching the Group / Pre-Group Formation

WEEK 9 (July 6): Beginning the Group (**Required Assignment #3 – Assessment in Group Work Practice Due)

WEEK 10 (July 13): Groups in Transition

WEEK 11 (July 20): Ending in Groups (Required Assignment #4, Revised Assignments & Alternative Assignments Due)

WEEK 12 (July 27): Summary / Wrap-Up
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 (May 11)

Discussion Questions:
1) What is a group?
2) What makes groups an important focus for social work practice?
3) What are "group dynamics"?


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


WEEK 2 & WEEK 4 (May 18 & June 1)

Discussion Questions:
1) What ethical issues are unique to groups?
2) What makes diversity a relevant topic to consider in group work practice?
3) What makes social justice a relevant topic to consider in group work practice?

Required Readings


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


**WEEK 3 (MAY 25): ********** MEMORIAL DAY **********

**WEEK 4 (June 1): Group Dynamics in Action: and continued discussion of social justice and diversity in groups

(Note: For today’s session we will continue to discuss readings not covered last week. For the activity, 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)

**II. ACHIEVING CHANGE THROUGH SMALL GROUPS**

**WEEK 5 (June 8): Guest Lecture TBD (**Required Assignment #1 - Group Dynamics Analysis Worksheet Due**)

**WEEK 6 (June 15): Group Structure, Formation, Process and Development & Implications for Assessment and Evaluation

(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:

**Forsyth: Chapter 3: Group Formation (pp. 51-73), Chapter 4: Development and Socialization (pp. 75-99), and Chapter 5: Group Structure (pp. 109-133)


**III. GROUP PRACTICE CONTEXTS**

**WEEK 7 (June 22): Leadership: Roles, Functions and Guidelines / Group Typologies &Task Groups: Foundation and Specialized Methods (**Required Assignment #2 - Diversity, ethics and social justice in groups Paper Due**)

(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:

**Forsyth: Chapter 8: Leadership**


**III. PHASES OF GROUP WORK PRACTICE**

**WEEK 8 (June 29):** Group Work for Treatment, Support and Mutual Aid / Launching the Group / Pre-Group Formation

(1) What is the difference between self-help and mutual aid in groups?

(2) Is treatment in groups possible for everyone?

(3) What must be considered prior to launching a group?

**Required:**


**Garvin, C.**


**WEEK 9 (July 6):** Beginning the Group (**Required Assignment #3 – Assessment in Group Work Practice Due**)

**WEEK 10 (July 13):** Groups in Transition

**WEEK 11 (July 20):** Ending in Groups (Required Assignment #4, Revised Assignments & Alternative Assignments Due)

**WEEK 12 (July 27):** Summary / Wrap-Up