

THE UNIVERSITY OF MICHIGAN
School of Social Work

Spring/Summer 2018

S.W. 624: Interpersonal Practice with Groups

Tuesday, 1-5

Professor Richard Tolman

Office: 3702 SSWB; Phone: 764-5333; E-Mail: rtolman@umich.edu

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 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.
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 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 statussexual 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 clientworkerrelationship 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.
- 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.

SESSION OUTLINE

Session 1- May 8: 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. (2017). Group dynamics. In C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). *Handbook of Social Work with Groups*. 2nd Edition. New York: Guilford. Pp. 9-27.

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 15: Group Leadership and Ethics

Leadership

Toseland and Rivas (2017) Leadership; Leadership and Diversity, Chapter 4, 5.

Ethics

Barsky & Northen (2017). Ethics and Value in Group Work. In C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). *Handbook of Social Work with Groups*. 2nd edition, New York: Guilford.

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 3: May 20 Adventure group work day; Groups for Children and Adolescents ***We will meet in Lillie Park South, Ann Arbor from 9-4:30***

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.

Session 4: May 22 Composition/Planning

Composition

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

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.

Planning

Jacobs, E. E., Masson, R. L, and Harvill, R. L. (2017) Group counseling. Strategies and skills. Planning Chapter 4,

Session 5- May 29

Group work Models

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

Tolman, R.M. & LeCroy, C. (2017). Cognitive-Behavioral Group Work, in . In C. Garvin, L. M. Guitierrez, and M. J. Galinsky (Eds.). *Handbook of Social Work with Groups*. 2nd edition, New York: Guilford.

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.

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.

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.

Anderson, B. T., & Garcia, A. (2015). 'Spirituality' and 'cultural adaptation' in a Latino mutual aid group for substance misuse and mental health. *BJPsych Bull*, 39(4), 191-195.

Session 6- June 5- Early Stages of Groups

Jacobs, E. E., Masson, R. L, and Harvill, R. L. (2016) Group counseling. Strategies and skills. Chapter 5. Getting started: The Beginning Stage and Beginning Phase. 94-130

Corey, G., Corey, M.S., Callanan, P. & Russell, J.M. (2015). Techniques for the Initial Stage. In *Group Techniques*, 4th Edition, Cengage. 65-89.

Session 7: June 12

Simulation 1

Session 8 –June 19 Later stages of groups/Problem Behavior in Groups

Corey, G. & Corey, M.S. (2018). Group: Process and Practice, Ch. 8. Working Stage, 275-312. Cengage.

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.

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- June 26

Simulation 2

July 3 -No Class

Replaced by Adventure session May 20,

Communicate with other team members outside of class for planning session 3—

Meet with Rich by Bluejeans for consultation

Session 10-July 12- Simulation 3; Ending the Group

Corey & Corey, 2018. Ch. 8. Final Stages of a Group. 315-336.

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- July 19 : 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;

Doel, M. and Sawdon, C.: (1999). Power and oppression in group work. *The Essential Group Worker* (pp.50-67). London: Jessica Kingsley Publishers

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.

Yoshihama, M., & Tolman, R. M. (2015). Using Interactive Theater to Create Socioculturally Relevant Community-Based Intimate Partner Violence Prevention. *American journal of community psychology*, 55(1-2), 136-147.

Theater of the Oppressed notes—see canvas.

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 and Point totals for grading.

Simulation Pedagogy-

- *The core pedagogy for this class will be the development and implementation of simulated groups.*
- *Class members will be simulated clients in groups we create in class.*
- *Facilitation teams will be comprised of approx. 4-5 students, who will share the active facilitation of the group sessions.*
- *Each group will meet for three sessions of approximately 1 hour in length. The members will be consistent across the three sessions.*
- *Sessions 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 Proposal

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.
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?

The following individual assignments will be completed based on the simulated group sessions. 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

A detailed rubric will be distributed and posted for the completion of this reflection. 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.

3. Observer Reflection 1

A more detailed rubric will be distributed. 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.

4. Group Worker Session 2 Annotation and Reflection 2

A detailed rubric will be distributed and posted for the completion of this reflection. 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.

5. Observer Reflection 2:

A more detailed rubric will be distributed. 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.

6. Group Worker Session 2: Annotation and Reflection.

A detailed rubric will be distributed and posted for the completion of this reflection. 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.

Additional Assignments

7. Contribution to Class:

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.

8. Reflection on Engagement, Learning and Participation.

Write a brief reflection paper on your learning for the semester. Include an accounting of your attendance and participation based on the criteria for active engagement and participation described below.

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.

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:

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as unacceptable. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment and 3 points for the 3rd unacceptable assignment and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.
- Lose 1 point for a missed class, without prior arrangement or medical reason. Upon the 3rd absence, there will be 5-point deduction for each absence. You can be excused from a class if you contact me in advance and get authorization, or if you are physically unable to attend due to illness. But in no case can you miss more than two class sessions without point deductions. You will need to do make-up work for the missed class regardless of the reason.
- Unauthorized use of phones or laptops deduction of 1 point per occurrence.
- Being late to class or back from a break, lose 1 point for each two occurrences.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. ***If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!*** If I help you deepen your understanding of something, that is helpful for me to know too.

Grading Scale: Note this scale varies from more typical grading scales due to the different way in which this class is graded.

98-100 =A+;

93-97 = A;

92= A-

91 =B+;

88-90 =B,

86-87 =B-

86= C+;

83-85= C;

80-82= C-

Below 80; not passing

Self-Care

Professional social work education is demanding and may stress coping resources and abilities. Focusing on family social work can be particularly stressful as it often requires focus on one's own family experiences. I hope that we can create a class environment that is supportive in exploring your own family experiences in regards to your professional practice. I encourage you to use resources available if you find the need for more support for any reason. I am willing to talk about things that come up for you during the semester and assist in accessing resources as needed.

The Office of Student Services's Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care, and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness. Students may experience situations or circumstances that impede educational success and/or quality of life. Students may contact the Health and Wellness Advocates regarding any health, mental health or wellness issue(s). This could include need for advocacy and/or referral to School, university, or community resources, financial resources, or counseling centers. All meetings with students are strictly confidential and can take place in the School, over coffee, or locations where the student feels comfortable and non threatened. Contact the Health and Wellness Program via ssw.wellness@umich.edu.

Please consult the SSW website for additional resources: <https://ssw.umich.edu/student-life/health-safety>.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu. Office of Student Services, School of Social Work | Room 1748 734-936-0961

For more information, view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>. Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

