THE COLLEGE OF ST. CATHERINE AND THE UNIVERSITY OF ST. THOMAS
SCHOOL OF SOCIAL WORK
MSW PROGRAM
SYLLABUS

I. COURSE TITLE: GRSW 616 (01) Clinical Practice with Groups
   Spring Semester, 2007
   Wednesday, 4:40-7:05 PM
   MN 107
   Breakout Rooms: TBA

   COURSE VALUE: Three Semester Credits

   INSTRUCTOR: Carol F. Kuechler, Ph.D.
                Office: Fontbonne Hall 200, CSC
                Office Hours: by appointment
                Phone: 651-690-6719    FAX: 651-690-8821
                E-mail: cfkuechler@stkate.edu

II. REQUIRED COURSE TEXTS:


III. COURSE DESCRIPTION:
    This theory-based course develops knowledge and skills for the application of research-informed models of clinical social work with groups. It focuses on the therapeutic factors in group process and the tasks and skills of the clinical social worker in composing groups, facilitating group process on behalf of members, and the skills and techniques for responding to group members' special needs. Special emphasis is placed on cultural and gender-sensitive application of the practice models promoting empowerment processes in groups and their application with special populations at risk. Attention is also given to integrating research in the practice of clinical social work with groups.
IV. **COURSE OBJECTIVES:**
Upon completion of this course, students will have attained the following knowledge and skills:

A. Knowledge of:
   1. The use of group work as an intervention resource in clinical social work practice.
   2. Research-informed models for clinical group work.
   3. The therapeutic factors in clinical group process.
   4. The theory and skills for composing, creating, facilitating, and evaluating clinical groups.
   5. The use of theory and skills for assessing the role of culture, gender, age and other ability-related factors in the composition and development of a therapeutic group.
   6. The empowerment and mutual aid processes in clinical group work.
   7. Application of group treatment to special clinical populations.

B. Skills for:
   1. Creating and maintaining a variety of social work groups.
   2. Building a therapeutic culture in the group process based on the social group work principles of mutual aid and stages of group development.
   3. Attending to group process on behalf of member's clinical needs and goals.
   4. Applying research for theory building, assessment, and evaluation in social work group practice in a variety of practice settings.
   5. Use of self-reflection to plan for and facilitate group process while attending to the needs of the members and the group in the context of practice.
   6. Applying empowerment principles and concepts to clinical practice with therapeutic groups.

V. **COURSE CONTENT:**

I. **An Introduction of Clinical Group Work**
   A. Self-Evaluation of Group Work Skills
   B. Social Work with Groups vs. Group Psychotherapy
   C. Conceptual Frameworks of a variety of Social Group work Models
   D. Historical Perspective

II. **Therapeutic Factors in Groups**
   A. Therapeutic factors in a psychotherapy model
   B. Therapeutic factors in a variety of social group work models
   C. Impact of Involuntary Process on Therapeutic Factors
      1. Definition of Involuntary
      2. Reactance Theory
      3. Application to Involuntary Group

III. **Stages of Group Development**
   A. Pre-group Planning
   B. Beginnings in Groups
C. Middles in Groups  
D. Endings/transitions in Groups  
E. Impact of individual, group and contextual factors on development  
   a. Group Purpose  
   b. Involuntary status  
   c. Size and structure  
F. Differential Group Development  
   1. Involuntary Groups  
   2. Open-ended vs. Closed groups  
   3. One time groups  

IV. Group Worker Skills/Characteristics  
   A. Values, Ethics and Orientation  
   B. Group Worker Skills, Tasks, and Challenges at each stage of development  
   C. Key Distinctions for Involuntary Groups  

V. Contextual Factors Contributing to Group Development  
   A. Organizational/Environmental Factors  
   B. Group Selection/Intake Process  

VI. Issues of Group Treatment  
   A. Ethical Issues  
   B. Countertransference/Transference  
   C. Program Activities  
   D. Ethnic-Sensitive Helping Strategies  

VII. Applications of Group Work  
   A. Practice Examples: Working with Children in groups  
   B. Group Work with Adolescents  
   C. Group Work with Adults of all ages  
   D. Group work with Families
VI. COURSE LEARNING ENVIRONMENT
Teaching Methods
This course will involve a variety of teaching methods including lecture, group exercises, student presentations, videos, guest speakers, transparencies and handouts. The instructor is available before and after class, by phone, e-mail and appointment.

Evaluation of Course
Evaluation of courses and instructors by students constitutes an important aspect of our program's quality review process. Students will have an opportunity to give their feedback and assessments of instructional effectiveness, the relevance of course content, reading assignments, texts, evaluation methodologies, and quality of learning experiences using the college format for evaluation. Ongoing feedback to the instructor and department will be requested regarding class content, learning process and required readings/texts. At times third party assessment may be included. Any evaluations will be treated as anonymous communication unless students voluntarily elect to identify themselves.

Attendance and Participation
Attendance
Because of the highly integrative methods of learning used in this course, class attendance is essential. Students are expected to attend all class sessions, be on time and inform the instructor prior to absences when possible. Absences are governed by MSW student handbook; missing more than 2 class sessions may result in being dropped from the course.

Participation
For a class of this nature to be successful, students need to fully participate. Full participation includes preparation for class, attendance, and contributions to class discussion (large and small group), and respectfully providing thoughtful feedback to classmates. Students are expected to participate actively by drawing from field and other related experiences.

The development of a supportive learning environment reflecting the expressed values of the social work profession is fundamental to this course. Listening to views other than your own, being able to understand and appreciate the other person’s point of view, and the ability to articulate your own point of view will foster the creation of this environment. The process of the course is the free and respectful exchange of ideas within the structure of mutually agreed upon ground rules/guidelines for interaction.

Incompletes
“I” (Incomplete) course grades will be considered only in emergency and hardship situations in accordance with the policies and procedures outlined in the MSW student handbook.

Disability Policy
Classroom accommodations will be provided for qualified students with documented disabilities. Students are required to contact the Enhancement Program at the University of St. Thomas and Resources for Disabilities at the College of St. Catherine about accommodations for their courses within the first two weeks of the term. Appointments can be made at the Enhancement Program by calling 651-962-6315 or the Resources for Disabilities office at 651-690-6563. For further information you can locate the UST Enhancement Program on the web at http://www.stthomas.edu/enhancementprog/ and CSC Resources for Disabilities at http://minerva.stkate.edu/offices/academic/oneill.nsf Questions may be directed to your academic advisor or the MSW student services coordinator.
VII. COURSE GRADING

Student Evaluation

Students are expected to complete assignments when they are scheduled. Assignments turned in more than 24 hours after the due date will automatically drop one gradation per day. **All assignments must be typed, double-spaced, using standard 10 or 12 point type depending on font, and APA guidelines for documentation.**

**Writing** is taken into consideration as part of the grading process; that includes grammar and spelling, clarity, organization and use of APA guidelines.

Grading

During this course, readings, presentations/discussions, assignments, and application exercises are designed to enable students to fulfill the objectives of the course. The instructor will make every effort to clarify assignments so they are meaningful for students’ learning and evaluate performance based on objective criteria, which are shared in advance if possible. While feedback will include student strengths and areas for growth and development, the focus is on skill development.

Grading will be on the letter grade system applying the standards established in the MSW catalog. Grading criteria are those of a graduate level course. The following offers further specification of the grading standards.

A. Assignments reflect in-depth knowledge and understanding of the course material, present creative or innovative ideas and conceptualizations, utilize extensive use of references that reflect either **depth or scope** in assembling ideas or concepts, and reach a **high level of critical analysis**. However, the assignment reaches **beyond analysis into application, prediction or theorizing**. Here the student presents ideas or concepts worthy of further consideration, debate, and/or publication.

B. Assignments go beyond the minimum requirements of the assignment. The student demonstrates a thorough knowledge and understanding of the topic, draws on a wide range of references effectively, and engages in analysis of the topic that reflects the **ability to critique the ideas**. The **content is best characterized as analytical.**

C. Assignments meet the minimum requirements for the successful completion of the assignment. The student has sufficiently dealt with the question or purpose of the assignment, demonstrates a minimum knowledge and understanding of the topic and has made adequate use of references. **The content of the assignment is best characterized as descriptive.**

(Adapted: A. Barretta-Herman, 1993)
VIII. COURSE REQUIREMENTS AND ASSIGNMENTS:

Assignment Options: For Course Grade Students may choose to do Option 1 or Option 2.

Option 1 includes: Assignments #1 (25%) And Assignment #2 (25%), And Participation (25%) And Assignment #5 (25%).

Option 2 includes: Assignment #3 OR #4 (50%) And Participation (25%) And Assignment #5 (25%).

Assignment #1: (25 %.) Develop a Proposal for a group in a specific area, using Reid’s proposal outline (1997) included in this syllabus. (8 pages) Students are expected to apply and cite material from the course readings and appropriate outside references to ground the proposal in group theory and practice principles. Remember to establish a context for your group; write this proposal to your agency director who does not know the details of your work. This paper requires outside references to document the need and viability of the group you are proposing, e.g. examples of evidence from other settings that it would work. The following areas may be considered.

a) Select a specific model of social group work practice and apply it to a social problem. In the context of the Reid (1997) proposal outline included in the syllabus, briefly describe the social problem, consider your rationale for choosing the model, its strengths and limitations in addressing the particular social problem, issues related to group format, development and impact on clients with the identified social problem. Use APA to document relevant sources from class and the literature.

b) Select an ethnic/cultural group facing a particular social issue and propose a relevant group work ‘intervention’. In applying the proposal outline keep in mind: How would cultural/ethnic experiences impact group development, process, and outcome, including how group activities/social services are viewed? Describe how cultural factors impact the various stages of group process, group development, trust, etc. for both clients and group leaders. Use APA to document relevant sources from class and the literature.

c) Select an involuntary group of your choice and propose a relevant group work ‘intervention’. Ground the proposed intervention in theory [and resources] about working with involuntary groups. How would the members’ involuntary status impact group process such as the stages of development, conduct and skills of the leaders; address issues relevant for both clients and group leaders. Use APA to document relevant sources from class and the literature.

Assignment #2: (25 %.) Write a paper describing and analyzing a group in the community that is of interest to you and relevant to social group work practice. (8 pages) This requires meeting with a group leader and attending a group session if possible and appropriate. Your analysis should include the following: purpose of group; theoretical basis/model being used, discussion of the history of the group; description of the group members/leader; group roles; how group is evaluated or could be; your reaction to group process. This paper requires appropriate APA references to ground the basis of your analysis. You will be expected to summarize your experience and analysis for the class.

Assignment #3: (50%) Select a group you have led, participated in, or are leading and prepare an article for publication in a practitioner-oriented journal such as Social Work with Groups or The New Social Worker. (16 pages) You will need to address issues related to the content and purpose of the group, the specific population, and evaluation of the group’s effectiveness in meeting the purpose and goals articulated. You will address the question: How can this experience, grounded in theory and outcome, be of help/interest to other practitioners serving the same/similar clients/problems? Faculty guidance will be provided. As an alternative to publication, you might consider this a paper to be presented at a conference, such as the International Symposium of the Association of Social Work with Groups or the annual conference of the MN Chapter of the National Association of Social Workers. Issues relevant to social group work history, and other arenas of practice will also be considered. With instructor approval, collaborations with distinct contributions identified may be considered. (25-30 p.)
Assignment # 4 (50%) Complete a critical review of the Malekoff text, the Cohen & Mullender text, the Salmon & Graziano text or another instructor-approved text on group work practice with a specific population. (16 pages) This review includes demonstrating your comprehension of the practice philosophy, structure and implementation of the model(s) proposed. It may be presented in the context of a particular practice setting, or subgroup of the population (e.g. adolescents in residential treatment, women in a community-based mental health clinic.) The review must include a critique based on other practice models of practice with the population, drawn from the literature. Instructor will provide further consultation.

Participation (25 %) [Includes your participation in class and in the small group]
1. Class attendance and active, thoughtful participation is a fundamental part of your learning and that of your classmates. Participation grade will be determined by instructor’s and student’s assessment.

2. Students will be assigned to a small task/support group at the beginning of the course and they will remain members of that group throughout the course, meeting independently for 1 hour during the middle 10 weeks of the course. The purpose of these groups is to provide, in an educational context, the experience of group membership and leadership. Leaders submit plans prior to their group, analyses of their experience, including member feedback completed by each group member; formats are provided in the course syllabus. Members reflect on their experience of the group as a member.

Each group will claim an identity in the context of a psycho-educational support group. Each student will have an opportunity to be a leader 2 times during the semester. Specific guidelines and forms will be reviewed in class and supplementary handouts will be provided as needed. Content should be focused on critical information and documented group work resources applicable to work with specific client populations with consideration given to implications for clinical practice. Members participate in their student colleague (not client) roles. During “member” weeks, students are expected to keep a weekly log of their small group experience, reflecting on their roles as member. Guidelines for the log are provided in the syllabus. These logs will not be graded; however, the instructor will review the logs. The leader plans, Group Leadership Analysis, and log entries are a source of material to reference when completing Assignment #5.

Assignment #5 - (25 %)  
The purpose of this assignment is to provide the student with the opportunity to critically reflect on and analyze the content and process of the in-class group experience as a group member, and as a leader. The assignment requires the student to demonstrate an ability to assess issues relevant to all groups: norms, roles, stages of development, leadership knowledge and skill, relationships, and professional growth applying theoretical material from the course and other readings relevant to the particular content/process issues identified. Analysis should include issues related to dimensions of diversity (gender, age, race, sexual orientation, etc.) and their impact on the needs, roles and participation of individual members in the context of group process. Evaluate content addressed in the groups based on applicability to clinical practice. Leader plans, Group Leadership Analysis and member logs will assist the student in the development of this group analysis assignment; attach cited materials. Other references should follow APA guidelines. (8-10 pages + appendices)

Assignment Summary
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>1) Group Design Paper</td>
<td>Week 7</td>
<td>25</td>
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<tr>
<td>2) Community Group Paper</td>
<td>Week 12</td>
<td>25</td>
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<tr>
<td>3 or 4) Professional paper</td>
<td>Week 12</td>
<td>50</td>
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<tr>
<td>5) Small Group Analytical Paper</td>
<td>Week 14/15</td>
<td>25</td>
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<tr>
<td>6) Class Participation in all aspects of course</td>
<td>Week 6 or 7</td>
<td>25</td>
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Logs due for review: Week 6 or 7
## VIII COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction</td>
<td>Handout: Group Dev’t, member &amp; leader roles</td>
</tr>
<tr>
<td>January 31</td>
<td>Group Models: Mutual Aid &amp; Stages of Group Dev’t as Conceptual Frameworks</td>
<td>[Also: Berman-Rossi, Schiller, Yalom, Ch 11 pp. 309-320]</td>
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<td></td>
<td></td>
<td>Historical Perspective</td>
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**Distribute:** Kuechler; Kuechler & Andrews articles & Levels of involvement handout on Psycho-Educational groups for next week small group prep

*February 9* – *MN Association for the Advancement of Social Work With Groups Program meeting*

<table>
<thead>
<tr>
<th><strong>Week #2</strong></th>
<th>Therapeutic Factors &amp; group as microcosm: Yalom’s conceptual Framework; comparison w/ mutual aid</th>
<th>Yalom, Ch. 1, 2, 3, 4</th>
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</thead>
<tbody>
<tr>
<td>February 7</td>
<td>Present: Collage activity: Who I am relative to Group Leadership now....</td>
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<tr>
<td></td>
<td>Psycho-education as conceptual framework</td>
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<td></td>
<td>Establish in-class groups</td>
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<td></td>
<td>Pre-group Planning: Name/Ground Rules/schedule</td>
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**Week #3**  
February 14  
**Group 1**  
Establishing the Group  
In-class groups begin: 6:05 – 7:05  
Specify Individual goals & measures for course

<table>
<thead>
<tr>
<th><strong>Week #4</strong></th>
<th>Involuntary clients in Group</th>
<th>Rooney &amp; Bibus; Behroozi; Rooney</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 21</td>
<td>Assignment Choices</td>
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<tr>
<td>Group 2</td>
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<table>
<thead>
<tr>
<th><strong>Week #5</strong></th>
<th>Worker Skills</th>
<th>Yalom, Chapter 6,7</th>
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<tbody>
<tr>
<td>February 28</td>
<td>Beginning Phase of Treatment</td>
<td></td>
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<tr>
<td>Group 3</td>
<td>Assignment Choices</td>
<td></td>
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</tbody>
</table>

| **Week #6**  | Culture/Race as factors in group **guest speaker (tba)** Subject to confirmation              | Marsiglia; Kurland; Camacho;  |
|-------------|-------------------------------------------------------------------------------------------------| Davis, Cheng, & Strub         |
| March 7     | Logs DUE (grps 1, 2, & 3)                                                                        |                               |
| Group 4     | (choose one)                                                                                     |                               |

*March 29th – MN Association for the Advancement of Social Work With Groups Program meeting*

<table>
<thead>
<tr>
<th><strong>Week #7</strong></th>
<th>Middle Phase of Treatment</th>
<th>Yalom, Ch 11 (pp 321-343), 12, 13</th>
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<tbody>
<tr>
<td>March 14</td>
<td>Course Handout</td>
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<tr>
<td>Group 5</td>
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*March 29th – MN Association for the Advancement of Social Work With Groups Program meeting*
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<tr>
<th>DATE</th>
<th>TOPIC/ACTIVITY</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week #8</td>
<td>SPRING BREAK/ No Class March 20-24</td>
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<td>March 21</td>
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<tr>
<td>Week #9</td>
<td>Issues of Group Treatment</td>
<td>Yalom, Ch 14, 15</td>
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<tr>
<td>March 28</td>
<td>Ethical Considerations</td>
<td>Congress &amp; Lynn</td>
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<tr>
<td>Group 6</td>
<td>Program Activities</td>
<td>Yalom. Ch 12, 13</td>
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<td></td>
<td>Difficult Clients -- Co-Leadership</td>
<td>Assignment #1 DUE</td>
</tr>
<tr>
<td>March 28-24</td>
<td>[March 29th – MN Association for the Advancement of Social Work With Groups Program meeting]</td>
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<tr>
<td>Week #10</td>
<td>Ending Phase of Treatment:</td>
<td>Course handout</td>
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<tr>
<td>April 4</td>
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<tr>
<td>Group 7</td>
<td>Research</td>
<td>Bertcher et al. Ch 6, 7</td>
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<td></td>
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<td>Horne &amp; Rosenthal;</td>
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<td></td>
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<td>Kalodner, Alfred, &amp; Hoyt</td>
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<tr>
<td>Week #11</td>
<td>Application to Special Clinical Populations</td>
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<tr>
<td>April 11</td>
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<tr>
<td>Group 8</td>
<td>Adults</td>
<td>Bertcher et al. 12, 13</td>
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<tr>
<td>Week #12</td>
<td>Application to Special Clinical Populations</td>
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<tr>
<td>April 18</td>
<td></td>
<td>Assignment #2, 3, or 4 DUE</td>
</tr>
<tr>
<td>Group 9</td>
<td></td>
<td>Informal reports on assignment groups/choices</td>
</tr>
<tr>
<td>April 26th</td>
<td>[MN Association for the Advancement of Social Work With Groups Program meeting]</td>
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<tr>
<td>Week #13</td>
<td>Application to Special Clinical Populations</td>
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<tr>
<td>April 25</td>
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<td>Assignment #2, 3, or 4 DUE</td>
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<tr>
<td>Group 10</td>
<td>Children and Adolescents</td>
<td>Bertcher et al. Ch 9, 10, 11</td>
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<tr>
<td>April 26th</td>
<td>[LAST WEEK of Small Group]</td>
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<tr>
<td>Week #14</td>
<td>Application to Special Clinical Populations</td>
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<tr>
<td>May 2</td>
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<td>Assignment #2, 3, or 4 DUE</td>
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<tr>
<td>Group 10</td>
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<td>Informal reports on assignment groups/choices</td>
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<tr>
<td>May 10th</td>
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<tr>
<td>Week #15</td>
<td>Closure</td>
<td>Yalom Ch 17, Handout</td>
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<tr>
<td>May 9</td>
<td></td>
<td>Assignment #5 DUE</td>
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<tr>
<td>May 10th</td>
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**In Class Group:** We will discuss options for co-leadership based on group membership and interest. Each Co-leader uses planning and feedback formats: each co-leader completes a plan specifying his/her responsibilities & goals for the whole group and the co-leader experience. Members complete feedback on each co-leader.

Malekoff:
- Part 1 ➔ The adolescent in context Ch 1, 2
- Part 2 ➔ Guidelines for group building Ch 3-10
- Part 3 ➔ Contemporary and age-old themes in group work Ch 10-16
- Part 4 ➔ Special challenges for group workers
Appendix D

Group Proposal Outline

The following outline is designed to assist you in planning a successful group. Answer all of the questions as specifically as you can. Use course material and outside references to ground your proposal in group theory and practice.

1. What *unmet needs* will be met by the group? Document the need for the group.

2. What is the *purpose* of the group? (By the end of the group, what will the members have achieved?) How will this particular group model/method achieve the objective of the group on behalf of the members? Background/Rationale/ theoretical framework

3. What will the *structure* of the group be?
   - number of meetings
   - frequency of meetings
   - length of meetings
   - location of meetings
   - size of group

4. What will the *composition* of the group be?
   - age and sex of members
   - social / emotional level and capacity of members
   - behavior patterns relevant to members

1. How will members be *oriented* to the group?

2. What will the *general pattern* of the meetings be?

3. Identify and assess the *agency or organizational policies* that will affect the development of the group.
   Some considerations: decision-makers; resources needed e.g. time, space, budget

4. What *key people* need to be contacted for approval, advice, support, and so forth?

5. Describe the process that will be used to *measure and evaluate* the goals and objectives of the group; sample data collection format, process and administrative procedures.

SMALL GROUP PLANNING FORMAT
Directions: Please submit this typed plan to me before you go to the group you will be leading. You can download this template. Let me know if you have difficulties and I’ll e-mail it to you.

*For co-leaders:* Each Co-leader uses planning and feedback formats: each co-leader completes a plan specifying his/her responsibilities & goals for the whole group and the co-leader experience. Members complete feedback on each co-leader.

Name of Leader:
Group Name:
Date of meeting:
Topic:

1. Goals for the group: (List at least 2) Address relevant group member issues as needed.

2. Goals for myself as Leader (List at least 2)

DESCRIBE THE ACTIVITIES IN DETAIL Attach handouts or anything else I would need to analyze the plan – perhaps an article you are using.

3. Opening Activity

4. Main Activity

5. Closing Activity

6. Distribution and Collection of Feedback Form
Group Leadership Analysis
(To be completed after you lead (each time); incorporate member feedback and use this format.)

Answer these questions with a critiquing lense, i.e. What happened, what did I learn? Explain your responses with specific examples. **REMEMBER:** No other group summary is required of you for this session. (Please Type)

1. Describe the high point and the low point of this session. What do you think people were thinking and feeling?

2. What worked well from your plan? WHY?

3. What difficulties did you encounter? WHY?

4. Give two examples of content functions you performed as leader.

5. Give two examples of process functions you performed as leader.

6. What personal characteristics did you share with the group in leading this session?

7. What was your most comfortable moment in the session?

8. What was your most tense moment in the session?

9. What would you change, if you had the chance to lead this session again?

10. What did you learn about yourself as a leader?

11. Give three examples of how your group shared in the leadership of this session?

12. What observations did you make on the individual members?
MEMBER FEEDBACK FORM – completed each session by group members
(Note to Leader: copy this form & distribute to group members each time you lead group. Collect at end of session/ or at the beginning of the next class period. Attach to your leadership write-up)

Today’s date:

Name of Leader:

Topic of Group:

What two things can you point to that were strengths of this particular group session?

What one thing would you suggest that needs change or fine tuning?

If this is the leader’s second leadership opportunity, what improvements do you note since the first time s/he led your group?
Questions to guide the Critical Reflection writing in your log

*Each week from the member role, choose at least 3 items to guide your critical reflection about your experiences, roles, and learning in the group. Over the weeks in the semester all should be addressed. Include the connections between what you are learning in class, in field, etc. with your small group experience, remembering that these logs will support your analytical group process assignment.*

**Each session (Small Group Sessions 1-10)**
1. Describe the high point and the low point of this session. What did you learn about yourself during this session?

2. Give 2 examples of CONTENT (the topic or “what” of this small group).

3. Give 2 examples of PROCESS (the “how”) from this session.

4. What would you change about the session or your participation?

**Group middling (Small Group Sessions 3-10)**
5. What observations did you make about the individual members? (give first names and specific information)

6. Give 2 examples of resisting behaviors you have observed in your group. Give two examples of helping behaviors you have observed in your group.

7. Describe your group in terms of planning elements: ex. Homogeneity, heterogeneity, structure, diversity, demographics, size, membership.

8. Which members emerge as leaders of the group? Give 3 examples of leadership skills, i.e. facilitating process, data gathering, & action.

9. Describe the stages of development experienced in your group…How do they compare with models covered in class or your readings?

10. What conflicts and problems have you observed in your group and what solutions were raised, or could have been raised?

11. Give 3 examples of non-verbal communication within group and its impact on members.


**Endings: (Small Group Sessions 9 - 10)**
13. Name 2 feelings that termination of your small group evokes in you. (Give examples) How do you explain those feelings? Give at least 2 examples of ending talk or behavior, which you observed in other members of the group.

14. How would you assess the overall experience of the small group based on the material in the course. How did your group’s ‘written’ goals match your groups ‘in vivo’ goals.

15. How effective was this group as a learning tool for you? Give specific examples, such as things you’ve learned about groups in these sessions that you think will be helpful in your social work practice – currently or in the future, or understanding a past experience
SUGGESTIONS FOR PLANNING A GROUP SESSION

1. Select Relevant Content
   a) How is it relevant to the specific purpose or goal of the session and to the backgrounds and interests of participants.
   b) Ask yourself the question: “If a group member wants to know why he or she should know this, could I give a valid reason?”

2. Use Examples to illustrate whenever possible
   a) helps illustrate key concepts and stimulates the participants application of the information
   b) people tend to remember examples more than statistics and concepts

3. Present Material in Logical Order
   a) often advisable to begin by summarizing agenda
   b) ideally one topic will blend or flow into another…if there is not an obvious link, you need to make one for the members
   c) examples should be in conjunction with related material

4. Plan the Time Carefully
   a) once the content is selected and organized, estimate the time each segment requires
   b) be be ready to delete or add material

5. Be Flexible
   a) Unexpected events may make it desirable to change agenda
   b) Hidden agendas, interpersonal conflict may need to be dealt with first

6. Change the Pace
   a) Vary the tempo and activities
   b) Avoid lecturing
   c) Don’t Read Material

RELAX BEFORE YOU START

- It is natural to be nervous
- Some tension is better than none
- Relieve stress in ways that are most helpful to you: walking, being alone, etc.
- Practice in leading groups will alleviate much anxiety
- Be on time for the group (early is better)
- Be familiar with group room


Selected Bibliography – GRSW616


