

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work



COURSE NUMBER: SOWO 765, Section 002
January- March, 2021

COURSE TITLE: Social Work Practice with Groups- Short course

COURSE CREDIT HOURS: 1.5 hours

TIME: Tuesdays, 2-4:50 pm

INSTRUCTOR: Marilyn Ghezzi, MSW, LCSW
mghezzi@email.unc.edu
Office location: my house!

OFFICE HOURS: Mondays, 12-2 or by appointment

COURSE WEBSITE: is available through <https://sakai.unc.edu>

Course Description: The course is designed to enable students to become more knowledgeable and skillful as direct practice group workers.

Course Objectives:

1. To develop and deepen understanding of the dynamics and development stages of small groups.
2. To understand the professional social work roles, values, and ethics associated with social work interventions with small groups.
3. To develop and deepen skills for assessing group problems.
4. To select and apply appropriate theoretically based interventions with clients in small groups based on evidence based practice principles and to develop practice skills consistent with these perspectives.
5. To develop awareness of one's own role as a practitioner and as a member in various group situations, and to understand the impact of this role on group dynamics and development.
6. To understand the implications and importance of race, gender, ethnicity, class, sexual orientation and gender expression on group work practice.
7. To understand the importance and relevance of the ecological environment and community setting on assessment and intervention with groups.

Expanded Description:

This course is designed to provide students with knowledge and skills relevant to group work practice across all areas of direct practice. Students learn basic information through course readings, lectures and experiential exercises and apply this information about social interventions with groups to their specific areas of interest. This course builds on the human behavior and practice foundation courses.

Areas of skill to be developed during the course of the semester focus on: (1) assessment of group structure and processes; (2) interventions in support of individual member goals, group goals, and group development; and (3) evaluation of worker interventions and goal achievement. Particular skills are associated with each segment of the syllabus: composition; group development; group assessment; group dynamics; goal setting and contracting; co-leadership; interventions at individual, group and environmental levels; diversity and cultural competence; programming; problematic group situations; and evaluation.

Readings:

Required text:

Yalom, I. D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York: Basic Books.

I will also be posting several excerpts from ebook that is available through UNC libraries:

DeLucia-Waack, J., Kalodner, C. & Riva, M. (Eds.). (2014). *Handbook of group counseling & psychotherapy*. London: SAGE Publications.

Other readings will be posted on our Sakai site.

Class Participation and Teaching Methods:

Class participation counts for 20% of your final grade. **Participation is a higher percentage for this class due to the emphasis on experiential methods.** This course is structured as a seminar; all class members are expected to share responsibility for participating in discussions and activities. The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments. It is also important to be considerate, supportive and respectful of classmates when working in small groups.

Since our class will be delivered online, it will consist of some synchronous and some asynchronous activities. Asynchronous activities (which you will complete outside of class) include narrated powerpoints, videos, reading case examples and posting in Forums. Our synchronous activities (when we will come together as a group) will consist of discussions, video clips, experiential exercises and role playing. Students will be expected to complete required asynchronous activities ahead of time and be prepared to discuss and ask questions about that content when we meet as a group online. Lack of participation will be reflected in student's participation grade. Informed participation means that you clearly demonstrate that you have completed assigned readings and activities for that week (such as posting in Forums, reading case examples, viewing the powerpoint, etc.) and can offer analysis, synthesis and evaluation of these materials. Excellent participation also means that your comments are thoughtful, focused and respectful.

Zoom expectations: I think Zoom works best for discussion if we all have our cameras turned on. I realize that there may be reasons that students cannot have the camera on and I ask that you let me know ahead of time if you are unable to have your camera on for a particular class. Please try to minimize distractions in your environment as much as possible for the sake of your own

learning as well as your classmates' learning. You may need to use headphones on Zoom especially if you are accessing Zoom from your smart phone.

Grading System

Grade ranges this semester have been adjusted to allow more flexibility given the stress we are all currently experiencing.

H = 94 and above

P = 74 to 93

L = 70 to 73

F = 69 and below

Assignments and Evaluation: Refer to detailed description of group analysis paper at the end of this syllabus.

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|---|-----|
| 1. Group analysis paper- | 45% |
| 2. Take home exam- | 35% |
| The exam will present three brief group scenarios. Students will answer some basic questions about these scenarios based on what they have learned in the course to that point. Students will have one week to complete the exam. | |
| 3. Class participation and attendance- | 20% |

Policy on Submission of papers, Late Assignments and Incompletes:

A course grade of "Incomplete" will be given only in extreme extenuating circumstances and in accordance with SSW and University policy.

All papers and assignments are to be submitted electronically to the Drop Box on our Sakai site and are due at the days and times noted on this syllabus. Ten percent will be deducted from your grade for each day that a paper is late. If you have a situation arise that may prohibit you from completing the assignment on time, any request for an extension on the papers must be done *in advance* of the due date (at least 24 hours) for the paper. Approved delays will not affect the grade.

Your cover sheet for the paper should contain your name, PID# and honor code pledge. Do not put your name in the body of the paper that you submit to Sakai, instead use your PID# as a running head on each page.

Policy on Academic Dishonesty:

The Student Honor Code is always in effect in this course. Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also make an appointment with me to communicate how best your needs can be met once you have begun the ARS process.

Writing Support:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

Equal Opportunity and Compliance (EOC) Statement:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator (Adrienne Allison, adrienne.allison@unc.edu), Report and Response Coordinators (Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; Kathryn Winn kmwinn@unc.edu), Counseling and Psychological Services (CAPs)** (confidential) in Campus Health Services at (919) 966-3658, or the Gender Violence Services Coordinators (confidential) (Cassidy Johnson, cassidyjohnson@unc.edu; Holly Lovern, holly.lovern@unc.edu) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services (confidential), or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

This policy would be in effect if we were meeting in person: Community Standards in Our Course and Mask Use. This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me --

as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.

Overview of Class Schedule and Due Dates

	Date	Topics
Class One	January 12	Introductions; Overview of groups; therapeutic factors; process vs. content
Class Two	January 19	Group dynamics and Group development
Class Three	January 26	Screening and preparing clients for group; Overview of interventions
No class meeting- Mid-term take home due	January 31	Take-home exam due. Submit to Dropbox on Sakai by 11:59 pm
Class Four	February 2	Tailoring interventions for Group Purposes; Support groups vs. therapy groups
Class Five	February 9	Balancing group process and curriculum based interventions; Use of activities in groups
No class meeting- Wellness Day	February 16	Wellness Day!
Class Six	February 23	Here and Now approach; Challenging situations in group
Class Seven	March 2	Course wrap up; Endings; Ethical issues
No class meeting- Paper due	March 5	Final paper due, Submit to Dropbox on Sakai by 11:59 pm

Detailed Class Schedule and Readings

Class One – Introduction to the course; therapeutic factors; history of group work; process vs. content

Required reading:

Yalom text – Therapeutic factors, Interpersonal Learning- pp. 1-72

Counselman, E.F. (2017). First you put your chairs in a circle: Becoming a group therapist. *International Journal of Group Psychotherapy*, 67, 124-133.

Singh, A. & Salazar, C. (2014). Using groups to facilitate social justice change: Addressing issues of privilege and oppression. In J. DeLucia-Waack, C. Kalodner & M. Riva (Eds.), *Handbook of group counseling & psychotherapy*, (pp. 288-302). London: SAGE Publications.

Optional reading:

Burlingame, G. & Jensen, J. L. (2017). Small group process and outcome research highlights: A 25-year perspective. *International Journal of Group Psychotherapy*, 67, S194-S218. doi:<http://dx.doi.org.libproxy.lib.unc.edu/10.1080/00207284.2016.1218287>

Class Two – Group dynamics and Group development

Required reading:

Toseland, R.W. (2017). Group dynamics. In C.D. Garvin, L.M. Gutierrez & M.J. Galinsky, (Eds.), *Handbook of social work with groups*. (2nd ed.). (pp. 9-27). New York: The Guilford Press.

Forsyth, D.R. & Diederich, L.T. (2014). Group dynamics and development. In J. DeLucia-Waack, C. Kalodner & M. Riva (Eds.), *Handbook of group counseling & psychotherapy*, London: SAGE Publications.
(I've posted an excerpt from this chapter on Sakai, it is not the whole chapter)

Yalom text- Group cohesiveness- pp. 73-102

Yalom text- Basic tasks- pp. 153-182

Optional reading:

These readings include the original source material about group development (Many of these will be useful as you write your final paper, I can let you know which ones might be particularly salient for your group)

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63, 384-399.

Schiller, L. Y. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, 20(3), 3-19.

Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2), 11-26.

Kosoff, S. (2003). Single session groups: Applications and areas of expertise. *Social Work with Groups*, 26(1), 29-45.

Tuckman, B. W., & Jensen, M. A. (1977). Stages of small group development revisited, *Group and Organization Studies*, 2, 419-427.

Galinsky, M. J., & Schopler, J. H. (1989). Developmental patterns in open-ended groups. *Social Work with Groups*, 12 (2), 99-114.

Class Three – Selecting, screening and preparing clients for group; Overview of intervention techniques

Required reading:

Yalom text – Selecting clients and composing groups- pp. 293-340

Yalom text- Creating the group and In the Beginning- pp. 341- 424

Heck, N. (2016). Group psychotherapy with transgender and gender nonconforming adults: Evidence-based practice applications. *The Psychiatric Clinics of North America*, 40(1), 157-175. doi:10.1016/j.psc.2016.10.010

Rose, S.D. & Chang, H. (2010). Motivating clients in treatment groups. *Social Work with Groups*, 33(2-3), 260-277.

Optional Reading

Hancock, T. & Siu, K. (2009). A culturally sensitive intervention with domestically violent Latino immigrant men. *Journal of Family Violence*, 24, 123–132. doi:10.1007/s10896-008-9217-0

Goodrich, K.M. & Luke, M. (2015). Group Factors and planning issues with the LGBTQI population. In *Group counseling with LGBTQI persons* (pp. 13-26). Alexandria, VA; American Counseling Association.

Take home exam due- Submit to Dropbox on Sakai by 11:59 pm on Sunday, January 31.

Class Four- Tailoring interventions for group purposes; Support groups vs. therapy groups

Required reading:

Yalom text- Online psychotherapy groups and Specialized therapy groups- pp. 571-628

- Sakamoto, I. & Couto, S. (2017). Group work with immigrants and refugees. In C.D. Garvin, L.M. Gutierrez & M.J. Galinsky, (Eds.), *Handbook of social work with groups*. (pp. 360-383). New York: The Guilford Press.
- Dyer, K. E., & Coreil, J. (2017). Meanings of breast cancer survivorship among members of ethnically-identified support groups. *Health, Culture and Society*, 9, 62-80. doi:10.5195/HCS.2017.213
- Goodrich, K.M. & Luke, M. (2015). Groups addressing alcohol and other drugs. In *Group counseling with LGBTQI persons* (135-146). Alexandria, VA; American Counseling Association.
- Hill, N. (2011). Externalizing conversations: Single session narrative group interventions in a partial hospital setting. *Clinical Social Work Journal*, 39, 279-287.

Optional reading:

- Pomery, A., Schofield, P., Xhilaga, M., & Gough, K. (2015). Skills, knowledge and attributes of support group leaders: A systematic review. *Patient Education and Counseling*, 99, 672-688. doi: 10.1016/j.pec.2015.11.017
- Bieling, P.J., McCabe, R.E. & Antony, M.M. (2006). Group process in CBT: Using group dynamics productively. *Cognitive-behavioral therapy in groups*. (pp.22-44). New York: Guilford Press.

Class Five- Group Interventions: Balancing group process and curriculum based interventions; Use of activity in groups

Required reading:

- Peled, E. & Perel, G. (2012). Can a structured model for group intervention be responsive to group process? A proposal. *Clinical Social Work Journal*, 40, 391-400.
- Sochting, I. (2014). Working with process and content. In *Cognitive behavioral group therapy: Challenges and opportunities* (pp. 29-43). Retrieved from <https://ebookcentral-proquest-com.libproxy.lib.unc.edu>
- Kelly, B. & Doherty, L. (2016). Exploring nondeliberative practice through recreational, art, and music-based activities in social work with groups. *Social Work with Groups*, 39(2-3), 221-233. doi: 10.1080/01609513.2015.1057681

The following two articles are good examples of specific group activities. Read one of these.

- Averett, P., Crowe, A. & Johnson, T. (2018). Using sketchbooks to facilitate the group process with at-risk youth. *Social Work with Groups*, 41(1-2), 125-138.
- Kim M. Anderson & Rachael Mack (2019) Digital storytelling: A narrative method for positive identity development in minority youth, *Social Work with Groups*, 42(1), 43-55. doi: 10.1080/01609513.2017.1413616

Optional Reading:

Nitza, A. (2014). Selecting and using activities in groups. In J. DeLucia-Waack, C. Kalodner & M. Riva (Eds.), *Handbook of group counseling & psychotherapy*, (pp. 95-106). London: SAGE Publications.

This chapter provides a comprehensive overview of programming activities and how to select them for your particular group purposes.

Nosko, A. (2016). Nondeliberative practice from the field: Illustrations from a group worker. *Social Work with Groups*, 39(2-3), 143-154. doi:10.1080/01609513.2015.1049856

Class Six- Working in the “Here and Now”; Challenging situations in group

Required reading:

Yalom text- The therapist: Working in the here and now- pp. 183-254.

Yalom text- The challenging group member- pp. 477- 520.

Herman, J.L. & Kallivayalil, D. (2019). Group process and group leadership. In *Group trauma treatment in early recovery: Promoting safety and self-care*. (pp. 71-82). New York, NY: Guilford Press.

Wayne, J. & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2), 23-34.

Class Seven- Course wrap up; Ethics; Endings

Required reading:

Yalom text- The advanced group- pp. 425-476.

Sodano, S., Guyker, W., DeLucia-Waack, J., Cosgrove, H., Altabef, D. & Amos, B. (2014). Measures of group process, dynamics, climate, behavior, and outcome: A review. In J. DeLucia-Waack, C. Kalodner & M. Riva (Eds.), *Handbook of group counseling & psychotherapy* (pp. 159-177). London: SAGE Publications.

Hurster, T. (2017). Ethically informed group practice. In C. Haen, & S. Aronson (Eds.), *Handbook of child and adolescent group therapy: A practitioner's reference*. New York: Routledge.

Morton, S. & Hohman, M. (2016). “That’s the weight of knowing”: Practitioner skills and impact when delivering psychoeducational group work for women who have experienced IPV. *Social Work with Groups*, 39(4), 277-291. doi: 10.1080/01609513.2015.1052915

Group Analysis paper due- Submit to Dropbox on Sakai by 11:59 pm on Friday, March 5.

Additional Readings: These articles and books cover a range of topics which may be helpful to you in your future career

Articles and Book chapters:

- Smokowski, P.R., Rose, S.D. & Bacallao, M.L. (2001). Damaging experiences in therapeutic groups: How vulnerable consumers become group casualties. *Small Group Research*, 32(2), 223-251.
- Breitbart, W. W. (2002). Spirituality and meaning in supportive care: Spirituality- and meaning-centered group psychotherapy interventions in advanced cancer. *Supportive Care in Cancer*, 10(4), 272-280.
- Campbell, R. (2017). Groups for older adults. In C. Garvin, M. Galinsky & L. Gutierrez (Eds.), *Handbook of social work with groups* (pp. 306-330). New York: Guilford Press.
- Emond, S. & Rasmussen, B. (2012). The status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups*, 35(1), 68-91.
- Kira, I.A., Ahmed, A., Wasim, F., Mahmoud, V., Colrain, J., and Rai, D. (2012). Group therapy for refugees and torture survivors: Treatment model innovations. *International Journal of Group Psychotherapy*, 62(1), pp. 69-88.
- Malekoff, A. (2014). The struggle to fit in. *Group work with adolescents: Principles and practice* (3rd ed.). (pp. 357-372). New York: The Guilford Press.
- Pandya, V. (2010). An evidence base for group work with older adults living in the community. *Social Work with Groups*, 33, 323-349. doi: 10.1080/01609513.2010.487177
- Pomeroy, E.C., Kiam, R., & Green, D.L. (2000). Reducing depression, anxiety, and trauma of male inmates: An HIV/AIDS psychoeducational group intervention. *Social Work Research*, 24(3), 156-167.
- Poole, J., Garden, P., Flower, M.C., & Cooper, C. (2009). Narrative therapy, older adults, and group work: Practice, research, and recommendations. *Social Work with Groups*, 32(4), 288-302.
- Toseland, R.W. & Larkin, H. (2011). Developing and leading telephone groups. *Social Work with Groups*, 34(1), 21-34.
- VanDuesen, K.M. & Carr, J.L. (2004). Group work at a university: A psychoeducational sexual assault group for women. *Social Work with Groups*, 27(4), 51-54.
- Yanos, P.T., Roe, D. & Lysaker, P.H. (2011). Narrative enhancement and cognitive therapy: A new group-based treatment for internalized stigma among persons with severe mental illness. *International Journal of Group Psychotherapy*, 61(4), 576-595.

EBooks: All are available through UNC libraries

- Brown, N. W. (2013). *Creative activities for group therapy*. New York, NY: Routledge. (One chapter from this is posted on supplemental readings on Sakai)

- DeLucia-Waack, J., Kalodner, C. & Riva, M. (2014). *Handbook of group counseling & psychotherapy*. London: SAGE Publications, Inc. doi: 10.4135/9781544308555
- Ribeiro, M., Gross, J., Turner, M. (Eds.). (2018). *The college counselor's guide to group psychotherapy*. New York: Routledge.
- Erford, B. (Ed.). (2018). *Group Work*. New York: Routledge.
- Viers, D. (Ed.). (2018). *The group therapist's notebook*. New York: Routledge.
- Haen, C., Aronson, S. (Eds.). (2017). *Handbook of child and adolescent group therapy: A practitioner's reference*. New York: Routledge.
- Belmont, J. (2016). *150 more group therapy activities & tips*. Retrieved from <https://ebookcentral-proquest-com.libproxy.lib.unc.edu>

Books:

- Corey, G & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Brook/Cole. *(This book has a good overview of children's groups which I have posted on supplemental readings on Sakai)*
- Garvin, C.D., Gutierrez, L.M. & Galinsky, M.J. (Eds.). (2017). *Handbook of social work with groups*. New York: The Guilford Press.
- MacGowan, M. (2008). *Evidence-based group work*. New York, NY: Oxford University Press.
- Malekoff, A. (2014). *Group work with adolescents: Principles and practice*. (3rd ed.). New York: The Guilford Press.
- Rooney, R.H. (2009). *Strategies for work with involuntary clients* (2nd ed.). New York, NY: Columbia University Press.

ASSIGNMENTS

Group Analysis Paper - 45% of grade- Students have a choice of two options for this final paper

Option #1

This paper offers students an opportunity to apply the course concepts to a group they may be observing, leading or co-leading in their field placement. In this 7-10 page paper you will analyze the group's processes, development, composition, leadership, client factors, and interventions. Think about how the imposed structure and processes led to particular emerging structures and processes in the group.

The paper should include these sections:

Description of the group

Describe the type of group, size, setting, leader and member demographic characteristics (age, race, gender, etc.) and any relevant member behavioral attributes (such as shy, confident, talkative, etc.). It may help to use a chart to list out the group members and their characteristics. Note how long the group has been operating. How are members selected and prepared for group? (if there is no selection or preparation process, note this as well). What are the group's goals?

Group development and therapeutic factors

What have you seen in terms of group development? What stage of development is the group in currently? (Remember that you should see some group development in only a few sessions). Is the group cohesive? Which of Yalom's therapeutic factors did you observe? Give examples. Discuss your group's development using one or more of the group development frameworks and other appropriate references from your reading throughout the semester. The group development frameworks include Tuckman, Schiller, Galinsky & Schopler. Yalom does not have a group development framework per se, but you may want to incorporate some of his ideas about group development. Describe the process that you observed. Give examples of events or interactions that occurred in the group that illustrate how the group developed. Also *analyze* the factors that led the group to arrive at that point.

In this section, students should consider everything they have read and learned this semester about analyzing groups. For example, if the group did not advance through the stages of development, why not? Was there a problem with composition, problematic group members, diversity issues, unclear group purpose, lack of support from sponsoring agency, etc. Students should consider ALL course readings in completing this section of the paper.

Group and individual client outcomes

Evaluate the group's progress and leader interventions, indicating any future plans, and ideas for improvement. Discuss how individuals in the group progressed as well as the progression of the group itself. How did the leader's interventions contribute to goal achievement, group development, therapeutic factors and cohesiveness. What could the leader have improved on? What methods, both formal and informal could be used to evaluate the group? How could you measure individual and/or group progress using an evaluation tool? How would you involve members in the evaluation process? (If your group has an existing evaluation measure, please attach it and critique the measure).

References from the course literature should be used throughout the paper. Please include citations and a reference list in APA style.

Grading criteria	Points Possible
Description of the group, its members and group goals is clear and thorough. There is a discussion of group selection, composition and preparation.	12
Analysis of group development and therapeutic factors exhibits critical thinking and incorporates course readings. This section includes application of one of the group development frameworks such as Tuckman, Schiller, etc. Group events and their development are clear. Examples are given to illustrate main points.	17
Evaluation of group and individual progress is clear and exhibits critical thinking. Paper critiques leader's interventions. Discussion of formal and informal evaluation methods is cogent and incorporates course readings.	13
The paper is well written, free of spelling and grammatical errors. APA format is followed. Paper is well organized. <i>Client confidentiality and anonymity is maintained.</i>	3
Total	45

Option #2

This paper offers students an opportunity to research a type of group they may want to lead in their future career. In this 7 to 10 page paper you will write a plan for a proposed group. The paper should include the following:

Description of the group

In this section describe what type of group, size and setting that you are proposing. How often would the group meet and for how long? What population is the group designed for and what are the group's goals? What factors would you need to consider in recruiting and screening clients for the group and what issues would be important in thinking about the ideal group composition?

Group development and therapeutic factors

In this section include a description of the sequence of meetings. Specify whether the group is meeting for a specific number of sessions or is open-ended. Indicate how you would handle the beginning stage and facilitate movement into a more "mature" phase if the group. Think about what imposed structure and processes would be important in order to develop positive and productive emerging structures and processes.

Describe your proposed intervention strategy and give the rationale for this in terms of therapeutic factors, purpose, and group development. The group development frameworks include Tuckman, Schiller, Galinsky & Schopler. Yalom does not have a group development framework per se, but you may want to incorporate some of his ideas about group development. Include ideas for program activities/exercises that you think would be useful in helping the group achieve goals and promoting group development. Discuss the probable nature of group development and worker behavior needed to enhance development. Also, consider beginning and ending, as these are central issues, and note how you would deal with them.

Group and individual client outcomes

How would you evaluate the group and member progress? What would be your measures of goal achievement? What methods, both formal and informal could be used to evaluate the group? How would you involve members in the evaluation process?

References from the course literature should be used throughout the paper. Please include citations and a reference list in APA style. You may need some readings that were not on the class syllabus in order to explain and discuss your particular type of proposed group.

Grading criteria	Points Possible
Clear and thorough description of group you wish to lead including purpose, screening, recruitment and consideration of group composition.	10
Discussion of intervention strategies to promote group development and therapeutic factors is clear and exhibits critical thinking. Course readings are incorporated and outside readings are utilized as needed. This section includes application of one of the group development frameworks such as Tuckman, Schiller, etc.	17
Evaluation of group and individual progress is clear and exhibits critical thinking. Discussion of formal and informal evaluation methods is cogent and incorporates course readings.	15
The paper is well written, free of spelling and grammatical errors. APA format is followed. Paper is well organized.	3
Total	45