



<b>Course title:</b>	<b>Advanced Evidence-Informed Interpersonal Practice with Groups</b>	
<b>Course #/term:</b>	<b>SW605 - 002 Fall 2022</b>	
<b>Time and place:</b>	<ul style="list-style-type: none"><li>• Friday 2:00 PM – 5:00 PM</li><li>• Room B780 SSWB (In-Person)</li></ul>	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	SW 521 or permission of instructor	
<b>Instructor:</b>	Monica Sampson, LMSW	
<b>Pronouns:</b>	She/Her/Hers	
<b>Contact info:</b>	<b>Email:</b> smonica@umich.edu	<b>Phone:</b> (313) 749.8910
	You may expect a response within 24 hours	
<b>Office:</b>	Via Zoom at your request or Room 3759 SSWB	
<b>Office hours:</b>	By appointment only	

## 1. Course Statement

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### 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)
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**

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 Privilege, Oppression, Diversity and Social Justice (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.

**NOTE:** Anti-oppression and anti-racist frameworks will be integrated throughout this course.

## 2. Class Requirements

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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

<b>Date/Time All Classes</b>	<b>Agenda</b>	<b>Required Readings: Handbook of social work with groups</b>
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<b>In-Person @ 9:00 AM</b>		<b>Text noted as “Handbook” Required Reading</b>  <b>Articles are recommended readings</b>  <b>Assignments Due:</b>
Week 1  Sep 2, 2022	<ul style="list-style-type: none"> <li>• Review of syllabus</li> <li>• Class norms and guidelines</li> <li>• Community Building</li> <li>• Introduction to groups</li> <li>• Historical and theoretical development of groupwork</li> <li>• Definition of Groups</li> </ul>	Handbook- Part I – Chapters 1-3  Cohen, C.S. & Olshever, A. (2013). IASWG Standards for Social Work Practice with Groups: Development, application and evolution. <i>Journal of Social Work with Groups, Special Issue: IASWG Standards for Social Work with Groups: Research, Teaching and Practice.</i> 36 (2/3). 111-129.  International Association of Social Work with Groups.(2015) Standards For Social Work Practice With Groups. Second Edition. <a href="http://www.iaswg.org">www.iaswg.org</a> .  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.
Week 2 Sep 9, 2022	<ul style="list-style-type: none"> <li>• Diversity and Social Justice in Groups</li> <li>• Values, Ethical and Legal Considerations: Informed Consent, Confidentiality</li> </ul>	Handbook - Part I Chapters 4-6  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.  Breton, M. (2012) Small steps to social justice. <i>Social Work with Groups</i> .  Singh, A. A., Merchant, N., Skudrzyk, B. & Ingene, D. (2012). Association for specialists in group work: Multicultural and social justice competence principles for

		<p>group workers. The Journal for Specialists in Group Work, 37(4), 312-325.</p> <p>Jackson, E., &amp; Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people. Social Work, 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. The Journal for Specialists in Group Work, 35(2). 160-168.</p> <p>Jacobson, M. &amp; Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. Social Work with Groups, 30(4), 29-39.</p> <p>Gumpert, J. &amp; Black, P. (2006). Ethical Issues in group work: What are they? How are they managed? Social Work in Groups, 29(4), 61-74.</p> <p>Dolgoft, R. &amp; Skolnik, L. (1992). Ethical decision making, the NASW Code of Ethics and group work practice: beginning explorations. Social Work With Groups, 15(4), 99-112.</p>
<p>Week 3 Sep 16, 2022</p>	<ul style="list-style-type: none"> <li>• Group Typology</li> <li>• Treatment, Support and Mutual Aid</li> <li>• Task Groups</li> </ul>	<p>Handbook – Part II Chapters 7 &amp; 8</p> <p>Bergart, A. M. (2015). Introduction to part two: What is a group, and what is social work with groups? Social Work with Groups, 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. Social Work with Groups.</p>

<p>Week 4 Sep 23, 2022</p>	<ul style="list-style-type: none"> <li>• Stages of Group Development</li> <li>• Beginning Groups</li> <li>• Assessment; Pre-planning and Preparation</li> <li>• Selection, Composition, Setting Norms and Contracting</li> </ul>	<p><b>Assignment Due:</b> <b>Simulated Group Portfolio</b> <b>September 23, 2022 by 11:59 PM</b> <b>Via Canvas (one member only)</b> <b>20%</b></p> <p>Rose, S. &amp; 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., &amp; 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 Sep 30, 2022</p>	<ul style="list-style-type: none"> <li>• Group Dynamics and Group Process</li> <li>• Roles within Groups</li> <li>• Group Cohesion</li> <li>• Communication Patterns</li> </ul>	<p>Handbook- Part III Chapters 9-11</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., &amp; 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 Oct 7, 2022</p>	<ul style="list-style-type: none"> <li>• Group Leadership</li> <li>• Roles, Functions and</li> </ul>	<p>Handbook – Part IV Chapters 12-14</p>

	<p>Guidelines</p> <ul style="list-style-type: none"> <li>• Diversity and Leadership Styles</li> <li>• Co-leadership Models</li> </ul>	<p>Bergel, Bourassa, D &amp; 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., &amp; 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 Oct 14, 2022</p>	<ul style="list-style-type: none"> <li>• Factors in Successful Groups; Leadership and Facilitation in</li> <li>• Responding to Individual Members and Roles</li> <li>• Transference and Counter-Transference</li> </ul>	<p><b>Simulation: Group Session 1 (See Canvas for Group Assignments)</b></p> <p>Handbook – Part IV Chapters 15-17</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>Birnbaum, M. &amp; 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., &amp; 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., &amp; 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 21, 2022</p>	<ul style="list-style-type: none"> <li>• Facilitation Skills</li> <li>• Managing Conflict and Conflict Resolution</li> <li>• Perspectives on Resistance and Avoidance</li> </ul>	<p><b>Simulation:</b> <b>Group Session 1</b> <b>(See Canvas for Group Assignments)</b></p> <p>Handbook – Part IV Chapters 18-20</p> <p>Okech, J., Pimpleton-Gray, A., Vannatta, R., &amp; 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), 129-137.</p> <p>Northern, H. (2003). I hate conflict,</p>



		but...Social Work with Groups, 25(1-2), 39-44.
Week 9 Oct 28, 2022	<ul style="list-style-type: none"> <li>• Middle Stages of Groups</li> <li>• Group Transitions and Working Phase</li> </ul>	<p><b>Facilitation and Member Reflections due October 28, 2022 by 11:59 via Canvas – Individual assignments (25%)</b></p> <p>Handbook – Part IV Chapters 21-23</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., &amp; Phalet, K. (2013). Becoming a group: Value convergence and emergent work group identities. <i>British Journal of Social Psychology</i>, 53, 235-248.</p>
Week 10 Nov 4, 2022	<ul style="list-style-type: none"> <li>• Organizational Groups</li> <li>• Task Groups; Focus Groups</li> <li>• Group Decision Making</li> <li>• Problem Solving</li> </ul>	<p>Handbook – Part V Chapters 24-26</p> <p>Redhead, D., Cheng, J., Driver, C. &amp; Foulsham, T., &amp; 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.&amp; Lovaglia, M. (2020) group size, commitment, trust, and mutual awareness in task groups. <i>The Sociological Quarterly</i>, 61:2, 334-346.</p>
Week 11 Nov 11, 2022	<ul style="list-style-type: none"> <li>• Specialized Groups and Techniques</li> <li>• Diversity Considerations (week 1)</li> <li>• Groups with</li> </ul>	<p><b>Simulation: Group Session 2 (See Canvas for Group Assignments)</b></p> <p>Handbook – Part V Chapters 27 &amp; 28</p>

	<p>Children</p> <ul style="list-style-type: none"> <li>• Community Groups</li> <li>• Specific Population</li> </ul>	<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 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. &amp; 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 Nov 18, 2022</p>	<ul style="list-style-type: none"> <li>• Specialized Groups and Techniques</li> <li>• Diversity Considerations (week 2)</li> </ul>	<p><b>Simulation: Group Session 2 (See Canvas for Group Assignments)</b></p> <p><b>Facilitation and Member Reflections due November 21, 2022 by 11:59 via Canvas – Individual assignments (25%)</b></p> <p>Dombo, E. A. &amp; 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. &amp; 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. &amp; Cicchetti (2005). A model for working with the group life cycle in each group session across the life span of the group. <i>Groupwork</i>, 15(3). 23-43.</p> <p>Ross, L. E., Doctor, F., Dimito, A., Kuehl, D., &amp; Armstrong, M. S. (2008). Can talking about oppression reduce depression? Modified CBT group treatment for LGBT people with depression. <i>Journal of Gay &amp; Lesbian Social Services</i>, 19(1), 1-15.</p> <p>West-Olatunji, C., Henesy, R., &amp; 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. &amp; Tasker, T. E. (2012). Designing, implementing, and evaluating a group therapy for underserved populations. <i>Residential Treatment for Children &amp; Youth</i>, 29(4), 305-323.</p> <p>Galinsky, M. J., Terzian, M. A., &amp; Fraser, M. W. (2007). The art of groupwork practice with manualized curricula.</p>
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		Groupwork, 17(2), 74-92.
Week 13 Nov 25, 2022	<ul style="list-style-type: none"> <li>• Thanksgiving Break</li> </ul>	
Week 14 Dec 2, 2022	<ul style="list-style-type: none"> <li>• Ending Groups</li> <li>• Preparation for Termination; Planned and Unplanned</li> <li>• Termination and Group Member Feedback</li> <li>• Evaluation of Groups</li> </ul>	<p><b>Assignment Due: Assessment in Group Work Practice Due July 12 by 11:59 PM Via Canvas No In-Person Class today. 20%</b></p> <p>Handbook – Part VI Chapters 29-32</p> <p>Birnbaum, M.L., Mason, S.E. &amp; 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. &amp; Iacuzzi, C. (2007). Ethics and endings in group psychotherapy: Saying goodbye and saying it well. <i>International Journal of Group Psychotherapy</i>, 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.&amp; 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>

		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.
Week 15 Dec 9, 2022		<b>Class Evaluations</b>

**b. Assignments**

**1. Simulated Group Portfolio (20% Due September 23, 2022, via Canvas by 11:59 PM) Simulation Pedagogy-**

- a. The core pedagogy for this class will be the development and implementation of simulated groups.
- b. Class members will be simulated clients in groups we create in class.
- c. Facilitation teams will be comprised of approx. 4-5 students, who will share the active facilitation of the group sessions.
- d. Each group will meet for two sessions of approximately 1 hour in length. The members will be consistent across both sessions.
- e. Sessions will be conducted in-person during class (see dates below). Annotation of these group sessions form the core assignments for the class. Details and Rubric will be uploaded in Canvas and discussed further in class.
- f. GROUP SESSION 1 & 2 (25% each see below for due dates)**
  - a. Everyone will be individually graded for two facilitation/Co-facilitations reflections and two group member participations reflections. (Note: this grade will not be based on “performance” as long as you are demonstrating the expected skills)

**2. Assessment in Group Work Practice - (20% Due December 2, 2022 via Canvas by 11:59 PM )**

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 (chart) 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.

<b>Assignment</b>	<b>Due date</b>	<b>Percent of final grade</b>
<b>Simulated Group Portfolio</b>	<b>September 23, 2022, by 11:59 PM Via Canvas (one member only)</b>	<b>20%</b>
<b>Assessment in Group Work Practice</b>	<b>December 2, 2022, by 11:59 PM via Canvas – Individual Assignment</b>	<b>20%</b>

<b>Group Session 1</b>	<b>October 14 &amp; 21, 2022</b> <b>In class Session</b> <b>(5 – 60 min groups total)</b> <b>Facilitation and Member Reflections due</b> <b>October 28, 2022, by 11:59 via Canvas –</b> <b>Individual assignments</b>	<b>25%</b>
<b>Group Session 2</b>	<b>November 11 &amp; 18, 2022</b> <b>In class Session</b> <b>(5 – 60 min groups total)</b> <b>Facilitation and Member Reflections due</b> <b>November 21, 2022, by 11:59 via Canvas</b> <b>– Individual assignments</b>	<b>25%</b>
<b>Class Participation</b>	<b>Every Class</b>	<b>10%</b>

**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.**

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following scale:

Assessment Classification	Range	Grade	Grade Point
Excellent Work	94-100	A	4.0
(above course expectations)	91-93	A-	3.7
Good Work	89-90	B+	3.3
(meets course expectations)	84-87	B	3.0
	81-83	B-	2.7
Poor Work	78-80	C+	2.3
(meets minimal course expectations)	74-77	C	2.0
	71-73	C-	1.7
Failing Work	0-70	F	0.0

The criteria for each grade are as follows:

- A Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of the 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

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. 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.
3. 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.
4. Here are some reference links regarding grading:
  - o [Grades in Academic Courses and in Field Instruction](#)
  - o [Student Grievance procedures](#)
  - o [CRLT Testing and Grading](#)

General Expectations for Written Work. Written work will be evaluated in relation to how well it addresses the topic and the clarity of the 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.

## Due Dates

Due dates will be posted on Canvas. All assignments must be submitted to the appropriate folder on Canvas by the posted deadline. Exceptions to the due dates will require prior permission. I understand that it can be challenging to complete coursework while working and attending class from home, where you may be immersed in additional responsibilities. I have spread the required assignment throughout the semester in order to avoid a large final assignment. Because each assignment really does have an impact on your grade, please do let me know if you foresee a problem with a due date.

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call 734-763-6259.



I may re-evaluate the submitted work, and/or I may ask you to complete additional work in order to bring the work up to standard in order to adjust your grade.

Please consult the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances can be referenced using these links](#).

#### f. Class Recording and Course Materials

*Audio and video recording of in-class lectures and discussions is prohibited without my advance written permission. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to me in advance of any recording being done. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet, social media or sharing with others.*

*Even when permission to record has been given, I reserve the right to disallow recording for a portion of any class time where privacy is a special concern. Due to the sensitive nature of the topics we will be discussing, there will be several times when a recording in process will be stopped and where I will require any students who are recording to cease recording so that we may have an open and honest discussion.*

*When I choose to record a class, I will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on Canvas. 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. . Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):*

#### **Class Discourse**

Discussion of child welfare, child abuse and neglect can be an emotional topic and could serve to trigger painful memories or create anxiety in students due to any number of factors. Discussion of child maltreatment necessarily involves risk, divergent points of view and conflict. It is imperative to respect differences in perspective and seek to understand those differences. While my goal is to ensure that the classroom is a safe learning space, discussion, and the growth and learning that arises from it, can sometimes be uncomfortable or invoke an emotional reaction to the topic being discussed. I hope that all students work with me to create and foster a learning environment that promotes social justice, inclusion, equity and thoughtful coverage of the subject matter.

This is an opportunity for all of us to engage in professional discourse and to broaden our mutual development of cultural humility. We will examine how the structure of current programs and policies designed to prevent or to address child maltreatment have evolved from and still reflect biases and negative beliefs about various populations or social identity groups. Disagreements are expected and are welcomed as long as we respect diverse opinions and one another and refrain from attacking or insulting others. For some topics, I will structure a formal debate format in order that multiple sides of an issue are clearly heard and rebutted. I may also ask you to take the opposite side of an issue from what you might normally prefer. This is to help you expand your

thinking about the topic, solidify your point of view and help you understand what the opposition to a position you may wish to take may be thinking, thus the better prepared you are to address that opposition.

I believe that all of us are learning together, and as such, I will ask many questions of you in class. Through dialog and careful consideration of issues, you will learn how to create, evaluate and analyze the child welfare system in simple and complex forms, and to think carefully about the issues at hand. I ask questions to prompt thinking, to provoke reaction and to help you hone your point of view. Remain open to evidence presented, which may conflict with your own personal viewpoints and perspectives. I expect you to be engaged in the course material and contributing questions and comments in class discussions. Your class participation score is not solely dependent upon how frequently you speak in class, rather on the quality of your participation, your attention to the subject matter and your willingness to engage with the subject matter.

### **Protect confidentiality**

One of the fundamental ethical values of social work is protecting client confidentiality. In this seminar, you will be exposed to conversations or environments that involve real individuals and real families. You will be expected to keep class materials/activities confidential.

#### **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.

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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*