Course Title: Grant Getting, Contracting, and Fundraising
Course Number: Social Work 663, Section 001
Term: Spring/Summer 2002
Day & Time & Place: Tuesday, 8 AM – Noon, SSWB 2752
Professor: Robert Miller
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Ann Arbor, MI 48108
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Course Description
Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts and bequests, in-kind (non-cash) contributions, and investments. Skill instruction will be provided in assessing an agency’s resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as: grant seeking, proposal writing and presentation; service contracting; campaign planning and management; donor development; direct solicitation of gifts and bequests; and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

Course Content
This course will focus on fundraising and efficient and effective use of money raised by an organization. The wide range of possible income sources used by community groups, human service organizations, and other nonprofits that address the needs of disadvantaged populations and the promotion of pro-social causes will be examined. These sources include public agencies, business corporations, philanthropic foundations, United Ways and other federated funds, civic and religious associations and advocacy groups, individual donors, and those who pay fees for goods or services rendered (including third-parties).

This course will emphasize grant-seeking, contract procurement, proposal writing, and other approaches to fundraising as ways to empower organizations and groups, expand and improve services, reach populations in need, improve social conditions or anticipate and correct the emergence of problems. The implications of using alternative approaches to income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, and organizational maintenance.

Students will learn how to identify prospective funding sources; build relationships with potential donors, funders, and collaborators; write and submit grant and contract proposals; and plan and carry out fundraising campaigns and events (including those that may involve multiple collaborators or that may substitute non-cash for cash contributions).
1. Course Description:

This course will approach work with individual clients from a person-in-environment perspective and build on the content presented in course 540 (i.e. Theory and Practice of Interpersonal Practice). The stages of the treatment process (i.e. engagement, assessment, planning, evaluation, intervention, and termination) will be presented for work with individual adults. The relevance and limitations of various theoretical approaches will be reviewed as they apply to assessment, planning, and intervention methods. This course will focus on empirically evaluated models of intervention and will teach students how to monitor and evaluate their own practice. Special attention will be given to issues of diversity (i.e. race, gender, ethnicity, SES, and sexual orientation of the client), time-limited treatment methods, and practice with involuntary clients.

2. Course Content:

This course will present several models of intervention designed to prevent and treat psychosocial problems of individual adults. Emphasis will be placed on approaches that enhance social functioning, strengthen problem-solving capacities, and support the coping capacities of individual adults. The various models will be time-limited, responsive to the impact of social environments, and supported by empirically based efficacy studies (e.g., stress management and stress reduction models). Treatment models that focus on specific psychosocial problems associated with work, relationships, mood, anxiety, and impulse problems will be discussed. Several treatment models will be presented such as Brief Psychodynamic Therapy, Cognitive Behavioral Interventions for depression and anxiety, Task-Centered Practice, Focused Analytic Single Session interventions, Interpersonal Psychotherapy for Depression, etc. These intervention models will also be evaluated for how well they fit the special needs of diverse populations (e.g. people of color; gay, lesbian, bisexual, and transgender clients, and the poor).
Knowing is not enough; we must apply.
Willing is not enough; we must do. – Goethe

The goal of this class is to provide you with a hands-on workshop in effective doing as it relates to preventive interventions. To facilitate class discussion, every week two students will submit questions, ideas, problems and so on for discussion by mailing them to the group by noon of the day preceding class. Each of us should think about these submissions and be prepared for discussion.

The final product will focus on some part of prevention research – identifying a problem or disorder, and the extent to which it occurs in the population; a targeted review of relevant risk and protective factors with an eye toward crossing disciplinary boundaries to search for relevant empirical and theoretical perspectives; a description of a plausible process model of the course of an intervention – targeting any part of the prevention cycle (universal, targeted, selected). You could choose to outline in detail a proposed process model for a preventive intervention, including how implementation fidelity would be monitored and change assessed. You could choose to develop a flow chart detailing the process by which a problem evolves and the natural intervention points in the process. You can choose to write a draft proposal to pilot a preventive intervention or to develop an evaluation of a pre-existing one. You can choose to work alone or in small groups. To make the process a useful one for your own development, pick something that you are actually interested in possibly carrying out and follow NIMH guidelines as if you are writing a proposal. NIMH website is located at: http://grants.nih.gov/grants/forms.htm. Forms themselves are at: http://grants.nih.gov/grants/funding/phs398/phs398.html. Alternatively, you can choose one part of the process – detailing the theorized change process for example. To make sure that you get useful feedback on your efforts, please raise issues relevant to your project as we discuss each week’s topic.

My own research has focused on children and adolescents, mental health and well-being, including school success. The Coursetools site (listed above) for this course lists a large number of resources to get students started in their projects. I also have a quantity of collected relevant articles that I will be happy to share.
COURSE DESCRIPTION

This course will build on the content presented in course 540 (Theory and Practice of Interpersonal Practice). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e., engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including differences in race, ethnicity, gender, sexual orientation, and other factors. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

COURSE OBJECTIVES

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

1. Articulate a conceptual framework that takes into account individual and family needs, problems and experiences within the family, and resources and opportunities of the social environment. Within such a framework, students will be able to:
   a) identify the normative experiences, risks, and needed tasks as families move through each developmental stage.
   b) discuss these challenges, risks, and tasks as they apply to women, the poor, families of color, and gay and lesbian families.
   c) describe the resources, strengths, and effective family processes across diverse populations including those based on ethnicity, race, sexual orientation, and class.
1. Course Description:

This course will build on the content presented in course SW 521 (i.e. Interpersonal Practice with Individuals, Families, and Small Groups). This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. Broad definitions of "family" will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, "fictive kin," and other inclusive definitions. Along with theories and knowledge of family structure and process, guidelines and tools for engaging, assessing, and intervening with families will be introduced. The most recent social science theories and evidence will be employed in guiding family assessment and intervention. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). During these stages, client-worker differences will be taken into account including differences in race, ethnicity, gender, sexual orientation, and other factors. Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires. The family will also be studied as part of larger social systems, as having its own life cycles, and as influencing multiple generations. An overview will be given of current models of practice.

2. Course Content:

Content on the engagement phase will emphasize methods for overcoming barriers to helpseeking that are both internal and external to the family. Students will learn how to identify client-worker differences and how to find common ground with clients. In particular, students will learn methods for engaging the most reluctant family members. Assessment content will
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 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 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.
7. **Source Materials:**

A. **Books and Articles**


B. Journals

International Journal of Group Psychotherapy
Journal of Multicultural Social Work
Journal of the Eastern Group Psychotherapy Society
Journal for Specialists in Group Work
Small Group Behavior
Small Group Research
Social Work
Social Work with Groups

Course Texts:

Required:


Recommended:

(R) = article or chapter on reserve in SW Library.

### SESSION OUTLINE

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Source(s)</th>
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<tbody>
<tr>
<td>May 6</td>
<td>Introduction to Group Work: Types, terminology; group work as a</td>
<td>Corey (text) Chapter 1</td>
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<td>practice choice in social work settings.</td>
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<td>May 13</td>
<td>The Group Worker: Basic tasks, the personhood of the worker, the</td>
<td>Corey (text), Chapter 2</td>
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<td>“wounded healer”.</td>
<td>Yalom (text), Chapter 5</td>
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<td>(R)  Reid, K., Social Work Practice with Groups, Chapter 6, pp. 97-114</td>
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<td>May 20</td>
<td>Therapeutic (curative) factors and a multiculturally-sensitive</td>
<td>Yalom (text), Chapters 1 &amp; 2</td>
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May 27

No Class: Memorial Day Holiday

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June 3

4

**Group formation and stages of development**

Corey (text), Chapters 4 & 5
Yalom (text), Chapter 11


**June 10**  
5  
**Advanced group dynamics: roles, patterns, conflict, and sub-grouping.**

**Working in the “Here & Now”**

Corey (text), Chapter 7  
Yalom (text), Chapters 6, 12 & 13


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**June 17**  
6  
**Transference, Countertransference: Handling Reactions Within the Group; Utilizing Supervision**

Corey (text), Chapter 6  
Yalom (text), Chapter 7

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**June 24**  
7  
**Historical & Ethical Contexts in Group Work**  
**Termination and Methods of Evaluation**

Corey (text), Chapters 3 & 8


July 1
8
Application of Group Process to Specific Populations:
Children and Adolescents.
Corey (text), Chapters 9 & 10

July 8
9
Application of Group Process to specific populations:
Adults and Older Adults
Corey (text), Chapters 11 & 12

July 15
10
Self-Help Groups and Organizations: A Comparison to
Professionally Led Groups: Referrals and Collaboration

(R) Powell, T.J. (1990), Self-help, professional help, and informal help, competing or complementary systems? Working with Self-Help (pp. 31-49). NASW Press, Silver Spring, MD.

JULY 22
11
FINAL EXAM and Celebration
Assignments/Grading

I. Expectations for Class Participation

- Attendance
- Thoughtful contributions to class discussions
- Evidence to support application of content in readings
- Case examples from field placement or practice experience
- Interactive involvement in experiential, in-class group exercises/activities

II. Paper – 25% Due: June 10, 2002

- Choose one of the following A→D
- Length – 5 to 6 double-spaced pages

A. Multicultural Competence as a Group Worker

Write a self-evaluation identifying characteristics such as race, gender, ethnicity, social class, sexual orientation, developmental experiences, values, strengths, and limitations. What makes you uniquely qualified as a group worker? How have your own cultural life experiences prepared you to work effectively with people who have a different world view? Can you identify any areas of cultural bias? If so, what steps could you take to challenge your biases? Discuss a specific interaction in a group in which you were a member or leader that involves the operationalization of diversity.

B. Group Proposal

Choose a target population (i.e., adolescents who have experienced the death of a parent, HIV-positive gay males, women with recurring depression, elderly who are alcohol-dependent, children of divorce, etc.). If possible, design a group that could be offered in your practicum agency; or write about how a group already offered could be improved. Your proposal should address criteria for admission, recruitment procedures, composition, number of sessions, whether membership will be closed or open, and the physical setting. Identify potential problems or barriers within the agency that might complicate or delay starting the group. How could you resolve these complications? Describe leader and member expectations as well as what procedures and techniques you will use in your group.

C. Teams

The two most common task groups for social workers are “teams” and “case conferences”. Unfortunately, these common group experiences are sometimes the most negative experiences for practitioners. If you are placed in an agency setting that utilizes interdisciplinary teams or frequently holds case conferences about clients, then you will
have an opportunity to apply your knowledge of group dynamics to analyze the effectiveness of these kinds of professional groupings. In this assignment, analyze those aspects of group structure (leadership, norms, status, etc.) and group process (cohesion, decision-making, conflict resolution, etc.) that clarify some of the struggles that this group experiences when it tries to function, or shed light on why it functions effectively. Address issues of ethnicity and gender. Suggest how you might go about improving the groups’ functioning.

D. **Group Evaluation**

Attend a minimum of two sessions of a professionally led or self-help group. Secure permission ahead of the meeting. If possible, “de-brief” with the group leader following the session. Describe group composition, norms, physical setting, leader style, and member roles. What similarities/differences did you observe between sessions? What benefits or challenges to individual members, or to the group as a whole, were evident? How was conflict resolved or avoided? Which leader techniques had the most impact? Did the group experience have any negative effects on you? Imagine yourself leading this group. What interventions might you employ toward assisting individuals or the group toward positive change?

III. **Group Demonstrations – 50%**

Some class time will be provided to form groups, discuss ideas, and determine presentation dates and times if applicable. Each student’s contribution – verbally, behaviorally, and in writing – will be graded individually. There will be no group grades. Recommended group size is 5-7 members including the group leader.

CHOOSE ONE OF THE FOLLOWING A→D:

**A. In-class demonstration of a treatment/therapy group.** Content may be student-related (real) issues or roles can be assumed. Leadership can rotate or one person can lead the group exclusively. “Here and Now” techniques and process illumination should be evident as well as other intervention strategies from readings and class discussions. Group duration should be a minimum of 30 minutes. The written assignment is for each student to write a “group note” (summary) on each group member, due one week after the presentation. Group note format will be provided by the instructor.

**B. Same as “A” above except your group will videotape the session (minimum 30 minutes) to be shown in class.** The written assignment is for each student to discuss and evaluate the session according to readings and class discussions. This paper should be 5-6 pages in length and submitted on the day the video is shown.

**C. In-class demonstration of a specialized group application (i.e., task, activity, skill-building, psychodrama, etc.).** This project should show evidence of creativity and imagination. Once you have decided on a particular group/population, consider how you might use art, music, games, physical activity, or role playing to accomplish goals. The
demonstration should be a minimum of 30 minutes accompanied by a 5-6 page paper describing and evaluating your approach.

D. Same as “C” above except your group will videotape the demonstration, a minimum of 30 minutes, to be shown in class accompanied by a 5-6 page paper describing and evaluating your approach.

IV. Final Exam - 25%

This will be an in-class, comprehensive examination comprised of short and long answer questions designed to evaluate your knowledge of the essential concepts and dynamics of group work. Some class time on 7/15 will be reserved for review of course material. Further exam details will be provided in class.