RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
MASTER COURSE SYLLABUS

Group Dynamics
19:910:561
Spring 2019

Instructor:
Course Section and Location:
Email:
Office:

I.   Catalog Course Description

Practice, theory and research about group dynamics and group work in task groups, psychoeducational groups, support groups, and therapeutic groups are analyzed and applied as part of learning the basics of group work in human services settings.

II.   Course Overview

Group work has a long and honored past as a method of intervention in many social work settings. This course will integrate experiential aspects of involvement with groups within the class, as well as incorporate readings that allow students to critically evaluate application of theories of group intervention and group dynamics. Ability to differentially use the professional self in different group modalities (psycho-educational, support, traditional therapeutic, task-based, etc.) will be a focus of the course. This will be informed by an imperative to address the ethical and social justice implications of the ways group work is overused in settings where it is less effective, and underutilized where it may show efficacy.

III.   Place of course in Program

This elective is open to students who have successfully completed the first semester of Foundation Practice. Ideally, the student should have a field placement that allows exposure to group work.

IV.   Program Level learning Goals and the council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior;*

engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- Integrate their knowledge of psychotherapeutic models with an understanding of the social environment and knowledge about when to intervene in it.
- Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction and to insure that practice is congruent with social work ethics and values.
- Engage in career-long learning and continuing education to insure they are providing clinical practice that is effective and in keeping with current best practices and social work ethics and values.
- Participate in professional associations to promote professional identification and internalization of professional norms.

2.1.3 Apply critical thinking to inform and communicate professional judgments.
- Stay abreast of the most current advances in clinical theory and evidence-based practice in not only social work but also other helping professions.
- Engage in reasoned discernment to evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with various target populations.
- Demonstrate flexibility by shifting perspectives and interventions to suit the needs of clients

2.1.7 Demonstrate advanced knowledge about human development and behavior in the social environment.
- Relate clients' emotional, behavioral, and personal difficulties to theories, models, and research of human behavior in the social environment.
- Critically evaluate & apply knowledge of human behavior in the social environment in work with clients from a variety of backgrounds & levels of oppression & privilege.

V.   Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

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

1. Incorporate NASW Code of Ethics core values (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence- NASW Code of Ethics) within analysis and practice of group work in social service settings (CC 2.1.2; 2.1.5).

2. Develop professional interpersonal skills: the ethical, differential and conscious use of self, the ability to formulate groups to meet a specific purpose, to establish a working alliance and

facilitate groups, and ability to utilize supervision and self-reflection to promote critical thinking and self-correcting practice in work with group participants (CC 2.17; 2.1.9.

3. Demonstrate knowledge of inter- and multi- disciplinary theories of human and social behavior related to group dynamics and efficacy of group practice for varied cultural and ethnic populations, as well as populations experiencing specific problem sets. Demonstrate ability to integrate theoretical knowledge in assessment, intervention, and evaluation of practice (CC 2.1.3; 2.1.7)

4. Recognize the unique capacity of group work to inspire a sense of universality (Yalom) and promote a sense of connection to others, while allowing growth in self-acceptance and empowerment. Develop skills, founded upon values of cultural humility and awareness of issues of power and privilege, to enable group work with diverse populations who experience oppression, discrimination, and/or stigma (CC 2.1.4; 2.1.5).

5. Articulate the rationale for group work in varied settings and advocate for its use where effective, but discourage broad use where it is not as effective (CC 2.1.3; 2.1.8).

6. Develop the conceptual and logical skills involved in problem analysis and planning of group interventions with client systems. Be able to utilize research to understand the difference among group modalities and effectives of interventions based on group type, population served, and group dynamics (CC 2.1.7; 2.1.6; 2.1.10d).

7. Advocate for policy and agency program practice that integrates awareness of the intersections among group modality, worker stance, population served and group purpose (CC 2.1.8).

8. Demonstrate the ability to engage in research–informed practice and practice-informed research to improve practice, particularly the ability to utilize feedback from the group process and dynamics, as well as direct feedback from group participants about their experience within the group (CC 2.1.6; 2.1.10d).

VI.   School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through Social work research, education, and training that promotes social and economic justice and Strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation, all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

REQUIRED TEXT

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.

Recommended Texts

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy (5th ed).* New York: Basic Books. *(You will need this book for Clinical Practice II.)*

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice (7th ed).* Boston: Allyn & Bacon.

COURSE REQUIREMENTS

Class sessions will include presentations of conceptual material, demonstrations, discussion, and group activities. Through lectures, readings, class discussion /activities and written papers, students will be expected to apply the concepts from small group theory to the analysis of group situations.

This is an experiential course designed to give you experience as a group observer, group leader, and group member. During the semester, we will conduct self-study in small and large groups in class. Authentic self-evaluation and appropriate evaluation and feedback of others will be expected

We are a learning community, therefore…

1. Students must read all assigned material and be fully prepared for discussion of the material as well as its application to their own group experiences. This course will be conducted as a seminar, with full participation expected.

2. Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In addition, students are expected to take leadership roles in class discussions and exercises.

3. Students will be expected to share incidents from their professional and/or fieldwork experience, as well as from their current experience within the class groups. This requires respectful reflection and integration of the NASW Code of Ethics with particular regard to cultural competence and respect for the dignity and worth of all. As social workers, confidentiality is a major ethical responsibility. Each student must maintain confidentiality concerning any personal material discussed in class. That is, no information revealed in class is to be discussed with anyone outside the class environment.

4. Professional social workers must have excellent writing skills. Proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments.
   Your papers will be
   - Thoughtful, thought provoking, and **concise** (longer is not necessarily better!)
   - responsive to the directions of the assignment
   - grammatically correct, error-free, in APA style; see link for APA style information at http://apastyle.apa.org/ or http://owl.english.purdue.edu/owl/resource/560/1/
   - Signed with your name under the statement, "I have neither given nor received any unauthorized assistance in preparing this assignment."
   - on time on the due date - late papers will lose 10% of their original grade per 24-hours
   - Your own work. Please review this section on Academic Integrity in this syllabus for further information about the issue of plagiarism.

Assignments

1. **Process Log (20%)**

   For each of at least 8 weeks of class, write a log detailing your learning from the readings and class, as well as observations of the group experience each week. (You can also use experiences from your fieldwork.) The goal is to integrate the information from your readings with the class activities, and to increase your observational and analytic skills. A recommended (but not required) form is appended to this syllabus.

   Note: You are required to attend one group meeting in the community (e.g., open AA, NA, OA meetings) and log your experience on the week you attend the meeting.

2. **Small Group Presentation (20%)**

   Groups of 4-5 students will select a theory and develop a presentation using that theory as a foundation for their presentation. Students will select a particular population and/or problem that is a good match for the theory they select. The 30-40 minute presentation should emphasize the application of the particular theory and its related techniques. It is strongly recommended that some kind of experiential exercise (e.g., a role-play of a small group) be included along with the presentation of information about their theory, population, and problem.

   Plan your presentation as if you were speaking at a professional conference. Consider providing handouts that would be helpful to practitioners (e.g., a list of suggested reading, a list of resources that would be helpful to clients, a "best practices" guideline). Be sure to review the grading criteria sheet as you prepare.

   Give the instructor a brief outline of the planned presentation at the beginning of class the week prior to the presentation (this should include references to any additional resources the group will use in preparing their presentation/ intervention/ exercise). Group members may delegate responsibilities as they please, but each group member will rate themselves and each of the other group members after the presentation. Your self-assessment and your assessment of each group members' participation is due the week following the presentation. Evaluation forms are appended to this syllabus. You will earn two grades for this assignment – one grade will be applied to all group members for the outline and presentation, and a second grade for each group member that reflects their participation and their group's assessment of their participation. **This assignment is from a group facilitator perspective.**

   The following is a quick summary of the guidelines to make your slide presentation effective and successful:
   • Stick to one main idea per slide
   • Use phrases rather than complete sentences
   • Use only six to seven words per line, totaling no more than 40 characters
   • Use no more than 6 to 7 lines of printing per slide, with a blank line in between each
   • Use at least an 18-point font size
   • Simplify graphics and do not over-reduce artwork
   • Use easy-to-read colors, such as white or yellow on a dark blue background
   • Double-check your message: It should be easily grasped in 30 to 40 seconds per slide

3. **Final Paper (40%)**

   Your final assignment will be a term paper not to exceed 15 pages, double-spaced (not including your references page), in APA style. Draw from all of your learning - experiential, observational, didactic,

readings, etc. For this assignment, choose a problem and population that are different from those you covered in your group presentation. Choose a problem that would benefit from group process. For example, you can utilize the group process to assist battered women, cancer survivors, substance abusers, veterans with post-traumatic stress disorder, people with phobias, to mobilize tenants to demand better services from a landlord, etc. Thoroughly research the problem or condition, and provide an overview of the population, problem, and theories behind the treatment for it. Next, describe how you would plan, implement, and evaluate a group for this problem and population. Be sure to include:

- your theoretical perspective
- particular issues in planning, recruiting, and selecting group members
- Kind of group (open/closed, psycho-ed/therapeutic, etc.)
- techniques you would use
- issues you would likely encounter at each particular group stage and strategies for dealing with those issues
- issues you would anticipate related to leadership and diversity
- ethical issues that may arise
- your plans for termination
- the best way to evaluate process, satisfaction, and outcome

The following questions may prompt your thinking:

o How would you facilitate or lead this group?

o How would you organize this group? Where would the members come from? How would you screen them? What are your goals?

o How many would be in the group and where would the group meet? Is it open-ended or closed? What other preparations would you have to consider? Be sure to include the reasoning underlying each of your choices.

o How do you anticipate the group progressing through the beginning, middle and end stages? What issues and dynamics will arise at each stage?

o What problems do you anticipate? How do you think you will deal with these problems?

o How would you evaluate or assess the group's progress?

You must have at least five (5) references altogether, three (3) of which must be from sources that were not included in the assigned readings.

Be sure to review the grading chart at the end of the syllabus for examples of how this assignment will be evaluated. **This assignment provides a group analysis perspective.**

GRADING AND GRADING

Logs   20%
Small groups
    For outline and presentation   10%

For participation assessments	10%
Final paper	40%
Class participation	20%

SSW MSW Grading Scale: Below is the grading scale for the MSW program

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

COURSE EVALUATION

Rutgers University issues a survey that evaluates both the course and instructor. Students will complete this survey toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

ACADEMIC INTEGRITY

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment…" and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: **"*Plagiarism*:** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a

course. Some common examples of plagiarism are:
-Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
-Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
-Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
-Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

Receiving Course Messages through Email

Students are expected to regularly check their Rutgers email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their other account.

DISABILITIES ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

ACADEMIC RESOURCES

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.
http://www.ncas.rutgers.edu/writingcenter

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. http://learn.camden.rutgers.edu/writing-assistance

Additional Online Resources

APA Style

Purdue OWL https://owl.english.purdue.edu/owl/resource/560/01/
APA Style Guide http://www.apastyle.org/learn/faqs/index.aspx

Purdue OWL Mechanics, grammar, organization
https://owl.english.purdue.edu/owl/section/1/

Email Etiquette for Students

https://owl.english.purdue.edu/owl/resource/694/01/

<u>Office on Violence Prevention and Victim Assistance</u>

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced

some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181, http://vpva.rutgers.edu**. Services are free, confidential, and available 24 hrs/day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- **http://rupd.rutgers.edu/shooter.php**.

Weather Cancellations

Students will receive notification from the instructor by email if class is cancelled because of inclement weather. Within a week of the class cancellation, the instructor will specify an alternative assignment that will allow students to receive credit for the missed session.

Statement on Personal Technology Use

In general, no cell phones are allowed in class. If one needs to monitor their cell phone in the case of an emergency, please discuss this with the instructor in advance of class. Otherwise, please turn all modes of ringers off, and put phones out of sight. Students can use phones during designated break periods outside of the classroom.

Also, please do not check email or browse online during class time if you are using a laptop. It might not take away from your own learning experience, but it very well could distract your classmates and the instructor. Please be respectful of the environment within our communal classroom space.

Course Outline

** designates readings assigned from required text.

Week 1   Introductions

Week 2   Overview and Historical Issues in Group Dynamics

> ** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
> > Chapter 1 - *Introduction to Group Work*

Breton, M. (2006). An Empowerment Perspective. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.) (pp. 58-75). *Handbook of Social Work with Groups.* New York, NY: Guilford.

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29 (2/3), 17-31.

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice (6th ed).* Boston: Allyn & Bacon.
       Chapter 2 – Historical Developments

Week 3   Ethical Issues in Groups

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
       Chapter 3 - *Ethical and Legal Issues in Group Counseling*

Knauss, L. K. (2006). Ethical issues in recordkeeping. *International Journal of Group Psychotherapy, 56*, 415-430.

Northern, H. (2006). Ethics and Values in Group Work. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.) (pp. 76-89). *Handbook of Social Work with Groups.* New York, NY: Guilford.

GROUP PRESENTATION-SIGN UP

Week 4   Leadership, Cultural Issues

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
       Chapter 2 - *The Group Counselor*
       Chapter 4- Theories and Techniques of Group Counseling

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice (6th ed.).* Boston: Allyn & Bacon.
Chapter 5 – Leadership and Diversity

Toseland, R., Jones, L. & Gellis, Z. (2006). Group Dynamics. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.) (pp. 13-31). *Handbook of Social Work with Groups.* New York, NY: Guilford.

Week 5   Planning & Formation

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
       Chapter 5 - *Forming a Group*

Kurland, R. (2006). Planning: The neglected component of group development. *Social Work with Groups*, *28,* 9-16.

Napier, R. & Gershenfeld, M. (2004) Groups: Theory and experience. Belmont, CA: Brooks/Cole.
      Chapter 2 – Membership (pp. 61-96)

Turner, H. (2011). Concepts for effective facilitation of open groups, *Social Work with Groups*, *34,* 246-256.

Week 6   **Initial Stages**

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
      Chapter 6 - *Initial Stage of a Group*

Kleinmuntz, J. (2011). On becoming a group worker. *Social Work with Groups*, *34,* 219-232.

Bergart, A. (2005). Group work as an antidote to the isolation of bearing an invisible stigma. *Social Work with Groups*, *26,* 3, 33-43.

BEGIN GROUP PRESENTATIONS

Week 7   **Transition Stages, Group Cohesion & Development**

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
      Chapter 7 - *Transition Stage of a Group*

Gilbert, M. C. (2000). Spirituality in social work groups: Practitioners speak out. *Social Work with Groups, 22,* 4, 67-84.

Peters, A. (1997). Themes in group work with Lesbian and Gay adolescents. *Social Work with Groups*, *20*, 2, 51-69.

GROUP PRESENTATIONS

Week 8   **Working Stages, Therapeutic Groups**

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
      Chapter 8 - *Working Stage of a Group*

Kurland, R. & Salmon, R. (1999). Purpose: A misunderstood and misused keystone of group work practice, *Social Work with Groups*, 21, 3, 5-17.

Jones, L. V. (2008). Preventing depression: Culturally relevant group work with Black women. *Research on Social Work Practice*, *18,* 626-634.

GROUP PRESENTATIONS

Week 9   **Termination**

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
      Chapter 9 - *Final Stage of a Group*

Roman, C. (2007). A worker's personal grief and its impact on processing a group's termination. *Social Work with Groups, 29,* 2/3, 235-242.

GROUP PRESENTATIONS

Week 10   **Challenges in Groups**

Doel, M. (2005). Difficult behavior in groups. *Social Work with Groups*, *28*, 1, 3-22.

Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups*, *30,* 4, 79- 94.

Rubin, S. (2011). Tackling taboo topics: Case studies in group work, *Social Work with Groups*, *34,* 257–269.

GROUP PRESENTATIONS

Week 11   **Evaluation**

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice (6th ed)* Boston: Allyn & Bacon.
      Chapter 14 – Evaluation

Meneses, R. (2008). Criteria for assessing the level of group development of work groups. *Small Group Research*, 39, 492-514.

DiStefano, L. G., Hohman, M. & Barker, M. (2013). The Group Topic Evaluation Scale: Preliminary validity, reliability, and use in psychoeducational groups. *Social Work with Groups, 36,* 292-303.

GROUP PRESENTATIONS

Week 12   **Developmental Issues in Groups**

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed)*. New York: Brooks Cole.
       Chapter 11 – Groups in School Settings

Gilroy1, C. and Johnson, P. (2004) Listening to the language of children's grief. *Groupwork*, *14,* 3, 91-111.

Parker, J. (2006). 'I remember that …' Reminiscence groups with people with dementia: A valuable site for practice learning. *Groupwork, 16, 7-12.*

GROUP PRESENTATIONS

Week 13   **Task Groups & Community settings, Psycho-educational Groups, and Technology**

** Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice (9th ed).* New York: Brooks Cole.
       Chapter 11 – Groups in Community Settings

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice (6th ed)* Boston: Allyn & Bacon.
       Chapter 11 – Task Groups – Foundation Methods

Meier, A. (2006) Technology Mediated Groups. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.) (pp. 479-503). *Handbook of Social Work with Groups.* New York, NY: Guilford.

GROUP PRESENTATIONS

Week 14   **Special Topics in Groups**

Maidment, J., & Macfarlane, S. (2009). Craft groups: Sites of friendship, empowerment, belonging and learning for older women. *Groupwork*, *19*, 10-25.

Richards-Schuster, K., & Aldana, A. (2013). Learning to speak out about racism: Youths' insights on participation in an intergroup dialogues program, *Social Work with Groups*, *36*, 4, 332-348,

GROUP PRESENTATIONS

Week 15   **Review and Wrap Up**

FINAL PAPER DUE TODAY

ADDITIONAL REFERENCES

Beale, A. V., & Scott, P. C. (2001). "Bullybusters": Using drama to empower students to take a stand against bullying behavior. *Professional School Counseling, 4,* 300-305.

Billow, R. M. (2002). Response to Scheidlinger: Group therapy remains a psychoanalytic "no no." *International Journal of Group Psychotherapy, 52,* 299-301.

Blatner, A. (2002). *Foundations of psychodrama: History, theory, and practice* (4th ed.), New York, NY: Springer Publishing.

Cohen, B. D., & Schermer, V. L. (2002). On scapegoating in therapy groups: A social constructivist and intersubjective outlook. *International Journal of Group Psychotherapy, 52,* 89-109.

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GROUP DYNAMICS PROCESS NOTES/ LOG

Name

Class date

Date written

What did you learn in this week's readings that will be useful in your practice? Please be specific.

What did you learn in today's class that will be useful in your practice?

What did you notice in the large and/or small group process? Note verbal and nonverbal communication, roles, etc., and be sure to keep a "here and now" focus.

Group Process Evaluation Sheet – <u>Co-participants</u>

Your name _____

Name of person you are evaluating _____

Please rate on scale of (poor) 1 to 5 (excellent) and add comments below each scale.

1. How well did this member contribute to task accomplishment (e.g., finding and interpreting resources, bringing creativity to the assignment, assisting with presentation)?

          (Poor) 1   2   3   4   5 (Excellent)

_____

_____

_____

_____

2. How well did this member contribute to group process (e.g., leadership, promoting cohesiveness)?

          (Poor) 1   2   3   4   5 (Excellent)

_____

_____

_____

_____

3. What was this person's role in the group process?

_____

4. Other comments?

_____

_____

_____

_____

5. Other comments?

_____

_____

Group Process Evaluation Sheet – <u>Self-evaluation</u>

Your name _____

Please rate yourself on a scale of (poor) 1-5 (excellent) and add a comment under each subheading.

1. How well did you contribute to task accomplishment (e.g., finding and interpreting resources, bringing creativity to the assignment, assisting with presentation)?

          (Poor) 1   2   3   4   5 (Excellent)

_____

_____

_____

_____

2. How well did you contribute to group process (e.g., leadership, promoting cohesiveness)?

          (Poor) 1   2   3   4   5 (Excellent)

_____

_____

_____
_____

3. What was your role in the group process?

_____

4. What stages of group development did you observe as your group worked toward task completion?

_____

_____

_____

	Criteria for Grading <u>Final Assignment</u> for the Spring 2019 Group Dynamics Course at the Rutgers University School of Social Work					
Points	**1**	**2**	**3**	**4**	**5**	**Wt**
APA Style	Margins, headings, text citation, and reference list frequently are inconsistent with APA guidelines.		Paper has occasional mistakes in APA documentation.		Running heads, page numbers, headings, margins, text citations, and references are consistent with APA guidelines.	**x1**
Mechanics	Paper has frequent errors related to spelling, word choice, pronoun agreement, possessives, split infinitives, punctuation (such as the failure to use a comma after introductory adverbial clauses). Paper contains multiple run-on sentences or sentence fragments		Paper has occasional errors related to spelling, word choice, pronoun agreement, possessives, split infinitives, and punctuation (such as the failure to use a comma after introductory adverbial clauses). Paper contains occasional errors in sentence structure. There is minimal variety in sentence structure or length.		Spelling, punctuation, grammar and word choice are correct. Sentences are complete, and they are varied in length and number.	**X2**
Organization	Paper is disorganized and incoherent.		Paper is incomplete. It lacks a well-developed introduction, body, and conclusion. Paragraphs are well organized with topic sentence, support for the idea expressed in the topic sentence, and conclusion. Transitions and sequencing among paragraphs and sections are attempted but need improvement.		Paper contains a clear introduction and conclusion. The body of the paper is logically ordered. Individual paragraphs include topic sentences, development of topic ideas with facts and illustrations, and conclusions. Transitions from one topic to the next are logical and smooth.	**X3**
Substance	Paper does not focus on the assignment and contains minimal references to the concepts discussed in the text and in class. Facts are inaccurate and/or not cited from the literature. Evaluation is missing or inadequate.		Paper addresses the assignment and contains references to some basic concepts but omits others. Facts are accurate but not always cited from the literature. Evaluation is superficial.		Paper thoroughly addresses the assignment, and covers all pertinent concepts from the text and class discussion and utilizes the professional literature to expand upon them or add additional concepts. Facts are accurate and cited. Evaluation is thorough and well conceived.	**X7**
Application	Content shows little personal insight, is superficial, and is narrow in scope. Little attempt is made to understand how to apply the concepts discussed in class to practice. No appreciation of the influence of values, beliefs, ethics, and culture on practice, and limited understanding of the consequences for vulnerable groups. An inadequate understanding of the range of issues related to group work is evident.		Content shows self-awareness and a willingness to examine a range of issues related to practice. Some understanding of the influence of values, beliefs, ethics, and culture on group practice is evident. Theory and concepts discussed in class are to some extent integrated into discussion. A beginning understanding of the range of issues related to group work is evident.		Content exhibits not only personal insight but also a willingness to examine ethics, values and beliefs rigorously in terms of their implications for practice. Theory and concepts discussed in class are integral to discussion. A broad yet deep understanding of the range of issues related to group work is evident.	**X7**

Criteria for Grading <u>Log Assignment</u> for the Spring 2019 Group Dynamics Course at the Rutgers University School of Social Work				
Points	**1**	**2**	**3**	**4**	**5**
Log	Log content is incomplete; few words, with little or no insight. Logs appear written in haste and/or not after each class session. Attendance at outside group is not documented.	Content is complete, and the entries reflect the readings, exercises, and class discussions. Beginning insight and application is evident, some of which appears in final paper. Attendance at outside group is documented.	Content is complete and rich with detail from readings, class discussion, and exercises. Mature insight is evident, and ideas from logs are integrated in paper content. Attendance at outside group is documents, and comments relate to class topics/discussions.	

Criteria for Grading the Group Presentation

Outline – 5 points
> Describes the content that will be presented – thorough, but not overly detailed
> Includes brief description of theory, strengths and limitations, techniques
> Includes a brief description of the population and problem, and reasons why the theory is a good fit
> Includes list of references used for presentation preparation

Presentation – 5 points
> Material delivered in a clear and understandable manner
> Appropriate tools used
> Speakers comfortable with the material (do not read slides word for word, can answer questions)
> Information is skill-based and will enhance professional work of audience
> Information is from reliable scientific or clinical resources (no websites or pop psych)
> Information is cited on slides in APA style, with a concluding "References" slide
> Presentation is even-handed, describing pros and cons of competing philosophies or opinions
> Handouts include, but are not limited to, a suggested reading list and additional pertinent information for practitioners or educators
>> (e.g., best practices), cited
> Experiential exercise provides an accurate representation of the theory, techniques, and application

Participation – 10 points
> Quality of content on self-evaluation
> Quality of content on other group members' evaluations
> Quality of participation, as determined by content of your group members' evaluations and professor observation
> Group provides PPT slides and handouts electronically for posting on class website