# Course Information

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Interpersonal Practice with Groups</th>
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<tbody>
<tr>
<td>Course #/term:</td>
<td>SSW 624 003, Fall 2019</td>
</tr>
<tr>
<td>Time and place:</td>
<td>Friday, 9 am –noon, B798</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>SW 521 or permission of instructor</td>
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<tr>
<td>Instructor:</td>
<td>Sandra Iaderosa, LMSW</td>
</tr>
<tr>
<td>Pronouns:</td>
<td>She, her, hers</td>
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<tr>
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<td>Email: <a href="mailto:iaderosa@med.umich.edu">iaderosa@med.umich.edu</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 734-764-2696</td>
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**Office:** 3764 SSWB  
**Office hours:** After class or by appointment

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## 1. Course Statement

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.

### a. Course description
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.

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**

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 individuals’ ability to form workergroup 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.

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

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.

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.

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.

f. Relationship 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.
g. **Intensive focus on PODS**
All class material will have privilege, poverty, oppression, diversity, and social justice in material, presentation and discussions.

### 2. Class Requirements

a. **Text and class materials**

Required text for the class:


https://www.amazon.com/Bundle-Practice-Loose-Leaf-Evolution-Challenges/dp/1337819042/ref=sr_1_1?crid=1IZ0JL102GFC7&keywords=corey+corey+corey+group+process+and+practice&qid=1567468326&s=books&sprefix=corey+cor%2Caps%2C190&s_r=1-1

We will also be using “An Introduction to Group Work Practice”, 8th edition by Toseland and Rivas. This book is optional. I will bring concepts from it to class for your benefit.

Weekly reading options are listed and posted in Canvas. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings

- Any additional resources, texts, readings, or web pages that are integral to the course, may be added later in the semester. I will notify you with updates as to when they are posted in Canvas.

### 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*
Class schedule
<table>
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<tr>
<th>Week</th>
<th>Agenda</th>
<th>Required Reading and Assignments</th>
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<tbody>
<tr>
<td>Class Session #1 Sept 6</td>
<td>Introduction to Course Historical and Theoretical Development of Group Work Value of Groups</td>
<td>Corey and Corey, Chapter 1</td>
</tr>
<tr>
<td>Class Session #3 Sept 20</td>
<td>Quiz today (10 points) Leadership:Roles, Functions, Guidelines Theories of Leadership and Effective Leadership Diversity and Leadership</td>
<td>Corey and Corey, Chapter 2</td>
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<tr>
<td>Class Session #4 Sept 27</td>
<td>Group Dynamics and Group Process Roles within Groups Group Cohesion Communication Patterns</td>
<td>Corey and Corey, Chapter 7</td>
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| Class Session #5 Oct 4 | Managing conflict  
Challenging Group members  
Transference and countertransference  
Anticipating Obstacles  
Group Development | Corey and Corey,  
Chapter 3 |
| --- | --- | --- |
| Class Session #6 Oct 11 | NO CLASS | Corey and Corey,  
Chapter 8  
Mark Doel (2006) Difficult Behaviour in Groups, Social Work with Groups, 28:1, 3-22, DOI: (Canvas)  
| Class Session #7 Oct 18 | View “12 Angry Men” Film in Class | Group Curriculum Segment #1 Due today  
| Class Session #8 Oct 25 | The working phases of group work  
- Challenges  
- Opportunities  
Helping members achieve goals  
12 Angry Men analysis due today  
Corey and Corey, Chapter 11 |
|---|---|---|
| Class Session #9 Nov 1 | Groups in Community Settings  
Diversity, multi-cultural and social justice considerations  
At Risk, Oppressed, Underserved, Mandated Populations | Group Observation and Assessment paper due today  
| Class Session #10 Nov 8 | Specialized Groups and Techniques  
Toseland and Rivas Appendix: Ethical Considerations (page 453-454) (Canvas) |
| Class Session #11 Nov 15 | Organizational Groups and Teams  
Task Groups and Focus groups  
Effective Problem Solving  
Group Decision Making | Group Curriculum Segment #2 due today  
Toseland and Rivas, Chapter 11 and 12 (Canvas) |
b. Assignments

   a. 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.

      I. Quiz –September 20—10 points

      II. 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, group dynamics, etc)
• 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.
Write a 4-5-page paper and upload into Canvas by Nov 1

III. 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 25).

IV. 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 assignment, 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- Examples include:
• Adolescent females managing eating disorders,
• African American men transitioning out of the prison system
• LGBTQ* 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
• Autistic youth entering the work force

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 Oct 18  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 11/15  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 12/2  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 12/7/19.

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

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<td>70 -72</td>
<td>C-</td>
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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.

c. 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.**

d. **Please refer to SSW attendance policy** [Policy on Class Attendance](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism