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
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)

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.

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.
2. Class Requirements

a. Text and class materials

All readings are posted on Canvas. There is no assigned text.

b. Class schedule

You will find a detailed schedule on Canvas. Since these sometimes change due to needed class modifications, I am not listing the weeks here. They are outlined clearly in the modules on Canvas.

c. Assignments

**Weekly post class discussions** are assigned for most modules. See CANVAS for detailed schedule and rubrics.

**Simulation Pedagogy**

- The core pedagogy for this class will be the development and implementation of simulated groups.
- Class members will be simulated clients in groups we create in class.
- Facilitation teams will be composed of approximately 5 students, who will share the active facilitation of the group sessions.
- Each group will meet for three sessions of approximately 1 hour in length. The members will be consistent across the three sessions.
- Sessions will be video recorded. Annotation of these videos form the core assignments for the class. Technology for accomplishing this will be further discussed in class.

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<tr>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Simulated Group Portfolio</td>
<td>Write a proposal that describes the simulated group you will facilitate in class. A rubric for the requirements is on Canvas.</td>
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- The following individual assignments will be completed based on the simulated group sessions. You will need to plan work time to review and annotate your videos in a relatively narrow window of time. Grading will NOT be based on your performance in the videos but rather on the quality of your annotation and reflection.
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<tr>
<td><strong>2. Group Worker Simulation Session 1 Annotation and Reflection</strong></td>
<td>A detailed rubric will be distributed and posted for the completion of this reflection. On the video of your group, you will label and reflect on your facilitation. You will also give feedback to your co-facilitators and note issues of group dynamics and development. You will also write a personal reflection on the session.</td>
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<tr>
<td><strong>3. Group Worker Simulation Session 2 Annotation and Reflection</strong></td>
<td>A detailed rubric will be distributed and posted for the completion of this reflection. On the video of your group, you will label and reflect on your facilitation. You will also give feedback to your co-facilitators and note issues of group dynamics and development. You will also post a brief personal reflection on the session.</td>
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<tr>
<td><strong>4, 5 Client Member logs for Simulation Sessions 1, 2,</strong></td>
<td>A detailed rubric will be posted for the completion of these reflections. They will log your involvement as a member in a simulated class group.</td>
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<tr>
<td><strong>6. Final reflection</strong></td>
<td>This will be due after the synchronous session. Details on Canvas.</td>
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See Canvas for most recent due dates and more detailed instructions. The versions of the assignments that are on Canvas are the ultimate versions.

d. Attendance Policy

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.
Active Engagement

If you are unable to attend the synchronous portion of class on a specific day, please contact me (via email to create a written record) with the reason for the absence.

Active participation

Participation in class is expected. Active participation can be demonstrated in several ways, some examples are: participation in discussion, volunteering for in-class exercises, bringing experiences or problems from real life groups to class discussion, sharing group activities or techniques with class members, thoughtfully processing classroom experiences, taking risks in sustaining dialogue on difficult issues that arise in class, giving thoughtful feedback to your colleagues on their videos and learning contributions, completing and discussing readings and lectures, participation in online discussion threads.

e. Grading

In the spirit of a professional development experience that encourages you to stretch and grow, grading will be mainly on a credit/no credit basis for each assignment. If you make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will give feedback on each assignment that focuses on improving your knowledge and skills. If you complete the assignment at an acceptable graduate level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. I will give you specific feedback about what needs to be improved to make an assignment acceptable.

- Points for all assignments total to 95. Remaining 5 points are reserved for exceptional performance. I will occasionally award a bonus point for assignments that are exceptionally well-done and for exceptional class participation and contributions.
- You will lose 1 point for the 1st assignment that I judge as unacceptable. You may then resubmit the assignment in acceptable form for credit. If not resubmitted with revisions, you will get no credit for the assignment. You will lose 2 points for the 2nd unacceptable assignment and 3 points for the 3rd unacceptable assignment and so on.
- You will lose 1 point for a late assignment. An additional point reduction will be made when an assignment is more than one week late. Longer than that, no credit will be earned for the assignment.
● Lose 1 point for a missed asynchronous session, without prior arrangement or medical reason. Upon the 3rd absence, there will be a 5-point deduction for each absence. You can be excused from a class if you contact me in advance and get authorization, or if you are physically unable to attend due to illness. You will need to do make-up work for the missed class regardless of the reason.

● I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. If I write or say something that confuses or upsets you, please make an appointment so we can discuss it! If I help you deepen your understanding of something, that is helpful for me to know too.

Grading Scale:

98-100 = A+
93-97 = A
92 = A-
91 = B+
88-90 = B
86-87 = B-
86 = C+
83-85 = C
80-82 = C
Below 80; not passing

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.

g. Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism