1. Course Statement

a. 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.
b. 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.

c. Course Objectives and 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. (Practice Behavior 10.c.IP) 2. Assess the effectiveness of various kinds of groups and the various interventions that group leaders and facilitators utilize. (Practice Behavior 3.IP) 3. Critically apply in a practice setting a minimum of two empirically supported group work approaches. (Practice Behaviors 3.IP, 6.IP) 4. Implement specific evaluation measures that can be integrated into monitoring and evaluation of group work. (Practice Behavior 10.d.IP) 5. Operationalize various models of group development in both open and closed groups and recognize how these various stages impact on group dynamics. (Practice Behavior 3.IP) 6. Identify common problems that emerge in group practice and intervene to resolve these problems. (Practice Behaviors 1.IP, 10.c.IP) 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. (Practice Behavior 10.c.IP) 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. (Practice Behaviors 2.IP, 4.IP) 9.

Identify ways to match group intervention methods effectively and ethically with client problems, across diverse populations, cultural backgrounds, and sociopolitical contexts. (Practice Behaviors 5.IP, 10.c.IP) 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. (Practice Behavior 2.IP) 11.

Conduct an assessment of coping resources and strengths; biophysical, emotional, behavioral and cognitive functioning; intra-personal and environmental systems. (Practice Behavior 10.b.IP) 12.

Identify the factors that influence group members' motivation to pursue change. (Practice Behaviors 9.IP, 10.a.IP) 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. (Practice Behaviors 1.IP, 10.a.IP) 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. (Practice Behaviors 1.IP, 4.IP)

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

e. Curricular Themes
Theme Relation to Multiculturalism & 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.

Theme Relation to Social Justice
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.

**Theme Relation to Promotion, Prevention, Treatment & 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.

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

**Relationship to SW 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.

2. Class Requirements

a. **Text(s) and Class Materials**

CANVAS readings as assigned.

**Recommended Texts for Reference (not required):**


b. Class Schedule

**Session 1: September 5:**
Introduction to Group Work  
Class Requirements/Syllabus Review

**Required Readings:**
Session 2: September 12:
Social Justice and Groups

Required Readings:

Session 3: September 19:
History of Group Work

Required Readings:

Session 4: September 26:
Knowledge for Practice with Groups & Models: Introduction

Required Reading:

Session 5: October 3:
Groups Models: CON’T

**Required Reading:**
2) Group Development Theory handout

**Session 6: October 10:**
Values/Ethics. Roles and Leaderships.

**Required Reading:**

**Session 7: October 17:**
Group Formation and Structures: Beginning

**Required Readings:**

**Session 8: October 24:**
Group formations and Structures: Middle
Required Readings:

Session 9: October 31:
Group Exercises: Manualized or Time-Limited Groups

Required Readings:

Session 10: November 7:
NO CLASS: (Attending Conference)
Evaluation of Groups

Required Readings:
Session 11: November 14:
Termination and Endings in Group Work

Required Readings:

Session 12: November 21:
Special Topics in Group Work

Required readings:

November 28:
NO CLASS - Thanksgiving

Session 13: December 5:
Group Work: Supervision (special topic for practicing social workers)

Required Readings:
1) LaRocque, S. E. (n.d.). The social work student as participant observer in group therapy training. Reflections, 18(2), 51-59.
c. Assignments

#1 Diversity in Practice:

Working with Diverse Client Populations: Running groups can be challenging and exciting all at the same time! This assignment is to encourage you to explore and gain a better understanding of yourself as a group leader or facilitator with individuals that may look or have experiences that are very different from yourself. This paper should address the following:

1. Specific steps the group leader can take to manage diversity in a group;
2. Research studies that have shown the best methods to manage diversity;
3. How your own cultural background, values, and belief systems affect your leadership ability.
4. How you can apply your research and findings to your work as a social worker moving forward.

This paper should be between 4-6 pages, 1.5 spacing. In text APA citations with a minimum of five references from the past 5-10 years. This paper is worth 20 points and is due by 11:59pm on September 29th.

#2 Group Planning:


Complete the first suggested activity at the end of the chapter: Write up plans for at least two group sessions using the format of the sample plans. Also write up a brief rationale for why you planned what you did (similar to the paragraphs that followed each of the four sample plans). Leave the plans for a day or two and then review them and see if they need changing. Often they do because you see things that don’t exactly flow or fit or the designated times are not right.

1. Write up plans for at least two group sessions following the format provided in Chapter 4.
2. Write up a brief rationale for why you planned what you did.
3. Let it sit for a day or two. Write 1-2 paragraphs assessing if you would need to change anything.
4. Reflect on the benefits of group planning both as a newly practicing social worker and as a seasoned professional. What does the research say (find 2-3 articles). Should group planning be standard practice? 1 page.

Please use APA format for in text citations as well as for your works cited. 4-6 pages, 1.5 spacing. This paper is worth 20 points and is due by 11:59 pm on October 20th.

#3 Dealing with Problem Situations:

Dealing with problem situations (or clients) in groups is common. While working individually with someone we might come across similar situations but in groups these common problems are only magnified. Read Chapter 16 in Jacobs, E. E., Masson, R. L., Harvill, R. L., & Schimmel, C. J. (2011). Group counseling: Strategies and skills. Cengage learning. They have identified 13 common problems, pick three of the common problems and do some research to see how other academics, researchers and/or practitioners recommend handing these common problem situations in groups.

1. What are the problems
2. Research on how to handle these common problems (2-3 articles).
3. Recommendations for practice
4. Conclusion and Reflection: Do you feel more confident if these situations were to arise in your groups after doing some research and seeing how others recommend intervening?

This paper will be between 4-6 pages, 1.5 spacing with APA format for in text citations as well as for your works cited. This paper is worth 20 points and is due by 11:59 pm on November 17th.

#4 Final Paper: Using Counseling Theories in Groups:

Throughout the semester we have discussed many different types of counseling theories and applying them to group practice. This assignment asks you to focus on one specific theory and
then at the conclusion, consider how you might incorporate several theories and apply them to practice.

Your paper should include the following (5-8 articles):

1. History of Theory (include background of theorist)
2. Theoretical beliefs (behavior, people, etc.)
3. Techniques and practices especially concerning groups
4. Strengths and Weakness
5. How will you use this theory to work with a specific population in which you are currently working with or see yourself working with in the future.
6. What if you could incorporate several theories? Which theories and why?

This paper will be between 6-8 pages, 1.5 spacing with APA format for in text citations as well as for your works cited. This paper is worth 30 points and is due by 11:59pm on December 12th.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Diversity in Practice</td>
<td>20</td>
<td>9/29/19</td>
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<tr>
<td>Group Planning</td>
<td>20</td>
<td>10/20/19</td>
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<tr>
<td>Dealing with Problem Situations</td>
<td>20</td>
<td>11/17/19</td>
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<tr>
<td>Group Theory</td>
<td>30</td>
<td>12/12/19</td>
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<tr>
<td>Participation</td>
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<td>On-going</td>
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d. Attendance and Class Participation

Attendance: Attendance is necessary for participation to occur but attendance alone is not enough –you have to actively engage – ask and answer questions, make comments. Participation counts for 10% of your overall grade. If you are to miss more than 1 class during the semester, you will need to speak with me, as an additional writing assignment will be required of you.

Typically each week we’ll have some combination of lecture, small group discussion and full class discussion. Lecture outline will be posted on CANVAS before the night of the lecture. Each week there will be assigned readings. As we progress through the semester, I will begin to
highlight readings based on our class discussions. Each week, in discussion you will be asked about the core concepts and relevant implications of these concepts. Core concepts should link from one week to the next in the sense that you should be asking yourself (and me) how the current week’s content relates to what we already learned. The goal of the discussions is to create an active learning context in which each week’s content is actively linked to prior content so that by the end of the semester, students will have a linked memory structure, facilitating later recall and use of the material in class and in the field.

Please refer to the MSW Student Guide for policies related to attendance and class participation found here:  
https://ssw.umich.edu/msw-student-guide/section/1.08.00/17/policy-on-class-attendance

e. Grading

The Grading Scale is:

- A = 100% - 95%
- A- = 94% - 90%
- B+ = 89% - 86%
- B = 85% - 83%
- B- = 82% - 80%
- C+ = 79% - 76%
- C = 75% - 73%
- C- = 72% - 70%

A+ is reserved for exceptional work.

Please refer to the MSW Student Guide for additional questions on grading and grading for special circumstances:
https://ssw.umich.edu/msw-student-guide/section/1.07.00/14/grades-in-academic-courses-and-in-field-instruction.
https://ssw.umich.edu/msw-student-guide/section/1.07.01/15/grades-for-special-circumstances.

Due dates: Assignments are to be submitted on CANVAS by 11:59pm on the assigned due date. After the due date, 1 point will be deducted per day each day late from your grade on the assignment, with a maximum of 5 points deducted for a late submission.

f. Additional School and University policies, information and resources are available here:  
https://ssw.umich.edu/standard-policies-information-resources. They include:

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-ADAcompliance@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/.

Mental Health and Well-being:
University of Michigan is committed to advancing the mental health and wellbeing of its 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 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764- 8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Teaching Evaluations:
In general, teaching evaluations can help faculty improve their classroom performance and provide important information for decisions about re-appointment, promotion, tenure, salary, and awards. All of the schools and colleges have teaching evaluation tools to meet these objectives. 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.

**Proper use of Names and Pronouns:**
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Click here for the Spectrum Center's map of gender inclusive restrooms on campus.

**Accommodations for Students with Disabilities:**
If you are in need of any accommodations, please let me know at your earliest convenience. 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.  
Phone: (734) 763-3000  
Email: ssdoffice@umich.edu

**Religious/Spiritual Observances:**
Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative
opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the Provost.

**Military Deployment:**
Please refer to the following University website, if you are to be deployed at any point during the semester: http://vets.umich.edu/life-at-michigan/military-deployment/

**Writing Skills and Expectations:**
Strong writing and communication skills are essential to students' academic success and professional career. 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)
1080 S University Ave.
Phone: (734) 763-6259
Email: ssw-cso@umich.edu

**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.

**Academic Integrity and Plagiarism:**
Please consult the Student Guide http://www.ssw.umich.edu/studentGuide/ [Student Code of Academic and Professional Conduct] to make sure you are not committing plagiarism in your
written reports, assessments or assignments. The ideas of others must be cited correctly and
direct quotes must be shown with quotation marks and cited correctly. If you are in doubt cite!
Plagiarism can be grounds for expulsion from the School. A useful web resource on academic
integrity can be found at: http://www.lib.umich.edu/acadintegrity/