



Course title:	Advanced Evidence-Informed Interpersonal Practice with Groups	
Course #/term:	SW 605 Section 003, Fall 2021	
Time and place:	Friday, 2:00pm-5:00pm Class meets 3:00pm-5:00pm ONLINE via Zoom PASSCODE: 6052021	
Credit hours:	3	
Prerequisites:	SW 521 or permission of instructor	
Instructor:	Aliyah Masudi, LMSW/MPH	
Pronouns:	She/Her/Hers	
Contact info:	Email: amasudi@umich.edu	Phone: Provided on Canvas
	You may expect a response within 24-48 hours	
Office:	Via Zoom or phone at your request	
Office hours:	By appointment	

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 2 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 identify/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)

11. 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

Zoom Meetings (Required)

Zoom link is posted on Canvas. Ensure to log in through your (www.umich.zoom) account.

Passcode: 6052021

Time: **3:00pm-5:00pm**

Days: Mondays

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

There is no required textbook for this class.

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 reading content will often be discussed in class and/or included in quiz material
- Readings will be posted on Canvas at least one week in advance

b. Class schedule

The class schedule below may be subject to change. Any changes will be sent out a week in advance, via Canvas announcements, and will be reviewed in class.

You will find detailed class schedules available on CANVAS. Readings, assignments, asynchronous learnings are all outlined in CANVAS modules. Please review the modules and assignments thoroughly, as they are not outlined in this syllabus.

Date/Time	Agenda	Required Readings & Assignments
Week 1 9-3-21 @ 3:00pm	Module 1: Introductions Review of Syllabus Community building and developing group norms	Posted on Canvas
Week 2 9-10-21 @ 3:00pm	Module 2: Diversity, Social Justice, Ethics	Posted on Canvas
Week 3 9-17-21 @ 3:00pm	Module 3: Group Typology Treatment	Posted on Canvas
Week 4 9-24-21 @ 3:00pm	Module 4: Group Dynamics and Group Processes	Posted on Canvas
Week 5 10-1-21 @ 3:00pm	Module 5: Group Leadership Roles and Guideline	Posted on Canvas
Week 6 10-8-21 @ 3:00pm	Module 6: Successful Group Work: Transference and Countertransference	Posted on Canvas
Week 7 10-15-21 @ 3:00pm	Module 7: Managing Conflict in Groups	Posted on Canvas
Week 8 10-22-21 @ 3:00pm	Module 8: Middle Stages of Groups, Transitions and Phases	Posted on Canvas
Week 9 10-29-21 @ 3:00pm	Module 9: Groups with Children and adolescents	Posted on Canvas
Week 10 11-5-21 @ 3:00pm	Module 10: Specialized Groups and Techniques	Posted on Canvas

Date/Time	Agenda	Required Readings & Assignments
Week 11 11-12-21 @ 3:00pm	Module 11: Models of Group Work	Posted on Canvas
Week 12 11-19-21 @ 3:00pm	Module 12: Class Sharing Projects	Posted on Canvas
Week 13 11-26-21 @ 3:00pm	Module 13: Class Sharing Projects HOLIDAY-No Class	No Readings
Week 14 12-3-21 @ 3:00pm	Module 14: Class Sharing Projects	Posted on Canvas
Week 15 12-10-21 @ 3:00pm	Module 15: Endings and Termination of Groups, Reflections, Celebration	Posted on Canvas

c. **Assignments:** detailed rubrics will be available in Canvas three weeks prior to due date.

- Class Competency Quizzes: (15 points)

This is your opportunity to demonstrate reading and understanding of course concepts and your ability to apply them. The quizzes or discussion posts will cover concepts from the readings and class discussions and will focus on designated core course competencies.

- Simulated Group Proposal and Character Development (15 points)

Your team will work together to develop a proposal for the group that you plan to simulate. Additionally, you will develop brief group member outlines that describe the characteristics of each group member.

- Simulated Group Sessions: 60 points (6 simulations, each 10 points)

Students will work in two- or three-person sub-teams to interview potential group members and to facilitate two group session simulations, integrating group work rationale/goals/desired

outcome for the chosen activity and your evaluation of lessons learned from the experience.

1. The core pedagogy for this class will be the development and implementation of simulated groups.

2. Class members will be simulated clients in groups we create in class

3. Teams will be comprised of 6-7 students, who will share the active facilitation of the group sessions.

4. The simulations will be done during our Zoom class sessions.

5. At the end of each simulated session, your larger team will provide feedback and reflections on the group session experience. Each session facilitator will turn in a written reflection, which incorporates the feedback/reflection from the larger team, one week after the simulated group session he/she/they facilitate. (This means that each student will turn in two written reflections, one for each session they facilitate).

- Contribution to Learning (10 points):

With your own learning in mind, create a contribution to shared learning for the entire class. This can take the form of a blog, a video, a performance, demonstration, or something else.

Creativity is a beautiful thing.

d. Attendance and class participation

[Policy on Class Attendance](#) is found in the MSW Student Guide for more information

The nature of this course makes it crucial for all of us to attend the synchronous portions of class. Role play and practice are core learning strategies for this course. We will often feel uncomfortable when practicing/role playing in front of others. As such, I encourage each of us to embrace this 'uncomfortable feeling,' creating a safe environment in which we all can develop our skills through practice, mutual support, and thoughtful feedback.

Much of your learning and growth depends upon your active participation as a member of our class. Developing and practicing group intervention skills and techniques requires active participation to be successful and being present for the entire class period, active participation in small and large group discussions, and participating in all other activities. If you are unable to attend class, please send me a text or e-mail a minimum of 12 hours in advance. If you miss more than two classes (with prior arrangement or emergent medical reason), it will be difficult for you to successfully fulfill the

requirements of the course. Class participation and effort will be a factor in your final grade.

Make-Up Assignments:

It will be the student's responsibility to discuss if a make-up assignment can be completed for any missed content related to an absence because absences/excess tardiness may impact class participation points. Instructor is available if requested by student to meet with student outside of class to discuss unique needs or concerns impacting class participation issues or outcomes.

e. Grading

Please review the following MSW Student Guide policies:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

[Testing and grading from CRLT](#)

To encourage each of you to learn and grow in an environment that celebrates the uniqueness of everyone, I will be adopting a credit/no credit grading approach to each assignment. My focus will be on providing you with extensive feedback on your work that aids in your self-reflection, knowledge acquisition and skill development. Additionally, each of you brings a wealth of knowledge and experience into the classroom. To leverage that knowledge, peer review and feedback are key features of the course. Simulation grades will not be based on your skill level as a group facilitator, but rather on your integration and use of core course concepts in the development and execution of your simulation. Hence, if you complete all of your assignments, demonstrating scholarly effort at a graduate level and a desire to enhance your social work knowledge and skills, you will receive an A for the course. Incomplete, missing assignments, or lack of graduate level effort will result in a failing grade. If you disagree with my evaluation of your work, please contact me within a week of receiving your evaluation and I will meet with you, via Zoom, to discuss your concerns. My goal is to assist you in assimilating the course content and practicing its application in a simulated environment

f. Class Recording and Course Materials

[Recording and Privacy Concerns FAQ:](#)

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.

g. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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](#).

h. 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*