SW 624: Interpersonal Practice with Groups

Winter ’06, Section 001
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COURSE DESCRIPTION

This course builds on the content presented in the IP platform course, and focuses 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 scape-goating, 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. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.

COURSE CONTENT

The 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. The 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 amenable 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 various racial, class, gender, ethnic, sexual orientations, and abilities 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.

**COURSE OBJECTIVES**

Upon completion of this 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 that arise in social group work practice.

**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 in turn, 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 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.

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.

ACCOMMODATIONS
If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. Also, please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

COURSE TEXTS

REQUIRED:


ADDITIONAL TEXTS:


(Optional articles: I have included additional articles with citations which can be retrieved in the library or electronically. If you cannot locate an article in a journal, please see me.)

RELEVANT JOURNALS

The following journals are oriented primarily toward group research, practice and education:

Group, The Journal of the Eastern Group Psychotherapy Society
International Journal of Group Psychotherapy
Journal for Specialists in Group Work
Small Group Research (A combination of two journals: Small Group Behavior and International Journal of Small Group Research)
Social Work with Groups
COURSE REQUIREMENTS

(1) Attend each session. In this interpersonal practice course class discussions and participation in exercises are considered an important part of your learning experience. In addition, some of the material considered essential to achieving the objectives of the course will only be presented in class. Please plan to attend all sessions on time since excessive tardiness and absence from any part of or an entire session may lower your grade. If unanticipated circumstances arise that prevent you from attending or cause you to arrive late or leave early, you must notify me as soon as possible. (Note: Each session absence must be followed by a one-page summary of an assigned reading for the session in which you were absent.) (10% of grade).

(2) “12 Angry Men” Worksheet (10% of grade) (Due 2/8)

(3) Three (3) integrative assignments related to essential themes of the course (50% of grade):

(a) Assignment #1: Cultural Competence and Social Work Practice with Groups (Due 2/15 - Paper should be a maximum of 6 pages typed, double-spaced and proofread; 20%)
For this assignment you are asked to summarize an experience you had observing or attending a community activity that had implications for social work practice with groups. From that summary, identify at least 5 practice principles that will help you to achieve and maintain cultural humility in group work practice. (Hint: Consider ways to integrate practice principles discussed in T&R relevant to diversity.) For bonus points, discuss how cultural humility and ethics are related.

(b) Assignment #2: Forming a Group (Due 3/15 – Paper should be 5 pages (including announcement), typed, double-spaced and proofread; 10% - Full credit upon completion (i.e., Ungraded) if you plan to elaborate on it in Assignment #4)
Assignment 2 asks you to draft a brief outline of a group that you would consider forming. This assignment is preliminary to Assignment #4. Four (4) critical categories are identified below that must be addressed in your outline.

1. Group Name: non-stigmatizing, easy to remember, accurately represents the group's purpose
2. Purpose: clearly written in one sentence, summarizes need indicated in rationale for the group, accurately reflects expectations in treatment, provides clarity in direction or treatment pathway
3. Criteria for inclusion: consistent with purpose, consider call for referrals: Is the request for the specific type of referral clear? Does your criteria clearly articulate rationale for inclusion? Is the rationale defensible (i.e., Is the criteria supported by research or other evidence-based practice examples?)
4. Criteria for exclusion: identifies (sub)populations clearly inconsistent with purpose, consider if your request for referral is specific enough to determine who not to consider. Is the criteria for referral clear? Does your criteria clearly articulate rationale for exclusion? Is the rationale defensible (i.e., Is it supported by research or other evidence-based practice examples?)
In addition, you are asked to propose some form of group announcement in order to attract referrals (e.g., a flyer that could be posted on a bulletin board) consisting of the following: (a) clearly written, creatively designed, concise (uncluttered), easily readable, non-stigmatizing; (b) Substantively focused (i.e., target audience is clear), realistic, conceptually clear; (c) Identifying Info: name of group, some idea of its purpose, date, place, expected length, cost (optional), contact info

(c) **Assignment #3 – Assessment in Group Work Practice** *(Due 3/29 – Paper should be 5 pages in length, typed, double-spaced and proof-read; 20%)*

For this assignment, you are asked to observe and assess one group session of your choice. The group could be a committee meeting, a staff meeting, a treatment group (e.g., that you either observe or facilitate) and so on but you must maintain anonymity of participants. In observing the group, it must be of the kind that will allow you to complete the following tasks:

1. Describe the group's context (e.g., sponsor, full description of physical setting, purpose, composition, size, frequency of meetings (i.e., how often scheduled to meet), length, duration (how many sessions planned), open vs. closed, session context (what’s the session you observed about?).

2. Chart and record each member's frequency of interactions. (See Toseland and Rivas, Figure 8-3 (p.240). (Note: If the group you are observing is not conducive to continuous recording, identify a sampling procedure that best fits Task #2 and briefly explain your rationale for the procedure you selected.). Comment on the charting and recording used both in terms of strengths and limitations. On the basis of your observations, speculate why some members spoke more frequently than others.

3. Construct a sociogram, indicating the types of relationships between members. (See Toseland and Rivas, Figure 8-4, p.242). Were you able to identify distinct subgroups or patterns of interaction based on seating? Did your observations help you identify task and socio-emotional leaders within the group? Were there other roles that could be associated with particular members?

4. If, in your observation, you were to identify one aspect of the group that appears problematic (focusing on an individual, the group as a whole, or the group in interaction with its environment), describe the problem and concern it raises for group functioning. Using Toseland and Rivas Figure 8-6 (p.250), select an appropriate intervention to address the level of problem and suggest a plan for intervention.

(4) **Assignment 4: Group Proposal** *(Due 4/20 - Proposal should not exceed 8 pages in length, typed, double-spaced, and proofread; 30%)*

This assignment is designed to demonstrate knowledge of the steps necessary to propose a group that you believe would fill a service need in a community organization. It must be completed as an individual project and should reflect upon a real-life problem or situation. The following outline serves as a guide to the final product:

(a) Abstract: (Refers to a brief statement focusing on the major points of the group.)
(b) Introduction and Rationale: Justify the need for the proposed group. The main questions in framing the need for the group are:

WHAT? What is the problem or situation that requires immediate attention?

SO WHAT? What makes this problem or situation, and the urgency in addressing it at this time so crucial? Is there data to support the need?

NOW WHAT? What must be done now that has demonstrated effectiveness or that you believe will advance our current effort to address the identified concern? Offer justification for the direction you have chosen in order to address the problem or situation. Is there already an exemplary group work model that you can draw from with demonstrated success?

(Note: Remember to cite relevant recent (i.e., no later than 2000) literature that supports important points you have presented in this section.)

(c) Purpose: Stated briefly, what is the purpose of the group? (In stating the purpose, does it lend itself to observation and measurement?)

(d) Procedure: How will the group conduct its work? What will the worker do to assist the group in achieving its purpose?

(e) Agency Sponsorship: Who is the sponsoring agency? (What is the mission of the agency and is the purpose of the group consistent with the agency's mission?) What resources does the agency have available to the group?

(f) Membership: What specific target population will be selected and why? What methods will be used to recruit members? What criteria will be used to include and exclude members and what practical considerations are taken into account in group composition (e.g., size, race/ethnicity, gender, age, other demographic characteristics, open vs. closed, voluntary vs. involuntary).

(g) Contact: How many sessions are planned? How often will the group meet each week? How long will each session last? When will sessions be held (i.e., time of day)?

(h) Environment: What physical (i.e., room, space, materials), fiscal (budget) and other special arrangements (e.g., transportation, childcare) will be made to accommodate the group?

(i) Member Orientation: What specific procedures will be used to prepare members for membership?

(j) Monitoring and Evaluation: What aspects of group progress will be monitored and evaluated? How will those aspects be monitored and evaluated?
SESSION SUMMARY

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1: (1/11): Social Work with Groups: The Dynamics of Practice
WEEK 2: (1/18): Group Work and Underrepresented Populations
WEEK 4: (2/1): Small Group Case Example: “12 Angry Men”

II. ACHIEVING CHANGE THROUGH SMALL GROUPS

WEEK 5 (2/8): Group Structure and Formation ("12 Angry Men" Worksheet Due)
WEEK 6 (2/15): Group Process and Development (Assignment #1 Due)
WEEK 7 (2/22): Group Leadership: Roles, Functions and Guidelines
WEEK 8 (3/1): *** SPRING RECESS ***
WEEK 9 (3/8): Group Work for Treatment, Support and Mutual Aid

III. GROUP PRACTICE CONTEXTS

WEEK 10 (3/15): Group Work for Treatment, Support and Mutual Aid (cont.) (Assignment #2 Due)
WEEK 11 (3/22): Task Groups: Foundation and Specialized Methods

III. PHASES OF GROUP WORK PRACTICE

WEEK 12 (3/29): Pre-Group Formation and Beginning Group (Assignment #3 Due)
WEEK 13 (4/6): Groups in Transitions
WEEK 14 (4/13): Ending Groups
WEEK 15 (4/20): Assessment and Evaluation / Summary / Wrap-Up (Final Assignment Due)
COURSE OUTLINE

In the following outline, I have indicated required reading as a double asterisk (**) and recommended readings by a single asterisk (*). Articles designated (e) can be retrieved electronically.

I. KNOWLEDGE BASE OF GROUPS AND GROUP WORK

WEEK 1: (January 11):
A. Social Work with Groups: The Dynamics of Practice
   **Toseland & Rivas (TEXT): Chapter 1: Introduction; Chapter 2: Historical Developments; Chapter 3: Understanding Group Dynamics
   
   
   
   *Forsyth (TEXT): Chapter 1: The Science of Group Dynamics (pp. 2-23) and Chapter 3: Group Formation - The Value of Groups (pp.49-62)
   
   
   
   

WEEK 2: (January 18):
C. Group Work and Underrepresented Populations
   **Toseland and Rivas (TEXT): Chapter 5: Leadership and Diversity
   
   
   
   Caplan, T. and Thomas, H. (2004). “If we are all in the same canoe why are we using different paddles?”: The effective use of common themes in diverse group settings. Social Work with Groups, 27 (1), 53-73.


**WEEK 3: (January 25)**

D. **Social Work with Groups: Values, Ethics and Professional Guidelines**

**Toseland & Rivas (TEXT): REVIEW Chapter 1(pp. 6-12): Values and Ethics in Group Work Practice and Appendix A1 Guidelines for Ethics, A2 Ethical Guidelines for Group Counselors and A3 Standards for Social Work Practice with Groups:**


**WEEK 4: (February 1) Small Group Case Example: “12 Angry Men”**

II. ACHIEVING CHANGE THROUGH SMALL GROUPS

**WEEK 5: (February 8): (“12 Angry Men” Worksheet Due)**

A. Group Structure and Formation

**Toseland & Rivas (TEXT): Chapter 6: Planning the Group**


* Forsyth (TEXT): Chapter 3: Group Formation (pp. 51-73) and Chapter 5: Group Structure (pp. 109-133)


*(e) Sloane, C. (2003). How did we get here? the importance of sharing with members the reasons for a group’s formation and the history of its development. *Social Work with Groups*, 26(2), 35-
**WEEK 6: (February 15) (Assignment #1 Due)**

**B. Group Process and Development**

**Toseland and Rivas (TEXT): REVIEW Chapter 3 Understanding Group Dynamics; Chapter 8: Assessment**


* Forsyth (TEXT): Chapter 4: Development and Socialization (pp. 75-99)


**WEEK 7: (February 22)**

**C. Group Leadership: Roles, Functions and Guidelines**

**Toseland & Rivas (TEXT): Chapter 4: Leadership; REVIEW Chapter 5 Leadership and Diversity**


* Forsyth (TEXT): Chapter 8: Leadership


** WEEK 8: (March 1): *** SPRING RECESS ***

** III. GROUP PRACTICE CONTEXTS **

** WEEK 9 (March 8) ** Group Work for Treatment, Support and Mutual Aid

A. Group Work for Treatment, Support and Mutual Aid

** Toseland and Rivas (TEXT): Chapter 9: Treatment Groups - Foundation Methods; Chapter 10: Treatment Groups - Specialized Methods


**WEEK 10 (March 15)**

Group Work for Treatment, Support and Mutual Aid (cont.)

*(Assignment #2 Due)*

**WEEK 11 (March 22)**

B. Task Groups: Foundation and Specialized Methods

**Toseland & Rivas (TEXT): Chapter 11: Task Groups - Foundation Methods and Chapter 12: Task Groups - Specialized Methods**


**IV. PHASES OF GROUP WORK PRACTICE**

**WEEK 12 (March 29): (Assignment #3 Due)**

A. Pre-Group Formation and Beginning the Group

**Toseland & Rivas (TEXT): Chapter 7: The Group Begins;**


Corey and Corey (2002) Chapter 5 Initial stage of the group


**WEEK 13 (April 6)**

C. Group Transitions

**Toseland and Rivas: REVIEW Chapter 9: Treatment Groups: Foundation Methods and Chapter 10: Treatment Groups: Specialized Methods**


**WEEK 14: (April 13)**

D. Ending Groups

**Toseland & Rivas (TEXT): Chapter 14: Ending the Group's Work**


Corey and Corey (2002) Chapter 8: Ending a Group


**WEEK 15 (April 20): (Final Assignment (#4) Due)**

Assessment and Evaluation / Summary / Wrap-Up

**Toseland & Rivas (TEXT): REVIEW Chapter 8 – Assessment, READ Chapter 13: Evaluation**

GROUP WORK PROGRAMS AND STRUCTURED ACTIVITIES

The following references are provided to assist you in designing activities for your groups (compliments of Professor Brett Seabury).


[http://www.lib.umich.edu/cgi-bin/pqissues?36026](http://www.lib.umich.edu/cgi-bin/pqissues?36026)


