



SW 624: Interpersonal Practice with Groups

Fall '16

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COURSE DESCRIPTION

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

COURSE CONTENT

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

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

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

COURSE OBJECTIVES

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

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

COURSE DESIGN

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

RELATIONSHIP OF COURSE TO FOUR CURRICULAR THEMES

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

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

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

RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES

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

RELATIONSHIP OF THE COURSE TO CSWE EDUCATIONAL POLICIES:

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

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

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

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

ACCOMMODATIONS

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

COURSE TEXTS

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

ADDITIONAL RESOURCES:

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

RELEVANT JOURNALS

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

Group, The Journal of the Eastern Group Psychotherapy Society

International Journal of Group Psychotherapy

Journal for Specialists in Group Work

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

Social Work with Groups

COURSE REQUIREMENTS

In this section of SW624, there are 4 components (i.e., full credit will be given once all tasks are met for each component). One component is a structured group analysis (Q&A). Two other components are an essay and a group assessment. The fourth component is a notebook from our in-class role play groups. These four components are graded according to the University and SSW grading policy. In addition, an attendance and participation grade will be a collaborative self-grade along with instructor assessment (See below).

Optional assignment points are available primarily to accommodate attendance concerns. In this section, an "A"= 96-100 pts.; "A-"= 91-95 pts.; "B+"= 86-90 pts.; "B"=81-85 pts.; "B-"= 76-80 pts.; "C+"= 71-75 pts.; & "C"=70 pts. or below.

For each component that is turned in past the due date (except for requested revisions), it may be marked down points. If it is incomplete or insufficient it will be returned with a written request for specific revisions with a one week turn-around. The final date to turn in any assignment is December 9. No requests for revisions will be made after December 9.

In the interest of "transparency" I want to give you a heads up on two in-class worksheets that will be completed and discussed in class. On September 22 we will focus on definitions and applications of group dynamics concepts. This assignment is used to support the achievement of the following course objectives and/or EP competencies: **EP 2.1.7—Apply knowledge of human behavior and the social environment.**

Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions. And on October 6 we will focus on group leadership. This assignment is used to evaluate achievement of the following course objectives and/or EP competencies: **EP 2.1.7—Apply knowledge of human behavior and the social environment. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.;** **EP 2.1.5—Advance human rights and social and economic justice Use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially just planning and interventions specific to group work practice.**

REQUIRED ASSIGNMENTS

**** *Required - Attend and Participate (A&P) in each session. (Maximum 10%).*** 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 percentage points. Missing more than two class periods requires a meeting with me. You may complete ONE optional assignment to make up for A & P points that are deducted for missing ONE class AND you must clearly designate which optional assignment you want to use to make up for missed class hours.

**** *Required Assignment #1 (Due October 13; Maximum 20%):*** Assume you are engaged in a conversation about our SW w/ Groups course with a colleague. The colleague states, **“I’ve run a lot of groups and I don’t think it matters how different the members are; if you treat everyone with “warmth, genuineness and kindness” than discussions about diversity and social justice are basically non-issues! From my experience, if you make a big deal out of cultural differences and social injustices, the members get uncomfortable and then they’re likely to quit! It seems unethical to make group members uncomfortable, especially about who is privileged or oppressed! As long as everyone gets along, and the members achieve their own goals, then you have a successful group.”**

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

*Your paper should be divided into the following **FOUR** sections:*

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

SECTION 2: *Summarize how your explanation incorporates implications for the group’s dynamics we’ve discussed in class thus far. [i.e., (a) communication / interaction, (b) cohesion, (c) social structure, (d) group culture and (e) leadership.]*

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

SECTION 4: Provide at least one specific example in your experience of either a positive or negative outcome when some aspect of your own cultural diversity and perspective on social justice were (or were not) taken into account in a group.

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

This assignment is used to evaluate achievement of the following course objectives and/or EP competencies:
Objectives: 8, 9, 10, 14

EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. ADV PRAC BEHAVIOR: Apply a minimum of two evidence informed interpersonal practice theories specific to group work practice.; EP2.1.4 Engage diversity and difference in practice ADV PRAC BEHAVIOR: Identify and assess the effects of race / ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith / spirituality, veteran status and the joint and interacting effects of these identities on the client, worker, and client-worker relationship specific to group work practice.

****Required Assignment #2: Group Dynamics Analysis Worksheet (viz., 12 Angry Men) (Due October 27; Maximum 20%)**

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

**** Required Assignment #3: Assessment in Group Work Practice - Paper should be 6-8 pages in length (including charts, diagrams and graphs), typed, double-spaced and proof-read. (Due December 8; Maximum 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 staff meeting, a treatment group (e.g., that you either observe or facilitate) or similarly organized group. You must complete each of the following three sections. Please remember to maintain anonymity of participants (i.e., do not use actual participant names or initials):

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

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

SECTION 2 Refer to Toseland and Rivas Chapter 8 on CANVAS:

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

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

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

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

Required Assignment #4: *Group Role Play Notebook – to be discussed in class. (Due December 9, Maximum 20 points)*

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

Optional Assignments:

The following assignments are worth up to 5 percentage points each. Optional assignments are designed to reinforce learning objectives and are used primarily for missed classes. I will consider each one for additional percentage points to enhance graded assignments (Note: when added to required assignments optional percentage points will be added up to but will not exceed a total of 100 percentage points). Optional assignments can be turned in any time. Points will be assigned commensurate with how much they conform to the assignment tasks, with no opportunity for revisions. **All Optional assignments are worth a maximum 5 percentage points each, and must be turned in no later than Friday, December 16.**

Optional Assignment #1: Reading Summaries

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

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

Optional Assignment #3: Special Topic. You may identify a target population, target problem or group related matter that will enhance your learning about or practice with groups. Examples of special topics include an annotated bibliography focusing on disaster relief using the group modality, crisis intervention using groups, a reference list of targeted activities for special populations, group work practice in rural areas,

group work with delinquent youth, and so on. You must consult with me for approval prior to engaging in and submitting your special topic assignment for credit..

SESSION SUMMARY

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1 (September 8): Introduction to Social Work with Groups

WEEK 2 (September 15): Group Dynamics

WEEK 3 (September 22): Values, Ethics and Professional Guidelines

II. ACHIEVING CHANGE THROUGH SMALL GROUPS & GROUP PRACTICE CONTEXTS

WEEK 4 (September 29): Group Work Practice, Diversity and Social Justice

WEEK 5 (October 6): Group Dynamics in Action: “12 Angry Men”

WEEK 6 (October 13): Leadership: Roles, Functions and Guidelines (*Assignment #1 Due*)

III. PHASES OF GROUP WORK PRACTICE

WEEK 7 (October 20): Group Structure, Formation, Process and Development & Implications for Assessment and Evaluation

WEEK 8 (October 27): Group Work for Tasks, Treatment, Support and Mutual Aid: Foundation and Specialized Methods (*Assignment #2 Due*)

WEEK 9 (November 3): Pre-Group Formation / Launching the Group / Beginning the Group

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

WEEK 13 (November 17): ***** THANKSGIVING BREAK *****

WEEK 14 (December 1): Groups in Transition (cont.) (*Assignment #3 Due*)

WEEK 11 (December 8*): Ending in Groups (cont.) / Summary / Wrap-Up

(*Assignment #4 Due Friday December 9; Optional assignments due no later than Dec. 16*)

COURSE OUTLINE

In the following outline, most weeks have several articles listed. I am strongly encouraging you to read at least THREE articles. I have placed an asterisk (*) next to articles I strongly encourage you to read.

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1: (September 8): Social Work with Groups: The Dynamics of Practice

Discussion Questions:

- (1) What does a group “look like”?**
- (2) What makes “groups” relevant to social work practice?**
- (3) What is meant by “anomie” and what makes it relevant to groups?**

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

Forte, James A. (2009) Adding the “symbolic” to interactionist practice: A theoretical elaboration of William Schwartz' legacy to group workers', *Social Work with Groups*, 32: 1, 80 — 95.

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

WEEK 2 (September 15): Group Dynamics

Discussion Questions:

- (1) What four dimensions are critical to understanding “group dynamics”?**
- (2) How is knowledge of a group's dynamics critical to social work practice with groups?**
- (3) What is the “common knowledge effect (CKE)” and how does our awareness of CKE affect the quality of a group's experience?**

Required:

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

**Toseland, R.W., Jones, L.V. & Gellis, Z.D. (2004). Group Dynamics. Chapter 1 in C.D. Garvin, L.M. Gutierrez, & M.J. Galinsky (eds.), *Handbook of Social Work with Groups*. New York, Guildford Press.

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

WEEK 3: (September 22) Values, Ethics and Professional Guidelines

- (1) What values guide social work practice in groups?**
- (2) Identify at least three ethical issues or challenges unique to social work practice with groups?**
- (3) What is the relationship between ethical practice, diversity, and social justice?**

Breton, M. (2012). Small steps toward social justice. *Social Work with Groups*, 35(3), 205-217. DOI: [10.1080/01609513.2011.624369](https://doi.org/10.1080/01609513.2011.624369)

Cohen, C.S. & Olshover, A. (2013). IASWG Standards for social work practice with groups: Development, application, and evolution. *Social Work with Groups*, 36(2), 111-129.

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

**Northen, H. (2004). Ethics and values in group work. Chapter 5 in C.D. Garvin, L.M. Gutierrez, & M.J. Galinsky (eds.), *Handbook of Social Work with Groups*. New York, Guildford Press.

WEEK 4 (September 29): Group work Practice, Diversity and Social Justice

- (1) *Under what conditions are social justice issues likely to emerge in groups?*
- (2) *What makes social justice and diversity important topics to consider in group work practice?*
- (3) *What might be likely consequences for groups and/or members if diversity matters are excluded or under-valued?*

- 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.
- DeLois, K. and Cohen, M. (2002). A queer idea: Using group work principles to strengthen learning in a sexual minorities seminar. *Social Work with Groups, 23*(3), 53-69.
- Diaz, T. (2003). Group work from an Asian Pacific Islander perspective: Making connections between group worker ethnicity and practice. *Social Work with Groups, 25* (3), 43-60.
- Dickey, L.M., & Loewy, M.I. (2010). Group work with transgender clients. *Journal of Specialists in Group Work, 35*(3), 236-245. DOI: 10.1080/01933922.2010.492904
- Garrett, M.T, Brubaker, M., Torres-Rivera, E., West-Olatunji, C., & Conwill, W.L. (2008). The medicine of coming to center: Use of the Native American centering technique – Ayeli – to promote wellness and healing in group work. *The Journal for Specialists in Group Work, 33*(2), 179-198.
- Gilbert, M.C. (2000). Spirituality in social work groups: Practitioners speak out. *Social Work with Groups, 22*(4): 67-84.
- Mishna, F., Muskat, B. and Wiener, J. (2010) "I'm not lazy; it's just that I learn differently": Development and implementation of a manualized school-based group for students with learning disabilities', *Social Work With Groups, 33*(2), 139 — 159
- Ratts, M., Anthony, L., & Santos, K. N. T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. *The Journal for Specialists in Group Work, 35*(2), 160-168.
- Smith, L.C. & Shin, R.Q. (2008). Social privilege, social justice, and group counseling: An inquiry. *The Journal for Specialists in Group Work, 33*(4), 351-366. [Also: Roysircar, G. (2008). A response to "Social privilege, social justice, and group counseling: An inquiry": Social privilege: Counselors' competence with systematically determined inequalities. *The Journal for Specialists in Group Work, 33*(4), 377-384.]

II. ACHIEVING CHANGE THROUGH SMALL GROUPS

WEEK 5 (October 6): Leadership: Roles, Functions and Guidelines

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

Required:

- Dewall, C., Mead, N., Baumeister, R., Vohs, K.(2011). How leaders self-regulate their task performance. *Interpersonal relations and group process, 47-65*.
- Dubas, N. (2015). Using an interpreter as cofacilitator. *Social Work with Groups, 38*(1), 44-55. DOI: 10.1080/01609513.2014.931670
- **Forsyth: Chapter 8: Leadership
- **Klaussner, S (2012): Trust and leadership: Toward an interactive perspective. *Journal of Change Management, 12*(4), 417-439.
- Miles, J., & Kivlighan Jr. D. M. (2010). Co-leader similarity and group climate in group interventions. *Group Dynamics: Theory, Research, and Practice, 14, 2, 114-122*.

- Rubel, D.J. and Kline, W.B. (2008). An exploratory study of expert group leadership. *The Journal of Specialists in Group Work, 33*(2), 138-160.
- Shechtman, Z., & Toren, Z. (2009). The effect of leader behavior on processes and outcomes in group counseling. *Group Dynamics: Theory, Research, and Practice, 13, 3, 218-233.*
- Turner, H. (2011). Concepts of effective facilitation of open groups. *Social Work with Groups, 34*(3-4), 246-256.

WEEK 6 (October 13): Group Dynamics in Action: “12 Angry Men” (Assignment #1 Due)

(Note: For today's session we will be following a worksheet located on CANVAS outlining essential concepts and issues relevant to group dynamics and social work practice in groups.)

WEEK 7 (October 20): 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:

- Bonsaken, T., Borge, F., Lerdal, A., Hoffart, A., Sexton, H. (2010). Group climate development in cognitive and interpersonal group therapy for social phobia. *Group Dynamics: Theory, Research, and Practice, 15,1, 32-48.*
- **Forsyth: Chapter 3: Group Formation (pp. 51-73), Chapter 4: Development and Socialization (pp. 75-99), and Chapter 5: Group Structure (pp. 109-133)
- Johnson, J. E., Pulsipher, D., Ferrin, S.L., Burlingame, G.M., Davies, D.R., Gleave, R. (2006). Measuring Group Processes. *Group Dynamics: Theory, Research, and Practice, 10,2,136-145.*
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- Parkyn, H & Coveney, J (2011). An exploration of the value of social interaction in a boys' group for adolescents with muscular dystrophy. *Child: care, health and development, 39* (1), 81–89
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III. GROUP PRACTICE CONTEXTS

WEEK 7 (October 27): Group Work for Tasks, Treatment, Support and Mutual Aid (Assignment #2 Due)

- (1) *In what ways are task and treatment groups different?*
- (2) *Are all treatment groups mutual aid groups as well?*
- (3) *What is the difference between a mutual aid group and self-help group?*

Required:

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- Emond, S. and Rasmussen, B. (2012): The Status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups, 35*(1), 68-91.
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- Harpine, E. C., Nitz, A., & Conyne, R. (2010). Prevention groups: today and tomorrow. *Group Dynamics: Theory, Research, and Practice, 14, 3, 268-280.*
- **Lietz, C. A.(2007) 'Strengths-based group practice: Three case studies', *Social Work With Groups, 30: 2, 73 — 87.*

- Miller, R. and Mason, S.E. (2012): Open-ended and open-door treatment groups for young people with mental illness, *Social Work with Groups*, 35(1), 50-67
- Powell, T. & Blanchet-Cohen, N. (2014). The journey of hope: A group work intervention for children who have experienced a collective trauma. *Social Work with Groups*, 37(4), 297-313. DOI: 10.1080/01609513.2013.873884
- Rose, S. and Chang, H. (2010). Motivating clients in treatment groups. *Social Work with Groups*, 33(2), 260-277.
- **Staple, L.H. (2000). Insider/Outsider: Upside, Downside. *Social Work with Groups*, 23(2), 19-35.
- Steinberg, D.M. (2010). Mutual aid: Contributions to best practice social work. *Social Work with Groups*, 33(1), 53-68.

III. PHASES OF GROUP WORK PRACTICE

WEEK 8 (November 3): Launching the Group / Pre-Group Formation

WEEK 9 (November 10): Beginning the Group

WEEK 10 (November 17): Beginning the Group (cont.) / Groups in Transition

WEEK 11 (November 24): THANKSGIVING BREAK

WEEK 12 (December 1): Groups in Transition (cont.)

WEEK 13 (December 8): Ending in Groups / Summary / Wrap-Up (Required Assignment #4 Due Friday December 9; & Optional Assignments Due December 16)