Instructor:  Barbara Bond, EdD., LICSW
Office:  95 Burrill Ave. 102W   Phone: 508-531-1465 (o)
Email: barbara.bond@bridgew.edu
Office Hours: Tuesdays 3-5; Wednesdays 3-5, and by appointment.
Credits:  Three (3) Hours
Class Times:  Wednesday 6:00-8:40 p.m.

Communication: Information/updates on this course can be found on Blackboard. You are responsible for checking the designated internet communication platform at least once a week for updates/changes to the course readings and assignments. You are also responsible for checking your BSC email account. Your BSC email account is an official means of communication, and it is the account I use for all emails. Not checking email is not an excuse for missing any course work.  

Honor Code:  Students are expected to be familiar with the policies of the MSW program and the School of Graduate Studies. By accepting admission to Master of Social Work Program at Bridgewater State College, you affirm that you have read and agree to abide by the NASW Code of Ethics and the Bridgewater State College School of Graduate Studies Academic Integrity Policy. Violations of academic integrity will not be tolerated. Refer to the Graduate Student Handbook for details at http://www.bridgew.edu/handbook/GradSchool/academicintegritySoGs.cfm.

Accessibility Statement:  In compliance with Bridgewater State College’s policy and equal access legislation, I am available to discuss appropriate accommodations that you may require as a student with a disability. Requests for academic accommodations should be made during the ‘add/drop’ period, unless there are unusual circumstances, so that appropriate arrangements can be made. Students who are seeking accommodations must register with the Disability Resources Office in the Academic Achievement Center for disability verification and determination of reasonable academic accommodations. For details, please refer to the College Catalog at http://www.bridgew.edu/Handbook/PoliciesProcedures/CivilRightsDisabilitiesandDiscrimination.cfm.

Expectations of Student Involvement:  Attendance in this class is required. Students are expected to attend all class sessions, be fully prepared, and hand in assignments on dates assigned. Students are expected to conduct themselves as aspiring professional social
workers. They should be prepared to answer questions posed by the professor (even if they have not raised their hands). The final course grade may be affected by the student’s attendance and participation. Late assignments will not be accepted unless otherwise agreed upon with the instructor prior to the original due date – if instructor agrees to accept the assignment late, late assignment may be graded down.

**Required Texts:**

2. Selected readings which address the skills and process of treatment and task groups are on Blackboard and indicated in the class schedule as given below.

3. Additional Readings may be posted on Blackboard during the semester.

**Course Description:**
This course is designed to provide students with generalist knowledge, skills, ethical principles, and theories used in the application of strength-based, culturally competent practice with treatment and task groups in agency and diverse community settings. Throughout the semester, attention is given to effective leadership, critical thinking, cross cultural communication, power dynamics and roles in groups, and to empowerment and creating resources through groups and community based programs. Students will develop skills in how to design, develop, and conduct treatment and task groups working with people from diverse social locations. Students will learn assessment, intervention, and evaluation skills for group work that addresses needs, resilience, and empowerment of individuals and groups across cultures, generations and communities.

Throughout the semester, social justice, social consciousness, and responsible application of principles of cross cultural communication, and group and community social justice will be highlighted. We will also explore strength-based approaches and resources that address inequality on the interpersonal and institutional levels, dimensions of identity associated with age, gender, gender identity, class, race, sexual orientation, (dis)ability status, ethnicity, religion, language and the strengths of individuals sharing within a group setting to empower themselves and others.

Student learning is supported by readings, class discussions and participation in “learning-by-doing.” During this course, students will learn and practice the skills of effective, culturally competent group work through participation in student-led group experiences in each class.

**CORE COMPETENCIES, PRACTICE BEHAVIORS AND METHOD OF ASSESSMENT:**
At the completion of this course, students should have acquired and/or enhanced the following core competencies as demonstrated by the stated practice behaviors. The method of assessing these practice behaviors are noted in the third column.
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Practice Behaviors</th>
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</thead>
</table>
| **E. P. 2.1.1**—Identify as a professional social worker and conduct oneself accordingly. | FY 2.1.1b - Practice personal reflection and self correction to assure continual professional development.  
 FY 2.1.1c - attend to professional roles and boundaries;  
 FY 2.1.1b - Practice personal reflection and self correction to assure continual professional development.  
 FY 2.1.1f - use supervision and consultation. |
| **Educational Policy 2.1.2**—Apply social work ethical principles to guide professional practice. | FY 2.1.2a - recognize and manage personal values in a way that allows professional values to guide practice;  
 FY 2.1.2b - make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;  
 FY 2.1.2c - tolerate ambiguity in resolving ethical conflicts; and  
 FY 2.1.2d - apply strategies of ethical reasoning to arrive at principled decisions. |
| **Educational Policy 2.1.3**—Apply critical thinking to inform and communicate professional judgments. | FY 2.1.3b - analyze models of assessment, prevention, intervention, and evaluation; and  
 FY 2.1.3c - demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
| **Educational Policy 2.1.4**—Engage diversity and difference in practice. | FY 2.1.4a - recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  
 FY 2.1.4b - gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  
 FY 2.1.4d - view themselves as learners and engage those with whom they work as informants. |
| **Educational Policy 2.1.5**—Advance human rights and social and economic justice. | FY 2.1.5a - understand the forms and mechanisms of oppression and discrimination. |
| **Educational Policy 2.1.6**—Engage in research informed practice and practice informed research. | FY 2.1.6b - use research evidence to inform practice. |
### Educational Policy 2.1.7 — Apply knowledge of human behavior and the social environment.

| FY 2.1.7a | utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and |
| FY 2.1.7b | critique and apply knowledge to understand person and environment. |

### Educational Policy 2.1.9 — Respond to contexts that shape practice

| FY 2.1.9a | continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; |

### Educational Policy 2.1.10(a) — Engagement: Social Workers

| FY 2.1.10(a)a | substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; |
| FY 2.1.10(a)b | use empathy and other interpersonal skills; |
| FY 2.1.10(a)c | develop a mutually agreed on focus of work and desired outcomes. |

### Educational Policy 2.1.10(b) — Assessment: Social Workers

| FY 2.1.10(b)a | collect, organize, and interpret client data; |
| FY 2.1.10(b)b | assess client strengths and limitations; |
| FY 2.1.10(b)c | develop mutually agreed on intervention goals and objectives; and |
| FY 2.1.10(b)d | select appropriate intervention strategies. |

### Educational Policy 2.1.10(c) — Intervention with individuals, families, groups, organizations, and communities.

| FY 2.1.10(c)a | initiate actions to achieve organizational goals; |
| FY 2.1.10(c)b | implement prevention interventions that enhance client capacities; |
| FY 2.1.10(c)c | help clients resolve problems; |
| FY 2.1.10(c)d | negotiate, mediate, and advocate for clients; and |
| FY 2.1.10(c)e | facilitate transitions and endings. |

### Educational Policy 2.1.10(d) — Evaluation with individuals, families, groups, organizations, and communities.

| FY 2.1.10(d)a | critically analyze, monitor, and evaluate interventions. |

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**Learning Outcomes:**

At the end of this course, students will demonstrate the ability to:

1) Apply critical thinking to evaluate theoretical perspectives used in interpersonal group work practice with diverse and vulnerable populations; (PO1)
2) Demonstrate an understanding of the theory, issues, legality, and ethics involved in group and community based social work practice across the lifespan; (PO2)

3) Apply social work principles and ethical standards regarding empowering vulnerable groups to address needs at the community level. (PO3, PO4)

4) Apply a biopsychosocial and empowerment approach to identify available resources and strengths to use in work with vulnerable groups and communities; (PO6, PO12)

5) Systematically examine their professional use of self in their group practice, including their own and clients’ cultural backgrounds, and power and privilege as it relates to effectively addressing group and community needs and building resources; (PO3, PO6, PO10)

6) Demonstrate skills in group and program development, assessment, intervention, and resource development; (PO7, PO8)

7) Demonstrate the ability to engage principles of social justice in group and community social work practice; (PO6, PO12)

8) Apply knowledge of research based (needs assessment and) evaluation approaches to group, and programmatic community based social work practice; (PO9)

Course Grading

Standards for Grading:

THE GRADE OF “A” is reserved for those students who show clearly superior and consistently active participation in class performance; the student goes above and beyond course expectations. Active participation in class means interactions which facilitates understanding and is grounded in a mastery of the assigned readings. Written work reflects mastery of material, originality of thought and creativity.

THE GRADE OF “B” is reserved for students who meet all the requirements of the course and who turns in written work that is satisfactory at a graduate level though lacks creativity and synthesis of course materials. Rather than being an active participant, the student attends class and completes assigned readings, but does not demonstrate consistent involvement and active participation.

THE GRADE OF “C” is reserved for students who barely meet the requirements of the course and who turn in written work that is not at a graduate level. The student’s classroom participation demonstrates a minimal understanding of course material and assigned readings.

The final course grade may be affected by the student’s attendance and participation. Late assignments will not be accepted unless otherwise agreed upon with the instructor prior to the original due date – if instructor agrees to accept the assignment late, late assignment may be graded down.
### Table 1: Course Assignments & Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Course Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Class participation and in-class assignments, including presentation of assigned article</td>
<td>Ongoing</td>
<td>15%</td>
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<tr>
<td>2. Group Observation Paper of a Treatment Group</td>
<td>As noted</td>
<td>12.5%</td>
</tr>
<tr>
<td>3. Group Observation Paper of a Task Group</td>
<td>As noted</td>
<td>12.5%</td>
</tr>
<tr>
<td>4. Therapeutic group design: Group Demonstration and Self-reflection paper*</td>
<td>As noted Paper due week after your presentation*</td>
<td>25% 5%-paper*</td>
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<tr>
<td>5. Paper: Groups for specific treatment population</td>
<td>Last class</td>
<td>30%</td>
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</table>

**COURSE ASSIGNMENTS:**

**ASSIGNMENT 1: IN-CLASS GROUP EXPERIENCES, READINGS AND ASSIGNMENTS:**

**ONGOING (15%)**

This classroom experience at each class session provides students with a firsthand opportunity to be involved in a group process while learning and practicing culturally competent group leadership and participation skills. During part of each class session, students will participate in a role play of a different type of group (e.g. support group, substance abuse group, children’s socialization group, etc.) which includes a diverse population of “clients.” This is not an actual therapy experience and students are not being asked to participate in any way that feels threatening or upsetting. Experiential exercises in each class session are based on the assigned readings and it is expected that students will complete the assigned readings each week.

Students will meet in small groups to role-play according to instructions from the professor about the day’s group and brief vignettes about diverse group members. Students will rotate being the group leader(s) so that each will have at least one turn at leading a group during the semester. At the end of the role-play, each group will complete leadership feedback notes and give them to the group leader. The group leader will complete a feedback form on themselves and give that to the professor. The idea of the feedback forms is to be honest about the leader’s skill and impact and to give constructive feedback as well as positive comments. Please take this seriously and take some risks in not giving only positive feedback. We learn best when given both. The professor will also complete a feedback form for the leader and will give it to the leader with comments for their group leadership skills.
Each student will present one of the assigned readings to the class as part of their contribution to class learning. Students will be directed to sign up for readings and will follow the outline provided by the instructor.

**ASSIGNMENT 2: GROUP OBSERVATIONS/PAPER1 (12.5%)**

Students are required to observe two groups (one treatment and one task) in the wider community for the purpose of learning. The treatment group that is observed should be any type of group session in a community which includes a diverse population. Think about your 502 Diversity class and where you and other students went to interview individuals from different social locations to guide your choice of group settings. You can choose to attend an "open" AA, NA or OA meeting or a facilitated support group in any setting in which you can obtain the permission of the group leader to attend. Please check with the contact person for any group to be sure your presence is appropriate.

After observing the group, please write a 2-4 page reflection paper describing your experience and address the following questions:

1. What was the primary purpose of the group?
2. What leadership styles, roles, and skills were utilized by the leader?
3. What was the main focus of attention of the group?
4. What behaviors seemed to promote and support cohesiveness?
5. What was the cultural composition of the group as regards race, ethnicity, gender, (dis)ability status, age and other observable markers of social location?
6. In what way did any of these aspects of social location play a role in the groups observed?
7. Describe the communication patterns in the group process. How were issues of cross cultural communication evidenced in the group?
8. How was conflict handled in the group? How does it differ from your own style of dealing with conflict in groups?
9. How did the group end?
10. Discuss your feelings, thoughts, and initial experience during each group.
11. Summarize your learning about the group; and describe how this observation enhanced your understanding of culturally competent group process.

In attending any group, students are expected to adhere to the NASW Code of Ethics as to the confidentiality and privacy needs of group members. You are expected to share your first name with the group members and the reason for attending the group, which is to learn about groups, group leadership, and to learn to work with clients in groups. Unless expressly requested by the group leader, students should expect not to speak in the group beyond their introduction and reason for attendance.

**and**

**ASSIGNMENT 3: OBSERVATION AND ANALYSIS OF A TASK GROUP. (12.5%)**

A. Students will observe a task group in a community setting. The group can be one of the three major types of task groups: 1. Groups to meet client needs (teams,
treatment conferences or staff development), 2. Groups to meet organizational needs (committees, cabinets, board of directors), or 3. Groups to meet Community needs (social action groups, coalitions, delegate councils).

B. Please follow the guidelines outlined above for Assignment 1: Group Observation Paper with regards to obtaining permission to observe the group, etc.

C. After observing the group please write a 2-4 page reflection paper describing your experience and address the following questions:

Identify what type of task group this is (see text p 30-32). Whose needs is this task group designed to meet? What sort of specific group is the task group?

1. Describe the membership of the task group. Position, role, and social identities of members as well as leaders.
2. What is the main issue of concern for this task group and what population(s) in the agency or community, are affected by the selected issue of concern?
3. Describe the process by which the group purpose was defined.
4. Was a meeting agenda used? How was the agenda developed? How did the group move through the agenda?
5. How were group goals developed?
6. Were socioemotional items addressed during group sessions?
7. Was there any ambivalence in the group? Please describe if so – what was it about? How did it manifest, and how was it addressed – by whom…?
8. Were any of group members challenging to engage or actively opposed to the group tasks? Please describe if so – what was it about? How did it manifest, and how was it addressed – by whom…?
9. Please describe the:
   a. Communication patterns
   b. Cohesion
   c. Social integration
   d. Group culture
10. Please identify the various role behaviors you observed in this group.
11. Was the purpose of the group carried out? What was accomplished during the group meeting?
12. What are your overall impressions of this task group?

ASSIGNMENT 4: THERAPEUTIC GROUP DESIGN- DEMONSTRATION-(30% Total*with reflection paper)  See pages 467-468 in text for outline

- For this assignment, students will work in pairs to plan and co-lead one role-played 15-20 minute session of any group type they choose, in front of the whole class. The group can be modeled after one they role played in their small group experiences, or based on one they have planned or run in their work or placement setting. Groups should consist of 5-6 individuals and members should represent diversity along one or more dimensions of social location.
- Planning for the presentation should include:
a. relevant goals and activities that best support the group’s work and are 
appropriate for the group members’ ages, problems, stage of development, 
and  
b. take into consideration member’s cultural backgrounds and other social 
locations. Include in your preparation  
c. an analysis and awareness of how the differences or similarities in group 
members’ and your own social location or other characteristics may affect 
the group interactions.

Co-leaders should submit a one-page outline of their plan to the professor at the beginning 
of the demonstration class session. The outline should include:

- Goals for the session  
- A brief description of key activities that they plan to use  
- Students will also prepare and give volunteer role players brief descriptions of the 
roles that other students in the group will play and the stage of group’s 
development. These roles should reflect a diversity of social locations as might be 
found in a community center /agency where the group might take place. All items 
should be put together in brief (1 page) form and given to the professor.

After the group demonstration, co-leaders will be asked to comment briefly on:

- Their choice of the type of group and group goals  
- The overall group process noted, including group dynamics, communication 
processes and stage of group development, and the impact of cultural differences 
on these processes.

Discuss:

- Their own function and process as group leaders  
- The appropriateness of their group activities, design and leadership style for the 
targeted group population  
- The co-leaders analysis of the impact of group members’ and facilitators’ social 
locations on group interactions.

Students’ performance as group co-leaders will be evaluated according to the degree to 
which they have learned and are demonstrating effective group leadership skills with 
multicultural populations as described in their textbook, assigned readings, and in class 
discussions. Students will evaluate themselves and be evaluated by fellow students and 
graded by the professor according to the following specific criteria: (See Table 2: Group 
Leader Evaluation Rubric at end of syllabus).

ASSIGNMENT 5: FINAL PAPER-GROUPS FOR A SPECIFIC TREATMENT POPULATION.  
(30%)  
This is your opportunity to investigate groups for populations you are currently 
working with, have worked with or would like to work with in the future. For example, you
might want to work with children who have experienced personal or family violence; or to research the use of cognitive behavioral therapy in groups of patients with severe mental illness. You should use at least 5 peer reviewed sources for your paper or can use a scholarly book for 2 of your 5 sources. You may use one source from the syllabus or bibliography. Your paper should be 6-8 pages in length, double spaced, following APA style for format and citations. Your paper should include:

- A description of the population and its characteristics. (age, problem or concern, cultural diversity, etc)
- Brief account of your own experience with or interest in this group/population.
- The type of group interventions you found described for use with this population.
- Specific group techniques or methods recommended for use.
- Rationale for use of this approach with this population.
- A “typical” plan for a group session, including a hypothetical description of the stage of group development.
- Any outcomes reported or evidence referred to when this approach is used with type of group/population and specific discussion of diversity in this group type.
- A conclusion stating your overall impression of the efficacy of use of this approach with this group/population including your observation about the use of the approach or approaches with a diverse population.

**COURSE SCHEDULE (Revised due to snow storm cancellations)**

This course is divided into three (3) sections. Section I deals with the basic concepts of group work and with culturally competent social work practice in facilitating treatment groups. Section II focuses on groups in multicultural settings designed for particular life stages including childhood, adolescence and the elderly. Section III addresses the application of group concepts in culturally competent social work practice in task groups in community settings. Many of the basic concepts about groups apply to social work practice in both treatment groups and task groups in community work.

**SECTION I: BASICS OF GROUP AND TREATMENT GROUPS**

**Class 1:**

**Topics:** Course Introduction and students’ introductions. Intro selves with reference to the types of groups in which you have participated; what impact did it (they) have in your life experience? How you feel about being in groups?

- Lecture: Groups in social work practice, including historical overview.

  **Small Group Experiences**
- The small group experience
- The use of role play
• The ethical principles of group work
• Multicultural issues in group work
• Forming a small group—feedback and discussion

**Required readings to be completed prior to class:**

• Toseland & Rivas: Chapters 1 (Introduction) & 2 (Historical Developments)
• Group work’s place in social work: a historical analysis. Janice Andrews (On Blackboard)

Video: The Evolution of a Group, Corey and Corey. Link on Blackboard

Throughout the semester we will see segments of this video. I encourage you to watch it in its entirety on your own:

**Class 2:**
**Topic: Introduction to group dynamics**

• Stages of group development
  • Small Group Experience: Caregiver Support Group

• Feedback and discussion

**Required readings to be completed prior to class:**

• Toseland & Rivas: Chapters 3 (Understanding Group Dynamics)

**NO CLASS-MONDAY HOLIDAY**

**Class 3:**
**Topic: Leadership/Group Facilitation**

• Co-leadership and diversity
• Prevention.
  • Small Group Experience: Psycho-educational group or prevention group

• Feedback and discussion

**Required readings to be completed prior to class:**

• Toseland & Rivas: Chapters 4 (Leadership) & Chapter 5 (Leadership and Diversity)

**Class 4:**  
**Topic: Planning for the group**  
- Objectives in the beginning stage  
  - *Small Group Experience:* Social Work Graduate Student Growth Group  
- Feedback and discussion  

**Required readings to be completed prior to class:**  
- Toseland & Rivas: Chapters 6 (Planning the Group) & Chapter 7 (The Group Begins)  

**NO CLASS—SPRING BREAK**  

**Class 5:**  
**Topic: Assessment in groups**  
- Foundation Methods: Middle-stage Skills  
  - *Small Group Experience:* Therapy Group  
- Feedback and discussion  

**Required readings to be completed prior to class:**  
- Toseland & Rivas: Chapters 8 (Assessment) & Chapter 9 (Treatment Groups: Foundation Methods)  

**Class 6:**  
**Topic: Specialized Methods--Intervening with Group Members**  
- Intervening with Group as a Whole  
- Changing the Group Environment  
  - *Small Group Experience:* Group Session—A follow Up to one of the groups above, including working with “difficult clients”.  
- Feedback and discussion  

**Required readings to be completed prior to class:**  
- Toseland & Rivas: Chapter 10 (Treatment Groups: Specialized Methods)

Class 7:  
{4-5 groups will complete their demos tonight, the others will present on 4/16. To be fair, all groups should come prepared to do their demos tonight and order of presentation will be selected randomly.}

Topic: Demonstration Groups
• Feedback and evaluation on student’s demonstration of group facilitation

Whole Group Experience: Demonstration Groups -- All students will co-lead 20 minute presentations of a group they have designed with roles played by other students from the class.

II. SPECIALIZED GROUPS IN MULTICULTURAL SETTINGS

Class 8:
During this class, there will be a panel presentation for all participating group classes about children, adolescent and elder groups featuring guest speakers who lead these types of groups in multicultural settings. After the panel presentation, students will attend one of the group workshops which they have preselected and will ask prepared questions based on the articles below on these groups. All students will be expected to prepare 2-3 questions for their selected type of group based on the readings. Some of these questions will be asked during the small groups and all students will submit their questions to their professor at the end of the class.

Group I—Children’s Groups: Required readings to be completed prior to class:
Read all of the following 3 articles:

Choose and read 1 of the following articles that interests you:

**Group II-Adolescent Groups:**  *Required readings to be completed prior to class:*

**Read 2 of the following 3 articles:**


**Choose and read 2 of the following articles that interest you:**


**Group III—Groups for Elders:**  *Required readings to be completed prior to class:*

**Choose and read two of the following articles:**

- Zullo, N. Depression in Elderly Care Recipients. [http://www.longtermcarelink.net/eldercare/depression_elderly_care_recipients.htm](http://www.longtermcarelink.net/eldercare/depression_elderly_care_recipients.htm)

**III. TASK GROUPS**

Class 9:
**Topic: Task Groups**
- Forming task groups
- Brainstorming
- Multicultural task groups

*Required readings to be completed prior to class:*
- Toseland & Rivas: Chapter 11 (Task Groups: Foundation Methods) & Ch. 12 (Task Groups: Specialized Methods) (p. 344-349)

**Class 10:**
**Topic: Task Groups**
- Addressing agency concerns
- Planning and running meetings
- Issues related to sustainability
- Conducting workshops

*Required readings to be completed prior to class:*
- Toseland & Rivas: Chapter 12 (Task Groups: Specialized Methods)
- Leadership Development (Reading on Blackboard)
- Conducting workshops
- Working with community organization boards

**Class 11:**
“Catch Up” As needed, then:
**Topic 2: Evaluation**

*Required readings to be completed prior to class:*
Toseland & Rivas: Chapter 14 (Evaluation)
- Class will discuss evaluation of treatment and task groups.
- Class will review and discuss course as an experience in group process and learning about culturally competent facilitating in diverse groups.
- Class members will complete a self evaluation (see figure 1 below and come to class prepared to discuss their strengths and areas for growth as a group leader. The self evaluation will be turned in to the professor at the end of this class.

**Class 12:**
**Topic: Ending the Group’s Work: **
*Required readings to be completed prior to class:*
Toseland & Rivas: Chapter 13 (Ending the Group’s Work)
Class members will complete college course evaluations, discuss ending groups and participate in experiential exercises for ending the group’s work.
<table>
<thead>
<tr>
<th>SKILLS*</th>
<th>GOOD</th>
<th>DEVELOPING</th>
<th>NEEDS ATTENTION</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the ability to articulate group goals</td>
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<td>2. Demonstrate the ability to establish trust, safety and rapport with group</td>
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<td>3. Exhibit the ability to engage members in group communication</td>
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<td>4. Demonstrate facilitation and coordination of group task roles and group dynamics</td>
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<td>5. Demonstrate ability to focus, direct the group and to help the group make decisions openly</td>
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<td>6. Assist the group with bringing conflict into the open and deal with it</td>
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<td>7. Assist group members in identifying behaviors that hinder and enhance individual and group work</td>
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<td>8. Demonstrate the ability to work with co-leader</td>
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<td>9. Other important leadership skills?</td>
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*All skills should demonstrate cultural competence and an awareness of the potential impact of social location on group members and group functioning.

Use back of this page for additional comments.
Figure 1: SELF EVALUATION

Students should prepare a 2-3 page (double spaced) reflection paper in which they discuss the in-class group experiences and their demonstrations, (and may add experience this semester as a group facilitator in your placement or work setting) addressing:

- What you have learned about yourself:
  - as a group member
  - as a group leader and
  - as a co-leader in the small groups and in class sessions as representative of a group experience.

- Discuss how pertinent information and issues addressed through readings and class discussions has enhanced your group skills (be specific).

- What have you learned about the impact of social location on overall group process, communication, group dynamics and on your own leadership experience in any of these group experiences?
ADDITIONAL BIBLIOGRAPHY


Burlingame, G., Earnshaw, D., Hoag, M., Barlow, S., ----A systematic program to enhance clinicians group skills in an inpatient psychiatric hospital. *International Journal of Group Psychotherapy*, 52 (94), 555-571.


Zullo, N. Depression in Elderly Care Recipients. [http://www.longtermcarelink.net/eldercare/depression_elderly_care_recipients.htm](http://www.longtermcarelink.net/eldercare/depression_elderly_care_recipients.htm)