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| Course title: | Participatory Facilitation | |
| Course #/term: | SW753-1, Fall 2022 | |
| Time & Location | Sunday, 11/6/22 9am-5pm & Sunday, 11/20/22 9am-5pm B798 1636 SSWB | |
| Credit hours: | 1 | |
| Prerequisites: | None | |
| Instructor: | Dr. Mieko Yoshihama | |
| Pronouns: | She, her | |
| Contact info: | Email: miekoy@umich.edu | Phone: 734-647-6255 |
| Office: | TBA | |
| Office hours: | By appointment; send an email to schedule | |

1. Course Statement

a. Course description

Participatory facilitation is the process of increasing participation of diverse people within groups and community contexts. Emphasis will be placed on understanding theories of group work and group process. In this course, students will develop skills and techniques to strengthen participatory facilitation practices, including understanding intergroup dialogue, liberating structures, participatory planning activities, and alternative forms of facilitation including world cafes. Students will explore examples as well as practice skills. Special focus will be on the role of power, privilege, and social positionalities within a facilitation context.

b. Course objectives and competencies

Students will:

1. Develop knowledge of group work and group process theories
2. Gain skills and techniques to strengthen participatory facilitation practices, including understanding intergroup dialogue, liberating structures, participatory planning activities, and alternative forms of facilitation
3. Recognize and address issues of ethics and values arising in participatory facilitation contexts

c. Course design

This course is organized around principles of andragogy (adult learning), empowerment, and collaboration with the primary pedagogy being experiential and participatory. It will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, videos, guest speakers, group discussions, and individual and group experiential activities and exercises. We will strive to foster a learning environment where students can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives.

d. Intensive focus on PODS

This course integrates critical and intersectional analyses of privilege, oppression, diversity and social

justice (PODS), and promotes skills in identifying, exposing, and challenging interlocking systems of power, privilege, and oppression. This analysis includes interrogating what is considered scientific and/or legitimate knowledge, and challenging and expanding the scope of empirically based practice. Through the use of a variety of instructional methods, this course will encourage students to develop a vision of social justice; recognize, challenge, and reduce mechanisms of power, privilege, and oppression; work toward social justice processes; develop and apply critical intersectional frameworks; and strengthen critical consciousness.

2. Class Requirements

a. Text and class materials

The required textbook is available online via Mirlyn:

- Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (2017). *Handbook of social work with groups* (2nd ed.). Guilford. <http://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4844818>
OR <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/detail.action?docID=4844818>

All other required readings and educational activities (e.g., videos) are available on CANVAS or through other electronic access.

To promote full engagement in the course content and process and maximize learning, students are expected to complete all required readings and activities before the class period to which they are assigned. Class activities will build on prior readings and activities rather than repeating them.

b. Class schedule

This course meets in-person with some asynchronous activities. Please note that some changes might be made due to guest speaker availability or in response to the flow of the class and learning needs.

| | Topic | Readings/Videos/Assignments |
|------|--|---|
| | Before the 1 st session Watch: | 1) <i>The Art of Facilitation: Changing the Way the World Meets</i> (18:05): https://www.youtube.com/watch?v=ZfZOvSU8PJE&t=13s 2) <i>Facilitation 101</i> (4:24): https://www.youtube.com/watch?v=J-_KUf-c-FMs&list=RDLVllv1fyKaRzM&index=9 |
| 11/6 | Introductions Social group work Groups: Types, Structure, Process, Dynamics; Ethical issues Developmental stages of groups; Facilitator roles, functions, and strategies; Facilitation skills | <p>Required Readings:</p> <ul style="list-style-type: none"> • Toseland, R. W. (2017). Group dynamics. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.), <i>Handbook of social work with groups</i> (2nd ed., Chap 1, pp. 9-27). Guilford. READ up to page 21. • Shulman, L. (2017). Addressing internalized biases and stereotypes of the group leader: A life-long professional task. <i>Social Work with Groups</i>, 40(1-2), 10-16. https://doi.org/10.1080/01609513.2015.1068103 <p>Suggested/Additinal Readings:</p> <ul style="list-style-type: none"> • Benne, K. D., & Sheats, P. (2007/1948). Functional roles of group members. <i>Group Facilitation</i>, 8, 30-35. https://www.proquest.com/docview/205820135/FBB37A477E684304PQ/1?accountid=14667 • 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. https://doi.org/10.1300/J009v30n02_03 • Ortega, R. W. (2017). Group work and socially just practice. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.), <i>Handbook of social work with groups</i> (2nd ed., Chap 6, pp. 93-110). Guilford. READ up to page 21. • Cardemil, E.V., & Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. <i>Professional Psychology: Research and Practice</i>, 34(3), 278-286. • IASWG Standards: https://www.iaswg.org/standards |

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| Between sessions | | Assignment 1 (1) (2) (3) → Submit presentation slides via CANVAS Assignment tab |
| 11/20 | Participatory facilitation in diverse settings <Assignment 1> Facilitation 102: Working with difficult members/dynamics; Alternative forms of facilitation | <p>Required Readings:</p> <ul style="list-style-type: none"> • Relevant chapter(s) of Textbook (Garvin et al., 2017) for your group assignment. http://ebookcentral.proquest.com/lib/umichigan/detail.action?docID=4844818. • Burnes, T. R., & Ross, K. L. (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. doi:10.1080/01933921003706014 <p>Suggested/Additional Readings:</p> <ul style="list-style-type: none"> • Anti-Oppression Resource and Training Alliance (AORTA). (2017, July). Anti-oppressive facilitation for democratic process: Making meetings awesome for everyone. • 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. doi:10.1080/01933922.2012.721482 • Sue, D. W. (2013). Race talk: The psychology of racial dialogues. <i>American Psychologist</i>, 68(8), 663-672. doi:10.1037/a0033681 • Brown, A., & Mistry, T. (2005). Group work with 'mixed membership' groups: Issues of race and gender. <i>Social Work with Groups</i>, 28(3-4), 133-148. https://doi.org/10.1300/J009v28n03_10 • Nosko, A. (2003). Adventures in co-leadership in social group work practice. <i>Social Work with Groups</i>, 25(1-2), 175-183. https://doi.org/10.1300/J009v25n01_22 |
| After Session 2 | | Assignment 2 → Submit via CANVAS Assignment tab |

c. Assignments

| Assignment | Due Date | How to submit/where | % |
|---|--------------------------|--|----|
| 1. Group Project: Participatory Facilitation in Diverse Settings | 11/19/22 5pm 11/20/22 | Submit presentation slides via CANVAS Make an in-class presentation | 50 |
| 2. Reflection, Learning, and Moving Forward | 11/27/22 5pm | See below for detail; Submit via CANVAS | 30 |
| 3. Attendance & Participation | Ongoing | Various forms of participation (e.g., role-plays, group discussions, individual & group exercises) | 20 |

INSTRUCTIONS FOR ASSIGNMENTS

The following are descriptions of each assignment. Please note that some changes and tweaks might be made in response to the flow of the class and learning processes and needs. When changes are necessary, I will alert you as soon as possible.

1. Group Project: Participatory Facilitation in Diverse Settings

(1) Your group focuses on participatory facilitation of groups in a specific field/area/domain of practice, such as community organizing, social action, participatory action research, and management/organization (e.g., task and project groups). Using a relevant chapter(s) of the textbook as a springboard, your group will conduct research on group work in your chosen field/area/domain.

- Remember, you are working in a group/temporary organization during this assignment. Pay attention to group process/dynamics and apply relevant facilitation skills and strategies!

(2) Prepare a 2-part presentation:

Part 1. An overview of group work and participatory facilitation in your chosen field (about 10 minutes)

- The overview will cover matters such as characteristics of group work, facilitation skills and strategies, issues of power, privilege, and oppression, ethical issues, and visions for social justice and anti-oppression practices.

Part 2. A role-play demonstration of how to facilitate the opening (e.g., first meeting) of a group in your chosen field (about 10 minutes).

- While you can choose to prepare a script (and present a scripted role-play), it is recommended that you decide on the setting, format, and structure (e.g., purpose and types of groups, membership, location, settings) and develop general outlines (e.g., general issues/themes to address during the role-play; characteristics of members) and let the process emerge. The facilitator(s) will respond to what happens with individual members and the group as a whole as they unfold.
- The unpredictability of this kind of role-play can be scary, but this can be a VERY effective (and “enjoyable”) learning process. Please be assured that you will NOT be evaluated on how well you facilitate the simulated group. The goal of this assignment is for you to learn about group facilitation experientially (as facilitators, members, and observers).
- If you need additional group members for your role-play, you may ask classmates to participate; it would be helpful to orient them on the setting, format, and structure of the group and general outlines of the role-play, including roles they should/could play.

(3) Upload your presentation slides (saved as a PPT file or paste an URL in the comment section) onto CANVAS-Assignment tab by 11/19/22 5pm.

(4) Make an in-class presentation in Session 2 (11/20/22).

- You will be serving as leaders/instructors to help classmates learn about group work and facilitation in your chosen field. Remember, the class is a group/temporary organization, so you are also “facilitating” this (task-oriented) group during this part of the assignment.

(5) Facilitate additional simulated group meetings in class.

- Additional simulations will cover other phases/aspects of the group work in your chosen field, such as the working/middle and termination/transition phases; working with “challenging” members and group dynamics.
- Both group members yourselves and classmates will provide feedback and reflections on the simulated group session experience, which will inform Assignment 2 described below.

2. Reflection, Learning, and Moving Forward

(1) Reflecting on your experience in the course, including in-class activities and those outside the classroom, identify what you have learned with respect to:

- Social group work and group processes and dynamics
- Skills and techniques of participatory facilitation practices
- Ethical issues in participatory facilitation
- Social group work for social justice and anti-oppression practices
- Other relevant issues

(2) Summarize your reflections, learning, and directions for further learning. This can take the form of a (conventional or unconventional) written paper, a blog, a video, a (video-recorded) performance, (video-recorded) demonstration, or something else. Creativity is highly encouraged.

3. Attendance & Participation

You need to come to class well-prepared, which means doing all the assigned readings and activities before the class. You are expected to actively participate in all class activities.

d. Grading

This course uses a pass/fail grading.

An incomplete grade is given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

Please review the MSW Student Guide for policies on grades and grievance procedures.

e. Accommodations

If you need any accommodations for a disability or a condition that may interfere with your participation in this course, please let me know as soon as possible. Any information you provide about a disability and/or accommodation is private and confidential. For more information and resources, please contact the Office of Services for Students with Disabilities (OSSD, <http://ssd.umich.edu/>) at (734) 763-3000 / ssdoffice@umich.edu.

f. Attendance and Class Participation

This class involves a wide range of experiential learning exercises, and therefore, class attendance and participation are critical to achieving the full impact of the course. You need to inform the instructor of your absence as soon as is practically possible. Please review Policy on Class Attendance in the MSW Student Guide.

You are expected to actively participate in class discussions, individual and group activities, and various in-class exercises. If you have difficulties participating for linguistic, cultural, or other reasons, let's discuss them individually and explore ways in which you can participate in class more actively.

g. A Note on Scholarly Discourse

What we will discuss in class involves controversial issues. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Disagreements are expected and even welcomed as long as we respect diverse opinions and perspectives and refrain from attacking one another personally. Let us strive to remain open to diverse perspectives, which may conflict with our own.

h. Use of Electronic Devices

In order to maximize engagement and participation, students are asked to turn off cell phones during class. If you are utilizing an electronic device (e.g., a laptop computer, tablet), it is assumed that it is relevant to the class content and process. If not, the instructor reserves the right to request that the student stop using an electronic device during class.

i. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without an 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 sessions must present documentation to the instructor prior to any recording being done. The instructor reserves the right to disallow recording for a portion of any class time, especially where privacy is a special concern.

If the instructor chooses to record a class, they will decide which session(s) and what portion of each session to be recorded and where/how a recording is made available. 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 a written consent of the instructor.

j. Responding to COVID-19

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, 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](#).

k. 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. Please notify the instructor by email about your absence as soon as practical to help make feasible alternative learning arrangements.

l. Academic Integrity

We adhere to high standards of academic integrity. The Library Research Guide on Academic Integrity in Social Work is available at <http://guides.lib.umich.edu/swintegrity>. Plagiarism is prohibited in any academic writing at the University of Michigan. Any student caught plagiarizing or cheating in any way will earn a failing grade in this course and may be expelled from the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide. Other forms of Academic and Professional Misconduct include a wide range of behaviors, such as abuse of confidentiality and obstruction of the academic activities and scholarly research of another (e.g., harassment, intimidation, or tampering with data, records and notes).

m. Additional School and University policies, information and resources are available at: <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*