

# SEMINAR IN ADVANCED SOCIAL WORK PRACTICE WITH TASK AND TREATMENT GROUPS

## INTRODUCTION TO COURSE AND INSTRUCTOR

Analysis and application of the theories, principles and techniques of skills used in task and treatment groups.

<b>FALL 2019</b>	<b>Department of Social Work Education California State University, Fresno</b>
<b>Adv. Social Work Practice with Task and Treatment Groups</b>	<b>Instructor:</b>
<b>Units: 3</b>	<b>Office Location:</b>
<b>Time:</b>	<b>E-Mail:</b>
<b>Location:</b>	<b>Telephone:</b>
<b>Website</b>	<b>Office Hours:</b>

**Course description:** Emphasis is upon the knowledge and skills necessary to conduct small groups with varying structures, to accomplish specific social work practice purposes and to assist groups to function in a way that is sensitive to the diversity of its members and constituencies. This course focuses on the theory and practice of social work with a wide range of groups. Included are groups developed to meet individual, family, organizational and community needs. It includes problem solving processes, with attention to psychosocial functioning and emotional and/or behavioral problems of clients. This course addresses task groups, committees, and social action groups organized for the benefit of their members.

**Prerequisites for the course:** SWRK 200, 203, 212, 213, 220, 221, 260, 261, 280, and 281 and concurrent enrollment in SWRK 224, 246, 282, and 292.

### REQUIRED COURSE MATERIALS

Toseland, R. W. & Rivas, R. F. (2017). An introduction to group work practice. (8th ed.). New York, N.Y.: McMillan.

Yalom, I. (2005). The theory and practice of group psychotherapy. (5th ed.). New York, N.Y.: Basic Books.

### Highly Recommended Texts

O'Rourke, K., & Worzbyt, J. C. (1996). Support groups for children. Levittown, PA: Accelerated Development.

Zastrow, C.H (2006). Social work with groups: A comprehensive workbook. (6th ed.). Belmont, CA: Thomson Brooks/Cole

## **COURSE SPECIFICS**

### **Course Goals**

1. To provide students with an historical overview of social group work practice and an understanding of the underlying ethical value base, theories, and concepts relevant to the practice of a multisystems social group work approach.
2. To enable students to gain advanced knowledge of small group dynamics and social work skills with both task and treatment groups within a multisystems perspective.
3. To promote student understanding of the effects of socioeconomic status, gender, ethnicity, race, and other group composition factors on the functioning of the small group and to apply this foundation knowledge of human diversity, social justice and empowerment to the development of group practice skills.
4. To enable students to evaluate their leadership and facilitative social work group practice skills as well as member interaction through the use of in-class laboratory experiences and the integration of class content and a group practicum experience.

### **Student Learning Outcomes:**

Students will demonstrate behaviorally in discussion, class presentations, and written assignments, their ability to:

- 1.1 Identify the historical roots and ethical value base of social work with groups and its development in the social work profession.
- 1.2 Explain, compare, contrast and critically assess various theoretical bases including the social systems perspective for social work practice with small groups (e.g., psychodynamic, learning, field, social exchange, Sullivan).
- 1.3 Identify and compare the various models of task and treatment groups. Task groups would include teams, treatment conferences (i.e., staffing), committees and social action groups; treatment groups would include therapy, support, education and socialization.

- 1.4 Critically evaluate, integrate and utilize the theoretical and conceptual knowledge base in the classroom and the field practicum.
- 1.5 Analyze the classroom and field groups in relation to norms, roles, communication patterns, power and status, and other aspects of multisystems group dynamics.
- 1.6 Identify and apply the various phases of worker tasks and interventions starting with the planning phase, including the beginning, middle, and the termination phase with an understanding of the need for ongoing assessment and evaluation.
- 2.1 Participate in and develop effective membership, leadership, communication, and observational skills in the classroom group experience as they might apply at multiple system levels.
- 2.2 Integrate and evaluate the development of group skills in the group experience in the field practicum.
- 2.3 Demonstrate an understanding of a selected social group work practice modality (e.g. nominal group technique), issue (e.g. mediation, grief management), or special population (e.g. sexual abuse victims), and engage the class in relevant experiential activities.
- 2.4 Evaluate classroom and field group experiences in relation to various models of stages of group development (e.g., Tuckman, Garland, Jones, Kolodny).
- 3.1 Analyze the effects of diversity (e.g., gender, race and class) in planning for task and treatment groups as well as the dynamics and structure of the classroom experience, and the field practicum group.
- 3.2 Understand the use of empowerment models and processes in via shared leadership and facilitation skills in task and treatment groups (e.g., therapeutic healing, consciousness raising, social action, self-help) and their applicability to working with oppressed and marginalized groups.
- 4.1 Utilize a skills development inventory to assess student's own group skills at the beginning, middle and ending phases of the class group experiences.
- 4.2 Demonstrate ability to give and take feedback by giving meaningful feedback to group members and incorporating feedback on one's own group skills development.

4.3 Practice and evaluate student's own leadership/membership skills in a small group experience in the field practicum.

Links: [General Education](#), [Service Learning](#), and [Writing \(APM 216\)](#)

**Course requirements/assignments:**

Assignments and instructions are posted on Canvas. Please note that some assignments are scored on a 100-point scale and others are not; assignment grading is factored into 100 total points for the course grade.

**Participation Assignment:** A 1-page brief self-rating (Likert scale & narrative) on your participation (e.g., timeliness, participation as a member in the Psychoeducation Simulation group, responses to other students) is Due December 5.

**Simulation Group (COMMON ASSIGNMENT):** Students co-facilitate a Psychoeducation Group in class. This assignment is intended to provide students with the opportunity to practice facilitation/engagement skills and receive feedback from classmates and professor. **The three-part assignment includes/requires:**

- 1) Submit a plan to professor to conduct a Psychoeducation Simulation group in class and receive feedback from professor; see Handout for directions. Due 2 weeks before class Simulation. This part is co-authored by both facilitators.
- 2) Conduct a Psychoeducation Simulation Group in class
- 3) Submit a Brief Paper on your experience/reflections in conducting the Simulation Group. Due 2 weeks after the Simulation Group. This part is written and submitted individually by each facilitator

**Mid-Term Paper:** Application of course concepts to internship, Group Lab (held in class) intervention/treatment group or facilitate a 1<sup>st</sup> year MSW field seminar. Due October 24.

**3 Class Lab Observations Assignment:** Students describe beginning, middle, and ending group dynamics in the Group Lab, which is held in class. See Syllabus for Due Dates.

**Final Paper:** Advanced Class Lab Analysis: Students demonstrate knowledge in facilitation skills, phases of group development, diversity issues, and co-facilitation skills in relation to the Group Lab held in class. Due Dec. 5.

All assignments, handouts and instructions are available on Canvas. Handouts provided throughout the semester will be posted on Canvas. It is your responsibility to download copies not acquired in class.

All assignments must be submitted via Canvas, in APA format.

All papers must be typed and double-spaced. Papers should be clearly organized and written in APA format (2010). The two primary components of APA are in-text citations and the reference list (e.g., includes author name and date and page number with direct quotation).

The following are examples of the correct use of a citation in a sentence:

According to Jones (1997), all social workers should learn administrative practice skills.

Gutierrez (1992) identifies a number of strategies that limit service utilization among people of color: “waiting lists, intrusive intake procedures, or rigid eligibility requirements” (p. 324).

Simplified APA manuals are available from the university bookstore. A brief guide to APA is posted on the course Canvas site.

### **Grading policy:**

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

Score	Grade
92-100	A
80-92	B
70-79	C
60-69	D
59 or below	F

### **Evaluative Criteria**

Course grades will be awarded to all students based on the following criteria:

- A grade of "A" indicates excellent overall work. Intellectual curiosity, interest, creativity, meaningful insight, and understanding of course content are components of excellence, as is consistent adherence to the following points:

**Content:** Should be appropriate to graduate level: solid data sources; reflective, informed judgment (rather than undeveloped opinions or conclusions), and completeness and relatedness of ideas to the identified task.

**Organization:** Oral or written assignments/responses should display coherence, consistency and logic in the development of given lines of reasoning or articulated themes and major points. An introduction should state the purpose for the paper or presentation and the narrative should follow the identified structure. Transition statements should provide continuity from one topic to the next. A conclusion should sum up the main points.

**Presentation:** Attention should be given to sentence structure, spelling and grammar. Formatting and style should reflect APA guidelines. To avoid plagiarism, all sources for ideas and direct quotations of others must be documented and cited/referenced according to APA style.

- A grade of "B" indicates very good quality work on two of the above three components, but deficiencies are present in one of the above three components (content, organization, or presentation).
- A grade of "C" indicates very good work on one of the above three components.

Instructors reserve the right to permit rewriting of assignments that receive lower than a “B” grade.

### Assignment and Examination Schedule

Due Date	Assignment	Points/Percent
Dec. 5	Self-Rating/Class Participation & Timeliness (e.g., 4 Psychoeducation Group Simulations, Debrief Role)	5
TBD	Simulation Group Paper; Common Assignment Part I - 10 pts.; Part II - 15 pts	25
Oct. 24	Mid-Term Paper	25
#1: Oct. 10 #2: Nov. 7 #3: Dec. 5	3 Class Lab Observations Assignment	15
Dec. 5	Final Paper	30
	Total Points/Percentage	100

## **COURSE POLICIES & SAFETY ISSUES**

**Late work and make-up policy:** All late assignments will be reduced by 5 points for every day that it is late. Exceptions to this expectation are at the discretion of the instructor and are available only for extreme circumstances. The student is responsible for notifying the instructor regarding a late assignment submission and identification of a plan to submit the assignment. Only C and lower grade papers can be rewritten; in those instances, the highest grade possible is the lowest B that was assigned.

**Attendance and Participation.** Students are expected to be on time for all classes and to notify the instructor in advance when you expect to be absent. After two absences, students will lose 5 points per missed class toward their final grade. Arriving late or leaving early will represent missing half a class. If you are absent or late to class, it is your responsibility to check on announcements that were made or any material that was distributed in your absence.

**Class participation** is defined as interaction in class that reflects a respectful attitude towards others, open communication in class discussions, in all class activities. Active participation includes raising questions, demonstrating an ability to give and take feedback, and engaging in thoughtful reflection on theories and practices discussed in class. Refer to the grading policy on how your participation will be evaluated; your evaluation of your participation will be factored into the grade.

**Use of electronic devices (pagers, cell phones, laptops, etc.):** To minimize class disruptions, I would ask that you please refrain from using these devices during class. They distract me as the instructor and can distract other students. If you are required to be “on-call,” please advise me at the beginning of class and make accommodations to minimize potential class disruption if you are called. This class is specifically an advanced practice course, and this requires that you develop skills to fully attend to your clients even when you want to check your texts, surf the web, or engage in another activity. If you are interested in recording the course lectures, you are asked to check with the professor for permission.

**Adding and Dropping Classes:** Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at <http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

**Confidentiality:** You are asked to exercise good judgment regarding maintaining confidentiality in relation to class discussions and particularly with the Lab Group activity. The content in theory of practice courses requires application to one’s practice and the development of greater

personal and professional awareness. As such, the content, on occasion, can touch on sensitive personal content.

**NOTE: Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports – Faculty will indicate WILL/WILL NOT\* be available for your viewing.**

## UNIVERSITY POLICIES

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

## UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

## SUBJECT TO CHANGE STATEMENT

This syllabus and course outline/schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements that are made in your absence.



## **Student Handbook**

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:  
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

**COURSE CALENDAR**

Week/Date	Topic and Reading Assignments	Class Activities/Focus
<p style="text-align: center;"><b>1</b> 8/22</p>	<p><b>Introduction to Course and to Each Other</b></p> <p><b>Course Concepts:</b></p> <p>-Group Process, group dynamics, empowerment approach; Task <i>and</i> Treatment Groups</p> <p>-<i>Models of Treatment Groups</i>; Facilitator Role: Interpersonal, Intrapersonal, and Group Process</p> <p>-<i>Systemic Properties of Groups</i>: Purpose, structure, function and process.</p> <p>-<i>Facilitation Skills</i></p>	<p>Review Group Process and Facilitation Concepts</p> <p>3 models of Group Interaction; Facilitator Implications</p> <p>Group Exercise</p>
<p style="text-align: center;"><b>2</b> 8/29</p>	<p><b>Group Therapy Models &amp; Typologies</b></p> <p><b>Ethical Issues; Implications for Facilitation Skills</b></p> <p><b>Readings:</b></p> <p>Toseland &amp; Rivas (2017). Ch. 1. Introduction; Typology of Task Groups Appendices A, B, D &amp; E (Ethics, Practice Standards; Examples), pp. 444-461.</p> <p>Yalom (2005). Ch. 1. Therapeutic Factors Ch. 2 Interpersonal Learning</p> <ul style="list-style-type: none"> <li>* The Group as Microcosm</li> <li>* The Corrective Emotional Experience</li> <li>* Interpersonal Learning</li> </ul> <p>Appendix – Information &amp; Guidelines</p>	<p>Ethics in Group Work</p> <p>Identify 1st, 2nd, 3rd choices for a 35-40 minute Psychoeducation Simulation Group. Refer to Psychoeducation HO</p> <p>Group Process and Diversity Exercise</p>
<p style="text-align: center;"><b>3</b> 9/5</p>	<p><b>Context for Group Practice: Treatment Groups, Task Groups; Conceptual/Theoretical foundations</b></p> <p><b>Readings:</b></p> <p>Toseland &amp; Rivas (2017). Ch. 2. Historical &amp; Theoretical Developments</p> <p>Yalom (2005). Ch. 3. Group Cohesiveness</p>	<p><b>VIDEO: Understanding Group Psychotherapy, Pt. I;</b></p> <p>Prepare for Workshops</p> <p>Create Lab Groups</p> <p>Facilitation Skills, Beginning Stage Tasks</p>

<p><b>4</b> 9/12</p>	<p><b>Group Dynamics; Group Facilitation Skills</b></p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 3. Understanding Group Dynamics; Communication, Cohesion, Culture; Stages</p>	<p>Task Group dynamics/tasks</p> <p>Prepare for Lab Group and Simulation Group</p>
<p><b>5</b> 9/19</p>	<p>Leadership Model; Leadership skills Therapeutic factors and Facilitation Skills</p> <p><b>Ego psychology, learning, systems theory and facilitation skills</b></p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 4 Leadership Yalom, Ch. 4. The Therapeutic Factors: An integration.</p>	<p>Planning for Group Lab and Simulation Group</p>
<p><b>6</b> 9/26</p>	<p><b>Group Process/Facilitation Skills &amp; Group Stage; Facilitator Tasks</b></p> <p><b>Readings:</b> Toseland &amp; Rivas (2017) pp. 92-95 (Stages of group development); 210-213 (Guiding group development).</p> <p>Yalom (2005). Ch. 5. The Therapist: Basic Tasks Ch. 11. In the Beginning, pp. 309-21.</p>	<p><b>Psychoeducation Group Assignment #1</b></p> <p><b>Group Lab #1</b></p>
<p><b>7</b> 10/3</p>	<p><b>Pregroup Work; Working in the Here and Now; Group Practice Models</b></p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 5. Leadership and Diversity</p> <p>Yalom (2005). Ch. 6. The therapist: Working in the Here and Now</p>	<p><b>Psychoeducation Group Assignment #2</b></p> <p><b>Group Lab #2</b></p>
<p><b>8</b> 10/10</p>	<p><b>Creation of the Group</b> Planning the group; Selection of Members</p>	<p><b>Psychoeducation Group Assignment #3</b></p> <p><b>Group Lab #3</b></p>

<p><b>Group Lab Group Observ.#1 Assignment Due</b></p>	<p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 6. Planning the Group</p> <p>Yalom (2005). Ch. 8. The Selection; exclusion criteria Ch. 9. The Composition of Therapy Groups Ch. 10. Creation of the Group: Place, Time, Size, Preparation</p>	
<p><b>9 10/17</b></p>	<p><b>Composition of Therapy and Group Process Evaluation of Practice</b> Selection of Clients Evaluation of Practice; Evaluating progress of members</p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 7. The Group Begins Ch. 8. Assessment Ch.14. Evaluation</p>	<p><b>Psychoeducation Group Assignment #4</b></p> <p><b>Group Lab #4</b></p> <p>Group Exercise</p>
<p><b>10 10/24</b></p> <p><b>Mid Term Due</b></p>	<p><b>Possible Pitfalls</b></p> <p><b>Readings:</b> Yalom (2005). Ch. 11. In the Beginning, pp.321-343 - Membership problems</p>	<p><b>Psychoeducation Group Assignment #5</b></p> <p><b>Group Lab #5</b></p> <p>Group Exercise</p>
<p><b>11 10/31</b></p>	<p><b>Middle Stage Skills in Treatment Groups</b> Special Issues: Managing Transference &amp; Transparency; Conflict</p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 9. Treatment Groups: Foundation Methods</p> <p>Yalom (2005). Ch. 7. Transference and Transparency</p>	<p><b>Psychoeducation Group Assignment #6</b></p> <p><b>Group Lab #6</b></p>
	<p><b>Treatment Groups – Interventions &amp; Special Issues</b></p> <p><b>Readings:</b></p>	<p><b>Psychoeducation Group Assignment #7</b></p>

<p><b>12</b> 11/7</p>	<p>Toseland &amp; Rivas (2017). Ch. 10. Treatment Groups: Specialized Methods; Interventions</p> <p>Yalom (2005). Ch. 11. In the Beginning; Membership Problems. Ch. 12. The Advanced Group; Subgroups, conflict, self-disclosure, Termination.</p>	<p><b>Group Lab #7</b></p>
<p><b>13</b> 11/14</p> <p><b><i>Group Lab Observ.#2 Assignment Due</i></b></p>	<p><b>Task Groups Specialized Methods; Ending stage; Problem Members/Behaviors</b></p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 12. Task Groups: Specialized Methods Ch. 13: Ending the Group’s Work</p> <p>Yalom (2005). Ch. 13. Problem Group Members. Ch. 14. Specialized Formats</p>	<p><b>Psychoeducation Group Assignment 8</b></p> <p><b>Group Lab #8</b></p>
<p><b>14</b> 11/21</p>	<p><b>Adapting Group Practice</b></p> <p><b>Readings:</b> Yalom (2005). Ch. 15. Specialized Therapy Groups</p>	<p><b>Psychoeducation Group Assignment #9</b></p> <p><b>Group Lab #9</b></p>
<p><b>15</b> 12/5</p> <p><b><i>3 Group Lab Observ. #1,2 &amp;3 Assignment</i></b></p> <p><b>FINAL PAPER</b></p>	<p><b>Termination Skills; Training the Group Facilitator; Antecedents and Evolution of Group Practice</b></p> <p><b>Readings:</b> Toseland &amp; Rivas (2017). Ch. 14. Evaluation (Review)</p> <p>Yalom (2005). Ch. 16. Group Therapy: Ancestors and Cousins Ch. 17. Training the Therapist Ch. 12. The Advanced Group; Termination, pp. 382-390.</p>	<p><b>Group Work in Perspective Class/group closure activities</b></p> <p><b>Group Lab #10</b></p>

## References

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**SW225**  
COMMON ASSIGNMENT  
Simulation Group Activity<sup>1</sup>

**This assignment has three parts:**

**Part I (10 pts):** Submit a plan to co-facilitate an 8-member group in class, **DUE 2 weeks prior** to your Simulation Group,

**Part II: Co-facilitate** a simulated group session in class.

**Part III (15pts):** Write a brief **5-7-page, double-spaced paper** on your experience and learning in that activity; submitted individually. **Due 2 weeks** after the Simulation Session.

**Assignment Purpose** - You will co-facilitate an 8-member Simulation Group in a 30-35-minute session in class (i.e., Fishbowl format). The group will utilize a *Psychoeducational/support approach* to group practice. Two weeks prior to your Simulation Group, you are asked to complete the following and submit in hard copy for approval.

**Part I**

1. Respond to the following:
  - A. Identify the specifics of your Simulation Group in relation to the following properties of groups:
    - 1) Identify a population whose needs are addressed by this support/psychoeducation group. Review the Topic List below to choose and identify your Group Purpose & the example provided.
    - 2) Identify what concerns/issues this population faces
    - 3) Identify what members can gain from participation in this group.
    - 4) This session hypothetically takes place in the beginning stage of the group: 2<sup>nd</sup> – 4<sup>th</sup> meeting. Your thoughts on beginning stage skills to focus on? NOTE: The first Simulation Group can focus on a first group meeting; all following simulations must be in the 2-5 session.
  - B. Describe your Simulation Session Scenario.
2. Develop/describe membership profiles/roles (relevant to your group purpose) for the group that will be distributed to your group members. *These are not scripted roles!* The profiles will describe “characters and their issues/behaviors” (e.g., single parent with special needs child, caregiver stress, coping with interpersonal violence).
3. Identify two group member roles whose interaction involves “behavior that involves them to engage in ways to create dynamic group experience while also providing a real-life opportunity” for you to practice *facilitative* group skills. These “characters/roles/provocateurs” will receive specific, unique and confidential

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<sup>1</sup> This assignment was developed based on a Boston University SSW group assignment that was adapted from Erich, S. & Kanenberg, H. (2011). *Skills for group practice*. New York, N.Y.: Pearson.



instructions from you; these roles are not intended to undermine or disrupt group process, but rather to “stimulate” group interaction.

4. Create and submit a *color flyer* that you would distribute on email, social media and/or distribute/post a hard copy at an agency bulletin board to recruit for your group. Be clear about the rationale for your psychoeducation group, and consider “readability”. **All flyers will be viewed in the final class meeting.** Consider each of the following esthetic factors in the flyer:
  - A. Be brief and creative; consider design, simplicity, color, font and font size
  - B. Identify the population the group is intended to serve/attract
  - C. Identify contact information; consider posting start date, time location (hypothetical)

### **Part II – Simulation Group Guidelines**

1. Briefly, meet with your simulation group to check in with each other. You will receive a list of names of your volunteers prior to the Simulation, in order to forward them their “role”.
2. Co-facilitate a 30-35 minute 8-member group in the classroom.
3. Prior to starting, take a minute to inform the class on the purpose of the group and the demographics of the members (i.e., general profile, specifics not needed).
4. Remember the beginning, middle and ending stages of each group session (i.e., welcome, work, and close the meeting)
5. Focus on facilitation skills
6. Members will complete Feedback on their experience and submit them at the end of the session.

### **Part III- Reflection Paper**

Submit a 5-7-page double spaced, brief paper on Canvas; DUE two weeks after your group session. Use APA format, utilize references, address each of the following, individually.

1. What were the challenging group dynamics or process issues that unfolded? What did members say or do that had a role in your feeling this way (e.g., communication & interaction patterns, cohesion, social integration & influence? [ 3pts, 1 example of each dynamic]
2. What do you consider to be the strengths of your interactions with the group? [3pts]
  - a. What are some examples of your interactions that facilitated group process? (2 examples)
  - b. How did you convey a welcoming attitude that encouraged member openness and interaction? (1 example)
3. Address each of the following in relation to the Simulation Group activity that you co-facilitated in class. [4pts.]
  - a. Provide examples of points where you may have “missed the boat” or retrospectively thought you could have done something different (i.e., instead sit

with silence, said something, or said something different). [at least 2 examples]  
 What got in your way?

- b. Note your thoughts and feelings at these challenging points. [1 example]
  - c. What challenges, if any, did group diversity and demographics (e.g., ethnic, gender, age) have on you? [at least 1 example]
  - d. What did your member's responses to your interventions or the group interaction teach you about what members or the group process needed? What did this teach you about your facilitation skill development? [1 example]
4. a. In general, rate your Simulation facilitation skills below on a 1-5 Likert Scale:  
 1=To develop..... 5 = Strong [5pts.]

Skill	1	2	3	4	5
1. Convey nonjudgmental attitude; welcoming attitude			3	4	5
2. Active listening			3	4	5
3. Accurate empathy offer compassion; recognize and address hurt feelings			3	4	5
4. Assertive behavior/communication; brief, succinct			3	4	5
5. Noting skills: changes in group interaction, tension, avoidance of topics, energy levels, who is left out, responses to your interventions, hostility,			3	4	5
6. Interventions that support instilling norms; as needed clarify norms			3	4	5
7. Reflect on participation, encourage behaviors that promote group interaction; express warm feelings			3	4	5
8. Interrupt/confront behavior that can undermine group process; address conflict and anger			3	4	5
9. Refocus group when needed; comment on group process			3	4	5
10. Take risks that support group interaction			3	4	5
11. Be present, genuinely express feelings; insight into own behavior			3	4	5
12. Disagree, respectfully and openly; explain why disagree			3	4	5
13. Recognize need for silence and utilize it as an intervention			3	4	5
14. Draw members into interaction			3	4	5

15. Recognize poor boundaries and over identifying with members	3	4	5
16. Awareness of own emotions	3	4	5

4. b. Discuss the following in relation to your self-rating and specifically to the Simulation Group experience:

1) What are the top 3-5 facilitation skills that you would like to strengthen in the future?

Refer to Likert Scale items above.

2) What challenge do you bring to the development of your group facilitation skills (e.g., difficulty speaking out, perspective taking/empathy responses, sitting with silence)? (2 examples)

3) What insights/learning did you come away with when you reflect on your experience co-facilitating the simulation group and the feedback that you received from the group members/observers. Be specific.

SIMULATION GROUP TOPICS*
1. Healthy relationships
2. Stress Management (Students, Parents, Adults)
3. Managing Conflict
4. Single Parents
5. Grieving
6. Caregiving (e.g., elders, Alzheimer's, Dementia, family member with disability or a health issue)
7. Substance Use; Adolescents, Young Adults, Elders
8. Domestic/Interpersonal Violence
9. Living with Mental Illness (e.g., Schizophrenia, Trauma, Bipolar, Depression, Anxiety)
10. Isolation/loneliness in graduate students
11. Study skills
12. Anger management
13. Life transitions (e.g., grandparents raising grandchildren,
14. Interpersonal violence (e.g., domestic, dating violence prevention
15. Ethnic/Social Identity
16. Adjustment to Divorce
17. Coping with AIDS
18. Coping with Bipolar Disorder
19. Foster Parents of Children with Sexual Abuse histories
20. Families with parents who have cancer
21. Other: PTSD, Social Skills, Self-Compassion, Healthy Relationships, at Risk Youth, single mothers who have been homeless, pre or post adoption parents.

\* (Garvin, Gutierrez & Galinsky, 2004 and other sources)

**GUIDELINES FOR - SIMULATION GROUP ASSIGNMENT**  
(Adapted from Boston University SSW, and Erich & Kannenberg, 2011)

**Example Format for Part I Submission;** Identify specifics of the Simulation Group (refer to assignment)

EXAMPLE: Simulation Group with School-Based Social Work with At-Risk Adolescents  
1A. [Respond to 1-4 in Part I]

1B. Example: Scenario

- My co-leader and I are MSWs leading a psychoeducational group for at-risk adolescents. The purpose of this group is to support the development of a positive identity and self-esteem among members.
- Common concerns/issues include family relationships, peer relationships, affectional/sexual relationships, loneliness and isolation, spiritual/religious issues, community attitudes, etc.
- The group session will focus on relationships with parents.
- We expect members will gain in self-esteem, ability to communicate their thoughts.
- This is the first group session, interventions will focus on conveying a welcoming attitude, clarifying purpose, reviewing and beginning to instill norms, hearing from members on their personal goal, promoting member engagement and engaging members in an activity.

Your scenario:

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**Simulation Group Facilitator Tasks**

- Before the Simulation group, you will want to conduct some research to better understand the population issues as well as refine your group members' identities and some context for their role.

**Group Session Preparation:**

- Prior to the group, you will need to develop a focus for your group session; much depends on the group stage and relevant group skills.
- Note some ideas of what you will need to listen for and support in the group interaction. You will need to make the focus available to your members; email is preferred.

- Talk with your instructor if you have questions.

**You will want to keep in mind the following points while this group is in session:**

- Create a welcoming environment conducive to healthy communication and understanding.
- Depending on the stage that you choose (e.g., 1<sup>st</sup> meeting vs. other sessions) you may need to have group members introduce themselves and their group goal, as well as review confidentiality and other norms.
- Open with a review of the 35-minute use of time, e.g., present content, discussion with opportunities for member participation, member activity).
- Use facilitation skills to foster understanding of the purpose and goals of the group, and member engagement.
- Respond to questions, comments, and concerns of members that conveys active listening.
- Focus on facilitation skills.

**Again, this is a non-scripted simulation**

### **Simulation Group Facilitation Process Skills:**

You will also need to demonstrate, in the Simulation group, a process issue that arises. You will instruct one or more members to “interfere with, disrupt, or slow down the group interaction” at some point in the group session. Process issues for example, can involve dealing with a conflict in the group, working in the here-and-now, dealing with issues of transference/countertransference, pressure on the facilitator or group members to self-disclose, and so on. Keep in mind the following points while this group is in session:

- Consider how you will address the process issue when it surfaces given the group purpose, stage and structure of the group along with its membership.
  - Use facilitation skills to foster understanding of the issues that have arisen for the specific members involved and the group-as-a whole.
  - Respond thoughtfully to questions, comments, and concerns of members regarding the process issues that unfolded.
  - Facilitate the group process by using the available skill set from your learning in this course.
  - End the group on a thoughtful note and comment on how the group managed the group process issues.

2. Develop membership profiles/roles  
*a. Process issue:* (Describe here the specific process issue and how you envision it unfolding in the group. Which member(s) will it involve? Make sure that the involved group “members” do not wait

to raise the issue just before the end of the group unless that is your expressed intent. (For example, a conflict arises at the end of the group meeting and you have to figure out how to close the group!)

Process Issues (Identify): (e.g., member brings up issue at the end of group, two members have a conflict, a member was mandated to attend group and has mixed feelings).

**b. *Identify Character Roles for Group Members*** (See Example below)

- 1) Identify the behaviors that you want to want members to enact
- 2) Assign character/behavior/roles to members

**EXAMPLE:**

1. [Student name]
2. [Student name]
3. [Student name]
4. Etc.

**Member/Character/Portrayal Role**

1. Monopolizer
2. Quiet, hardly talks
3. In crisis
4. Conflict with another member
5. Engaged
6. Engaged
7. Engaged
8. Engaged

**EXAMPLE (cont.)**

**Co-facilitators:**

In this Simulation group, there are several participants consisting of your classmates/colleagues who will need identified roles and character descriptions provided to them. Once roles are approved by your course instructor, you will need to notify group members at the latest by email several days in advance identifying each class member and their group member “name” and identifying information and their role in the group (e.g. someone who monopolizes, the quiet member). As a facilitator you will want to be sure the role/identity you have selected for each group members is understood. Also, be mindful that your colleagues will obviously not portray the person exactly as you know them in the group!

**Members:**

As the member, you will want to familiarize yourself and create a background of the member chosen for you prior to the group exercise. As the member, to help you become more acquainted with your role, develop a character profile about the person you are playing based on the information provided - imagining and empathizing with what it would be like to be this person in this group – especially if this person is significantly different from you in terms of, her/his age, race, ethnicity, sexual orientation, SES and “story,” and her/his status in the group.

As a member, you will want to behave in a genuine manner while the group is in session. For example, if you are unclear about something the facilitator(s) say, then you should express yourself honestly and seek clarity.

**After the Simulation group session, facilitators will complete Part II.**

**Reflecting on the Simulation Group Session**

A critical portion of this learning exercise is the processing that takes place immediately after the exercise. We will take 10-15 minutes to briefly share observations and impressions for the purpose of learning facilitation skills.

- At the end of the group, all students will have the opportunity to reflect on the experiences of the group session and to understand the meaning of what transpired.
- The reflection process will begin with the co-facilitators briefly describing their experience leading the group. Group facilitators: you are expected to share the thoughts and emotions that you experienced during the group. Most importantly in your Simulation Paper you will provide a critique of your work that includes a balanced assessment of your strengths and areas for improvement.
- Group members will be invited to provide balanced feedback to the facilitators.

All members of the class should consider the knowledge, skills, and values that were demonstrated during the Simulation group activity. Feedback and reflection upon what was absent during the experience that perhaps could have assisted with group progress will make for meaningful group process feedback and learning. We hope that during this reflection you are more able to reflect on your own skills and the skills of your colleagues in context with what you've learned thus far in the curriculum and in this course.

6/6/18bg

**SW225 Simulation Activity**  
**Common Assignment**  
*Rubric*

	A	B	C	
Part I: Plan	<ul style="list-style-type: none"> <li>● All prompts/content in Question 1 clearly addressed and described:               <ul style="list-style-type: none"> <li>● Population identified</li> <li>● Population needs described</li> <li>● Gains from PsychoEd group</li> <li>● Identified session (e.g., 2<sup>nd</sup>)</li> </ul> </li> <li>● Simulation scenario clearly described</li> <li>● Profiles clearly identified and provocateur roles described</li> <li>● Flyer submitted</li> </ul>	All content is presented and described, however more significant clarity and description was needed. More narrative was needed to reflect insights and learning from activities	Submitted work is incomplete. Content that is addressed is minimal and needs substantive development.	Incomplete work or late paper without consultation with faculty.
Part III: Reflection Paper	<ol style="list-style-type: none"> <li>1. Describes 4 group dynamics, processes clearly, with 1 example of each dynamic: communication &amp; interaction patterns, cohesion, social integration and influence, and group culture.</li> <li>2. Identifies their strengths of their interactions clearly regarding how interactions facilitated interaction (2</li> </ol>	All content is addressed and described, however more clarity and organization of content was needed. More narrative was needed to reflect insights and learning from activities. Examples do not support concept narrative. Lacks required number of examples.	Submitted work is incomplete. Content that is addressed is minimal and needs substantive development. Unclear examples. Lack of required number of examples.	Incomplete without c



	<p>examples) and how conveyed a welcoming attitude (1 example)</p> <p>3. Described how could managed interaction/process differently (1 example)</p> <ul style="list-style-type: none"> <li>● Noted their feelings at above point (at least 2 examples)</li> <li>● Identified any challenges based on diversity (at least one example)</li> <li>● Describes clearly and shows insight into learning that resulted from their interactions &amp; what learned about their facilitation skills</li> </ul> <p>4. Completed simulation skill scale</p> <ul style="list-style-type: none"> <li>● Identified 3-5 group skills to strengthen</li> <li>● Shows insight &amp; clearly describes their challenge to learning group facilitation skills (2 examples)</li> <li>● Insightfully describes learning from reflections on their experience and observer feedback.</li> </ul>			
<p>Assignment Submission and Timeliness requirements</p>	<p>All work submitted as required (e.g., online, hard copy)</p> <p>All work submitted on due dates</p> <ul style="list-style-type: none"> <li>● Plan 2 weeks prior</li> <li>● Flyer included</li> </ul>	<p>Most work was submitted by due dates, some parts of the assignment (e.g., flyer) came in later.</p>	<p>Work is submitted late.</p>	<p>Substanti consultat work is in</p>