



Course title:	Advanced Evidence-Informed Interpersonal Practice with Groups	
Course #/term:	SW605 - 002 Fall 2020	
Time and place:	Every Friday at 9am meeting via Zoom 4 In-person meetings scheduled <ul style="list-style-type: none">• Sep 18, Oct9, Oct 30, Nov 20 - Fridays 9am-12pm• Room B780 SSWB	
Credit hours:	3	
Prerequisites:	SW 521 or permission of instructor	
Instructor:	Monica Sampson, LMSW	
Pronouns:	She/Her/Hers	
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	You may expect a response within 24 hours	
Office:	Via Zoom at your request or Room 3733 SSWB	
Office hours:	By appointment only	

1. Course Statement

a. Course description

This advanced practice course builds on content from previous foundational courses and focuses on the processes of group interventions with diverse client populations, across various client concerns and in a variety of practice settings such as healthcare, mental health, and other community-based settings. The focus of this course is on the development and utilization of group skills and interventions.

Particular attention will be given to the recruitment and composition of group members, leadership structure of groups, phases of group development, and group processes such as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how

to assess and intervene with group problems such as scapegoating, member resistance, low morale, over-active participation, etc. They will learn to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercises, etc.

Interventions 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 various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

b. Course objectives and competencies

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

1. Develop and operationalize a working knowledge of the various types of groups (i.e. support, therapy, tasks, focus, prevention, rehabilitation, etc), the stages of the evolution/development and life cycle of groups and the impact of these factors on group dynamics and group functioning. (EPAS 6,7)
2. Develop and use knowledge of the types and stages of groups to identify group processes to determine and demonstrate appropriate, effective interventions. (EPAS 6, 7, 8)
3. Recognize multiple factors including, but not limited to, composition, screening, format, contraindications, interventions and process elements when considering the development and/or use of groups as a client/population intervention. (EPAS 2, 6, 7, 8)
4. Demonstrate knowledge of group roles, dynamics, norms and communication styles and patterns and identity/utilize appropriate interventions to promote effective group functioning and desired group outcomes. (EPAS 2, 4, 6, 7, 8, 9)
5. Analyze the impact of and apply various types of leadership styles in facilitating group processes . (EPAS 1, 7, 8)
6. Identify common problems that emerge in groups and utilize group conflict resolution interventions to address, utilize and resolve these problems. (EPAS 6, 7, 8)
7. Demonstrate ability to effectively and ethically consider, plan and carry out a range of evidence-based/evidence-informed structured activities and interventions across diverse populations, cultural backgrounds, and sociopolitical contexts to address client concerns/needs in a variety of practice settings. (EPAS 1, 2, 4, 6, 7, 8)
8. Demonstrate ability to form worker-group member alliances and collaborations, communicate empathically, and help enhance client-centered motivation for change, cultivate hope, and address ambivalence and internal and external barriers to change. (EPAS 6,8)
9. Demonstrate sensitivity to interpersonal dynamics, voluntary or involuntary participation and social/cultural/contextual factors of both the group facilitator(s) and diverse group members which can both strengthen and potentially threaten therapeutic alliance and group functioning (EPAS 1,2,7)

10. Describe and effectively respond to the impact of key diversity dimensions for both the facilitator(s) and members of a group 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, and sexual orientation on the dynamics of group structure and group process. (EPAS 2,8)

Assess the effectiveness of various types of groups and various interventions utilizing specific evaluation measures that can be integrated into monitoring and evaluating group work. (EPAS 7,9)

c. Course design

This advanced practice course will focus on utilization of a flipped classroom approach in which students complete pre-work (readings, viewing videos, etc.) with in-class time used for limited didactic lecture and a primary focus on students actively developing and practicing group intervention skills and techniques.

Active engagement in a variety of group interventions, role plays, observation and critical analysis of various interventions, matching group interventions to various populations and client needs and mutual constructive feedback is critical to the skill development focus of this course.

d. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Group work is grounded in Social Work's historical involvement with various reform movements at the end of the 19th and beginning of the 20th century. This course will examine the contemporary relevance of social justice practice in group work practice and diverse ways this may be integrated into social work practice in a variety of settings.

Key diversity dimensions have an impact on membership and composition, which in turn, influence various aspects of group dynamics. Attention will be given to considerations regarding 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, and sexual orientation on the dynamics of group structure and group process.

2. Class Requirements

a. Text and class materials:

Garvin, C., Gutierrez, L. & Galinsky, M. (Eds.)(2017) Handbook of social work with groups. (2nd Ed) New York: Gilford Press.

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

Readings as assigned/posted on 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.
- Assigned readings will be discussed in class or via Zoom.
- Readings will be posted on Canvas at least one week in advance

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments (see Canvas for instructions)
Week 1 Sept. 4 9am via Zoom	Review of syllabus Class norms and guidelines Community Building Introduction to groups Historical and theoretical development of groupwork	Cohen, C.S. & Olshever, A. (2013). IASWG Standards for Social Work Practice with Groups: Development, application and evolution. Journal of Social Work with Groups, Special Issue: IASWG Standards for Social Work with Groups: Research, Teaching and Practice. 36 (2/3). 111-129.

	<p>Definition of Groups</p>	<p>International Association of Social Work with Groups.(2015) Standards For Social Work Practice With Groups. Second Edition. www.iaswg.org.</p> <p>Papell, C. P. (2015). More than 60 years with social group work: Personal and professional history. <i>Social Work with Groups</i>, 38(3-4), 201-219.</p> <p>.</p>
<p>Week 2 Sept 11 9am via Zoom</p>	<p>Diversity and Social Justice in Groups Values, Ethical and Legal Considerations: Informed Consent, Confidentiality</p>	<p>Burnes, T. & Ross, K. (2010)Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. <i>The Journal for Specialists in Group Work</i>, 35 (2), 169-176.</p> <p>Breton, M. (2012) Small steps to social justice. <i>Social Work with Groups</i>.</p> <p>Singh, A. A., Merchant, N., Skudrzyk, B. & Ingene, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers. <i>The Journal for Specialists in Group Work</i>, 37(4), 312-325.</p> <p>Jackson, E., & Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. <i>Social Work</i>, 56(3), 235-245.</p> <p>Ratts, M.J., Anthony, L. Santos, K.N.T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. <i>The Journal for Specialists in Group Work</i>, 35(2). 160-168.</p> <p>Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and</p>

		<p>community change. <i>Social Work with Groups</i>, 30(4), 29-39.</p> <p>Gumpert, J. & Black, P. (2006). Ethical Issues in group work: What are they? How are they managed? <i>Social Work in Groups</i>, 29(4), 61-74.</p> <p>Dolgoff, R. & Skolnik, L. (1992). Ethical decision making, the NASW Code of Ethics and group work practice: beginning explorations. <i>Social Work With Groups</i>, 15(4), 99-112.</p>
<p>Week 3</p> <p>Sept 18</p> <p>9am - 12pm</p> <p>In-Person</p>	<p>Group Typology</p> <p>Treatment, Support and Mutual Aid, Task Groups</p>	<p>Bergart, A. M. (2015). Introduction to part two: What is a group, and what is social work with groups? <i>Social Work with Groups</i>, 38(3-4), 234-237.</p> <p>Muscat, B., Greenblatt, A., Gravin, C., Pelech, W., Cohen, C.S., Macgowan, M. and Roy, V. (2019). Group workers' experiences of mutual aid: Stories from the field. <i>Social Work with Groups</i>.</p>
<p>Week 4</p> <p>Sept 25</p> <p>9am via Zoom</p>	<p>Stages of Group</p> <p>Development Beginning Groups</p> <p>Assessment; Pre-planning and Preparation</p> <p>Selection, Composition, Setting Norms and Contracting</p>	<p>Rose, S. & Chang, H. (2010). Motivating clients in treatment groups. <i>Social Work with Groups</i>, 33(2/3). 260-277.</p> <p>Young, T. L. (2013). Using motivational interviewing within the early stages of group development. <i>The Journal for Specialists in Group Work</i>, 38(2), 169-181.</p> <p>Kealy, D., Ogradniczuk, J. S., Piper, W. E., & Sierra-Hernandez, C. A. (2016). When it is not a good fit: Clinical errors in patient selection and group composition in group psychotherapy. <i>Psychotherapy</i>, 55(3), 308-313.</p>

<p>Week 5</p> <p>Oct 2</p> <p>9am via Zoom</p>	<p>Group Dynamics and Group Process</p> <p>Roles within Groups</p> <p>Group Cohesion</p> <p>Communication Patterns</p>	<p>Masequesmay, G. (2003). Negotiating identity in a queer Vietnamese support group. <i>Journal of Homosexuality</i>, 45(2), 193-215.</p> <p>Lietz, C. (2007). Strengths-based group practice: Three case studies. <i>Social Work with Groups</i>, 30(2)2, 73-87.</p> <p>Sansfaçon, A. P., & Ward, D. (2017). Working with a diversity of languages: Francophone and Anglophone coparticipants in groups of parents of transgender children. <i>Social Work with Groups</i>, 40(1-2), 101-106.</p>
<p>Week 6</p> <p>Oct 9</p> <p>9am-12pm</p> <p>In-Person</p>	<p>Group Leadership</p> <p>Roles, Functions and Guidelines</p> <p>Diversity and Leadership Styles</p> <p>Co-leadership Models</p>	<p>Bergel, Bourassa, D & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. <i>Groupwork</i>, 20(2). 7-23.</p> <p>Marbley, A. F.(2004). His eye is on the sparrow: A counselor of color's perception of facilitating groups with predominantly white members. <i>Journal for Specialists in Group Work</i>, 29, 3, 247-258.</p> <p>Kivlighan, D. M., London, K., & Miles, J. R. (2012). Are two heads better than one? The relationship between number of group leaders and group members, and group climate and group member benefit from therapy. <i>Group Dynamics: Theory, Research, and Practice</i>, 16(1), 1-13.</p> <p>Cole, P. (2013). In the shadow of the leader: Power, reflection, and dialogue in Gestalt group therapy. <i>Gestalt Review</i>, 17(2), 178-189.</p>
<p>Week 7</p> <p>Oct 16</p> <p>9am via Zoom</p>	<p>Factors in Successful Groups; Leadership and Facilitation in Responding to Individual Members and Roles</p>	<p>Turner, H. (2011). Concepts for effective facilitation of open groups. <i>Social Work with Groups</i>, 34: (3/4), 246-256.</p>

	<p>Transference and Counter-Transference</p>	<p>Birnbaum, M. & Cicchetti, A. (2000). The power of purposeful sessional endings in each group encounter. <i>Social Work with Groups</i>, 23 (4), 37-52.</p> <p>Doel, M. (2006). Difficult behaviour in groups. <i>Social work with groups</i>, 28(1), 3-22.</p> <p>Cornish, M. A., Wade, N. G., Tucker, J. R., & Post, B. C. (2014). When religion enters the counseling group: Multiculturalism, group processes, and social justice. <i>The Counseling Psychologist</i>, 42(5), 578-600.</p> <p>Luke, M., & Goodrich, K. M. (2013). Investigating the LGBTQ Responsive Model for supervision of group work. <i>The Journal for Specialists in Group Work</i>, 38(2), 121-145.</p>
<p>Week 8 Oct 23 9am via Zoom</p>	<p>Facilitation Skills Managing Conflict and Conflict Resolution Perspectives on Resistance and Avoidance</p>	<p>Okech, J., Pimpleton-Gray, A., Vannatta, R., & Cahampe, J. (2016). Intercultural conflict in groups. <i>The Journal for Specialist in Group Work</i>, 41(4) 350-369.</p> <p>Bonebright, D. A. (2010). 40 years of storming: A historical review of Tuckman's model of small group development. <i>Human Resources Development International</i>, 13(1), 111-120.</p> <p>Doel, M. (2005). Difficult behavior in groups. <i>Social Work with Groups</i>, Vol. 28(1), pp. 3-21.</p> <p>Wayne, J. and Gitterman, A. (2003). Offensive Behavior in Groups. <i>Social Work with Groups</i>, Vol. 26(2) pp. 23-34.</p> <p>Marsiglia, F. (2003) Navigating in groups: Experiencing the cultural as political. <i>Social Work with Groups</i>, 25(102),</p>

		<p>129-137.</p> <p>Northern, H. (2003). I hate conflict, but...<i>Social Work with Groups</i>, 25(1-2), 39-44.</p>
<p>Week 9</p> <p>Oct 30</p> <p>9am-12pm</p> <p>In-Person</p>	<p>Middle Stages of Groups</p> <p>Group Transitions and Working Phase</p> <p>Assignment Due (hard copy in class by 9am):</p> <p>Assessment in Group Work Practice</p>	<p>Lindsay, J., Roy, V., Montminy, L. , Turcotte, D. and Genest-Dufault, S. (2008). The emergence and the effects of therapeutic factors in groups, <i>Social Work with Groups</i>, 31(3), 255 -271.</p> <p>Meeussen, L., Delvaux, E., & Phalet, K. (2013). Becoming a group: Value convergence and emergent work group identities. <i>British Journal of Social Psychology</i>, 53, 235-248.</p>
<p>Week 10</p> <p>Nov 6</p> <p>9am via Zoom</p>	<p>Organizational Groups</p> <p>Task Groups; Focus Groups</p> <p>Group Decision Making</p> <p>Problem Solving</p>	<p>Redhead, D., Cheng, J., Driver, C. & Foulsham, T., & O'Gorman, R. (2019). On the dynamics of social hierarchy: A longitudinal investigation of the rise and fall of prestige, dominance, and social rank in naturalistic task groups. <i>Evolution and Human Behavior</i>, 40 (2). 222 - 234.</p> <p>Shane D. Soboroff, S., Kelley, C.& Lovaglia, M. (2020) group size, commitment, trust, and mutual awareness in task groups. <i>The Sociological Quarterly</i>, 61:2, 334-346.</p>
<p>Week 11</p> <p>Nov 13</p> <p>9am via Zoom</p>	<p>Specialized Groups and Techniques</p> <p>Diversity Considerations (week 1)</p> <p>Groups with Children</p> <p>Community Groups</p> <p>Specific Population</p>	<p>Malekoff, A. (2007) A flexible organizing framework for group work with adolescents. <i>Social Work with Groups</i>, 30(3). 85-102.</p> <p>Malekoff, A. (2009). Gatekeepers, gatecrashers, and gateways in group work with kids: A mystery story. <i>Social Work with Groups</i>, 32(3), 193-208.</p> <p>Bratton, S. C., Ceballos, P. L. and Ferebee, K. W. (2009). Integration of structured expressive activities within a</p>

		<p>humanistic group play therapy format for preadolescents, <i>The Journal for Specialists in Group Work</i>, 34: 3, 251 — 275</p> <p>Tucker, A. R.(2009). Adventure-Based group therapy to promote social skills in adolescents. <i>Social Work with Groups</i>, 32(4), 315 -329</p> <p>Sakhat, Z. (2017). Butterflies. <i>Social Work with Groups</i>, 40(4), 308-314.</p> <p>Marsiglia, F.F., Pena, V., Nieri, T. & Nagoshi, J.L. (2010). Real groups: The design and immediate effects of a prevention intervention for Latino children. <i>Social Work with Group</i>, 33(2/3). 103-121.</p>
<p>Week 12</p> <p>Nov 20</p> <p>9am-12pm</p> <p>In-Person</p>	<p>Specialized Groups and Techniques</p> <p>Diversity Considerations (week 2)</p>	<p>Dombo, E. A. & Ahearn, F. L. (2017). The aftermath of humanitarian crises: A model for addressing social work interventions with individuals, groups, and communities. <i>Illness, Crisis, and Loss</i>, 25(2), 107-126.</p> <p>Feigelman, B. & Feigelman, W. (2008). Surviving after suicide loss: The healing potential of suicide survivor support groups. <i>Illness, Crisis and Loss</i>, 16, .285-304.</p> <p>Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. <i>Social Work with Groups</i>, 30(2). 11-26.</p> <p>Berger, R. (2009). Encounter of a racially mixed group with stressful situations. <i>Groupwork</i>, 19(3), 57-76.</p> <p>Birnbaum, M.L. & Cicchetti (2005). A model for working with the group life cycle in each group session across the</p>

		<p>life span of the group. <i>Groupwork</i>, 15(3). 23-43.</p> <p>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. <i>Journal of Gay & Lesbian Social Services</i>, 19(1), 1-15.</p> <p>West-Olatunji, C., Henesy, R., & Varney, M. (2015). Group work during international disaster outreach projects: A model to advance cultural competence. <i>The Journal for Specialists in Group Work</i>, 40(1), 38-54.</p> <p>Waltman, S. H., Hetrick, H. & Tasker, T. E. (2012). Designing, implementing, and evaluating a group therapy for underserved populations. <i>Residential Treatment for Children & Youth</i>, 29(4), 305-323.</p> <p>Galinsky, M. J., Terzian, M. A., & Fraser, M. W. (2007). The art of groupwork practice with manualized curricula. <i>Groupwork</i>, 17(2), 74-92.</p>
<p>Dec 4 Week 13 9am via Zoom</p>	<p>Ending Groups Preparation for Termination; Planned and Unplanned</p> <p>Termination and Group Member Feedback Evaluation of Groups</p> <p>Assignment Due:</p>	<p>Birnbaum, M.L., Mason, S.E. & Cicchetti, A. (2002). Impact of purposeful sessional endings on both the group and the practitioner. <i>Social Work with Groups</i>. 25(4). 3-19.</p> <p>Pudil, J. (2006). I'm gone when you're gone: How a group can survive when its leader takes a leave of absence. <i>Social Work with Groups</i>, 29(2/3). 217-233.</p> <p>Mangione, L., Forti, R. & Iacuzzi, C. (2007). Ethics and endings in group psychotherapy: Saying goodbye and saying it well. <i>International Journal of</i></p>

	<p>Design and write curriculum for an 8 week group</p>	<p>Group Psychotherapy, 57 (1), 25-40.</p> <p>McGuire, L.E. (2003). Using qualitative methods to evaluate a group: Does the survival skills for women program increase self-sufficiency? <i>Social Work with Groups</i>, 26(4). 43-57.</p> <p>Fouche, C.& Lunt, N. (2009). Using groups to advance social work practice-based research. <i>Social Work with Groups</i>, 32(1/2). 47-63.</p> <p>Roman, C.P. (2006). A worker's personal grief and its impact on processing a group's termination. <i>Social Work with Groups</i>, 29(2/3), 235-242.</p> <p>Slone, N. C., Reese, R. J., Mathews-Duvall, S., & Kodet, J. (2015). Evaluating the efficacy of client feedback in group psychotherapy. <i>Group Dynamics: Theory, Research, and Practice</i>, 19(2), 122-136.</p>
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c. Assignments

1. Annotations and Reflections (20%- A&R Due Every Tuesday and Peer Posts Every Thursday @ 11:59 pm)

12 of the 13 weeks will have videos posted in the **discussion section (also linked in each week's Canvas module)**. Please watch the videos and respond to the following prompts in discussions.

POST YOUR RESPONSE TO THE FOLLOWING PROMPTS (10 pts per discussion (2 pts per bullet point below))

- Create a short summary of the content
- What are 3 key take away thoughts
- Come up with about 3 questions you may have for further discussion
- Identify the impact PODS have in this video (Lecture and/or Role Play)
- Comment on **at least two peer posts**.

2. Assessment in Group Work Practice - (25% Due October 30th hard copy in class by 9am)

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

Task 1:

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

Task 2:

Refer to the Handbook of Social Work with Groups to identify the (a) group work approaches related to its setting/purpose/models and describe the approach the facilitator took with your chosen group; (b) chart and record each member's frequency of interactions (i.e., this will describe how you "measured" communication and interaction); (c) measure the group members' social preferences (i.e., the group's sociometry); (d) comment on your observation of the group's social controls and (e) offer a general view of the group's culture; (f) comment on the charting and recording used both in terms of strengths and limitations; (g) on the basis of your observations, speculate on relevant aspects of the group's dynamics at the time you made your observations (e.g., were you able to identify distinct subgroups or patterns of interaction based on seating? Did your observations help you identify task and socio-emotional leaders within the group? Were there other roles that could be associated with particular members?)

Task 3:

In your observation, you should have identified aspects of the group that appear as strengths (that contribute to the group's success) and/or that appear challenging or problematic to the group's ability to get its work done or pursue its purpose. (a) Describe the strengths and/or concerns relevant to the group's functioning. If you've raised a specific problem or concern, select an appropriate intervention to address the level of problem or concern. (b) Offer your specific observations that you believe characterize the strengths of the group and/or suggest a plan for intervention (focused on the group as a whole, subset of members, an individual or the group in interaction with its environment) that you believe will enhance the success of the group. (Please reference the videos in the annotations and reflections for support)

Your paper should be divided into three sections corresponding to the three identified tasks AND sub-tasks as indicated by (a), (b), and so on. It should be 4-6 pages in length (charts, diagrams and graphs - extra), APA format and proof-read.

3. Design and write curriculum for an 8 week group (35% Due December 4th via Canvas)

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 sections: **Section 1:** includes the curriculum introduction, preferred population, group structure and purpose, any assessment information you offer about the group (developmental, diagnostic, cultural, etc.). **Section 2:** Overall 8-session flow; detailed agenda/flow for your chosen beginning and middle sessions and a detailed agenda/flow for your chosen ending session. **Section 3:** Expected outcomes and accomplishments of the group along with concluding comments and takeaways. **I expect this curriculum to be set up in a manual/book format divided into the 3 sections above.** [Here is an](#)

[example of a support group curriculum.](#) (Note: I only show this for the purpose of appearance; including sample worksheets etc. By no means am I expecting your curriculum to be this length.

4. Class Participation Break out Rooms (20% of total grade - credit given at every class)

During the Zoom meetings and in-person meetings, after the lecture, you will be randomly assigned break out rooms to discuss the assigned readings for the week. You will spend 30 minutes in your breakout rooms. Prior to the end of your session, each group will designate a spokesperson to summarize the reading. There are multiple readings; therefore, to ensure we address all of the readings, you may be provided with a specific reading to discuss. Each week you will earn a point for participation. Note: you must come to class already having completed all of the assigned readings. You will not have time during group work to read the articles, and you will not know ahead of time which article(s) your group will be summarizing - come prepared. If you are absent you will still be responsible for submitting a one (1) page summary of a reading from the week you were absent for your point.

Assignment	Due date	Percent of final grade
Annotations and Reflections	Due Every Tuesday and Peer Posts Every Thursday at 11:59pm	20%
Assessment in Group Work Practice	October 30 - Hard Copy in Class	25%
Design and write curriculum for an 8 week group	December 4 via Canvas	35%
Class Participation (Break out Rooms)	Every Class both in-person and Zoom	20%

d. **Attendance and class participation**

Student attendance is mandatory. Participation will be worth 20% of your grade. Students are responsible for securing lecture notes and handouts when circumstances prevent attendance. If absent, you will be required to summarize the readings independently and turn it in for participation credit for the day. While I understand that absences may sometimes occur, an excessive number of unexcused absences will result in lowering your final grade. Please contact me if personal matters or illness are interfering with regular class attendance.

e. Grading.

The criteria for each grade are as follows:

- A Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.
- B+ Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.
- B Mastery of subject content at level of expected competency – meets course expectations
- B- Less than adequate competency; but demonstrates student learning and potential for mastery of subject content.
- C or C- Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements. Student has failed to demonstrate minimal understanding of subject content.

Four Notes on Grading:

1. Class attendance and class participation are essential for this course. Therefore; you are expected to attend, to be prepared, and to make reasonable contributions. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to attend a class.
2. I grade all papers anonymously. Put only your student identification number on your submitted work. I will attach names after grading.
3. It is best not to assume you will receive an “A” in this course. I grade on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
4. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific; and must be based on substantive arguments (or mathematical errors) not on nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work *in its entirety* in the case of a challenge. The grade may be adjusted upwards or downwards.
5. Here are some reference links regarding grading:
 - [Grades in Academic Courses and in Field Instruction](#)
 - [Student Grievance procedures](#)
 - [policy for grading in special circumstances](#)
 - [testing and grading from CRLT](#)

General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment instructions carefully. Please edit your work. If possible have someone proofread for you. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Please note I **do** grade on the quality of the writing. Clear writing is generally aligned with clear thinking.

CLASS RECORDING & COURSE MATERIALS

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 STATEMENT

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

HEALTH-RELATED CLASS ABSENCES

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek

appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

Additional School and University policies, information and resources are available here:

<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*

