



SCHOOL OF
SOCIAL WORK
UNIVERSITY OF MICHIGAN

SW 624: Interpersonal Practice with Groups

Sp / Su '18

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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 & Relationship to CSWE Adv Prac. Competencies

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

1. Describe the differences between task, individual change, promotion, prevention, treatment and rehabilitation groups and how these groups are employed in contemporary social work practice.
2. Assess the effectiveness of various kinds of groups and the various interventions that group leaders and facilitators utilize.

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

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

[EP 2.1.3—Apply critical thinking to inform and communicate professional judgments. ADV PRAC BEHAVIOR: Apply a minimum of two evidence informed interpersonal practice theories specific to group work practice.]

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

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

5. Operationalize various models of group development in both open and closed groups and recognize how these various stages impact on group dynamics.
6. Identify common problems that emerge in group practice and intervene to resolve these problems. ***[EP 2.1.7—Apply knowledge of human behavior and the social environment. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice decisions.]***
7. Plan and carry out various structured activities and group interventions that take into account the phases of group development and the special needs of group members.

8. Describe the impact of the key diversity dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation on the dynamics of group structure and process in small groups.

[EP2.1.4 Engage diversity and difference in practice ADV PRAC BEHAVIOR: Identify and assess the effects of race / ethnicity, national origin, gender, age, height, weight, marital status, socioeconomic status, sexual orientation, gender identity, gender expression, disability, immigration status, faith / spirituality, veteran status and the joint and interacting effects of these identities on the client, worker, and client-worker relationship specific to group work practice.]

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

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

10. Operationalize ethical codes (i.e. the NASW Code of Ethics and other ethical codes such as the ASGW) as they apply to value dilemmas that arise in social group work practice.

[EP2.1.2 Apply social work values and ethical principles to guide professional practice. ADV PRAC BEHAVIOR: Apply and articulate social work values, ethical standards, and principles unique to interpersonal interventions involving diverse populations and settings specific to group work practice.]

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

[EP 2.1.10 (b) Assessment with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Synthesize information on clients derived from multi-dimensional, comprehensive assessment specific to group work practice.]

12. Identify the factors that influence group members' motivation to pursue change.

13. Demonstrate their ability to form worker-group member alliances and collaborations, communicate empathically, and help enhance the motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change.

[EP 2.1.10(a) Engagement with individuals, families, groups, organizations, and communities. ADV PRAC BEHAVIOR: Demonstrate the ability to form worker – client alliances, communicate empathically, help enhance the motivation for change, cultivate hope, and address ambivalence and internal / external barriers to change specific to group work practice.]

14. Identify one's own social and cultural identities and group memberships, and how these relate to working with diverse group members, colleagues, and other professionals.

[EP 2.1.1—Identify as a professional social worker and conduct oneself accordingly. ADV PRAC BEHAVIOR: Demonstrate professional use of self with client groups and colleagues specific to group work practice.]

15. ***EP 2.1.5—Advance human rights and social and economic justice Use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially just planning and interventions specific to group work practice.]***

16. ***EP 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Communicate and advocate with stakeholders the effects of policies and policy changes on the lives of client groups.***

17. ***EP 2.1.9—Respond to contexts that shape practice. Critically appraise social and historical era contexts and are proactive in delivering current and relevant services.***

Course Design

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

Relationship of Course to Four Curricular Themes

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

Relationship of the Course to Social Work Ethics and Values

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

Accommodations

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

COURSE TEXTS

This summer we will be drawing on literature listed on 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.

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

RELEVANT JOURNALS

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

Group, The Journal of the Eastern Group Psychotherapy Society

International Journal of Group Psychotherapy

Journal for Specialists in Group Work

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

Social Work with Groups

COURSE REQUIREMENTS

In this section of SW624, there are four required assignments. One assignment is a project and/or essay on diversity, ethics and social justice in social work practice with groups. A second assignment is a structured group analysis based on a critical review of a media resource and application of group dynamic concepts. A third assignment is based on observing and assessing a “real” group. The fourth assignment is based on an arrangement between you and me relevant to some aspect of social work with groups. For example, it could focus on a proposal you would like to develop based on a target population and problem you want to explore (e.g., relevant to your field practicum or as a professional interest). It could also focus on developing a compendium of group activities (I have examples). This assignment requires a discussion with me around the specific tasks. Alternative assignments will also be provided. Points will also be assigned based on your own evaluation of your overall attendance and participation. 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.

All assignments are to be turned in via CANVAS. Points may be deducted for each component that is turned in past the due date (except for requested revisions). The final date to turn in any assignment and revisions is Friday, July 27. Partial credit may be assigned to any assignments turned in on the last day that are incomplete since no opportunity can be provided for revisions.

**** Required - Attend and participate (A&P) in each session. (Maximum 25 points).** In this interpersonal practice course, in-class discussions and participation in exercises are considered an essential part of your learning experience. In addition, some of the material considered essential to achieving the objectives of the course will only be presented in class. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave early, you must notify me as soon as possible. Each clock hour of class missed (whether excused or unexcused) results in the loss of 1 A&P point (i.e., one missed class equals a loss of 3 points). Missing more than two class periods requires a meeting with me. You may complete optional assignments to make up for missed class hours.

NOTE - FOR SP / SU '18 ONLY [PLEASE REFER TO JUNE 11 CLASS]:

Prof. Tony Alvarez will be hosting a day of adventure at **Lillie Park South in Ann Arbor** on **Sunday May 20, from 9 AM to 4:30 PM.** The day's intentions are to continue to create and strengthen our social work community, to learn new tools and techniques to use in our diverse social work practices, to bring joy and challenge into our busy lives, and to have fun!

There is no pressure to attend, only a request to communicate your intentions! And if you attend, there is no pressure to stay the whole time! And if you do come, there is also no pressure to lead or take charge or facilitate- just participate! Finally, if you'd like to invite a family member, a colleague or a friend, do so- just let Prof. Alvarez know!

Here are some details:

Prof. Alvarez invites students from both his Sp-Su classes - SW with Families, and Adventure-Based Social Work Practice. (This serves as class time for them)

Invitations are also extended to practitioners- those who engage in this work and those who don't, & colleagues from the SSW - so they too can enjoy community and connection, students and staff from Fraser High School, where a program for students with ASD has been in place for many years, Prof Tolman's IP with Groups class and Prof Ortega's IP with Groups class.

There will be a potluck lunch; also snacks throughout the day

Participants will engage in active experiences, both ground level and off-ground!

There will be plenty of opportunities to have fun and connect and learn!

****Required Assignments:**

#1 “Diversity, ethics and social justice in groups” - June 4 (20 points)

This assignment tests your creative abilities and is designed to help you build the case for engaging in social work practice that is inclusive of diversity, ethics and social justice. This is your opportunity to consider your own “diversity” and core diversity and social justice practice principles as part of your practice framework. To complete this assignment you MUST include reference to each of the following areas. Your paper or project MUST be divided into FOUR sections as follows:

SECTION 1: Your own definitions (or representations) of diversity and social justice. Consider, for example, how your definitions or representations are inclusive of key diversity identities (consider ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and their intersectionality. Also, consider how your definition includes values relevant to STITCHES (Solidarity, tolerance, inclusion, transformation / trust, cultural humility, empowerment, and shared leadership).

SECTION 2: Briefly discuss each one of the four dimensions of group dynamics (i.e., (a) communication / interaction, (b) cohesion, (c) social control, (d) group culture). Offer a “working definition” (a definition that you can offer if asked, that clearly reflects an understanding of each concept. For example, what is meant by communication / interaction?). For each definition, add a paragraph that clearly explains how diversity and social justice are relevant (For example, why are diversity and social justice relevant to an understanding of communication / interaction?);

SECTION 3: Discuss what makes a focus on diversity and social justice our ethical responsibility (e.g., Refer to our NASW Code of Ethics or IASWG Code of Ethics) and explicitly indicate how diversity, social justice and ethics are all related (e.g., How does the NASW Code of Ethics require diversity and social justice as important aspects of social work with groups?)

SECTION 4: Finally, as a summary, identify three to five KEY diversity and social justice practice principles that emerged as core to your work in group settings. These practice principles are ones you will maintain and are deeply committed to “no matter what!” For example, In reflecting on my understanding of the importance of social justice and diversity in groups, the three core principles I will commit myself to whenever I work with groups are the following: (1) I will ____, (2) ____ and (3) ____.

(Completing this assignment - whether paper or project - should not exceed 8 pages typed, double-spaced and proofread. If you choose to do a project, you are required to submit

something tangible (e.g., powerpoint slides, photo display, poster, etc.), that captures the spirit of this assignment.

#2 Group Dynamics Analysis Worksheet – June 18 (15 points) [To be discussed in class]

#3 Assessment in Group Work Practice - July 9 (30 points)

For this assignment, you are asked to observe and assess one formal group session of your choice. The group could be a committee meeting, a field placement staff meeting, a treatment group (e.g., that you either observe or facilitate). You are expected to maintain anonymity of participants (i.e., do not use actual group member names or initials) and in observing the group, it must be of the kind that will allow you to complete each one of the following required tasks:

Task 1:

Describe the group's (a) context (e.g., sponsor, full description of physical setting (Hint: a room diagram helps!), (b) purpose, (c) composition, (d) size, (e) frequency (i.e., how often scheduled to meet), length, and duration (how many sessions planned), (f) open vs. closed, and (g) type (treatment, task, psycho-educational, self-help / mutual aid, or some combination; and (h) session context (what's the session you observed about?).

Task 2:

Refer to Toseland and Rivas Chapter 8 reference on CANVAS: (a) chart and record each member's frequency of interactions (i.e., this will describe how you "measured" 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 (d) offer a general view of the group's 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.); (e) comment on the charting and recording used both in terms of strengths and limitations; (f) on the basis of your observations, speculate on relevant aspects of the group's dynamics at the time you made your observations (e.g., were you able to identify distinct subgroups or patterns of interaction based on seating? Did your observations help you identify task and socio-emotional leaders within the group? Were there other roles that could be associated with particular members?)

Task 3:

In your observation, you should have identified aspects of the group that appear as strengths (that contribute to the group's success) and/or that appear challenging or problematic to the group's ability to get its work done or pursue its purpose. (a) Describe the strengths and/or concerns relevant to the group's functioning. If you've raised a specific problem or concern, use Toseland and Rivas Figure 8-6 (p.247) and select an appropriate intervention to address the level of problem or concern. (b) Offer your specific observations that you believe characterize the strengths of the group and/or 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) that you believe will enhance the success of the group.

Your paper should be divided into three sections corresponding to the three identified tasks AND sub-tasks as indicated by (a), (b), and so on. It should be 6-8 pages in length (including charts, diagrams and graphs), typed, double-spaced and proof-read.

#4 Required Assignment (TBD) OR Alternative Assignments (Parts A, B, & C – see below) – July 23 (10 points): [To be discussed with Dr. O]

Alternative Assignment Descriptions:

The following **three short assignments** combined can be used to replace Assignment #4. These assignments are designed to reinforce key learning objectives. They can be turned in any time during the semester with an opportunity for revisions if necessary. No revisions will be expected if turned in during the last week of class. Instead they will receive points commensurate with how much they conform to the assignment tasks (i.e., partial points may be assigned if the assignment is incomplete). **These assignments must be turned in no later than Monday, July 23 in order to substitute for Assignment #4.**

Alternative Assignment A: Reading Summaries

Provide **five reading summaries from different weeks** limited to a total of 3-5 typed, double-spaced pages summarizing required readings from the ones listed on the syllabus PLUS a one-paragraph synthesis of the readings in terms of lessons learned or “take-away” points.

Alternative Assignment B: Annotated Bibliography of 5 articles relevant to your specific interests. This option is similar to Alternative Assignment #1 EXCEPT you will choose a topic specific to your own interests relevant to social work practice in groups. You must provide a

2-3 page summary of your own 5 (five) different readings PLUS provide a one-paragraph synthesis of the readings in terms of lessons learned or “take-away” points.

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

SESSION SUMMARY

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1 (May 7): Introduction to Social Work with Groups

WEEK 2 (May 14): Group Dynamics / Values, Ethics and Professional Guidelines

WEEK 3 (May 21): Group Work Practice, Diversity and Social Justice

WEEK 4 (May 28): ***** MEMORIAL DAY *****

1. ACHIEVING CHANGE THROUGH SMALL GROUPS & GROUP PRACTICE CONTEXTS

WEEK 5 (June 4): Group Structure, Formation, Process and Development & Implications for Assessment and Evaluation (** Required Assignment #1 Diversity, ethics and social justice in groups Paper Due)

WEEK 6 (June 11): Group Dynamics in Action [NO CLASS; PLEASE REFER TO MAY 20 FIELD DAY OPTION UNDER ATTENDANCE & PARTICIPATION REQUIREMENT]

WEEK 7 (June 18): Leadership: Roles, Functions and Guidelines / Group Typologies & Task Groups: Foundation and Specialized Methods (**Required Assignment #2 Group Dynamics Analysis Assignment Due)

III. PHASES OF GROUP WORK PRACTICE

WEEK 8 (June 25): Group Work for Treatment, Support and Mutual Aid / Launching the Group / Pre-Group Formation

WEEK 9 (July 2): Beginning the Group

WEEK 10 (July 9): Groups in Transition (**Required Assignment #3 – Assessment in Group Work Practice Due)

WEEK 11 (July 16): Ending in Groups

WEEK 12 (July 23): Summary / Wrap-Up (Required Assignment #4, Revised Assignments & Alternative Assignments Due)

COURSE OUTLINE

In the following outline, I have indicated required reading as a double asterisk (**) and recommended readings by a single asterisk (*). Articles designated (e) can be retrieved electronically.

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1 (May 7): Introduction to Social Work with Groups

Discussion Questions:

- *What is a group?*
- *What makes groups an important focus for social work practice?*
- *What are “group dynamics”?*
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[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.](#)

[**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 2 & WEEK 3 (May 14 & May 21): Group Work Values, Ethics / Group Work, Social Justice and Diversity

Discussion Questions:

- *What ethical issues are unique to groups?*
- *What makes diversity a relevant topic to consider in group work practice?*
- *What makes social justice a relevant topic to consider in group work practice?*

Required Readings – May 14

[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.](#)

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

Required Readings (choose at least three) – May 21

[Singh, AA, Merchant, N., Skudrzyk, B., & Ingene, D. \(2012\) Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers. *The Journal for Specialists in Group Work*, 37\(4\), 312-325, DOI: 10.1080/01933922.2012.721482](#)

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

[Dickey, I.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](#)

[**Ortega, R.M. & Faller, K.C. \(2011\). Training child welfare workers for cultural humility. *Child Welfare*, 90\(5\), 27-49.](#)

[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.](#)

WEEK 4 (MAY 28): ***** MEMORIAL DAY *****

1. *ACHIEVING CHANGE THROUGH SMALL GROUPS*

WEEK 5 (June 4): Group Structure & Formation, Group Process & Development & Implications for Assessment and Evaluation (Required Assignment #1 Due)

(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.

**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.

**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.

**Rubin, S. (2011). Tackling taboo topics: Case studies in group work. *Social Work with Groups*, 34(3-4), 257-269.

WEEK 6 (June 11): Group Dynamics in Action [NO CLASS; PLEASE REFER TO MAY 20 FIELD DAY OPTION UNDER ATTENDANCE & PARTICIPATION REQUIREMENT]

(Note: Due to my presenting in S. Africa over the weekend I will not be back to Ann Arbor until late today so we will not be holding class. The May 20 activity organized by Prof. Alvarez will hopefully be used as a substitute.) Remember there is also a required assignment due next week you can complete today in place of class if you haven't already done so.)

III. GROUP PRACTICE CONTEXTS

WEEK 7 (June 18) Leadership: Roles, Functions and Guidelines / Group Typologies & Task Groups: Foundation and Specialized Methods (Required Assignment #2 - Group Dynamics Analysis Paper Due)**

(1) What do we mean by “leadership styles” and why is your leadership style important to know?

(2) What makes diversity and social justice important to consider in discussions of group leadership?

(3) Discuss the ways in which leadership in task groups differ from treatment groups?

Required:

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

Gerrity, D.A. and Mathews, L. (2006). Leader Training and Practices in Groups for Survivors of Childhood Sexual Abuse, *Group Dynamics: Theory, Research, and Practice* 10(2), 100–115.

**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 8 (June 25): Group Work for Treatment, Support and Mutual Aid / Launching the Group / Pre-Group Formation

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

(2) *Is treatment in groups possible for everyone?*

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

Required:

Drum, D., Swanbrow Becker, M., & Hess, E. (2011). Expanding the application of group interventions: Emergence of groups in health care settings. *Journal of Specialists in Group Work, 36*(4), 247-263.

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.

Harpine, E. C., Nitza, 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

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III. PHASES OF GROUP WORK PRACTICE

WEEK 9 (July 02): Beginning the Group

WEEK 10 (July 9): Groups in Transition (Required Assignment #3 – Assessment in Group Work Practice Due)**

WEEK 11 (July 16): Ending in Groups

WEEK 12 (July 23): Summary / Wrap-Up (Required Assignment #4, Revised Assignments & Alternative Assignments Due)