

HSE K210

Group & Interpersonal Relationships

Fall 2017 –Friday

8:00 a.m. – 10:45 a.m.

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Office Hours:

Monday's 5:00 p.m. - 6:00 p.m.

Tuesday's 11:00 a.m. - 12:00 p.m.

Friday's 11:00 a.m. – 1:00 p.m.

“The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty”.

NASW Code of Ethics

COURSE DESCRIPTION

Students investigate practical and theoretical concepts of group dynamics and group counseling to acquire skills in facilitating various kinds of group interaction. Students explore interpersonal dynamics, personal communication styles, fundamental group counseling strategies, and group facilitation through class and group experiences.

STUDENT LEARNING OBJECTIVES/OUTCOMES

As a result of participation in this course, students will:

- experience group process personally and identify one's personal style, strengths, and theoretical preferences both as a group facilitator and group member;
- develop awareness of one's own interpersonal style with attendant strengths and challenges;
- develop and demonstrate group counseling skills in class through role-play and experience;
- identify approaches and professional preparation standards for different types of group work;
- Identify ethical and legal issues of particular relevance for group counseling;
- Describe major group counseling theories and their implications for the design and conduct of counseling groups;
- Describe issues related to setting up a group such as appropriate selection criteria and evaluation methods;
- Develop understanding of group process, group dynamics, and group member roles including outcome issues that inform group experience;
- Describe ways to evaluate group experiences.
- Develop awareness the impact and effect of cultural and gender diversity in counseling groups.

REQUIRED TEXT(S)

Garvin, C., Gutiérrez, L., & Galinsky, M. (2004). *Handbook of social work with groups* (1st ed.). New York: The Guilford Press.

ASSIGNMENTS AND EVALUATION

There are five types of assignments used throughout this course. Below, you will find the grading scale and percentages.

Grading/Evaluation

<i>Assignments</i>	<i>Percentage</i>
Population Report	25%
Group Planning & Development Report	25%
Analysis of Group Participation	25%
Attendance/Participation /Presentation	<u>25%</u>
Total Points	100

Letter Equivalent

A 94-100	C+ 77-79
A- 90-93	C 74-76
B+ 87-89	C- 70-73
B 83-86	D+ 67-69
B- 80-82	D 64-66
	F 0-63

Assignment 1:

Group work with a particular population

The purpose of this assignment is to become more familiar with the use of groups with/by a population of interest to you. Review two journal articles that discuss group work with a selected population from the perspective of the group leader leading the group. Pick articles that are congruent with a strengths perspective or share a distinct theoretical perspective. Write a summary page with an evaluative paragraph of each article (1 page). Discuss the articles in terms of their implications for social work practice with groups. Compare/contrast previous knowledge about working with people. Identify at least two practice guideline suggested by each article that you would use when developing a group for this population and explain why (1 page). Identify one issue or question that each article raised for you (1 page).

Assignment 2:

Group Preplanning and Development

The purpose of this assignment is both to develop skills to facilitate a group, as well as hone skills to be a group member. You should see this group as an opportunity to apply what you learn in class in terms of group dynamics and focus on task. The group could be a:

Treatment group:

- *Support Group:* help members cope with stressful life events (group at school for children who experienced divorce; a cancer support group for patients and their families, a group for discharged psychiatric patients discussing adjustment issues; a single parent group, etc.)
- *Educational Group:* learning new information and skills (adolescent sexuality group, wellness-in the workplace group, prospective foster parent group, a leadership development group for board members; etc.)
- *Growth Group:* offer members to become aware of, expand, and change their thoughts, feelings and behaviors regarding themselves and others (a group for married couples, a values clarification group for adolescents, a consciousness raising group for women overcoming domestic violence, a gay-pride group etc.)
- *Therapy Group:* help members change their behavior, cope with and ameliorate personal problems, or rehabilitate themselves after physical, psychological, or social trauma (psycho-therapy group for outpatients at a community mental health center, smoking cessation group, first offenders group in a

juvenile diversion program, a group for people addicted to drugs; etc.)

- *Socialization Group*: help members learn social skills and socially accepted behavior patterns so that they can function effectively in the community (an after-school social club for 7th graders, a social club for outpatients of a psychiatric center, Vietnam Veterans, homebound elderly; parents without partners, etc.)

Task group:

to find solutions to organizational problems; to generate new ideas; to make decisions.

Primary purpose:

- *Serving Client Needs*: teams, treatment conferences; staff development groups
- *Serving Organizational Needs*: committees, cabinets and board of directors
- *Serving Community Needs*: social action groups, coalitions and delegate councils.

Task:

1. Select a specific type of group and research it. Interview professionals, talk to participants, observe if you can, and read the literature about this type of group. Summarize what your findings in 3 pages, from at least 6 sources. Your summary will include the application of the theoretical perspective that you will use in your group.
2. Develop a plan for the formation of this group and outline three sessions for this proposed group. Start with an overview including overall goals, major topics for discussions, questions you would ask or tasks assigned, activities to be facilitated and ways to evaluate the effectiveness/success of the group. Make sure that you address the particular uniqueness of the population that will be group members. The assignment will be written in three parts:
 - a. summary overview from the literature, including a description of the population and a distinct theoretical perspective. (3 pages)
 - b. general overview of the group: overall goal, major topics to be covered pertaining to the particular population and type of group, and recruitment, composition, size, duration, open/closed, frequency and duration, agency or community setting; leadership etc. (1 page)
 - c. outline for three sessions: state the purpose for each session, structure, simulations/activities, questions and hoped for outcome. At the end you will include an evaluation form. This assignment will be written and presented orally in class (3 pages).
3. Class presentation: (15 minutes) shortly present type of group, the setting in which it is held and the theoretical perspective. At least ten minutes of the presentation involve the demonstration of a particular skill or technique. Distribute handouts to class. Each pair will consult with the instructor during the process of creating the presentation.

Assignment 3:

Analysis and Evaluation of Group Participation

For each group experience, keep notes that allow you to prepare the following evaluation:

Analyze your strengths and areas for professional development as a group leader, based on your participation in group activities during class. Analyze the groups in which you participated, identifying the strengths of the group and areas for ongoing group development. This should include observations about group tasks and process (group analysis); observations about your role in the group (self-analysis) and reflective comments and insights about what you learned. Separate description from reactions (interpretive thoughts and feelings). Evaluation: Evidence of familiarity with the readings and discussions about how to assess group process.

COURSE OUTLINE

September 1 st – Week 1	NO CLASS
September 8 th - Week 2	Class Introduction/Syllabus Part I. Theoretical and Philosophical Foundations Text: Handbook of Social Work with Groups
September 22 rd – Week 4	Submit ½ page update on group experience
September 29 th – Week 5	Part II. Group Practice Models: Principal Foundations Text: Handbook of Social Work with Groups
October 6 th – Week 6	Submit ½ page update on group experience
October 13 th – Week 7	Part III. Group Work Approaches: Related to Purpose Text: Handbook of Social Work with Groups
October 20 th – Week 8	Submit ½ page update on group experience
October 27 th – Week 9	Part IV. Group Work Approaches: Related to Setting Text: Handbook of Social Work with Groups
November 3 rd – Week 10	Part V. Group Work In Organizations & Communities Text: Handbook of Social Work with Groups
November 10 th – Week 11	Submit ½ page update on group experience
November 17 th – Week 12	Part VI. Group Work Research and Evaluation & Text: Handbook of Social Work with Groups
December 1 st - Week 14	Part VII. The Use of Technology to Create Groups Text: Handbook of Social Work with Groups
December 8 th – Week 15	MAKE-UP CLASS (IF NEEDED)