Social Work 225 Advanced Social Work Practice with Task and Treatment Groups  
(3 units)

**Catalog Statement**

Prerequisites SWRK 200, 203, 213, 221, 261, and 281. Concurrent enrollment in SWRK 224, 246, and 282. Analysis and application of the theories, principles and techniques of skill used in task and treatment groups.

**Course Rationale**

The focus of the course will be on enabling the student to apply an understanding of group dynamics and group work models to advanced practice with small groups. This course builds on the foundation and is integrated with advanced concentration curriculum. Most of the concepts included in the course content will be demonstrated through role plays, exercises and other experiential modes. Students will have the opportunity to practice advanced social work practice skills in an on-going laboratory group in class. Class experience will include integrative activities.

**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.

**Educational 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 multi systems 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.
**Learning Objectives/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.

Course Content

I. The Knowledge Base of Group Work Practice
   a. The Focus of social work group practice (i.e., outcome based on group purpose; process, task orientation, cohesion building, etc.)
   b. Values in social work group practice
   c. Classifying social work groups: Formed and Natural Groups; task and treatment groups;
      i. Social Goals (Task orientation)
      ii. Remedial (Restorative, rehabilitation)
      iii. Reciprocal (mutual aid)
   d. Treatment Groups, Educational Groups, Growth Groups, Remedial Groups; Reciprocal e. Task Groups, Social Goals, Committee Work, Administrative Groups Councils, Boards of Directors, Teams, Treatment Conferences (i.e., Staffing on treatment cases), Social Action Groups, Conflict Resolution Groups
   e. Historical Developments, Origins of Group Work, Influential Theoretical Developments, Psychodynamic, Learning Theory, Field Theory
   f. Social Exchange Theory, Systems Theory, Conflict Theory, Sullivan Interpersonal Theory
   g. Understanding Group Dynamics, Group Dynamics, Communication and Interaction
   h. Stages of Group Development
   i. Cultural variations of groups’ dynamics
   j. Group Leadership and facilitation, The professional worker as group leader and facilitator,
      Theories of group leadership, Practice models relating to group leadership in task and treatment groups
      i. Remedial
      ii. Reciprocal, Interactional
      iii. Social Goals, Social Action
   k. Group Skills Development, Skills to Facilitate Group Processes Attending Skills, Expressive Skills, Responding Skills, Focusing Skills Guiding Group Interactions, Involving Group Members Data Gathering and Assessment Skills, Foundational Task Group Skills Leading, Functional Group Task Skills (e.g., agenda formulation, dealing with conflict, problem solving, group think)
   l. Foundational Treatment Group Skills; CBT, Intrapersonal group skills) Cultural Considerations, Specialized Task Group Skills (e.g., brainstorming, nominal group technique, focus groups, parliamentary procedure, social action strategies)
      i. Interpersonal, Yalom model; environmental/process
      ii. Identifying and Describing Skills
      iii. Requesting Information
      iv. Summarizing and Partial zing
      v. Analyzing Skills
   m. Action Skills
      i. Directing
      ii. Synthesizing
   n. Supporting Group Members Reframing and Redefining Resolving Conflicts
   o. Advice, Suggestions, Instructions
   p. Confrontation Skills
   q. Providing Resources
   r. Modeling, Role Playing, Rehearsing, and Coaching
   s. Cultural influences in development group management skills
II. The Phases of Group Development
   a. The Planning Process, Establishing the Group’s Purpose Assessing Potential Sponsorship and Membership, Recruiting Members, Creating the Group, Orienting Members, Contracting, Preparing the Environment
   b. The Beginning Phase, Introduction, Defining the Purpose of the Group, Member Feedback and Group Structure, Goal Setting, Contracting, Motivation, Expectations and the Demand for Work
   d. The Middle Phase: Treatment Groups, Leading Treatment Groups, Intervention Methods in Treatment Groups, A Model for Effective Problem Solving, Other Problem-Solving Methods
   e. The Middle Phase: Task Groups, Conducting Meetings, Functions of Task Groups, A Model for Effective Problem Solving, Other Problem-Solving Methods
   f. The Ending Phase, Evaluation Methods, Ending the Group, The tasks of termination

III. Topics in Group Work
   a. Cultural Diversity in Group Work (e.g., Ethnicity, race, gender, Sexual Assault Women Abuse/Domestic Violence, Child Sexual Abuse) Working with Oppressed Groups; Special Populations
      i. Women
      ii. Class
      iii. LGBTQ
      iv. Elderly
      v. Children
      vi. Adolescents
      vii. People with Disabilities
   b. Controversy, Creativity, Conflict Resolution
   c. Types of Growth Groups Specialized groups and processes (e.g., Self Help):
      i. Domestic Violence,
      ii. AOD
      iii. Eating Disorders,
      iv. Abuse (sexual, emotional, neglect, physical)
      v. Self Esteem
      vi. Values Clarification
      vii. Assertiveness Training
      viii. Stress and Time Management Groups
   d. Working With Large Task Groups
**Required Texts:**


**Highly Recommended Texts:**


*All Texts are Available on Reserve at the Library*

**Method of Instruction**

Within a seminar format, this course will utilize lectures, videos, student presentations, small group discussions and facilitated experiential learning. Instructor will provide guide discussion and illustration of social work practice activities appropriate to the phases of task and treatment groups. There will be a semester long group experience in the classroom setting, in which group leadership, membership, observational, and communication skills will be monitored for the purpose of learning group skills. In addition, students will integrate group skill development with the field practicum setting through class discussion and course assignments.

Blackboard Discussion Board may be utilized to supplement class activities. Discussion Boards will be structured with postings related to discussion questions in response to a video and/or readings and responses to other students’ postings. Students will be expected to inform the professor if course assignment deadlines cannot be met, cannot attend class on a regular basis or for the full class period. Students are responsible to participate in class discussions and be prepared to discuss the assigned readings in class.

**Web-based Instruction/Blackboard**

*THIS COURSE IS WEB-SUPPORTED:* The course syllabus, calendar, assignments, and supplemental material are posted on Blackboard. Power points for lectures will be posted after the lecture is presented in class. TO ACCESS BLACKBOARD (Bb) students need a university email account and Internet connection. Your “my.csufresno.edu” login and password gains you access to BlackBoard. Go to [http://blackboard.csufresno.edu](http://blackboard.csufresno.edu).

It is your responsibility to make sure you can access and negotiate Blackboard for class materials and resources. You are responsible for checking for announcements and email sent through BlackBoard. Technology Innovations for Learning and Teaching (TILT), formerly known as Digital Campus, is open Monday - Friday from 8:00 AM to 5:00 PM. TILT is located on the first floor of the Henry Madden Library, Rooms 1110 and 1106. **Phone:** TILT/Blackboard Resource Center: 559.278.7373; TILT Main Office: 559.278.6892; **Address:** 5200 N. Barton Ave.M/S ML 121. **Email:** For general questions regarding TILT or Blackboard usage and training, send an email to dcefeedback@csufresno.edu. **Help Desk:** The Help Desk should be contacted after regular business hours. Help Desk agents can provide
immediate assistance regarding network status, resetting passwords, etc. Help Desk agents are available via telephone seven days a week: Monday – Friday 7 a.m. – 9 p.m. and Saturday – Sunday 8 a.m. – 5 p.m. 559.278.7000. Visit their website at https://help.csufresno.edu/

NOTE: Students are required to submit both a hard copy of all assignments and post the assignments on designated Blackboard sites. Make sure that your name is on the Word file paper.

Email: You are expected to check your university email regularly (csufresno.edu account) or redirect email to the regular mail box you use. I send email to the account listed in BlackBoard. I respond to all program/course related student email. If you do not receive a reply it means I did not get your email and/or it got filtered as possible spam. This often happens if you use an email account like hotmail, AOL. You should resend the email (and perhaps give me a call to alert me to it). You should ALWAYS put SW 225 somewhere in the subject line or you risk your email being deleted unopened.

### Assignments and Grading Criteria

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<th>Due Dates</th>
<th>Activity</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>Dec. 7</td>
<td>Participation</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Date TBD</td>
<td>Class Workshop/Presentation</td>
<td>15</td>
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<tr>
<td>Oct. 26</td>
<td>Mid-Term</td>
<td>30</td>
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<tr>
<td>Dec. 7</td>
<td>Group Skills Paper</td>
<td>20</td>
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<tr>
<td>Dec. 7</td>
<td>Final</td>
<td>30</td>
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Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

| 92-100 | 92-100 | A     |
| 80-91  | 80-91  | B     |
| 70-79  | 70-79  | C     |
| 60-69  | 60-69  | D     |
| 59 or below | 59 or below | F     |

General guidelines that are considered in the evaluation of oral or written work include:

**Content:** Should be appropriate to the student's level at the graduate level: solid data sources; reflective, informed judgment, 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 this structure. Transition statements should provide continuity from one subtopic to the next. A conclusion should sum up the main points.

**Presentation:** Attention should be given to sentence structure, spelling, grammar, neatness. Formatting and style should reflect acceptable 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 "A" indicates excellent overall work. Intellectual curiosity, interest, creativity, and understanding of course content are components of excellence, as is consistent adherence to the points above.
- "B" indicates very good quality work on two of the above three components, but deficiencies are present in one of the above three components.
"C" indicates deficiencies are present in two of the above three components.
Any grade below a "C" indicates that the student has problems with all of the three components.

Description of Exams/Major Assignments:

All assignments (presentation, midterm, final) and handouts are distributed in class and available on Blackboard at the Syllabus site.

Participation Paper: A 1 page with a brief rating/summary of your participation (e.g., questions, responses to other students, application of theory to discussion, etc.) is due at the end of the semester. (See Blackboard)

All written assignments are to be 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., include 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 website.

Course Policies

Late Papers: There will be a penalty for late papers of two points per day. You are expected to consult with me should you expect any difficulty in a timely submission of your assignments. Without prior consultation, late papers are not accepted.

Attendance: Students are expected to be present and on time for all classes and to notify the instructor in advance when compelling circumstances make attendance impossible. After two absences, students will lose 5 points per missed class toward their final grade. Arriving late or leaving early, each represents missing half a class. You are asked to notify the professor, before the class meets, when you expect to be absent.

Participation: Active class participation is defined as interaction in class that reflects a respective attitude towards others and an attitude towards open communication in class discussions as well as in small group 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.

Make Up Policy: Only C and D papers may be rewritten, the highest possible rewrite grade is equal to the lowest B in the class for the specific assignment.
Use of electronic devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during the class. If you are required to be “on-call,” please advise me at the beginning of class, turn the “audio” option off and sit near the door, so you can exit with minimal disruption to the class if needed.

Please consult with me if you would like to use your laptop in class; laptops are encouraged for note taking. Because websurfing and accessing email during class are distracting to everyone, you are asked to use your best judgment rather than lose the privilege of using online access in class.

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 building across from Madden Library (278-2811).

Code of Academic Integrity – Honor Code: Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. CSU Fresno students will:

a. Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)

b. Sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

c. Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Referenced Policies from the University’s Academic
APM 235--Policy on Cheating and Plagiarism

APM 241--Policy on Course Syllabi and Grading
http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2004

APM 336--University Statement on Faculty Rights and

Cheating and Plagiarism: “Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Computers: “At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the
workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

**Disruptive Classroom Behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

**Copyright policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.

Digital Campus course web sites contains material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

**Subject to Change**

This syllabus and 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 made while you were absent.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Reading Assignments</th>
<th>Due Dates &amp; Class Activities</th>
</tr>
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</table>
| 1 8/24    | Introduction to Course/Course requirements.  
Theoretical Foundations in Group Practice  
Orientation to course  
Models of Group Work: Interpersonal, Intrapersonal, and Group Process Approaches  
Group purpose, structure, function and process.  
Group dynamics, Ecological-systems perspective, empowerment approach  
Typologies of Group Work (Treatment & Task)  
Toseland & Rivas (2009), Ch. 1. Introduction | Self-Assessment of Goals for Group Skills Development (Class handout).  
Review Course Assignments  
| 2 8/31    | Group Therapy Models & Typologies  
Ethical Issues  
Toseland & Rivas (2009); Appendix C, D. E & F pp. 475-476. Objectives of pre-Group and Beginning stage | Ethics in Group Work  
3 models of Group Interaction; Facilitator Implications  
Create role play groups |
| 3 9/7     | Group Therapy Models & Typologies (cont.)  
Toseland & Rivas (2009)  
Ch. 2. Historical Developments  
Yalom (2005)  
Ch. 1. Therapeutic Factors,  
Ch. 2 Interpersonal Learning | Small group exercise |
| 4 9/14    | Systemic Properties of Group Therapy  
The Group as Microcosm  
The Corrective Emotional Experience  
Interpersonal Learning  
Toseland & Rivas (2009)  
Ch. 3 Understanding Group Dynamics | VIDEO: Understanding Group Psychotherapy, Part I; Discussion  
Board Reactions/Discussion  
Small Group Exercise |
| 5 9/21    | Systemic Properties of Group Therapy (cont)  
Yalom (2005)  
Ch. 3. Group Cohesiveness | Prepare for role play and workshop/presentations  
Role Play #1 |
| 6 9/28    | Models of Practice; Stages of Group Dynamics  
Toseland & Rivas (2009)  
Ch. 4. Leadership; Also, 86-90; 197-202.  
Yalom (2005).  
Ch. 5. The Therapist: Basic Tasks  
Ch. 11 In the Beginning; Also, 309-21. | Workshop/Presentation #1  
Role Play #2 |
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<tr>
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<th>Topic</th>
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<tr>
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<td>Workshop/Presentation #2 Role Play #3</td>
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<td>Workshop/Presentation #3 Role Play #4</td>
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<tr>
<td>9</td>
<td>10/19</td>
<td>Composition of Therapy and Group Process Selection of Clients Group Work in Different Fields of Practice (cont.)</td>
<td>Toseland &amp; Rivas (2009) Ch. 7. The Group Begins Yalom (2005). Ch. 8. The Selection; exclusion criteria Ch. 9. The Composition of Therapy Groups</td>
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<td>Workshop/Presentation #4 Role Play #5</td>
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<tr>
<td>10</td>
<td>10/26</td>
<td>The Therapist’s Tasks Evaluation of Practice; Evaluating progress of members</td>
<td>Toseland &amp; Rivas (2009) Ch. 8 Assessment</td>
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<td>VIDEO: Understanding Group Psychotherapy, Part II Role Play #6 Mid Term Due</td>
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<td>Workshop/Presentation #5</td>
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<td>Workshop/Presentation #6 Role Play #7</td>
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<td>Workshop/Presentation #7 Role Play #8</td>
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<td>Description</td>
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<td>14</td>
<td>11/23</td>
<td>Adapting Group Focus to Members Needs/Issues; Self Disclosure</td>
<td>Toseland &amp; Rivas (2009) Ch. 9 Conflict Resolution Ch. 12 Task Groups Specialized Methods Yalom (2005). Ch. 17 Training the Therapist</td>
</tr>
<tr>
<td>15</td>
<td>11/30</td>
<td>Termination Skills; Evaluation of Progress</td>
<td>Toseland &amp; Rivas (2009) Ch. 13 Ending the Groups Work; Ch. 14 Evaluation Yalom (2005) Ch. 12 (pp. 382-390)</td>
</tr>
<tr>
<td>16</td>
<td>12/7</td>
<td>Examples: Support, Education, Coping Skills, Problem Solving Specialized Groups</td>
<td>Toseland &amp; Rivas (2009) Ch. 15 Case Examples Yalom (2005) Ch. 15 Specialized Therapy Groups; Ch. 16 Group Therapy: Ancestors</td>
</tr>
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S Wrk 225 Assignments  
Workshop/Presentation Group Intervention Exercise  
Topic of Group Intervention

The task in this assignment is to present a demonstration of a group intervention to the class, which engages the audience by emphasizing interaction. For this assignment you will conduct a group experiential activity in class selected from the topical list below. You may stage a role play, do a class exercise, use Powerpoint (visit the Brooks/Cole Social Work website [http://socialwork.wadsworth.com], document camera and/or use handouts. Be creative. Your goal is to challenge the class to get involved. Avoid lecturing and reading your notes and focus on interacting with your audience and building group process.

1) In collaboration with another student, each student will conduct a 35-40 minute workshop/presentation with the SW225 class.
2) Refer to the list of topics for you to choose from as a focus for the group intervention. When you begin, identify what population the workshop is intended for.
3) You may utilize any format for your intervention (e.g., psychoeducation, cognitive behavioral, self help group, etc.).
4) Consider the learning needs of your audience (e.g., social workers, parents, consumers, etc.) as you prepare your workshop.
5) Keep perspective on the importance of building interaction between members and between members and yourself. Minimize didactic/lecture modalities.

| 1. | Skills for Managing Groups; Processes for Committee Selection, Agenda Setting, Brainstorming (Ch. 6, Zastrow, 2006*); Nominal Group Technique (Ch. 4, Zastrow, 2006*) |
| 2. | Decision Making in Task Groups (Ch. 6, Zastrow, 2006*). Parliamentary Procedure (Ch. 12 in Toseland & Rivas, 2009) |
| 3. | Stress Management; Time Management (Ch. 11, Zastrow, 2006*) |
| 4. | Conflict Resolution Tactics in Task & Treatment Groups (Ch. 6 Zastrow, 2006*). |
| 5. | Cross-Cultural Competence, Multicultural Group Work (Ch. 7, Zastrow, 2006*) |
| 6. | Consciousness-Raising Groups and Support Groups (Ch. 7, Zastrow, 2006*) |
| 8. | Post Traumatic Stress Disorder (PTSD) (Ch. 7 Zastrow, 2006*, p. 41-42) |
| 9. | Domestic Violence (Topic 4, Zastrow, 2006**) |
| 10. | Social Action Groups (Ch. 10, Zastrow, 2006*) |
| 11. | Living with Mental Illness (e.g., Schizophrenia, Bipolar, Depression); |
Refer to the Course Outline for the Workshop Presentation Dates


Also consult the “Criteria for Assessing Presentations” (class handout) that outlines the criteria to be used by the instructor to give feedback on the strengths and weaknesses of the presentations, and assign a grade; in cases of joint presentations, each student will receive an individual assessment. These guidelines detail how to use the text, plan the exercises, and how student presentations are graded by the instructor.

Please do not rely entirely on Zastrow (2006) for content and/or exercises. Consult Toseland and Rivas’ (2009) text as well as other sources on selected topics, e.g. “social action groups; parliamentary procedure, etc.. It is expected, and highly recommended, that you also consult with the instructor for materials and ideas. You may wish to contact an agency or organization that is using groups of the kind you are presenting for additional information.
Handout for Presentation Assignment
SW225
Guidelines for Presentation and Evaluative Criteria

A. The student is expected to address the following criteria:
   1. State the goals or learning objectives;
   2. Relate the topic to the practice of social work with small groups;
   3. Lead the class in one or more exercises that are designed to help each
      group member move toward achieving the stated goals.
   4. Speak extemporaneously;
   5. Adapt the material by bringing in personal observations and related information;
   6. Make the presentation stimulating, interesting, and educational.

B. Planning a group exercise:
   1. Preview and review all the exercises before using them.
   2. Consider what the exercise is designed to do and the possible outcomes.
   3. Use a single exercise to demonstrate a point or convey a message, not several.
   4. Consider the amount of time available, the facilities to be used, the materials required, and the
      ideal size of the group.
   5. Review alternative related exercises (other than those in the text) for possible use.
   6. Develop a design or plan for each exercise that focuses on the following:
      a. What are the objectives of the exercise?
      b. Is this the best exercise to accomplish these objectives?
      c. How can the processing of the exercise be handled?
      d. How can the exercise be tied to real-life practice?
      e. Does sufficient flexibility exist in the event that problems arise?
   7. Construct an outline or flowchart for each exercise with estimated times allowed
      for each segment to insure that each step is accounted for within a designated
      time period.
      Read pages 23-25 in Zastrow for more guidelines.

C. Criteria for grading presentations; adapted from Zastrow (2006):
   1. Content: How thoroughly the topic is covered. Students should include related material from the
      chapter as well as additional information from outside sources.
   2. Presentation Style: Whether or not the presentation is dynamic and stimulating. Note cards or a
      brief outline will permit more eye contact and physical movement around the group. Because the
      group leader has to participate actively in the group situation, he or she should not hang on to a
      podium and rigidly lead the class through the presentation or exercise.
   3. Organization: Whether the material is well-organized and flows from one subtopic to another. The
      controlling idea or topic should be well-developed according to the format of the particular exercise.
      If an organizational snag occurs, the group leader should exhibit the ability to get back on the right
      track or to deal with the unrelated digression. Inappropriate patterns of organization that might
      involve burying the main ideas in de-emphasized positions should also be noted.
   4. Time Management: Whether the presentation fits into the length of time that is allotted. The
      exercise(s) should move right along, either slowly, in order to handle sensitive issues, or at a
      moderate pace. If the group becomes stymied at a particular point, or the group leader slows down
      the exercise because of his or her lack of preparation, this should be noted.
   5. Group Leadership Skills: Does the presenter demonstrate good skills in leading a group? Were
      all opinions allowed to be heard? How did the group leader deal with disruptors or any individuals
      who tried to dominate the group? Was closure accomplished well?
6. **Verbal Skills:** Does the presenter convey their ideas in a way that is of interest to the others in the class and grammatically correct? The group leader should modulate his or her tone of voice rather than speak in a monotone. Informal language should be used sparingly—perhaps to drive home a particular point, and offensive language and slang should be avoided, e.g. “you guys.”

7. **Beliefs and Values:** Are the beliefs and opinions expressed by the presenter consistent with social work values and ethics?

Social work values of diversity, empowerment and social justice promote confronting stereotyping, biases and prejudices against individuals based on ethnic and racial group, women, people with disabilities, gay men or lesbians, and other diversities.

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**SWK 225**
GROUP PROCESS OBSERVATION GUIDELINES
#1A

**Introduction:**
All groups have two things in common with a machine or any other organism:
1. It has a purpose, a focus, which can be cohesion building or specific task(s).
2. Ongoing interaction is essential in order to achieve its purpose(s).
Both functions require continual attention. If one breaks down, the other becomes dysfunctional. The maintenance function is inseparable from the process of growth.

**In all human interactions and particularly in groups, there are two major ingredients, content and process:**
1) **Content** deals with the subject matter or the task upon which the group is working. In most group interactions, the focus of attention of all persons is on the content.
2) **Process** is concerned with what is happening between, and to, group members, while the group is in interaction and working, and how this changes over time. Group process, or dynamics, deals with such items as morale, feeling tone, atmosphere, influence, participation, styles of influence, leadership struggles, conflict, competition, cooperation, identification with the group and meaningfulness in group interaction. In most interactions, very little attention is paid to process, even when it is the major factor relating to the effectiveness or ineffectiveness of group action. Sensitivity to group process will better enable one to assess group problems early and deal with them more effectively. These processes are present in all groups; awareness of them will enhance a person’s value in a group and enable them to be a more effective group participant and/or facilitator.

Below are some observation guidelines to help one process/analyze group behavior.

**1. Participation**

One indication of involvement is verbal participation. Look for differences in the amount of participation among members

- Who are the high participators?
- Who are the low participators?
- Do you see any shift in participation, e.g., highs become quiet; lows suddenly become talkative? Do you see any possible explanations for this in the group’s interactions?
- Who talks to whom? Do you see any explanations for this in the group’s interactions?
- Who keeps the ball rolling? Why? Do you see any explanation for this in the group’s interactions?
2. Influence

Influence and participation are not the same. Some people may speak very little, yet they capture the attention of the whole group. Others may talk a lot but are generally not listened to by other members.

- Which members are high in influence? That is, when they talk, others seem to listen.
- Which members are low in influence? Others do not listen to or follow them. Is there any shifting in influence? Who shifts?
- Do you see any rivalry in the group? Is there a struggle for leadership? What effect does it have on other group members?

3. Styles of Influence

Influence can take many forms. It can be positive or negative. It can enlist the support or cooperation of others or alienate them. How a person attempts to influence another may be the crucial factor in determining how open or closed the other will be toward being influenced. The following items are suggestive of four styles that frequently emerge in groups.

- **Autocratic:** Does anyone attempt to impose his or her will or values on other group members or try to push them to support his or her decisions? Who evaluates or passes judgment on other group members? Do any members block action when it is not moving in the direction they desire? Who pushes to “get the group organized?”
- **Peacemaker:** Who eagerly supports other group members’ decisions? Does anyone consistently try to avoid conflict or unpleasant feelings from being expressed by trying to calm the troubled waters? Is any member typically deferential toward other group members—gives them power? Do any members appear to avoid giving negative feedback, i.e. who will be honest only when they have positive feedback to give?
- **Laissez faire:** Are any group members getting attention by their apparent lack of involvement in the group? Does any group member go along with group decisions without seeming to commit himself or herself one way or the other? Who seems to be withdrawn and uninvolved; who does not initiate activity, participates mechanically and only in response to another member’s question?
- **Democratic:** Does anyone try to include everyone in a group decision or discussion? Who expresses his or her feelings and opinions openly and directly without evaluation or judging others? Who appears to be open to feedback and criticisms from others? When feelings run high and tension mounts, which members attempt to deal with the conflict in a problem-solving way?

4. Decision-making procedures

Many kinds of decisions are made in groups without considering the effects of these decisions on other members. Some people try to impose their own decisions, structure or points of view on the group, while others value the spontaneous participation of all members and their sharing in decision making.

- Does anyone make a decision and carry it out without checking with other group members? (Self-authorized). For example, he or she decides on the topic to be discussed and immediately begins to talk about it. What effect does this have on other group members?
- Does the group drift from topic to topic? Who jumps topics? Do you see any explanations for this in the group’s interactions?
- Who supports other members’ suggestions or decisions or participatory group process? Does this support result in the any specific members deciding the topic or activity for the group? How does this affect other group members interactions and participation?
- Is there any evidence of a “clique” pushing a decision through over other members’ objections? Do they canvass or poll the group in order to gain support for their point?
Is there any attempts to get all members to participate in a decision (consensus)? What effect does this seem to have on the group?

Does anyone make any contributions that do not receive any kind of response or recognition? What effect does this have on the member?

5. Task Functions

These functions illustrate behaviors that are concerned with getting the job done, accomplishing the task that the group has before them, or building group cohesion and interaction.

Does anyone ask for or make suggestions as to the best way to proceed or to tackle a problem?

Does anyone attempt to summarize what has been covered or what has been going on in the group?

Is there any giving or asking for facts, ideas, opinions, feelings, feedback, or searching for alternatives?

Who keeps the group on target? Who prevents topic-jumping or going off on tangents?

6. Maintenance Functions

These functions are important to the morale of the group. They maintain good and harmonious working relationships and interactions among the members and create a group atmosphere that enables each member to contribute fully. They insure smooth and effective teamwork and interaction within the group.

Who helps others get into the discussion (gate openers)?

Who cuts off others or interrupts them (gate closers)?

How well are members getting their ideas across? Are some members preoccupied, remote and appear not to listen?

Are there any attempts by group members to help others clarify their ideas?

How are ideas rejected? How do members react when their ideas are not accepted? Do members attempt to support others when they reject their ideas?

7. Group Atmosphere

The way a group works and interacts creates an atmosphere that in turn leads to and reveals a general impression. Members may differ in the kind of atmosphere they like in a group. Insight can be gained into the atmosphere characteristic of a group by finding words that describe the general impressions held by group members.

Who seems to prefer a friendly, congenial atmosphere? Is there any attempt to suppress conflict or unpleasant feelings?

Who seems to prefer an atmosphere of conflict and disagreement? Do any members provoke or annoy others?

Do people seem involved and interested? Is the atmosphere one of work, play, satisfaction, taking flight, sluggishness, etc.?

8. Membership

A major concern for group members is the degree of acceptance or inclusion that is experienced in the group. Different patterns of interactions may develop in the group that give clues to the degree to which members feel accepted and the quality of their membership.

Is there any sub-grouping? Sometimes two or three members may consistently agree and support each other or consistently disagree and oppose one another.
Do some people seem to be “outside” the group? Do some members seem to be “in”? How are those “outside” treated?
Do some members move in and out of the group, e.g. lean forward and backward in their chairs or move their chairs in and out? Under what conditions do they come in or move out?

9. Feelings

During any group discussion, feelings are frequently generated by the interactions between members. These feelings, however, are seldom talked about. Observers may have to make guesses based on tone of voice, facial expressions, gestures, body language and many other forms of nonverbal clues.

What signs of feelings do you observe in group members, e.g., anger, irritation, frustration, warmth, affection, excitement, boredom, defensiveness, competitiveness, etc.?
Do you see any attempts by group members to block the expression of feelings, particularly negative feelings? How is this done? Does anyone do this consistently?

10. Norms

Norms are instilled as a way to develop rules in a group that identifies the group behavioral expectations of its members. Norms usually express the beliefs and desires of the group members as to what behaviors should or should not take place in the group (i.e., what is in and what is out). These norms may be clear to all members (explicit), known or sensed by only a few (implicit), or operate completely below the level of awareness of group members. Norms facilitate can group progress or some hinder it. It is important to be clear what norms you want to promote and to use group process (via the norms) to achieve the groups goals.

Are certain areas avoided in the group (e.g. sex, religion, talking about present feelings in group, discussing the co-leader’s behavior, etc.)? Who seems to reinforce this avoidance? How do they do it?
Are group members overly nice or polite to each other? Are only positive feelings expressed? Do members agree with each other too readily? What happens when members disagree?
In what ways do you see norms operating about participation or the kinds of questions that are allowed (e.g., “If I talk, you must talk;” or, “If I tell my problems, you have to tell your problems”)?
To what degree are members feel free to probe each other about their feelings?
To what degree do questions tend to be restricted to intellectual topics or events outside of the group?

Based on the 1972 Annual Handbook for Group Facilitators.
The class will be divided into two small groups for the purpose of conducting weekly group treatment role play treatment groups meetings, in class, utilizing the **interpersonal model** of group work. Each group will identify pairs who will co-facilitate a group session and the order in which these pairs will co-facilitate. Each student will have the opportunity to act as group Observer on at least one occasion. The Observer should record their notes immediately following their observational session in order to complete Section II of the paper as described below. Your group is asked to create a schedule of facilitators/observers and dates of those roles. Before you take on the role of facilitator or observer, see Zastrow (2006), Chapter 3, for additional information. Refer also to Appendix A3, Toseland and Rivas, pp. 473-478.

The group purpose and member roles (i.e., “characters”)) of the group are left to the discretion of the group's members, however you are asked to implement the Interpersonal model of group work. Remember, it is your own choice to develop the role that you choose to play and utilize as much imagination or reality as you so choose. The group can discuss whatever content and topics (e.g., family, work) that it chooses, however, it must focus on role playing the experiential, affective, interpersonal aspects of those concerns. Each group will decide their preferences, goals, objectives and norms in the contracting phase of the group.

The following issues should be addressed in the contract for the group:

1. Confidentiality—with others not in the group and in your paper
2. Goals of the group—e.g. survival, problem-solving, networking, development of group work skills, socialization, young adults, anxiety?
3. Role of the co-facilitators, in relation to the interpersonal model of group work
4. Roles of the members;
5. Explicit norms—see p.Q-3 of the "Group Process Observation Guidelines";
6. List members, co-facilitators, and order in which the co-facilitators will lead the group process and submit it to the professor.

The professor will join each group briefly in order to assure that the groups are working constructively and to answer any questions, later after the role play, that may have arisen. The Final Paper has five sections:

A. **Group Process Summary Notes (20 Points)**
   Using the topic guidelines in the Group Process Observation Guidelines Handout, summarize your observations in each of the 10 domains (i.e., participation, influence, styles of influence, etc.) for the three stages of the group, i.e., beginning, middle and end.
   Present your summary notes at three points in the group process (beginning, middle and ending) in relation to 10 domains (i.e., participation, influence, styles of influence, etc.).

   You are encouraged to take notes after each meeting as a basis for writing your summary notes at the three stages of group work. In line with effective process skills, you are not to read from notes or take notes during the group role play. Make an effort to document content areas of discussion because it can be very relevant to process shifts.

   **With thoughtful notes, you will have a head start in completing this section of your final paper. All that remains is to analyze the data and organize it into the summary format. Please remain apprised of confidentiality and respect. If you choose you can use pseudonyms to protect members' identities.**
   This observation data will give you an overall picture of the process in the group.
See the Handout for the focus of your observations in relation to each of the following:

1. Participation
2. Influence
3. Styles of Influence
4. Decision-making procedures
5. Task functions
6. Maintenance Functions
7. Group Atmosphere
8. Membership
9. Feelings
10. Norms

B. Group Facilitation Skills: (10 points)
   1. Define confrontation and how you have used this intervention/skill/interaction in your practice or as a member. Be specific and provide brief examples of your feelings, behaviors, impressions. Identify and discuss personal concerns that you may have in utilizing this intervention, and address how you plan to further develop effectiveness in using this skill.
   2. Discuss termination issues that have arisen or have not been dealt with. Describe how you utilized “use of self” or could have in order to validate and facilitate resolution of these issues/concerns.

C. Phases of Group Development (10 Points)
   Referring to the Garland, Jones, and Kolodny Model for a description of the phases of group development, (Zastrow, 2006, pp.14-15), chronicle the actual behavior of your group. Did you observe stages similar to the Garland et al. model in your group? If not, what were the differences?

D. Diversity issues—Ethnic, gender, sexual orientation, disability, social class composition. (5 Points)
   Identify the members of the group by ethnicity, gender, or other significant social identity characteristics. How did these factors or other diversity issues such as phenotype, disability, gay/lesbian/bisexual/transgendered orientation; class, religious affiliation, affect the dynamics of the group? Provide a few specific examples.

Attach the copy of the completed “Goals for Group Skills Development” that you completed at the end of the semester.

E. Reflection and Evaluation of Co-Leader Experience (30 Points)
   1. In the session(s) that you are a co-leader, use the topic guidelines from the Group Process Observation Guidelines Handout, to describe the group process. Apply the "Chart for Recording the Frequency of Group Interaction" (Figure 8.3, Toseland & Rivas, p.237) to a particular discussion during the session.
      a) Introduce the chart with narrative that identifies the topic of discussion and other pertinent information (e.g., is the frequency of interaction typical or atypical?)
      b) Include a sociogram of the group (Figure 8.4, Toseland & Rivas, p. 242) that relates to the stage of group development. Identify in the legend if you redefine an emotion, for example, changing "repulsion" to something less strong such as "dislike,“. If the sociogram would have looked different at the end of the group session, comment on why. Refer to the 10 group issues above in your observations.
2. Describe your interventions in relation to:
   a) **Group Stage Tasks**: Consider the stage the group is in and the related group development tasks and dynamics. Identify the stage, tasks and dynamics and how you addressed them as the co-leader. Be specific regarding beginning, work, ending stage considerations.
   b) **Goals and purpose of the group**: What group interventions did you employ to attend to these goals?
   c) What **unfinished business**, if any, did you observe that you addressed or would have liked to have addressed, for example from the prior session?

3. Describe your observations of group responsiveness to your interactions with the group,
   a) How did the group members respond in the session?
   b) How well did the group meet its goal of being supportive to members’ interpersonal interactions and needs?

4. Describe your co-leader interventions and facilitation in relation to:
   a) The techniques and skills that you used: what did you actually do, what skills did you use that were effective, what were your strengths as a co-leader?
   b) The co-leader dynamics: what were your interactions and facilitation like with your co-leader? How well did you work together?
   c) Co-leaders Planning and debriefing discussions: What issues came up? What type of feedback did you give and receive? Were there any surprises, if so what were they?
   d) What were your reactions to the co-leadership experience? What do you think went well? What would you have done differently?
   e) How would you prepare for and conduct co-leading a group in the future?

*Note: Include 2-3 references from other texts and/or social work journals.*

Name: ______________________________
1st Skill Review 10/12 ____________ 2nd Review 12/7 ________
Self Review/Skill Assessment Paper
SW225
(25 points of Final)

This assignment is designed to stimulate your thinking and awareness about your interactions and skills in group process and tasks, 2) facilitate setting your own learning goals, and 3) provide a format for identifying your progress and growth in meeting your identified goals.

The assignment takes place in two stages, which are:
- Conduct a self review in the beginning of the class (see due date) on the 68 group skills identified below; Review your ratings and identify the top five skill areas that need the most development and attention in the role play experience this semester.
- At the end of the semester, conduct a second self review on the 68 skills for the purpose of identifying changes in your skill development. Comments are required in this second review on your observations of your skill development or lack of change.

1. **Performance Rating/First Self Review review/rating process:**
   a. (10/12): After the 3rd group role play, review the list of skills (1-68) and assess your level of performance/competency by assigning a number to each item according to the following scale that reflects your level of skill. Use 1 for high level of skill and 4 for a low level of skill:

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<th>1</th>
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<tbody>
<tr>
<td>On-going Sharpening Needed</td>
<td>Some Sharpening Needed</td>
<td>A good deal of sharpening is needed</td>
<td>Must take risk to learn</td>
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   b. After assigning a number to each item, circle those that you assigned a 3 and a 4.
   c. Review your list of items that you assigned a 3 or a 4, and select a minimum of five skills that you have decided to commit yourself to improving your competency in, during the class group role play. Make sure that you include all the 4’s in your list, i.e. “take risk to learn”.

2. **Performance Rating/Second Self Review (12/7):** Administer a second evaluation of your skill development at the end of the course. Provide Comments feedback on all 68 skills.

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>First Review Due 10/12</th>
<th>Final Review Due 12/7</th>
<th>Comments (Required)</th>
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<tbody>
<tr>
<td>1. Listening to understand</td>
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<td>2. Expressing/checking</td>
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<td>accurate empathy</td>
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<td>3. Talking in the group</td>
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<td>4. Being assertive</td>
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<td>5. Drawing others out</td>
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<td>6. Keeping interventions</td>
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<td>focused on task and</td>
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<td>7. Others (Explain)</td>
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<td><strong>Attitudes</strong></td>
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<td>8. Non-judgmental: Verbal &amp; Non-Verbal</td>
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<td>9. Individualizing</td>
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<td>10. Acceptance of difference</td>
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<td>11. Others (Explain)</td>
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<td><strong>Organizational Skills</strong></td>
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<td>12. Noting group process</td>
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<td>13. Noting who talks to whom</td>
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<td>14. Noting need to focus talk</td>
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<td>Beginning of Semester, 10/6</td>
<td>Final Role Play 11/17</td>
<td>Comments Due 11/24</td>
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<td>15. Noting need for maintenance focus</td>
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<td><strong>Organizational Skills Cont.</strong></td>
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<td>16. Sensing feelings of individuals</td>
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<td>17. Recognizing non-verbal communication</td>
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<td>18. Noting who is “left out”</td>
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<td>19. Noting impact/responses of own comments &amp; behavior</td>
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<td>20. Noting self-oriented behavior</td>
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<td>21. Other (Explain)</td>
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<td><strong>Problem Solving Skills</strong></td>
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<td>22. Eliciting/giving/identifying need for data</td>
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<td>Beginning of Semester, 10/6</td>
<td>Final Role Play 11/17</td>
<td>Comments Due 11/24</td>
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<td>23. Identifying/stating problems, goals, “real” issue</td>
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<td>24. Asking for ideas and opinions from others</td>
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<td>25. Giving ideas</td>
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<td>26. Generating questions</td>
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<td>27. Evaluating/analyzing ideas</td>
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<td>28. Summarizing the discussion</td>
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<td>29. Clarifying issues</td>
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<td>30. Other (Explain)</td>
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**Morale Building Skills**

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<td>31. Communicating interest</td>
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<td>32. Working to prevent members from being ignored</td>
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<td>33. Harmonizing, helping members to reach consensus / agreement / common bond</td>
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<td>34. Reducing tension</td>
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<td>35. Supporting rights of the individual in face of group pressure</td>
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<td>36. Expression of praise or appreciation</td>
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<td>37. Validating &amp; supporting others</td>
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<tr>
<td>38. Other (Explain)</td>
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<tr>
<td><strong>Emotional Expressiveness</strong></td>
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<tr>
<td>39. Genuinely expressing my feelings</td>
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<tr>
<td>40. Hiding my emotions</td>
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<tr>
<td><strong>Beginning of Semester, 10/6</strong></td>
<td><strong>Final Role Play 11/17</strong></td>
<td><strong>Comments Due 11/24</strong></td>
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<tr>
<td>41. Disagreeing openly and stating why</td>
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<tr>
<td>42. Expressing warm feelings</td>
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<tr>
<td>43. Being sarcastic</td>
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<tr>
<td><strong>Emotional Expressiveness cont.</strong></td>
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<tr>
<td>44. Recognizing when my self disclosure can be therapeutic; utilizing self disclosure*</td>
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<tr>
<td>45. Other (Explain)</td>
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<tr>
<td><strong>Facing and Accepting Emotional Situations</strong></td>
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<tr>
<td>46. Openly facing conflict and anger</td>
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<tr>
<td>47. Openly facing closeness and affection</td>
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<tr>
<td>48. Recognizing a need for silence and utilizing it as an intervention</td>
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<tr>
<td>49. Recognizing where there is a need to break silence and doing so</td>
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<tr>
<td>50. Working with tension when it serves group process</td>
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<tr>
<td>51. Recognizing and coping with hurt feelings</td>
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<td></td>
<td>Beginning of Semester, 10/6</td>
<td>Final Role Play 11/17</td>
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<tr>
<td>52. Other (Explain)</td>
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<td>53. Competing with others</td>
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<td>54. Taking dominant/power role</td>
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<td>55. Trusting others</td>
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<tr>
<td><strong>Social Relationships</strong></td>
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<td>56. Trusting self</td>
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<td>57. Being protective or pre-emptive</td>
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<td>58. Calling attention to self</td>
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<td>59. Standing up for self</td>
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<tr>
<td>60. Other (Explain)</td>
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<td><strong>Social Relationships cont.</strong></td>
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<tr>
<td>61. Use of Self</td>
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<tr>
<td>62. Utilize confrontation in a constructive way*</td>
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<tr>
<td>63. Responding to feedback on own behavior / comments</td>
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<tr>
<td>64. Insight into own behaviors; ability to evaluate self</td>
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<tr>
<td>65. Accepting help/support from others</td>
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</table>

*Comment: Social Relationships cont.
Identification of the top five skill areas that require commitment for development

<table>
<thead>
<tr>
<th>Top 5 Skill Areas &amp; Assigned Rating</th>
<th>Top 5 Skill Areas &amp; Assigned Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>Due 10/12</strong></td>
<td><strong>Due 12/7</strong></td>
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</table>

1.  
2.  
3.  
4.  
5.  

3. Self-Evaluation of Practice (25 points)

For the final submission of the paper at the end of the semester, review the five group skills that you identified as priority areas of group skill learning at the beginning of the course. Evaluate your progress on these five skills and respond to the following questions. Double space your writing; be succinct.

a) Comment on the development of the five skills identified in #3 above, e.g., Goal Commitment Listing. What was accomplished? Where is your future growth?

b) Where did you see your major change?

c) If you experienced minor change in your behavior and skill development, to what do you attribute this?

d) Which goals were most difficult and which were manageable for you to develop and practice? Explain what was difficult or manageable about your learning and practice.

e) What situational or group context factors do you perceive had a role in how your learning evolved?
### Skills Assessment Grade Rubric:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Conduct both reviews on 68 skills comprehensively, identify 5 skills to develop during the semester, rate &amp; comment on change or lack of change on 5 skills at the end of the semester; include substantial commentary on the 68 skills with the 2nd review, submit on time.</td>
</tr>
<tr>
<td>B</td>
<td>Conduct both reviews on 68 skills, identify 5 skills to develop during the semester, rate &amp; comment on change or lack of change on 5 skills at the end of the semester; include commentary on the 68 skills with the 2nd review, submit on time.</td>
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<tr>
<td>C</td>
<td>Conduct partial review of 68 skills, identify 5 skills to develop during the semester, partial rating and review on change or lack of change on 5 skills at the end of the semester, include partial commentary on the 68 skills with the 2nd review, submit on time.</td>
</tr>
<tr>
<td>D-F</td>
<td>Moderate to excessive inadequacies in all areas, late work,</td>
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