1. Course Description:

This course will build on the content presented in course 540 (i.e. Theory and Practice of Interpersonal Practice) and focus on the processes of intervention in task and individual change groups. Particular attention will be given to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and such group processes as decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, such as scapegoating, member resistance, low morale, over-active deviance, etc. They will learn to employ a variety of intra-group strategies and techniques, such as programs, structured activities, exercises, etc. Theories and methods consistent with the achievement of social justice through group work practice will be emphasized. This course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities impact on various aspects of group functioning, such as purpose, composition, leadership, selection of intervention strategies, and group development.

2. Course Content:

This course briefly reviews the history of social group work practice in the United States and discusses the various kinds of task and individual change groups (e.g. teams, committees, consciousness raising, support, treatment, developmental, social action, self-help, internet, etc.) found in contemporary social work practice. This course will also discuss how groups can be used to promote well-being, to prevent social problems, to treat existing problems, and to rehabilitate clients with severe conditions that are not amendable to more time-limited interventions. The various factors associated with group effectiveness in both task and individual change groups will be presented as well as those factors that have been designed to reduce the potentially negative and deleterious consequences of group interventions.

Various models of stages of group development in both task and individual change groups and in both open-ended and closed-ended groups will be presented. The implications for leadership styles, the kinds of group dynamics, and the kinds of group interventions in each stage will be discussed. Various structural properties of groups such as sociometry, communication, norms, roles, status, power, and geography will be presented as they relate to the stages of group development. Group processes such as decision making, task achievement, conflict resolution, tension reduction, and contracting will also be related to stages of group development.

All phases of the treatment process from recruitment and composition to assessment, goal formulation, evaluation, intervention, and termination will be presented with special consideration of how these phases
may be modified to account for the race, class, gender, ethnicity, sexual orientation, and ability of clients. Evaluation procedures designed to determine the effectiveness of various interventions that can be incorporated into small groups will be presented that also take into account the special needs of clients. Course content will include ethical issues that relate to the practice of social work with groups and those elements of the NASW code of ethics that especially impact on group practice.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Describe the differences between task, individual change, promotion, prevention, treatment, and rehabilitation groups and how these groups are employed in contemporary social work practice.

2. Assess the effectiveness of various kinds of groups and the various interventions that group leaders and facilitators utilize.

3. Operationalize various models of group development in both open and closed groups and recognize how these various stages impact on group dynamics.

4. Identify common problems that emerge in group practice and intervene to resolve these problems.

5. Plan and carry out various structured activities and group interventions that take into account the phases of group development and the special needs of group members.

6. Describe the impact of race, gender, ethnicity, social class, sexual orientation, special abilities, and privilege on the dynamics of group structure and process in small groups.

7. Operationalize the NASW Code of Ethics as it applies to value dilemmas in social group work practice.

4. Course Design:

This course will employ a number of pedagogical strategies to promote knowledge and skill development, such as reading assignments, case analyses, interactive media simulations, in vivo exercises, role play simulations within the classroom, modeling and video demonstrations, and didactic presentations of theory/models/procedures. Whenever possible, graded assignments will be tied to the field placement experiences of students.

5. Relationship to Four Curricular Themes:

- **Multiculturalism and Diversity**: Race, gender, SES, ethnicity, sexual orientation, age, and disability have an impact on membership and composition, which influence various aspects of group dynamics. Leadership, status, sociometry, norms, conflict resolution, and communication in groups are dramatically affected by issues of diversity and must be accounted for by social workers in planning and facilitating various kinds of groups.

- **Social Justice and Social Change**: The history of social group work emerges from that part of social work’s history concerned with various reform movements in the end of the 19th and beginning of the 20th century. Though therapy groups have emerged as the primary venue in the last two decades, there
are efforts to redirect group work to its more traditional roots. There is renewed interest in working with youth gangs, immigrants, homeless people, HIV/AIDS survivors, and with residents of SRO's (Single Room Occupancy).

- **Promotion, Prevention, Treatment, and Rehabilitation:** Though methods courses tend to emphasize treatment models, this course will examine at least one promotion and prevention model of groups and at least one rehabilitation model of groups. This course will also describe the similarities and differences between these kinds of groups.

- **Behavioral and Social Science Research:** This course will rely on group dynamic theory and on empirical research on the effectiveness of various group interventions and models.

### 6. Relationship of Course to Social Work Ethics and Values:

Social workers must understand when groups are contraindicated for particular clients and must be able to assertively intervene in group processes when group experiences are harming group members. Ethical issues such as client confidentiality, forced participation, and involuntary treatment are considered as they impact social work with groups.

### Course Texts:

**Required:**


**Recommended:**


### Relevant Journals

- Social Work with Groups
- Journal of Small Group Research
- Journal for Specialists in Group Work
- International Journal of Group Psychotherapy
- Group Worker

### OTHER RELEVANT TEXTS AND REFERENCES:


**OTHER TEXTS FOCUSING ON DIVERSITY/SPECIALIZED POPULATIONS:**


**GROUP WORK STRUCTURED ACTIVITIES RESOURCES**


**SELECTED BIBLIOGRAPHY**


Class Norms

1. Attendance and participation are expected. If absent, you are responsible for material covered in class and any class announcements and additional assignment information.

2. We will begin class promptly and resume class promptly after the designated break based on mutually agreed upon times to be discussed the first class session.

3. The class is structured to provide a variety of learning modalities. The class will include didactic presentation by the instructor and guest speakers. The remainder will consist of discussion and experiential activities in which participation is encouraged and expected.

4. Students are not required to be currently involved in facilitating groups to be in this class. All students can apply group work principles from past experiences and the assigned readings or seek out opportunities and assignments to help facilitate application of the material.

5. Other norms which may be important to the class will be discussed and incorporated.

Assignments and Grading

1. Readings are considered a foundation of the course and you will be expected to know the content of the readings. It is expected that assigned readings will be completed prior to each class to enhance discussion and interaction. Other course content will be disseminated through lecture, discussion and experiential activities. Please turn in the title and reference of the article/chapter you read weekly on reading sheet provided. In addition to the assigned texts readings each week, you will be expected to read one additional article or chapter from an area of interest. This will allow each student to “specialize” their individual learning experience.

2. Class assignments (Instructions will be outlined in separate handouts).

   A. Midterm Exam Oct. 14 250 points
   B. Assessment of Effectiveness of a Group Nov. 11 15 points
   C. In Class Group Exercise Leadership Date assigned 15 points
   D. Group Proposal Dec. 9 30 points
   E. In Class Participation/Weekly reading ongoing 15 points

3. In-class participation will account for 10 points toward your final grade. Factors considered: attendance, completion of readings, sharing of pertinent information, ideas and clinical experiences; participation in small group exercises. (See self rating class participation sheet).

4. Late receipt of the work will result in a 1/2 letter grade deduction. Exceptions will be made only in RARE and COMPELLING situations beyond busyness and scheduling conflicts. A specific plan for completion of missing work must be agreed to by the instructor and the student. Students who do not complete the required assignments will be given no credit on these assignments.

5. Grades will be letter grades defined by the School of Social Work as follows and my numerical point system is indicated in parentheses.
A grades  Given for exceptional individual performance and mastery of the material. The use of A+, A, and A- should distinguish the degree of superiority.
(A+ = 99-100  A = 94-98  A- = 90-93)

B grades  Given to students who demonstrate mastery of the material. B+ indicates performance just above the mastery level but not in an exceptional manner. B- indicates just below the mastery level. (B+ = 87-89  B = 84-86  B- = 80-83)

C grades  Mastery of the material is limited. C- is the lowest grade which carries credit.
(C+ = 78-80  C = 74-77  C- = 70-73)

D grades  Indicate deficiency and carry no credit.

E grades  Indicate failure and carry no credit.

DR grade  Unofficial drop

I  Incomplete when illness or other compelling reason prevents completion of work and there is a definite plan and date for completion approved by the instructor.

Written Assignments

Writing skills are essential to effective social work practice. Graduate level writing skills are expected in this course. Writing labs are available through level the Sweetland Writing Clinic in Angel Hall for any student and through the Social Work office from Student Services for Students for whom English is a second language.
# Course Outline & Assigned Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Sept 9</td>
<td>Introduction to the Course</td>
<td>Definition of Group, Nature &amp; Value of Groups, Types of Groups, Toseland &amp; Rivas (text), Chapters 1, 2</td>
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<td>[R] Corey &amp; Corey (text), Chapter 1</td>
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<tr>
<td>Sept. 16</td>
<td>Beginning Groups and Group Development</td>
<td>Stages of Development, Assessment, Selection, Composition, Atmosphere, Norms, Toseland &amp; Rivas (text), Chapters 6, 7, 8</td>
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<td>[R] Corey &amp; Corey (text), Chapter 4</td>
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<td>Hannah, P. J. (2000). Preparing members for the expectation of social work with groups: An approach to the preparatory interview. Social work with Groups 22(4), 50-66</td>
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| Sept. 23 #3 | Roles within Groups  
Communication patterns  
Group Dynamics |
<table>
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<tr>
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<td>Toseland &amp; Rivas (text) Chapter 3, 232-244</td>
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| Sept. 30 #4 | Leadership  
Roles, Functions & Guidelines  
Leader Effectiveness & Styles |
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<td>Toseland &amp; Rivas (text), Chapter 4</td>
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<td>Corey &amp; Corey (text), Chapter 5</td>
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**Oct 7**

#5 Conflict & Conflict Resolution
Use of Power
Conformity

Corey & Corey, Chapter 6 (pp. 192-223).


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**Oct 14**

#6 Factors in Successful Groups
Specialized Groups and Application

**Midterm Exam**

[Toseland & Rivas (text), Chapter 10]

[R] Corey and Corey (text), Chapter 7 (pp. 239-254), and Chapters 9 & 10.


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**Oct. 21 #7**

**Middle Phases of Groups**  
**Group Transitions**  
**Transference and Counter Transference**

[R] Corey & Corey (text), Chapter 6 (pp. 177-192); Chapter 7 (pp. 232-238).

[R] Toseland & Rivas (text), Chapter 9


Savitsky, K., Gilovich, T., Berger, G., & Husted Madvic, V. (2002). Is our absence as conspicuous as we think? Overestimating the salience and impact

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**Oct. 28**

#8

Diversity and Underrepresented Populations

Cultural & Ethnicity Considerations

Specific Populations

[R] Corey & Corey (text), Chapter 11 & 12

[R] Toseland & Rivas (text), Chapter 5


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**Nov. 4**

#9

Worker Skills and Techniques

Special Methods

Special Problems & Considerations

[R] Corey & Corey (text), Chapter 2

[R] Toseland & Rivas (text), Appendix A1, A2, and A3 (pp. 467-478).


Nov. 11
#10

Ethics & Professional Guidelines

GROUP EVALUATION PAPER DUE


NASW Code of Ethics (1996)


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Nov. 18
#11

Group Processes: Task Achievement, Decision Making and Group Work
Organizational Groups and Teams
Individual versus Group Performance

[R] Toseland & Rivas (text), Chapters 11 and 12.


Dec. 2

Ending Groups
Preparation for Termination

[R] Toseland & Rivas (text), Chapters 14

[R] Corey & Corey (text), Chapter 8


Kacen, L. (1999). Anxiety levels, group characteristics & members’ behaviors in the termination stage of support groups with patients recovering from heart attacks. *Research on Social Work Practice, 9*(6), 656-672


Dec. 9

Evaluation & Research
The Future of Group Work
Course Termination

GROUP PROPOSAL DUE

[R] Toseland & Rivas (text) Chapter 13


DeLucia, J. (1997). Measuring the effectiveness of group work: A review and


