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)

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 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. All required readings, pre-recorded lectures, demonstration videos and all materials you will need for this class can be found on Canvas. All materials are organized by unit and can be accessed within the Unit links on the Front Page of our Canvas Site.

Each week has a dedicated link where you can find all required content for that unit. Unit pages act as a checklist for the unit.

Important: All materials labeled “pre-work” are to be completed prior to class each week.

Example: Unit 1 is scheduled for our first class meeting, so all materials labeled “Pre-Work for Unit 1” should be completed before the first class meeting.

We will be applying the pre-work content in class – if you have not completed the required pre-work, you may not be able to fully participate in class that week. Each week you will have approximately 1 hour of required pre-work to be done before attending class that week. Unit pages are organized in sections – one for pre-work (to be done prior to the scheduled class session), as well as a section for in-class activities and links to assignment descriptions. Everything you need to do to complete the unit is defined within each unit page; all materials can be accessed directly from the page as well.

b. Class schedule

Please refer to the course schedule below for an overview of what to expect in class this semester. Details of the course schedule may change; students will be informed of any changes well in advance. Please refer to each Canvas Unit for the most up-to-date information and course materials.
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Pre-Recorded Lectures</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 5/22 | Unit 3 | **Group Dynamics & Anti-Oppressive Practice**<br><br>**Differences in Groups** [20:22] (Tolman, 2021)<br><br>**Leader Responses** [29:03] (Tolman, 2021)<br><br>**Due Friday 5/26 before noon (12PM)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/29</td>
<td><strong>NO CLASS MEMORIAL DAY</strong></td>
</tr>
</tbody>
</table>
| 6/5  | **Unit 4** Evidence-informed Group Intervention Models  
Cognitive Behavioral Group Work [47:43] (Tolman, 2021)  
Practice Edthena |
| 6/12 | **Unit 5** Leading a Group & Planning Session I  
Planning Stage [31:27] (Tolman, 2021)  
Social Justice [22:53] (Tolman, 2021)  
Session 1 Planning Sheet  
Zoom link emailed |
# GROUP SIMULATION I

SIMULATIONS ARE RECORDED ON ZOOM
CLASS DOES NOT MEET IN PERSON

Due on Thursday 6/22:

- Simulation III Annotations
- Group Member Log
- Facilitator Reflection [lead facilitators only]

## 6/19

<table>
<thead>
<tr>
<th>SIM I</th>
<th>6/19</th>
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## 6/26

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>6/26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutual Aid &amp; Effectiveness in Groups</td>
<td>6/26</td>
</tr>
<tr>
<td>[18:54] (Tolman, 2021)</td>
<td><strong>DONE</strong> DURING CLASS</td>
</tr>
<tr>
<td><strong>Unit 6</strong></td>
<td><strong>DONE</strong> during class</td>
</tr>
<tr>
<td><strong>Mutual Aid Model – Part I</strong></td>
<td>Session 2 Planning Sheet</td>
</tr>
<tr>
<td><strong>Effectiveness Factors in Group</strong></td>
<td>Zoom link emailed</td>
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<tr>
<td>[31:09] (Tolman, 2021)</td>
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# GROUP SIMULATION II

SIMULATIONS ARE RECORDED ON ZOOM
CLASS DOES NOT MEET IN PERSON

Due on Thursday 7/6:

- Simulation III Annotations
- Group Member Log
- Facilitator Reflection [lead facilitators only]

## 7/3

<table>
<thead>
<tr>
<th>SIM II</th>
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## 7/10

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>7/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems &amp; Conflicts in Groups</td>
<td>7/10</td>
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<tr>
<td>[21:14] (Tolman, 2021)</td>
<td><strong>DURING CLASS</strong></td>
</tr>
<tr>
<td><strong>Difficult Behavior in Groups</strong></td>
<td>Session 3 Planning Sheet</td>
</tr>
<tr>
<td><strong>Problems in Groups: Thomas Field</strong></td>
<td>Zoom link emailed</td>
</tr>
<tr>
<td>[8:42]</td>
<td><strong>DONE</strong> during class</td>
</tr>
</tbody>
</table>


# GROUP SIMULATION III

SIMULATIONS ARE RECORDED ON ZOOM
CLASS DOES NOT MEET IN PERSON

Due on Thursday 7/20:

- Simulation III Annotations
- Group Member Log
- Facilitator Reflection [lead facilitators only]

## 7/17

<table>
<thead>
<tr>
<th>SIM III</th>
<th>7/17</th>
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<tbody>
<tr>
<td></td>
<td>7/17</td>
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</tbody>
</table>

c. Assignments

Detailed assignment descriptions (including any changes/updates) and rubrics (as applicable) are found on Canvas, under “Assignments.”

⇒ Recruitment Flyers – Due Friday 5/19 before noon (12PM)

Your facilitation team will work together to create a brief flyer to recruit members for your group. An example flyer is posted on Canvas. This flyer will provide the basis for class members deciding if they could develop or adapt their characters to be a simulated member of this group.

The flyer should meet the following standards:

- **Overarching goal:** What will the group accomplish together? What will members gain from participating?
- **Brief Purpose:** Describe the purpose of the group in **1-2 short paragraphs**. It does not need to be in-depth, but please share enough detail so that group members can make decisions about which group to join.
- **Topics Covered:** Include a “Group topics” section which includes some of the broad content your group may address
- **Referrals:** Mention some information about who would benefit from this group, or whether participants can (or should) also be enrolled in individual therapy, and/or any other information clients may want to consider before signing up.
- **Sign Up:** On a separate page, please create a sign up section; group members interested in participating can sign up to be interviewed.

⇒ Character Brief – Due Friday 5/19 before noon (12PM)

Students will develop characters to participate as “group members” in simulated groups. To support the development of realistic characters, students will complete a **Character Profile**, which will be reviewed by the instructor (as an assignment). Prior to “signing up” for a group, your character will be interviewed by the facilitator of that group during in class **Group Member Interviews**.
Many students have created a character for simulation-based practice in other courses. If your character from prior simulations would be a good fit for one of the simulation groups, you are welcome to use this same character. Similarly, you can adapt your existing character in order to portray a group member in one of the groups.

For those who have not developed a fictional character to portray in simulation, we will go through character development exercises in class to ensure you are able to portray a group member during the simulations. There are also many character development resources posted on Canvas.

It is important that your character is realistic, well-developed, and facing circumstances that are safe and comfortable for you to connect to in class. You may not use your personal experience. To ensure the learning experience is safe and productive, you must create and portray a character that is markedly different from any of your personal experiences. While your character will be relatable to you and share your basic demographic characteristics (gender, age, race) – you must be deliberate in adding fictional elements that will create distance between any actual life experience, and the character you will portray in class exercises. You may use anything you’d like to develop your character – memoirs, films, books, and television shows are great sources of inspiration as you develop a fictional character.

For this assignment you will complete a Group Member Character Brief template that will describe you character, how you developed them (fictional characters, academic materials, etc.), their expectations for group, details about their lifestyle, interests, and bio-psycho-social factors, and you will clearly describe how this character is markedly different from your real self. The completed template will be completed individual and submitted via Canvas.

➤ Group Proposal – Due Wednesday 6/14 before noon (12PM)

Your team will work together to develop a comprehensive proposal for the simulated group you plan to facilitate. Each team submit a single proposal for the group; proposals are anticipated to be ~ 8-10 pages double-spaced. Each section should be written out and your literature review including citations should follow APA (7th ed.) guidelines.

Resources at SSW Umich Library
If you would like help using umich library to search peer-reviewed literature, or if you have questions about how to find the literature you are looking for, the SSW library has many resources available: https://ssw.umich.edu/offices/library

Proposal components:

- **Group Purpose**: Describe the purpose of the proposed group. What is the population to be served? What issues/concerns/goals is the group organized around?

- **Agency Context**: What agency is sponsoring the group? Here, you should specify the “imagined” context of the group.
**Needs Assessment:**
- What steps would you take to determine the need for this group?
- How would you involve client input in that process?
- How would you ensure that the group would serve the needs of marginalized groups?

**Group Model:**
- Literature Review: What is the evidence-base for the group model/techniques/processes you propose? This should be a rigorous search of the literature and include at least 5–10 references.
- What model(s) will be used to conduct the group?

**NOTE:** You are **NOT** expected to run a manualized group, or to follow a precise evidence-based intervention in sequence, rather, describe the primary evidence-informed model your group format will be drawing from in the simulation

**Members:**
- Who is this group for? Describe the member characteristics that your team feels would be a good fit for this group.
- What methods will be used to recruit?
- What criteria will be used to include or exclude members?
- Screening—What are your interview questions as part of a pre-screening process? To screen referrals in or out, what specific questions would you ask?
- What composition issues need to be anticipated or considered?
- What diversity and social justice issues are considered regarding who will be served and reached by this group?

**Implementation—Group (p)Physical Setting:** How should the room be set up? What materials will you need? Who is responsible for setting up the room and getting the needed materials?
- Will the group be open or closed?
- How many sessions will the group meet, for how long, and at what interval?
- Describe an overview of the types of activities planned for the full duration of the group.
- Include a detailed agenda for the first group session.
- If the group will be held online, what are the considerations for implementation? What platform and tools will be used? How will equitable access be addressed?
- How will you identify/address any accommodations needed by members?

**Ethics:**
- **Informed Consent Statement:** What will you say to comply with informed consent expectations? How will you introduce yourself and your expertise? What about confidentiality? What about the group setting?
- Consider efforts made to maintain member safety and appropriate roles. Discuss ways to continuously monitor threats to group progress (“boundary maintenance”) due to taboo subjects, offensive behaviors, microaggressions, and internal conflicts.
**Evaluation:** Methods to assess, monitor, and evaluate sessions and over-all group progress. How does your team plan to monitor and assess whether the efforts are working?

→ **Simulation Materials – Due Thursday 6/22, Thursday 7/6, Thursday 7/20**

**Overview of Simulation Format**
The majority of assignments this semester revolve around group simulations, in which students will facilitate ongoing simulated groups throughout the semester. The class will identify 4-6 group topics, and students will sign up to facilitate each group in teams of 3. These will comprise your “facilitation teams.” Roles will be adapted to have co-facilitation teams lead, if there is a need to have a group of 4. Each team member will have an opportunity to act in all three facilitation roles throughout the three simulations:

**During Class:**
- Facilitation roles will be determined by your group
- Your facilitation team will complete the Session Planning document
- You will meet with the instructor for consolation during class
- Administrator / Inside Observer sends recurring zoom link to instructor, facilitation team and all group members

**Facilitation Team Roles**
Each member of the facilitation team will have a different role during each simulation. How you decide to divide these tasks is up to your group as long as each member has at least one opportunity to act as lead facilitator for at least one simulation. Below, you will find a description of these roles.

**Lead facilitator**
The lead facilitator is the primary person responsible for establishing and carrying out the general for the session.

✓ takes a lead in developing the plan
✓ facilitates group alongside co-facilitator
✓ managing group dynamics
✓ completes “lead facilitator annotations”
✓ completes facilitator reflection

**Co-facilitator**
The co-facilitator is the co-pilot of the group, supporting and implementing the session plan.

✓ facilitates group along lead facilitator
✓ manages group dynamics
✓ completes “co-facilitator” annotations

Administrator / Inside Observer
✓ sends zoom link to instructor, facilitation team and all group members
✓ takes attendance
✓ records session
✓ uploads session to Edthena before end of class
✓ observes session, takes notes & monitors chat
✓ completes “administrator/inside observer” annotations”
✓ jumps in as needed to co-facilitate, but may take more of a background role

Example rotation schedule:

<table>
<thead>
<tr>
<th></th>
<th>Lead facilitator</th>
<th>Co-facilitator</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation I</td>
<td>Student A</td>
<td>Student C</td>
<td>Student B</td>
</tr>
<tr>
<td>Simulation II</td>
<td>Student B</td>
<td>Student A</td>
<td>Student C</td>
</tr>
<tr>
<td>Simulation III</td>
<td>Student C</td>
<td>Student B</td>
<td>Student A</td>
</tr>
</tbody>
</table>

Your facilitation team will work as a group to prepare Recruitment Flyers and a Group Proposal, outlining an evidence-informed approach to leading a group. Facilitation teams will complete a Session Plan together during class, which will be reviewed with the instructor during in-class team consultations.

Recording Simulations on Zoom

All simulations will be recorded on Zoom. We will not meet in class on simulation days. Your facilitation team will create a recurring zoom link which will be sent out to your facilitation team, all group members signed up for your group and to the instructor during class the week before simulation.

Note: Administrator / Inside Observer
- Recording and uploading the session is the responsibility of the “Administrator / Inside Observer” for that week
- “Administrator / Inside Observer” should plan to upload the session on Edthena immediately after the simulation is completed.

Edthena
Detailed information and resources on using Edthena are found on Canvas. We will also review these in class. A step-by-step guide to all phases of the simulation process with detailed information (“Simulation Instructions”) is found on Canvas and attached within the Simulation Assignments.
For each simulation students will complete:
✓ Annotations (based on your facilitation role that week)
✓ Group Member Log (reflection)
✓ Facilitator only: Facilitator reflection

Annotations

Simulation I: Due Thursday 6/22
Simulation II: Due Thursday 7/6
Simulation III: Due Thursday 7/20

All simulations will be recorded on Zoom and uploaded to Edthena. You will complete the following annotations based on your role during the simulation.

Note: Annotations should be brief and clear – just a few sentences or less.

Lead facilitator Annotations

✓ Challenge to Share: identify a 5-10 minute clip where you were not sure how to respond, or a moment of interaction that challenged you in your role as facilitator. Select something you would be comfortable sharing with the class for main-group feedback and discussion.

✓ Leadership Skills: Identify any leadership skills you or your co-facilitator demonstrate during the group. Briefly describe what happened, and why you feel this demonstrates this specific skill. Refer to the Group Leadership Skills Sheet as a reference.

✓ Session Plan: Do you feel the session ran according to plan? Why or why not? Did the group move forward or make progress?

✓ Group Dynamics & Process: What dynamics did you observe during this group? Discuss group interactions, cohesion and/or engagement you observed between group members and/or facilitators. How did this impact group process overall?

✓ Next Steps: What do you think should happen next? Are there things to follow up on next session, barriers to address? What is the next stage for this group? How will you know when the group has made it to this point? How can your facilitation team help move the group forward?

Co-facilitator Annotations

✓ Challenge to Share: identify a 5-10 minute clip where you were not sure how to respond, or a moment of interaction that challenged you in your role as co-facilitator. Select something you would be comfortable sharing with the class for main-group feedback and discussion.
✓ **Leadership Skills:** Identify any leadership skills you or the lead facilitator demonstrate during the group. Briefly describe what happened, and why you feel this demonstrates this specific skill. Refer to the Group Leadership Skills Sheet as a reference.

✓ **Session Plan:** Do you feel the session ran according to plan? Why or why not? Did the group move forward or make progress?

✓ **Group Dynamics & Process:** What dynamics did you observe during this group? Discuss group interactions, cohesion and/or engagement you observed between group members and/or facilitators. How did this impact group process overall?

✓ **Next Steps:** What do you think should happen next? Are there things to follow up on next session, barriers to address? What is the next stage for this group? How will you know when the group has made it to this point? How can your facilitation team help move the group forward?

**Administrator / Inside Observer Annotations**

✓ **Something that stood out:** Was there anything about this session that stood out to you overall? Identify a brief clip you plan to share with your team during debriefing and planning next week. This can be a strength or a challenge, or just something you felt curious about.

✓ **Leadership Skills:** Identify any leadership skills you observed during the group. Briefly describe what happened, and why you feel this demonstrates this specific skill. Refer to the Group Leadership Skills Sheet as a reference.

✓ **Session Plan:** Do you feel the session ran according to plan? Why or why not? Did the group move forward or make progress?

✓ **Group Dynamics & Process:** What dynamics did you observe during this group? Discuss group interactions, cohesion and/or engagement you observed between group members and/or facilitators. How did this impact group process overall?

✓ **Next Steps:** What do you think should happen next? Are there things to follow up on next session, barriers to address? What is the next stage for this group? How will you know when the group has made it to this point? How can your facilitation team help move the group forward?

**Group Member Logs**

Simulation I: **Due Thursday 6/22**
Simulation II: **Due Thursday 7/6**
Simulation III: **Due Thursday 7/20**
In addition to your facilitator teams, you will also be acting as a character playing a role within the groups. This portion of the simulation assignment intends to allow you to view this experience from the client’s perspective – and is a valuable exercise in empathy. **You may write from your own perspective (as student)– but please focus on what your character experienced in group.**

For each simulation you will write a brief page 1-2 reflection that will be turned in at the same time as your annotations. **If you are acting as a character in more than one group, you only need to turn in one log per simulation.** Both groups can be addressed in one reflection – either separately (e.g. a page for group 1, a page for group 2) or together in an overall narrative form. It is up to you!

You may write about anything you feel is relevant to your experience as a group member in the session – but please ensure you addresses the following:

✓ How was your experience in group today?
✓ What went well? What did not go well?
✓ What did you notice regarding the balance and/or dynamics between group members and/or facilitators?
✓ How did your character engage and/or respond to the content of the group session today? Is there anything you wish was done differently?
✓ How do you feel PODS factors showed up in your group and/or facilitation dynamics? How were they navigated? How was your character impacted? What did you (the student) think about this?
✓ Any other thoughts you’d like to share about this experience?

**Lead Facilitator Only: Facilitator Reflection**

**Simulation I: Due Thursday 6/22**
**Simulation II: Due Thursday 7/6**
**Simulation III: Due Thursday 7/20**

For the simulation you are the lead facilitator you will write a brief 1-2 page reflection. If you are a lead facilitator more than once, you will only have to complete one reflection. You may write about any aspect of the facilitation experience that holds meaning for you, however, please ensure your reflection addresses the following:

✓ How was your experience facilitating?
✓ What went well? What did not go well?
✓ What did you notice regarding the balance and/or dynamics between facilitators?
✓ What did you notice regarding the balance and/or dynamics between group members?
✓ What did you notice regarding dynamics between facilitators and group members?
✓ How do you feel PODS factors showed up in your group and/or facilitation dynamics?
✓ Any other thoughts you’d like to share about this experience?

Final Reflection & Pre-Work Log

Students will complete a final reflection. How you approach your final reflection is entirely up to you; please feel welcome to engage this assignment creatively. You may want to consider the following prompts:

- What was your experience like in class?
- Did you notice any class / group parallels – dynamics, norms, purposes?
- What was it like in each of the three facilitation roles?
- What was your experience as a member of the facilitation team?
- What was your experience as a Group Member?
- What were some of the highlights and areas you’d like to see change in this class?
- How do you feel your engagement in the class was? Is there anything you would do differently?

Please turn in your Pre-Work Completion Log with your final reflection!

Pre-Work Completion Log: A significant portion of didactic materials for this class are in the “pre-work” readings and lectures. This class is simulation based and follows a flipped format – this means our learning this semester is interdependent on one another. Our ability to reach our shared learning goals depends on the extent to which students come to class prepared with the pre-work completed – as each week, this information will be applied during class, in active group work, exercises and in simulation. Timely completion of required pre-work is a major aspect of your participation overall in this class, and as such, accurate completion of this log (submitted with your final reflection) will comprise a significant portion of your participation grade in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Submission Instructions</th>
<th>Due</th>
<th>Points</th>
<th>%</th>
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<td>Recruitment Flyers</td>
<td>Group Assignment</td>
<td>Friday 5/19 before noon (12PM)</td>
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<td>5%</td>
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<tr>
<td>Character Brief</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td></td>
<td>You will submit your character brief individually on Canvas</td>
<td>One member of your facilitation team will submit the group proposal on Canvas</td>
<td>Friday 5/26 before noon (12PM)</td>
<td>5 5%</td>
</tr>
<tr>
<td>Group Proposal</td>
<td></td>
<td></td>
<td>Wednesday 6/14 before noon (12PM)</td>
<td>20 20%</td>
</tr>
<tr>
<td>Simulation I Annotations</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
</tr>
<tr>
<td></td>
<td>Each simulation you will have different annotations, depending on your role in that simulation. <strong>Annotations are posted in Edthena</strong>, within the recorded &amp; uploaded simulation video.</td>
<td>One member of your facilitation team will submit the group proposal on Canvas</td>
<td>Friday 5/26 before noon (12PM)</td>
<td>5 5%</td>
</tr>
<tr>
<td>Group Proposal</td>
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<td>Wednesday 6/14 before noon (12PM)</td>
<td>20 20%</td>
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<tr>
<td>Group Member Log I</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
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<tr>
<td>Group Proposal</td>
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<td>Thursday 6/22 before midnight (12AM)</td>
<td>10 10%</td>
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<tr>
<td>Simulation II Annotations</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
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<td>Each simulation you will have different annotations, depending on your role in that simulation. <strong>Annotations are posted in Edthena</strong>, within the recorded &amp; uploaded simulation video.</td>
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<td>Thursday 6/22 before midnight (12AM)</td>
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<td>Group Member Log II</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
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<td>Thursday 7/6 before midnight (12AM)</td>
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<tr>
<td>Simulation III Annotations</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
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<td>Group Member Log III</td>
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<td>Group Proposal</td>
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<td>Group Member Log IV</td>
<td>Individual Assignment</td>
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<td>Group Proposal</td>
<td>Individual Assignment</td>
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<td>Thursday 7/20 before midnight (12AM)</td>
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<tr>
<td>Group Member Log V</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
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<td>Thursday 7/20 before midnight (12AM)</td>
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<td>Group Member Log VI</td>
<td>Individual Assignment</td>
<td>Group Assignment</td>
<td>Group Proposal</td>
<td>Individual Assignment</td>
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### Lead Facilitator Reflection

**Individual Assignment**

Each student will have a turn to be a Lead facilitator (or, if you have a group of 4, then you may be a member of a lead co-facilitation team). During the week you take a lead facilitation role, you will complete an individual facilitator reflection which will be turned in on Canvas.

**Due the week you take the role of “Lead Facilitator” at the same time as annotations & group member logs.**

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### Final Reflection & Pre-Work Log

**Individual Assignment**

At the end of our class, you will complete an overall reflection processing your experiences in class this semester. This will be turned in on Canvas.

**Wednesday 7/26**

Before midnight (12AM)

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### Participation

**No Submission**

Participation grades will include a combination of objective and qualitative factors described in depth on the assignment site. Pre-work completion logs are turned in as part of the Final Reflection. There is nothing else to submit for this assignment.

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d. **Attendance and class participation**

In keeping with the SSW Policy on Class Attendance, students are expected to attend all class sessions as scheduled, and to come to class prepared to engage, having completed all required pre-work. Absences are counted from the first scheduled class meeting. The program has an 80% attendance requirement; students who miss more than 20% (3 sessions) are at risk of a grade reduction, including receiving a non-passing grade. That said, please do not come to class if you are ill. If you are absent due to illness or another emergent issue, please contact me ASAP and refer to the “absences due to illness” section below.

**Active Engagement**

If you are unable to attend class for any reason, please contact me as soon as possible (via email kairish@umich.edu to create a written record) with the reason for the absence. Communication is critical to professional social work practice, and it is expected that students will keep in regular communication with the instructor regarding any absences and/or other delays in submitting assignments.

**Active participation**
In groups class, our success is interdependent – everyone must come to class prepared to actively engage – this includes the instructor and each individual student. Much of our work is team-based and will require each student to do their part in terms of preparation, engagement and follow up. Participation is graded. **For details on how participation will be graded, please see Canvas ➔ Assignments ➔ Participation.**

A “flipped” classroom model means that the majority of didactic (lecture and information-based material) is provided outside of class, while our time in class is reserved for opportunities for students to actively apply this content in simulations, related activities and through discussion. **As such, completing the pre-work in a timely matter (before each class session) is absolutely critical.** Completing the pre-work before class plays an important factor in your participation grade, as coming to class unprepared can severely impair your ability to benefit from the in-class application, and the class learning experience as a whole (as so much is based on applying weekly content.) It is recommended that students create a routine and **schedule regular time each week to complete content for the upcoming class.**

e. Grading

Each assignment is worth a percentage of your overall grade, in correspondence with the table below. **Late assignments may impact both the assignment grade and participation grade.**

Here are links to student policies regarding Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

**Final Letter Grades are as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100% *</td>
</tr>
<tr>
<td>A</td>
<td>100 – 95%</td>
</tr>
<tr>
<td>A-</td>
<td>94 – 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 88%</td>
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<tr>
<td>B</td>
<td>87 – 85%</td>
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<tr>
<td>B-</td>
<td>84 – 80%</td>
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<tr>
<td>C+</td>
<td>79 – 75%</td>
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<tr>
<td>C</td>
<td>74 – 72%</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
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<tr>
<td>C-</td>
<td>71 – 70 %</td>
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<tr>
<td>D-E</td>
<td>Below 69 %</td>
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</tbody>
</table>

*A+ grades are rare.* They indicate both a grade of A (100%) overall in the class and represent a special form of distinction. Not all students with 100% will receive an A+ as the “+” reflects an extraordinary level of effort and exceptionally high-quality work that is delivered consistently throughout the semester.

f. Class Recording and 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.

[Recording and Privacy Concerns FAQ](#)

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 Wolverine Access. 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](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