

SW 624 001 SS 2018

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COURSE TITLE: Interpersonal Practice with Groups

TERM: Fall 2018 Section 003

MEETS: Fridays 9am-12 noon Room B798 SSWB

INSTRUCTOR: Sandra Iaderosa, LMSW

PRONOUNS: She, Hers, Her

CONTACT INFORMATION: EMAIL: iaderosa@med.umich.edu (734) 764-2696

Please allow 24 hours for email responses Monday-Friday. **Please put SW624 in the subject line.**

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

WELCOME TO THIS CLASS

Our class syllabus may change depending on shifting priorities in the class or other factors. I will update any changes in class as well as in Canvas, if they occur.

Group work is an essential component of social work practice and engages with clients in a variety of aspects and modalities. Groups have the power to unite, validate and heal in ways that differ from individual interventions. There are challenging aspects of group work for the clinician yet the power of a successful group experience is one of the most rewarding aspects of social work practice. Additionally, the positive impact that group members can have on each other, the group as a whole, the community and themselves makes group work a meaningful and rewarding clinical experience.

I look forward to teaching this course. My hope is that you will actively engage in the learning process by coming to class prepared and willing to contribute to meaningful discussions. I am confident that we will all learn from one another.

CORE VALUES AND PRINCIPLES

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

Listening and learning require a safe place and we commit to providing this safe space in this class. Sharing differing ways of thinking and how one sees the world is not always focused on

changing others' minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another's point of view. We will be mindful that in our desire to advocate for our beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we may have experienced and/or are trying to prevent.

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.
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 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.

Attendance and class participation:

Attendance is a requirement and an expectation. Participation and engagement are highly valued as these behaviors contribute to the quality of the learning for the individual as well as the class as a whole.

Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays). There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classes will result in a non-passing grade. **Please note that the student is responsible for all of the content missed during your absences.**

[Please refer to SSW attendance policy](#)

COURSE TEXTS

Required Text for this course:

Toseland, R.W. and Rivas, R.F. (2017). *An introduction to group work practice*. (8th Edition). Boston: Pearson/Allyn and Bacon

This fall we will also be drawing on literature listed on CANVAS for designated weeks. 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

COMPUTERS AND ELECTRONICS:

Please place all electronic devices, such as phones, on vibrate or silent during class. Students should limit their tablet, laptop, or any other electronic device use for note taking or class related activities so as not to detract from the class. Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor.

COURSE REQUIREMENTS

- I. Class Participation, Class Attendance, Engagement & Professional Use-of- Self
15 points

Class attendance, participation and professional use-of-self are core behaviors which are highly valued in this class and have relevant application to future professional practice. As social workers, it is important to be able to speak out to assist, provide services and advocate for clients. A silent worker has limited impact and we will encourage the development of engagement and participation skills throughout this course. Class attendance and participation is particularly salient for this class as you will be a group member of this class and much of your learning will take place as a result of your membership and participation. Your attendance not only impacts your own learning but the functioning of the class as a group and group activities which cannot be substituted if you are absent. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave early, please notify me as soon as possible.

II. Quiz –September 28—**10 points**

III. Group Observation and Assessment **20 points**

For this assignment, you will observe a group and provide a 5-6-page written assessment illustrating your ability to identify and apply core course concepts.

Arrange for a visit to an agency and sit in on an ongoing group. Take advantage of this opportunity by looking for something different from what you are already doing at field, or one that you have experience with. (If you already attend AA meetings, for example, observe a City Council meeting, support group or a DBT group meeting facilitated by someone else.) Observe the following:

- Logistics (setting, membership, purpose, frequency, etc.)
- Process (communication patterns, record keeping, power dynamic, group culture, roles, refer to Toseland et al's chapter on group dynamics.)
- Strengths and areas for improvement (Include thoughts on actions you might take if you had the power to help this group become more functional)
- include a room diagram of the setting. (Refer to Toseland chapter on group dynamics)

Write a 4-5-page paper and upload into Canvas by Session 7 (Oct 5)

IV. Group Dynamics in Action (12 Angry Men) -**15 points**

View film "12 Angry Men" in class session 7 (Oct 19). Analyze dynamics observed in the group. Related assignment due Session 8 (Oct 26).

V. **Curriculum for an 8-week group (40 points)**

Learning how to run a group involves many skills and procedures. For this assignment, you will engage in the process that one goes through when developing a group curriculum. Some theoretical approaches offer a set curriculum with specific activities assigned for specific sessions; others flow according to the needs of the group. For this one, you will pick a preferred population, one that you might already be working with this term, or one that you are passionate about spending much of your professional life involved with. Identify critical information about this client population- adolescent females managing eating disorders, black men transition out of the prison system, GLBT high school students dealing with bullying, veterans diagnosed with PTSD, older adults housed in assisted living centers facing end-of-life

issues, children managing anger or grief or a divorce in their family, a youth council addressing educational policies, etc. Imagine that you will be working with this group for 8 weeks. What might be your purpose for working with them in this type of group? What type of group might you offer them? Create an 8-week curriculum for this population and with this purpose in mind. Support your design with readings, class lessons, research, etc. Now choose three specific sessions that you will highlight in your curriculum; one has to be a beginning session (session 1 or 2), another a middle session (session 4-6), and the final one, an ending session (session 7 or 8). Using our readings and discussions about those stages of group, offer a detailed agenda for the sessions you selected; make sure you explain why you have chosen the specific activities for these sessions. Keep in mind guidelines for what generally happens during those stages of group development. This assignment will be uploaded in 3 segments:

Segment 1: includes the paper's introduction, preferred population, group structure and purpose, any assessment information you offer about the group (developmental, diagnostic, cultural, etc.). **More details in Canvas.** Upload into Canvas by Session 6 (10/12) **10 points**

Segment 2: Overall 8-session flow; detailed agenda/flow for your chosen beginning and middle sessions. **More details in Canvas** Upload into Canvas by Session 9 (11/2) **20 points**

Segment 3: Detailed agenda/flow for your chosen ending session as well as your concluding comments and takeaways. **More details in Canvas** Upload into Canvas by Session 12 (11/30) **10 points**

I expect this paper to be about 9-11 pages in length, divided in such a way that the bulk of the pages go to Segment 2 (for example 2-3, 4-6, 2-3 pages).

The final date to turn in any assignment and revisions is 12/7/18.

Written skills are essential to effective social work practice and as professionals, we will be continually assessed and evaluated on our ability to express ideas clearly and professionally on behalf of clients, our organizations, our profession and ourselves. Graduate level writing skills will be expected in this course including appropriate grammar, in-text citations, references, organization of thoughts, clarity of expression and creativity in your writing. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: [SSW Writing Assistance Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Papers must be double spaced 12 font with 1 inch margins

Include a Title page

Indent 5 spaces for first line of every paragraph

Sources must be cited in the text of the paper (i.e. Toseland and Rivas (2017) state...)

Reference page with all sources at the conclusion of the paper

All direct quotes must be referenced with source and page number

APA formatting: Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website](#) is another helpful resource for assistance with APA formatting.

FINAL GRADING SCALE **GRADES BELOW 70 = NOT PASSING

Percent		Letter Grade
97 - 100		A+
94 - 97		A
90 -93		A-
87 - 89		B+
83 - 86		B
80 - 82		B-
77 - 79		C+
73 -76		C
70 -72		C-

Late Assignments:

Assignments received after the due date and time listed will be marked down one letter grade. Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

Week	Required Readings	Assignments
<p>Class Session #1 Sept 7 Introduction to Course Historical and Theoretical Development of Group Work Definition of Groups and Values</p>	<p>Toseland and Rivas Chapters 1 and 2</p> <p>Helen Northen PhD (1999) Ethical Dilemmas in Social Work with Groups, Social Work With Groups, 21:1-2, 5-17</p>	<p>none</p>
<p>Class Session #2 Sept 14 Understanding Group Dynamics Roles within Groups Group Culture Stages of Group Development</p>	<p>Toseland and Rivas Chapter 3</p> <p>Theodore R. Burnes & Katherine L. Ross (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, (in Canvas)</p>	
<p>Class Session #3 Sept 21 Leadership: Roles, Functions, Guidelines Theories of Leadership and Effective Leadership Diversity and Leadership</p>	<p>Toseland and Rivas, Chapters 4 and 5</p>	
<p>Class Session #4 Sept 28 Planning The Group Stages of Development Selection, Composition, Norms and Contracting Ethical and Legal Considerations: Informed Consent, Confidentiality.</p>	<p>Toseland and Rivas, Chapter 6</p> <p>Joanne Gumpert DSW & Phyllis N. Black DSW (2006) Ethical Issues in Group Work: What Are They? How Are They Managed?, Social Work with Groups, 29:4, 61-74, (Canvas)</p>	<p>Quiz 10 points</p>
<p>Class Session #5 Oct 5 Guest speaker: Alethia Battles, MSW, JD. Factors in Successful Groups Goal Setting, Ensuring a secure environment Anticipating Obstacles Group Development</p>	<p>Toseland and Rivas, Chapter 7</p> <p>Sheldon D. Rose & Hee-Suk Chang (2010) Motivating Clients in Treatment Groups, Social Work with Groups, 33:2-3, 260-277 (Canvas)</p>	<p>Group Observation and Assessment Paper Due 15 points</p>

	Jocelyn Lindsay , Valérie Roy , Lyse Montminy , Daniel Turcotte & Sacha Genest-Dufault (2008) The Emergence and the Effects of Therapeutic Factors in Groups, Social Work with Groups, 31:3-4, 255-271	
Class Session #6 Oct 12 Managing conflict and difficult Group members Transference and countertransference *Group Facilitation	Mark Doel (2006) Difficult Behaviour in Groups, Social Work with Groups, 28:1, 3-22, DOI: (Canvas) Julianne Wayne EdD and MSW & Alex Gitterman EdD and MSW (2004) Offensive Behavior in Groups: Challenges and Opportunities, Social Work With Groups, 26:2, 23-34, (Canvas) Rooney, R, Chovanec, M, Involuntary Groups, <u>Handbook of Social Work with Groups</u> , Second Edition, edited by Charles D. Garvin, et al., Guilford Publications, 2017 (Canvas)	Segment #1 of “Developing a Group Curriculum” due today 10 points
*Class Session #7 Oct 19 View “12 Angry Men” Film in Class	Helen Northen (2003) I Hate Conflict, But ..., Social Work With Groups, 25:1-2, 39-44, (Canvas) Rose S. and Chang,H (2010) Motivating clients in treatment groups. Social Work with Groups, 33 (2/3), 260-277 (Canvas)	
Class Session #8 Oct 26 <i>Guest Speaker Lorrie Carbone, LMSW Transition Groups for Teens with Epilepsy</i> The middle phases of group work Helping members achieve goals Empowering and involving members *Group Facilitation	Toseland and Rivas Chapter 9	12 Angry Men analysis due today

<p>Class Session #9 Nov 2 Groups in Community Settings Diversity, multi-cultural and social justice considerations At risk, Oppressed, Underserved, Mandated Populations</p> <p>*Group Facilitation</p>	<p>Theodore R. Burnes & Katherine L. Ross (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, (in Canvas)</p> <p>Flavio Francisco Marsiglia (2003) Navigating in Groups ... Experiencing the Cultural as Political, Social Work With Groups, 25:1-2, 129-137 (Canvas)</p>	<p>Segment #2 of "Developing a Group Curriculum" due today 20 points</p>
<p>Class Session #10 Nov 9 Specialized Groups and Techniques Leader Training and Ethical Practice</p> <p>*Group Facilitation</p>	<p>Hope Turner (2011) Concepts for Effective Facilitation of Open Groups, Social Work With Groups, 34:3-4, 246-256,(Canvas)</p> <p>Toseland and Rivas Appendix: Ethical Considerations (page 453-454)</p>	
<p>Class Session #11 Nov 16 Organizational Groups and Teams Task Groups Effective Problem Solving Group Decision Making</p> <p>*Group Facilitation</p>	<p>Toseland and Rivas Chapter 11</p>	
<p>Thanksgiving Break Nov 23 NO CLASS</p>		
<p>Class Session #12 Nov 30 Ending a Group Process Planned and Unplanned Feelings and Reactions of members and leaders</p> <p>*Group Facilitation</p>	<p>Toseland and Rivas Chapter 13</p>	<p>Segment #3 of "Developing a Group Curriculum" due today 10 points</p>

<p>Class Session #13 Dec 7</p> <p>Putting it all together Evaluation and Reflection Wrap-Up</p>		
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Safety and emergency preparedness

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)764-7793 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 two emergency exits nearest the classroom. Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA.compliance@umich.edu.

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. [Click here](#) to read more about the School of Social Work’s emergency policies and procedures.

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement Mental health and well being:](#)

The University of Michigan is committed to advancing the mental health and well being of all students.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312 o

The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.

- [University Health Service](#) (UHS) at (734) 764-8320
- The Office of Student Services' 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.
- SSW Health and Wellness Guide
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Accommodations for students with disabilities:

If you are in need of an accommodation for a disability, please let me know by the second class. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact: Services for Students with Disabilities G-664 Haven Hall | 505 South State St. (734) 763-3000 | ssdoffice@umich.edu

Religious/spiritual observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson [Please click here](#) to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the [MSW Student Guide](#).