

# UNIVERSITY OF MICHIGAN

## SCHOOL OF SOCIAL WORK

**SW 624 (003)**  
**Social Work with Groups**  
**Fall, 2015**  
**R Bus 2310**  
**Fridays: 2:00-5:00 p.m.**

**Professor: Debra Mattison**  
**Office: Room 2852**  
**Office Phone: 734-763-1624**

**Email: [debmatt@umich.edu](mailto:debmatt@umich.edu)**  
**Please allow 24 hours for email response**  
**Monday-Friday. Email is NOT monitored on**  
**weekends. Please put SW624 in the subject**  
**line.**

**Office Hours: I am available in the classroom**  
**prior to and after class to discuss questions**  
**and concerns. I am happy to make individual**  
**appointments as needed.**

### **WELCOME TO THIS CLASS**

Groups abound in the world around us. Group work has long been an integral component of social work practice in a variety of ways ranging from treatment groups to task groups to community mutual aid groups. Group work can be one of the most challenging aspects of social work practice as well as one of its most meaningful experiences when witnessing the power of group members to support, validate, provide helpful problem solving and healing perspectives to others. We see the potentially positive impact each member can contribute, making a difference to individuals and to the whole of the group.

As we learn about group work, this course will consist of a variety of collaborative learning methods including interactive lectures with active student participation, guest speakers, readings, in-class exercises, videos and written assignments. Understanding core class concepts and the ability to apply these concepts will be emphasized.

My commitment is to provide organized, meaningful course material and opportunities for learning. Students are invited and expected to be actively engaged in the learning process by coming to class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. I look forward to our class and what we will experience and learn together.

### **CORE VALUES & PROFESSIONAL USE OF SELF**

#### **Respect for Others**

Students are encouraged and expected to demonstrate openness to ideas and perspectives which may differ from one's own interests, views, beliefs and preferences.

Listening and learning require a safe place and we commit to providing this safe space in this class. Sharing differing ways of thinking and how one sees the world is not always focused on changing others' minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another's point of view.

We will be mindful that in our desire to advocate for our beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we may have experienced and/or are trying to prevent.

#### **Guiding Principles and Commitments**

We seek **mutual** growth, learning and benefit from sharing with each other in this class.

We **respect** even when we disagree or have conflict.

We **do not assume** or pre-judge the intent or motivation of others.

We seek to replace assumptions with **curious questions** and **invitations** to share and listen.

We seek to **diminish fear, shame and blame** that immobilize the learning process.

We **view mistakes** and not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.

We find ways to be **curious and humane** in our interactions.

### **Personal Accountability**

Students are expected to take **personal responsibility** and be committed to their own learning experience by being active and responsible members of each class session. An optimal individual learning experience is one that is **active, self-directed** and requires engagement. It is not solely about what **one is taught**, but also about what **one consciously chooses to learn**.

## **COURSE INFORMATION**

### **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.

### **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.

### **FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY AND SOCIAL JUSTICE (PODS)**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Students are invited and expected to actively contribute from their experiences, field placement practice and knowledge of readings, etc. to help support and develop a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self- knowledge and self- awareness to facilitate PODS learning.

### **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

Students needing accommodation for a disability should notify the instructor during **the first week of class** and provide the appropriate accommodation recommendation documents to ensure needs are met in a timely and effective way. Resources are available (i.e. adaptive technology computing site, Services for Students with Disabilities, etc). Students with disabilities may contact Services for Students with Disabilities at 734-763-3000 or in Room G664 Haven Hall to coordinate reasonable accommodations. To the extent permitted by law, information will be treated as private and confidential.

### **RELIGIOUS OBSERVATIONS AND MILITARY SERVICE**

Students who will be absent during the semester due to religious observance and/or military services should notify me **during the first week of class** to facilitate appropriate accommodations and arrangements to obtain class materials and coordinate make-up class activities and assignments.

### **ACADEMIC CONDUCT, HONESTY & INTEGRITY**

Social Work students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating and/or plagiarism will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of plagiarism and can refer to the Student Guide to the Master's in Social Work Degree Program or for further information see <http://www.lib.umich.edu/academic-integrity/resources-students>.

## **APPLICATION OF NASW CODE OF ETHICS AND PROFESSIONAL USE OF SELF**

The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession's purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.

- It is expected that all students conduct themselves in a manner consistent with the Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with fellow students, the instructor and guest presenters.
- As professionals, you are expected to maintain confidentiality and respect differences.
- You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at: <http://www.socialworkers.org/pubs/code/code.asp> and the Student Guide.

### **Distribution of Papers to Students**

The federal informational privacy act prohibits anyone other than the student access to that student's papers. This means that papers cannot be left where anyone else can have open access. Papers should be returned by the instructor directly to or mailed to the student. During the semester, papers will be returned directly to students. Papers submitted at the end of the term may be returned by mail to the student, if the student supplies a self-addressed, self-stamped envelope to the instructor no later than the last day of class for return by U.S. Mail.

## **COURSE REQUIREMENTS**

### **Attendance, Participation and Engagement**

As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole. Classroom interactions cannot be replicated nor the benefit received exclusively from reading class materials. Therefore, attendance, participation and engagement are expectations and requirements (See Student Guide). Class grades will be negatively impacted by absences and/or lack of participation and engagement.

- School of Social Work Class Attendance Policy 5.03: It is expected that students attend classes and instructors are encouraged to monitor attendance.
- Each absence from class will result in a two point deduction per missed class.
- Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another and our guest speakers. We will begin and resume class promptly after designated break(s). A partial absence is defined as any one of the following: (1) late arrival after class start time, (2) late return from break after class has resumed or (3) early departure before class ends. Each partial absence will result in a one point deduction.
- 2 or more absences for any reason will require additional assignment completion to ensure mastery of class content missed. Students are responsible for initiating proposal for make-up work regarding content. In-class participation cannot be replicated.
- **4 or more absences for any reason will result in non-credit for the class.**

### **Class Participation**

Beyond physical presence through attendance, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected. Students should **be prepared each week to both be called on and to initiate knowledgeable sharing** of their understanding, ideas, reactions and applications from readings in weekly class discussions and integration across progressive weeks. The quality and preparedness of responses illustrating completion of the readings will be used as a part of the assignment of grading for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B).

### **Use of Phones, Computers and Other Electronic Devices**

The focus of class time is understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing class notes, practicing active listening, participating in class activities and otherwise deepening your knowledge of the material in some way.

- Checking email, texting, searching the net for non-class related activities, reading non-class materials, etc. equate to talking/interrupting while someone else is talking and **are not acceptable professional behaviors during class.**
- Use of non-class related computer/phone/electronic devices/reading materials will be considered as the **equivalent of being absent from class** and will impact attendance and class participation grades with associated automatic deductions.

### **You are responsible for reading the syllabus and assignment instructions. Class information is posted on line.**

Paper copies of written assignments are to be submitted at the beginning of the class on the date due with **all pages stapled together including relevant additional materials as assigned.** If you are unable to submit written assignments, please make other arrangements to get a paper copy of your paper to class or to my SSW mailbox #49 by the assignment due date and time. **Emailed assignments will not be accepted.**

### **Late Completion of Assignments**

Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of our professional behavior and competencies. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling (i.e. hospitalization, death in the family). Commonly occurring life experiences (i.e. multiple demands/busy schedule, traveling, computer problems) are NOT considered grounds for exceptions for late assignments.

### **Assignment Descriptions**

Written assignment descriptions have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting your assignments to help you meet assignment criteria.

### **Writing Skills**

Written skills are essential to effective social work practice and as professionals we will be continually assessed and evaluated on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills will be expected in this course including appropriate grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The SSW Career Center offers writing assistance services for MSW students including proofreading, spelling edits and addressing basic argument flow issues. To make an appointment, contact [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu). Writing labs are available through the Sweetland Writing Clinic in Angel Hall:  
<http://www.lsa.umich.edu/sweetland/>

**APA format** is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the APA Style manual in various UM libraries or the following sites:

<http://guides.lib.umich.edu/content.php?pid=39340>

<http://apastyle.apa.org/manual/>

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Key components of APA format to be used in written papers include:

Title page with running head

Double spaced 12 font with 1 inch margins

Number pages except for title page in upper right corner

Indent 5 spaces for first line of every paragraph

Sources must be cited in the text of the paper (i.e. Toseland and Rivas (2012) state....)

Reference page with all sources at the conclusion of the paper

All direct quotes must be referenced with source and page number

Referencing internet sources: <http://www.apastyle.org/elecref.html>

## **REQUIRED READING**

Readings are considered a foundation of the course and you will be expected to know the content of the readings and to incorporate this knowledge into your assignments. It is expected that assigned readings posted for each week will be completed prior to each class to enhance discussion and interaction. Grades of A will require completion of all assigned readings. SCANNING the readings does not meet the definition of completion of the readings.

### **Required Course Texts:**

Toseland, R. W. and Rivas, R. F. (2012). An introduction to group work practice. (7th Ed.). Boston: Pearson/Allyn and Bacon.

Corey, M. S. and Corey, G. (2014). Groups: Process and practice. (9<sup>th</sup> Ed). Pacific Grove: Brooks/Cole.

Assigned required articles for specific class sessions can be found in on line Files/ Reading Folder  
 Self-Selected Diversity Articles in areas of interest and practice will be chosen by students.

## **RELEVANT JOURNALS**

The following journals are oriented primarily toward group research, practice and education:  
*Social Work with Groups*: A Journal of community and clinical practice. Haworth Press

*Journal for Specialists in Group Work*: Association for Specialists in Group Work, a division of the American Association for Counseling and Development.

*Small Group Research* (An international journal of theory, investigation and application incorporating two journals: *Small Group Behavior* and *International Journal of Small Group Research*) Sage Periodical Press.

*International Journal of Group Psychotherapy*

*Group, The Journal of the Eastern Group Psychotherapy Society*

### **Additional Readings:**

The amount of required text reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest.

Additional relevant handouts may also be distributed in class for reading. Additional readings or reference materials specific to class topics may be assigned and/or discussed throughout the term.

### **GRADING**

**Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.”** While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

**Academic standards matter to our clients** and the responsibilities with which we are entrusted in our work with and on behalf of them. Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 2-3 hours outside of the class room to complete readings and assignments at a level of mastery (i.e. 6-9 hours for a 3 credit course).

Final Grades will be based on individual personal performance and demonstration of course competencies and expectations including the quality of the work, demonstration of reading and ability to apply concepts. There is an opportunity to earn more than 100 points through bonus quiz questions. The total accumulation of points earned reflect competencies demonstrated in the context of one’s normal life challenges regarding time, obligations, multiple demands and the choices each student makes. When considering an individual assignment grade, i.e. 9 out of 10 points earned, think of the score as points earned rather than a percentage. For example, a 9 out of 10 is not a 90% overall course grade. It is 9 out of 10 points earned by demonstrating course competencies and one point unearned out of the total 100+ points possible.

Students who feel that after feedback, they would like to redo a written assignment may discuss re-submission and consideration of additional earned points with me. The re-submission must be completed **within one week** after it has been returned to the student. The original paper and the revised paper with changes clearly highlighted should be submitted.

Final letter grades are defined by the School of Social Work as follows:

- A grades**      Earned for **exceptional individual performance and superior mastery** of the material. The use of A+ (100), A (95-99), and A-(90-94) should distinguish the degree of superiority.
- B grades**      Earned for students who demonstrate **mastery of the material.**

B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades** Mastery of the material is limited.

C- is the lowest grade which carries credit. C+ (77-79), C (74-76) and C- (70-73).

**D grades** Indicate deficiency and carry no credit. (below 70)

**E grades** Indicate failure and carry no credit.

**I grades** Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a **definite plan and date for completion pre-approved by the instructor.**

- If more than one-third of the required course work is incomplete and/or 3 or more classes are missed, an incomplete grade will not be given & credit for the course is not possible.
- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

## COURSE ASSIGNMENTS

Assignments are designed to use a variety of evaluation methods including written papers, class room group activities and discussions and in-class quizzes to allow opportunities to address strengths and preferences of diverse individual students. The goal of the course assignments is to promote integration and meaning of the material and competency in services provided to clients. You are empowered to self-direct your learning and assignments with some opportunities to choose areas of interest.

### **1. Class Participation, Class Attendance, Engagement & Professional Use-of- Self 10 points**

Class attendance, participation and professional use-of-self are core behaviors which are highly valued in this class and have relevant application to future professional practice. As social workers, it is important to be able to speak out to assist, provide services and advocate for clients. A silent worker has limited impact and we will encourage the development of engagement and participation skills throughout this course. Class attendance and participation is particularly salient for this class as you will be a group member of this class and much of your learning will take place as a result of your membership and participation. Your attendance not only impacts your own learning but the functioning of the class as a group and group activities which cannot be substituted if you are absent.

In **EVERY class**, students are expected to come to class prepared to share and discuss class concepts from the assigned readings and their application by contributing comments, questions, and examples from the readings and linking these with experiences in your field placements. It is expected that all students have something to contribute regardless of present group work experience. Diversity and application of theory and methods to a variety of populations is very

important and **student members' participation is vital** to increasing our sensitivity and competency regarding diversity in its broadest conceptualization.

The quality, not simply the quantity, of group participation is important and effectively comes from reading the assigned texts, analyzing theories and concepts and then noticing how to apply them to working with clients and organizations. Expectations are further defined in a separate **Professional Use- of-Self** document posted online.

Using an honor system, students are empowered to participate in self-scoring their Class **Participation Self-Evaluation Rubric** indicating their assessment of their attendance, completion of readings and class participation. Feedback will also be provided by the instructor.

**2. Self-Selected Group Work Diversity Articles of Interest**  
**12 points total (4 points each)**

This is an opportunity to select **3 peer reviewed professional group work journal articles** in an area of interest while exploring diversity and PODS issues in the context of social work group practice. Please see details provided in a separate posted assignment document online.

**3. Group Observation and Assessment** **15 points**

For this assignment, you will observe a group and provide a 6-7 page written assessment illustrating your ability to identify and apply core course concepts. Details are provided in a separate posted assignment document.

**4. Group Application Project** **26 points**

This assignment is focused on providing you the opportunity to use your group work knowledge and skills in a practical application during this term. You will get to choose from several options for this demonstration assignment. Details are described in a separate posted assignment document.

**5. Group Activity Design and Facilitation** **15 points**

Students will work in small groups to plan and facilitate a group activity for our classes integrating group work rationale/goals/desired outcome for the chosen activity and your evaluation of lessons learned from the experience. Details are described in a separate posted assignment document.

**6. Three In-Class Competency Quizzes** **12 total points (4 points each)**

This is your opportunity to demonstrate reading and understanding of course concepts and your ability to apply them. The quizzes will cover concepts from the readings and class discussions and will be cumulative. They will focus on designated core course competencies. YOU MUST BE PRESENT ON QUIZ DATES TO TAKE AND RECEIVE CREDIT FOR THE QUIZZES.

**7. Class Group Process Reflection Assignment** (Due in 2 parts: Mid Term and Final Class)  
**10 Total Points**

This assignment focuses on personal awareness of self in a group setting and encouragement to examine one's contribution as both a group member and a group leader. We will use this assignment as a creative way to do mid-term and final evaluations. Details are described in a posted separate assignment document.

**Course Outline and Assigned Readings**

Revisions may be made depending on class needs and input as our class develops.

- Sept. 18**  
#1 Introduction to Course  
Historical and Theoretical Development of Group Work  
Definition of Group; Value of Groups  
Group Typology
- Assigned Readings:*  
Toseland and Rivas: Chapters 1 and 2  
Corey and Corey: Chapter 1
- Sept. 25**  
#2 Pre-Planning and Preparation; Beginning Groups  
Stages of Group Development  
Selection, Composition, Atmosphere; Setting Norms and Contracting  
Ethical and Legal Considerations: Informed Consent, Confidentiality
- Assigned Readings:*  
Toseland and Rivas: Chapters 6 and 7  
Corey and Corey: Chapters 3 (pages 60-75) and Chapter 5
- Oct. 2**  
#3 **Self-Selected Diversity Article #1 Due**  
Group Dynamics and Group Process  
Roles within Groups  
Group Cohesion  
Communication Patterns  
Assessment
- Assigned Readings:*  
Toseland and Rivas: Chapters 3 and 8
- Oct. 9**  
#4 **QUIZ #1**  
Leadership: Roles, Functions and Guidelines  
Leadership Styles and Effectiveness  
Co-Leadership Models
- Assigned Readings:*  
Toseland and Rivas: Chapter 4 and Chapter 5  
Corey and Corey: Chapter 2
- Oct. 16**  
#5 **Class Group Process Reflection Assignment Part 1 Due**  
Factors in Successful Groups  
Worker Skills and Therapeutic Relationships  
Responding to Individual Members  
Transference and Counter-Transference
- Assigned Readings:*  
Corey and Corey: Chapter 6 and Chapter 7 (pages 233-246; 252-256)

PDF file of required articles can be found in course online Files/Readings Folder:

Rose, S. & Chang, H. (2010) Motivating clients in treatment groups. *Social Work with Groups*, 33(2/3), 260-277.

Lindsay, J., Roy, V., Montminy, L., Turcotte, D. & Genest-Dufault, S. (2008). The emergence and the effects of therapeutic factors in groups. *Social Work with Groups*, 31(3/4), 255-271.

**Oct. 23**  
#6 **Self-Selected Diversity Article #2 Due**  
Managing Conflict and Conflict Resolution  
Perspectives on Resistance and Avoidance

*Assigned Readings:*

Corey and Corey: Chapter 7 (pages 217-232)

PDF files of required articles can be found in course online Files/Readings Folder:  
Doel, M. (2005). Difficult behaviour 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.  
Northen, H. (2003) I hate conflict, but .... *Social Work with Groups*, 25: (1/2), 39-44.

**Oct. 30**  
#7 **GROUP OBSERVATION & ASSESSMENT PAPER DUE**  
Middle Phases of Groups  
Group Transitions and Working Phase

*Assigned Readings:*

Toseland and Rivas: Chapter 9

Corey and Corey: Chapter 7 (pages 215-226; 252-258); and Chapter 8

**Nov. 6**  
#8 **Quiz #2**  
Groups in Community Settings  
Diversity, Multi-cultural and Social Justice Considerations  
At-Risk, Oppressed, Underserved, Mandated Populations

*Assigned Readings:*

Toseland and Rivas: Chapter 10

Corey and Corey: Chapter 3 (pages 76-81) and Chapter 11

PDF files of required articles can be found in course online Files/Readings Folder:  
Marsiglia, F. (2003) Navigating in groups .... Experiencing the cultural as political. *Social Work with Groups*, 25(1/2), 129-13.

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.

**Nov. 13**  
#9 Theories and Techniques of Group Counseling  
Specialized Groups and Techniques  
Leader Training and Competency and Ethical Practice

*Assigned Readings:*

Corey and Corey: Chapter 3 (pages 82-95); Chapter 4 and Chapter 10  
Toseland and Rivas: Appendix: Ethical Group Work Guidelines

PDF file of article can be found in course online Readings Folder.  
Turner, H. (2011). Concepts for effective facilitation of open groups.  
*Social Work with Groups*, 34: (3/4), 246-256.

**Nov. 20                    GROUP APPLICATION PROJECT DUE**

#10                    Organizational Groups and Teams  
Task Groups and Focus Groups  
Group Decision Making

*Assigned Readings:*

Toseland and Rivas: Chapters 11 and 12  
Corey and Corey: Chapter 1 (page 11)

**Nov. 26                    NO CLASS: THANKSGIVING BREAK**

**Dec. 4                    Self-Selected Diversity Article #3 Due**  
#11                    **Class Group Activity Facilitation Assignment**  
Putting it all together

**Dec. 11                    FINAL QUIZ #3**  
#12                    **Class Group Process Reflection Assignment Part 2 Paper Due**  
**Group Activity Facilitation Reflection Due**  
**Class Participation Self-Evaluation Form Due**  
Preparation of Ending a Group  
Termination  
Evaluation and Research  
Course Wrap-Up

*Assigned Readings:*

Toseland and Rivas: Chapters 13 and 14  
Corey and Corey: Chapter 9