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Spring/Summer 2016

S.W. 624: Interpersonal Practice with Groups

Tuesday, 1-5

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Office hours: By appointment

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 will impact on 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

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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.
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.

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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 onempirical 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

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members. Ethical issues such as client confidentiality, forced participation, and involuntary treatment are considered as they impact social work with groups.

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

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

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- 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.

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SESSION OUTLINE

Session 1- May 10

Introduction

Group Work History

Breton, M. (2005). Learning from Social Group Work Traditions, *Social Work with Groups*, 28, (3/4), 107-119.

Dynamics

Toseland, R. W., Jones, L. V. and Gellis, Z. D. (2004). Group dynamics. In C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). *Handbook of Social Work with Groups*. New York: Guilford. Pp. 12-31.

Development

Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2) 11-26.

Session 2 May 17

Group Leadership

Toseland and Rivas (2009) Leadership, Chapter 4, 92-127.

Session 3: May 24

Group work Models/Planning

Steinberg, D. (2014) The Mutual Aid Model of Social Work with Groups. Chapters 1 and 2. New York: Routledge. pp. 8-24.

Rose, S.D. (2004). Cognitive-Behavioral Group Work. In C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). *Handbook of Social Work with Groups*. New York: Guilford. Pp. 111-136.

R. Roffman (2004). Psychoeducational groups. C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). *Handbook of Social Work with Groups*. New York: Guilford, pp. 160-175.

Toseland and Rivas (2009). Planning, Chapter 6, 151-184.

Session 4- May 31

Ethics

Knauss, L. (2006). Ethical issues in record-keeping in group psychotherapy. *International Journal of Group Psychotherapy*, 56 (4), 415-430.

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Fallon, A. (2006). Informed consent in the practice of group psychotherapy. *International Journal of Group Psychotherapy*, 56 (4), 431-454.

Lasky and Riva (2006). Confidentiality and privileged communication in group psychotherapy. *International Journal of Group Psychotherapy*, 56 (4) 455-475.

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

Association for the Advancement of Social Work with Groups (2013). Standards for Social Work Practice with Groups, 2nd edition. *Social Work with Groups*, 36, 270-282.

Session 5- June 7

Composition/ First Sessions

Masequesmay, G (2003). Negotiating identity in a queer Vietnamese support group. *Journal of Homosexuality*, Vol. 45, No. 2/3/4, 2003, pp. 193-215

Brown, A. and Mistry, T. (2005). "Group Work with 'Mixed Membership' Groups: Issues of Race and Gender." *Social Work with Groups*, Vol. 28, No. 3/4, 2005, pp. 133-148;

Marbley, A. F.(2004). His eye is on the sparrow: A counselor of color's perception of facilitating groups with predominantly white members. *Journal for Specialists in Group Work*, 29, 3, 247-258.

Jacobs, E. E., Masson, R. L, and Harvill, R. L. (2009) Group counseling. Strategies and skills. Chapter 5. Getting started: The Beginning Stage and Beginning Phase. Pg. 85-120.

Session 6: June 14

Groups for Children and Adolescents

Bratton, S. C., Ceballos, P. L. and Ferebee, K. W. (2009). Integration of structured expressive activities within a humanistic group play therapy format for preadolescents, *The Journal for Specialists in Group Work*, 34: 3, 251 — 275

Tucker, A. R.(2009). Adventure-Based Group Therapy to Promote Social Skills in Adolescents', *Social Work With Groups*, 32: 4, 315 — 329

Malekoff, A. (2007) 'A Flexible Organizing Framework for Group Work with Adolescents', *Social Work With Groups*, 30: 3, 85 — 102

Rebman, 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.

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Ehrenreich-May, J., & Bilek, E. L. (2012). The development of a transdiagnostic, cognitive behavioral group intervention for childhood anxiety disorders and co-occurring depression symptoms. *Cognitive and Behavioral Practice, 19*(1), 41-55.

Session 7 –June 21

Later stages of groups/Problem Behavior in Groups

Corey & Corey, Ch. 7 Working Stage

Gitterman, A. (2005). Building Mutual Support in Groups. *Social Work with Groups* Vol. 28, No. 3/4, pp. 91-106;

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

Session 8- June 28

Working stages, problems continued.

Doel, M. (2005). Difficult Behavior in Groups. *Social Work with Groups*, Vol. 28(1), pp. 3-21.

Wayne, J. and Gitterman, A. (2003). Offensive Behavior in Groups. *Social Work with Groups*, Vol. 26(2) pp. 23-34.

Session 9-

Foregrounding social justice

Cohen, M. B. and Mullender, A. (2005). The Personal in the Political: Exploring the Group Work Continuum from Individual to Social Change Goals.” *Social Work with Groups*, Vol. 28, No. 3/4, pp. 187-204;

Donaldson, L. P. (2004). Toward Validating the Therapeutic Benefits of Empowerment-Oriented Social Action Groups, *Social Work with Groups*, Vol. 27(2/3), pp. 159-175.

Ross, L. E., Doctor, F., Dimito, A., Kuehl, D., & Armstrong, M. S. (2008). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. *Journal of Gay & Lesbian Social Services, 19*(1), 1-15.

Theater of the Oppressed notes—see canvas.

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Session 10- Ending the Group—Termination phase, presentations

Corey & Corey, Ch. 8

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

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.

Session 11- Presentations and Wrap-Up

Completing previous material; Reflections; Student Presentations-final rituals, wrap-ups

Accommodations and Flexibility: I want to do what I can to make the class a good learning environment for every student. If you believe that you may need an accommodation for any sort of disability or learning issue, please feel free to make an appointment to see me to discuss that. If you have anything you would like me to consider in terms of maximizing your learning, please talk to me about it.

Assignments

See CANVAS for Due Dates. They will vary depending on your simulated group facilitation team.

Simulation Pedagogy- The core pedagogy for this class will be the development and implementation of simulated groups. Members will be students who will devote themselves to developing realistic client characters suitable for the group you develop. Facilitation teams will be comprised of 3-4 students, who will share the active facilitation of the group sessions. Each group will meet for two sessions of approximately 1 hour in length. The members will be consistent across the sessions. Sessions will take place during class and will be video recorded. Annotation of these videos form the core assignments for the class. Technology for accomplishing this will be further discussed in class.

1. Simulated Group Portfolio: 20 Points

This will be a **group assignment** with your facilitation team.

Write a proposal that describes the simulated group you will facilitate in class. Include the following elements. You can add more or modify as needed:

1. Describe the purpose for the proposed group.
2. What agency is sponsoring the group. Specify here the “imagined” context of the group.

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3. What model(s) will be used to conduct the group?
4. What is the evidence-base for the group model/techniques/processes you propose? *This should be a rigorous search of the research and clinical literature and include at least 5-10 references.*
5. What resources does the agency have available for the group?
6. Who will be the members of the group?
7. What methods will be used to recruit?
8. What criteria will be used to include or exclude members?
9. What composition issues need to be addressed?
10. Will the group be open or closed? Structured or unstructured? How many sessions will the group meet, for how long, and at what interval?
11. Give a description of the types of activities planned for the group.
12. Include a detailed agenda for the first group session.
13. Detail your plan for taking and recording notes for the group sessions. What would go in the client member files?

b. Write notes for each session and post them to your group portfolio.

The following individual assignments will be completed based on the simulated group sessions. Dues dates will vary depending on what simulated group you are facilitating, but generally, the annotation of the recorded group session that you facilitate will be due on the Sunday prior to the next class. This will give me time to review and comment and help you in planning for your subsequent group session. You will need to plan work time to review and annotate your videos in a relatively narrow window of time. Generally, observer annotations will be due one week after the facilitators complete their annotations, in time for them to review feedback prior to their next session. Grading will NOT be based on your performance in the videos but rather on the quality of your annotation and reflection.

2. Group Worker Session 1 Annotation and Reflection: 20 points

On the video of your group, you will label and reflect on your facilitation. You will also give feedback to your co-facilitators and note issues of group dynamics and development. You will also write a personal reflection on the session. A detailed rubric is on CANAVAS.

3. Observer Reflection 1: 10 points

On the video of one other class group, you will give feedback to the facilitators. You will observe the same group for two sessions. A detailed rubric is on CANVAS.

4. Group Worker Session 2 Annotation and Reflection 2: 20 points

On the video of your group, you will label and reflect on your facilitation. You will also give feedback to your co-facilitators and note issues of group dynamics and development. You will also post a brief personal reflection on the session. A detailed rubric is on CANVAS.

5. Observer Reflection 2: 10 points

On the video of one other class group, you will give feedback to the facilitators. You will observe the same group for all three sessions. A detailed rubric is on CANVAS.

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Additional Assignments

6. Contribution to Class: 10 points

With your own learning goals in mind, create a contribution to learning for the whole class. This can take the form of a blog, a video, demonstration, presentation or performance. Creativity is encouraged.

7. Final Reflection: 10 points

To inform evaluation of your engagement and participation in class answer the following.

- a. Sessions attended
- b. Participation in class sessions (**see guidelines for active participation on syllabus and at the bottom of this assignment**)
- c. Participation between classes (e.g. video work, team meetings, reactions to other students learning contributions, any additional relevant work)
- d. Reflect on your learning overall in the class. A list of reflection questions will be posted on CANVAS.

Active Engagement **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. If you miss more than one class session, we will need to meet to discuss a plan for making up missed class material to adequately complete the course.

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 thoughtful feedback to your colleagues on their videos and learning contributions.

Note on use of technology in the classroom: Laptops are to be used only for taking notes, or for specific other uses as directed in class. Personal use of laptops, phones and other technology is not allowed during class except in cases of emergency. If you need to use them for that purpose, please let me know about it that day in class.

You will reflect on your attendance and participation in your final reflection paper and that will provide a basis for evaluating and crediting your class participation.

Notes on Grading

All assignments earn points, which total to 100. The final grading scale is:

A+ = 98-100, A = 93-97, A- = 91-92, B+ = 89-90, B = 84-88, B- = 82-83, C+ = 80-81, C = 73-79, C- = 70-73,

not passing = <70

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I strive to give substantive feedback on each assignment, and to use my comments as a way to continue to have a dialogue about what you are learning in the class. I may not give specific feedback about why an assignment didn't get a perfect scores, say a 19 (~an A) instead of 20 (an A+). If you ever have any questions or concerns about the grading, please contact me to talk more about it.