

## **Social Work 679**

### **Mezzo Theory and Practice in Work-Related Environments 3 Units**

We allow our ignorance to prevail upon us and make us think we can survive alone, alone in patches, alone in groups, alone in races, even alone in genders. – Maya Angelou

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**Location: VAC, my room**

<https://mswatusc.adobeconnect.com/r7ka8m7kc2m?session=na5breezbmr8tfinneby2y9d>

#### **I. COURSE PREREQUISITES**

Foundation courses

#### **II. CATALOGUE DESCRIPTION**

Emphasizing group and organizational dynamics, this course provides an understanding of human behavior in work-related environments, and prepares students for mezzo practice in these settings.

*Note: This is a required course for the Social Work and Business in a Global Society concentration*

#### **III. COURSE DESCRIPTION**

Human behaviors in groups on the job and in work-related environments are at the core of numerous social problems, including discrimination, work stress and health problems, verbal abuse or bullying, workplace violence, and even poor community relations or disregard for surrounding environments. In addition, knowledge of these types of human behaviors and effective interventions prepare social workers to take the lead on improving human interactions in business organizations, resulting in higher functioning organizations, better employment sustainability, and greater well-being for the individuals, families and communities that interact with organizations. The importance of cultural competency, social work ethics, and working toward social justice within work environments is integrated throughout the course.

Students will gain a working knowledge of mezzo practice skills including group assessment, training, debriefing, counseling, facilitation, strategic planning, and dialogue to address organizational needs such as inclusion, conflict, trauma, team building and work group strengthening. Students engage in team activities and assignments to increase their understanding of mezzo dynamics, to deepen their awareness of their own interactive styles and to increase their ability to become self-reflective practitioners. In turn, this awareness will strengthen their capacity to assess, model and empower others to utilize collaborative and effective behaviors in their work environments.

#### IV. COURSE OBJECTIVES

The Mezzo Theory and Practice in Work-Related Environments course (SOWK 679) will prepare students to:

Objective #	Objectives
1	Develop the capacity for self-awareness, reflection and cultural competency in practice with groups in work-related settings, through observation of interactive dynamics in class-based group exercises or assignments, as guided by social work values and ethics as specifically applied to mezzo practice.
2	Increase the comprehension of human behaviors on the job and in work-related environments, and their impact on mezzo level interactions, drawing upon theories of group dynamics, team interactions and relevant organizational theories.
3	Increase the knowledge of and competency in mezzo assessment and intervention skills, drawing upon best practices and evidence-based models relevant to a variety of diverse work-related practice settings.
4	Apply knowledge of human behaviors and theories, mezzo assessment, practice skills and intervention knowledge to a specific organizational work group or team need or problem, and develop a mezzo level intervention plan.
5	Critically analyze mezzo level needs and interventions with an emphasis on cultural competency, vulnerable populations, social justice, and the complexity and ethical conflicts inherent in the social worker role in work-related settings.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

#### VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following nine social work core competencies as established in March 2015 by the Council on Social Work Education (CSWE):

	Social Work Core Competencies	SOWK 679	Course Objective
1	<b>Ethical and Professional Behavior</b>	*	<b>1 &amp; 5</b>
2	<b>Engage Diversity and Difference in Practice</b>	*	<b>1 &amp; 5</b>
3	<b>Advance Human Rights and Social, Economic &amp; Environmental Justice</b>		

4	<b>Engage in Research-informed Practice</b>		
5	<b>Engage in Policy Practice</b>		
6	<b>Engage with Individuals, Families, Groups, Organizations &amp; Communities</b>	*	<b>1 &amp; 2</b>
7	<b>Assess Individuals, Families, Groups, Organizations &amp; Communities</b>	*	<b>3 &amp; 4</b>
8	<b>Intervene with Individuals, Families, Groups, Organizations and Communities</b>	*	<b>3 &amp; 4</b>
9	<b>Evaluate Practice with Individuals, Families, groups, Organizations and Communities</b>		

The following table summarizes the above-highlighted CSWE competencies, the related student learning outcomes, and the method of assessment for those competencies upon which this course focuses:

<b>Demonstrate Ethical and Professional Behavior</b> Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Assignments 2 & 3 Class exercises
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Assignments 1, 2 & 3 Class exercises
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Assignment 1 & 3 Class exercise
	Use technology ethically and appropriately to facilitate practice outcomes	
	Use supervision and consultation to guide professional judgment and behavior.	

<b>Engage Diversity and Difference in Practice</b> Social workers understand how diversity characterizes and shapes the human experience generally, and individual's formation of identity. Aspects of diversity include age, color, culture, ethnicity, gender identity, marital status religion and many other qualities. We understand that as a consequence of difference, a person's life experiences may include marginalization or privilege. In professional practice, a social worker:	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels;	Class exercises
	Present themselves as learners and engages clients and constituencies as experts of their own experiences; and	Assignment 1 & 3 Class exercises
	Applies self-awareness and self regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Assignments 1 & 3

<b>Advance Human Rights and Social, Economic and Environmental Justice</b> Social workers understand that every person has fundamental rights such as freedom, safety, privacy, an adequate standard of living, health care and education. Professional social workers:	Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system level; and	Class exercises
	Engage in practices that advance social, economic and environmental justice.	

<b>Engage in Practice-informed Research and Research-informed Practice</b> Social workers understand research, the science of social work, and the importance of evaluation in practice. We understand that evidence informs practice, can be derived from multiple ways of knowing, and appreciate the process for translating research effectively. Professional social workers:	Use practice experience and theory to inform scientific inquiry and research;	
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	
	Use and translate research evidence to inform and improve practice, policy and service delivery.	Assignment 3 Class exercises

<b>Engage in Policy Practice</b> Social workers understand that human rights and social justice are impacted by policy and its implementation, at the federal, state, local and agency levels. We understand our role in policy development and implementation, and seek to actively engage in policy practice to effect change within the settings where we work. Professional social workers:	Identify social policy at the local, state and federal level that impacts well-being, service delivery and access to social services;	
	Assess how social welfare and economic policies impact the delivery of and access to social services; and	
	Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice.	

<b>Engage with Individuals, Families, Groups, Organizations and Communities</b> Social workers engage: we engage and build relationships with clients, peers and our other constituencies, and we understand that engagement is an ongoing and interactive process. We also understand how our personal experiences may impact our abilities and effectiveness in engagement. Professional social workers:	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Assignments 1, 2 & 3
	Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.	Assignment 3

<b>Assess Individuals, Families, Groups, Organizations and Communities</b>  Social workers appreciate that assessment is a component of successful professional practice. We understand theories of human behavior and social environments, and critically evaluate this knowledge to effectively apply our practice with diverse clients and constituencies, including individuals, families, groups, organizations and communities. We value the importance of inter-professional collaboration in this process. Social workers:	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	
	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Assignment 2 Class exercises
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies; and	
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Assignment 2 & 3

<b>Intervene with Individuals, Families, Groups, Organizations and Communities</b>  Social workers know that intervention is an ongoing component of practice with our clients and constituencies, and we are knowledgeable about evidence-based interventions that create effective impacts thereupon. We also recognize that inter-professional teamwork can help create beneficial outcomes. Social workers:	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Assignment 3
	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Assignment 3
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Class exercises
	Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies; and	
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>  Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy and service delivery effectiveness; and understand qualitative and quantitative methods for such evaluation. Professional social workers:	Select and use appropriate methods for evaluation of outcomes;	
	Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	
	Critically analyze, monitor and evaluate intervention and program processes and outcomes; and	
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	



**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Team Participation &amp; Individual Assessment Paper</b>	Unit 5 – Team reports Unit 7 – Individual Paper	30%
<b>Assignment 2: Team Project – Mezzo Problem Assessment and Planning Paper</b>	Unit 10	30%
<b>Assignment 3: Intervention Analysis Paper</b>	Unit 15	30%
<b>Class Participation</b>	Ongoing	10%

**Assignment 1, 2 & 3: Introduction**

To experience and reflect on team development and to gain an awareness of “self-in-team,” students will be assigned to class teams for both Assignments 1 and 2. Note: Team size and any adaptations of the assignment process to address the effect of class size on classes will be determined by the instructor to fit any unique needs of each specific class. This flexibility is necessary to allow for unique needs of the course and each class, specifically when offered within the Virtual Academic Center. The instructor will provide clarification on the assignments after enrollment is concluded.

In each assignment below, if the instructor designates the assignment as team-based, 80% of each student's grade for the assignment will be the grade given by the instructor for the team's response to the assignment. All students must participate in team-based assignments, and each team is provided consultative support and guidance by the instructor. Any student failing to contribute regularly may have to undertake the assignment (or an equivalent assignment) individually, based on the instructor's decision. 20% of the student's grade on each assignment will be based on each group members' confidential and unbiased evaluation of the individual student's activities to support the group project, compiled through the use of a survey instrument provided by the instructor.

For each of the assignments below, Content (meeting all content requirements as outlined in the assignment handout and syllabus) will receive a total of 60 evaluation points, Critical Analysis (use of critical thinking, drawing upon literature and knowledge, as outlined in the assignment handout and syllabus) will receive a total of 35 evaluation points, and Quality (correct, and effective use of writing skills and format) will be receive a total of 5 evaluation points.

**Assignment 1: Team Participation & Individual Assessment – 30% of Course Grade**

In this assignment, each assigned student team will meet in-person or on the Virtual Academic Center (for VAC students only) for a total of three one-hour meetings. Please note these meetings are a required part of the assignment itself. For ground classes, web meetings can be used, if arranged by the students, but the first meeting is required to be in-person. Each team will follow a team development process outlined in a detailed assignment handout, with processes that increase knowledge of team members, identify team values, create roles, identify decision-making and meeting processes, and undertaking basic goals and action planning. A team report on the accomplishment of these steps must be completed for each of the three meetings using a form provided by the instructor. The team meeting reports are



considered part of the Assignment 1 development work. Note that the team development process and the entire third team meeting will be focused on fulfilling Assignment 2 goals.

### **Team Reports – due Unit 5. Assignment 1 continued below**

After participating in the team development process, individual students then each complete a 5 to 7 page (APA format, double-spaced) paper following a detailed assignment handout, reflecting on the student's individual experiences (self-in-team observations), the student's evaluation of the team's process of development, stage of development, and the student's critical analysis of the team's development process, evidenced group behaviors, and its overall effectiveness. Consideration of values, norms, group behaviors evidenced, interpersonal dynamics and relevant theories should be included. Up to five (5) citations of class literature and/or external scholarly articles must be included to support the analysis. As this is an individual assignment paper, student's papers and comments are considered confidential.

### **Individual Assignment 1 Papers - Due Unit 7**

*This assignment relates to student learning outcomes 2 – 4, 13, 15-17, 22-24.*

## **Assignment 2 Team Project – Mezzo Problem Assessment and Planning Paper – 30% of Course Grade**

As the goal of the Assignment 1 team meetings is to create a team that effectively completes Assignment 2, the second and third meetings of each team described above in Assignment 1 will focus on collaborating together to complete Assignment 2. The teams will be given a case study of a team problem occurring in an organizational setting, relevant to mezzo problem areas covered in the course. During the second and third meetings of the Assignment 1 required meetings, the team will assess factors relevant to the written team case study problem and propose a mezzo level intervention relevant to the scope of the class. The assessment and proposed intervention will be summarized in a paper written collaboratively by team members.

The written content must include a summary of the assessed problem, the rationale for the proposed intervention, a plan for implementing the intervention, and a discussion of the cultural dynamics, vulnerable populations, and ethical concerns relevant to the problem and the intervention. The paper will also include a brief team-based evaluation of its own process for carrying out the assignment, and its performance on this task, analyzing factors that strengthened or limited the team's performance. The team will follow an assignment handout provided by the instructor. The paper will be 6 to 8 pages in length (APA format, double-spaced) with no less than five (5) citations from class and/or external scholarly literature.

### **Due: Unit 10**

*This assignment relates to student learning outcomes 2-4, 7-10, 15-19, 21*

## **Assignment 3 – Intervention Analysis Paper (Individual Assignment) – 30% of Course Grade**

During the course of the term, each student should identify an opportunity to implement a mezzo practice intervention at their internship, work situation, or private organization (such as a church or club). An assignment handout will be provided describing the types of interventions, and instructor approval is needed. Common types would include strategic planning, training, team development, or conflict

resolution. Consultation with the field instructor is advised. The student will carry out the intervention at some point during the term, prior to Unit 12, and complete an intervention analysis paper by Unit 15, including an assessment (based on easily observable or available information) of the group's needs, intervention planning details, a detailed description of the intervention, cultural dynamics, vulnerable populations and ethical concerns relevant to the intervention, an evaluation of the perceived effectiveness, and a self-reflection of the student's experiences in the role of implementing an intervention with a group. A minimum of five (5) literature citations of class and/or external scholarly literature should be used to support the paper, which will be 6 to 8 pages in length. Students' experiences will also be shared in brief, non-credit presentations during Unit 15.

**Due: Unit 15**

*This assignment relates to student learning outcomes 2-4, 7-10, 11-12, 15-18, 21-23.*

### **Class Participation (10% of Course Grade)**

Class participation is defined as students' active engagement in class related learning and timely involvement in class sessions. Students are expected to participate fully in the discussions, online materials and exercises (non-graded homework), and any small-group activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning and participation in assigned reading through the quality and depth of class comments and discussions related to readings, online materials, lectures, and assignments.

Class grades will be based on the following:

Class Grades		Final Grade		
3.85 – 4.00	A	93 – 100	A	The student's work demonstrates a very good mastery of content (to the highest degree) that also shows that the student has undertaken a complex task, has applied very strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment.
3.60 – 3.84	A-	90 – 92	A-	The student's work demonstrates a very good mastery of content, shows that the student has undertaken a complex task, has applied strong critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment.
3.25 – 3.59	B+	87 – 89	B+	The student's work demonstrates a good mastery of content, has applied a moderate level of critical thinking, and a more-than-competent understanding of the material being tested or required in the assignment.
2.90 – 3.24	B	83 – 86	B	The student's work meets the basic requirements of the assignment, has applied minimal critical thinking, evidences that the student has done adequate work on the assignment, and meets basic course expectations.
2.60 – 2.89	B-	80 – 82	B-	The student's work meets the basic requirements of the assignment, has applied little to no critical thinking, evidences that the student has done adequate work on the assignment and meets basic course expectations.
2.25 – 2.59	C+	77 – 79	C+	Grades of a C+ are applied to a student's work that reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
1.90 – 2.24	C	73 – 76	C	Grades of a C- are applied to a student's work that reflects a very limited grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
		70 – 72	C-	Grades of a C- to an F will be applied to a student's work to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole.

Xenikou, A. & Furnham, A. (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Palgrave Macmillan.

ARES – Required journal articles or single book chapter articles are included in the ARES database under this course number and the lead instructor's name, OR some literature sources are available online as shown by a live weblink appearing after the required reading.

### Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### Recommended Websites

National Associate of Social Workers

<http://www.naswdc.org>

The Elements of Style—A Rule Book for Writing

<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism

[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm)

Purdue OWL: APA Style and Formatting Guide

<http://owl.english.purdue.edu/owl/resource/560/01/>

## Course Overview

Unit	Topics	Assignments
1	<b>■ Introduction to Course and Group Forming Exercise</b> <ul style="list-style-type: none"> <li>▼ Review of syllabus, objectives, evaluations</li> <li>▼ Group Forming Exercise</li> </ul>	
2	<b>■ The Impact of Human Behaviors and Group Interactions on Individual and Organizational Well-Being</b> <ul style="list-style-type: none"> <li>▼ Benefits and limitations of work groups and teams</li> <li>▼ Differences between groups and teams</li> <li>▼ Work stress</li> <li>▼ Group conflict and bullying</li> <li>▼ Discrimination and oppression</li> </ul>	
3	<b>■ Understanding the Importance of Culture, Social Identity, Hierarchy and Inclusion in Work Environments</b> <ul style="list-style-type: none"> <li>▼ Components of work culture</li> <li>▼ Social identity in work groups</li> <li>▼ Hierarchy and use of power in work groups and organizations</li> <li>▼ Inclusion and exclusion in work groups and organizations</li> </ul>	
4	<b>■ Groups Behaviors &amp; Dynamics Relevant to Work Environments: The Relationship between Individuals and Groups</b> <ul style="list-style-type: none"> <li>▼ Individual versus group identity</li> <li>▼ Influence, conformity and individuality</li> <li>▼ Mood, cognitions and norms in groups</li> </ul>	
5	<b>■ Groups Behaviors &amp; Dynamics Relevant to Work Environments: Internal Group Dynamics</b> <ul style="list-style-type: none"> <li>▼ Decision-making</li> <li>▼ Leadership</li> <li>▼ Cohesion, structure, size and density</li> <li>▼ Performance</li> </ul>	Assignment 1: Team Reports due – non-graded
6	<b>■ Groups Behaviors &amp; Dynamics Relevant to Work Environments: Group and Team Development</b> <ul style="list-style-type: none"> <li>▼ Differences between groups and teams</li> <li>▼ Stages of development</li> <li>▼ Structure, communication, and roles</li> <li>▼ External influences on development</li> </ul>	
7	<b>■ Groups Behaviors &amp; Dynamics Relevant to Work Environments: Intergroup Behaviors</b> <ul style="list-style-type: none"> <li>▼ In-group/Out-Group behaviors</li> <li>▼ Conflicts between groups and within sub-groups</li> <li>▼ Competition between groups and within sub-groups</li> <li>▼ Collaboration between groups and within sub-groups</li> </ul>	Assignment 1: Team Participation & Individual Assessment

Unit	Topics	Assignments
8	<b>Group Skills and Interventions: Work Unit Development and Team Building</b> <ul style="list-style-type: none"> <li>▼ Planning and assessment</li> <li>▼ Role of social worker</li> <li>▼ Role definition, policies and procedures, communication, coordination and integration, collaboration building, group processes</li> <li>▼ Application: Work unit group and team building</li> </ul>	
9	<b>Group Skills and Interventions: Facilitation and Strategic Planning</b> <ul style="list-style-type: none"> <li>▼ Facilitation skills</li> <li>▼ Appreciative inquiry, consciousness raising and dialogue</li> <li>▼ Strategic planning skills</li> <li>▼ Applications: Work Unit, Group or Team Development and Planning</li> </ul>	
10	<b>Group Skills and Interventions: Inclusion and Engagement</b> <ul style="list-style-type: none"> <li>▼ Group culture or dynamics assessment</li> <li>▼ Training</li> <li>▼ Employee involvement methods</li> <li>▼ Application: Inclusion and Diversity</li> <li>▼ Application: Motivation and Engagement</li> </ul>	<b>Assignment 2: Team Project – Mezzo Problem Assessment and Planning Paper</b>
11	<b>Group Interventions: Work Stress, Bullying, Conflict and Discrimination</b> <ul style="list-style-type: none"> <li>▼ Negotiation, mediation and conflict response</li> <li>▼ Group empowerment</li> <li>▼ Application: Work Group Stress</li> <li>▼ Application: Group Conflicts</li> <li>▼ Application: Group Discrimination</li> </ul>	
12	<b>Group Interventions: Trauma and Violence</b> <ul style="list-style-type: none"> <li>▼ Group Debriefing</li> <li>▼ Psychological First Aid and Critical Incident Response</li> <li>▼ Application: Group trauma experiences</li> <li>▼ Application: Threats or experiences of violence affecting groups</li> </ul>	
13	<b>Group-Based Interventions: Coordination and Integration Across Groups or Subsystems</b> <ul style="list-style-type: none"> <li>▼ Coordination and integration</li> <li>▼ Collaboration and coalition building</li> <li>▼ Bridging system gaps and “silos”</li> </ul>	
14	<b>Team Reflections</b> <ul style="list-style-type: none"> <li>▼ Team reflections (not graded)</li> </ul>	

Unit	Topics	Assignments
15	<div><div>■</div> Team Reflections &amp; Class Evaluations</div> <div><div>▼</div> Team reflections (not graded)</div> <div><div>▼</div> Class Evaluations</div>	Assignment 3: Intervention Analysis Paper
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

## Course Schedule—Detailed Description

### Unit 1: Introduction to Course and Group Assignments & Exercise

#### Topics

- Review of syllabus, objectives, evaluations
- Group assignments and planning time for Assignment 1 teams

*This Unit relates to course objective 1.*

#### Required Readings

- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole., Chapter 1.
- Xenikou, A. & Furnham, A. & (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Pallgrave Macmillan., Chapter 1.
- Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2/3), 17-31. doi:10.1300/J009v29n02\_02.
- Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. (2000). Work groups: From the Hawthorne studies to work teams of the 1990s and beyond. *Group Dynamics: Theory, Research, and Practice*, 4(1), 44.

### Unit 2: The Impact of Human Behaviors and Group Interactions on Individual and Organizational Well-Being

#### Topics

- ▼ Benefits and limitations of work groups and teams
- ▼ Differences between groups and teams
- ▼ Work stress
- ▼ Group conflict and bullying
- ▼ Discrimination and oppression

*This Unit relates to course objective 2 & 5.*

#### Required Readings

- Biernat, M., & Sesko, A. K. (2013). Evaluating the contributions of members of mixed-sex work teams: Race and gender matter. *Journal of Experimental Social Psychology*, 49(3), 471-476. doi: 10.1016/j.jesp.2013.01.008.
- Sonnentag, S., Brodbeck, F. C., Heinbokel, T., & Stolte, W. (1994). Stressor-burnout relationship in software development teams. *Journal of occupational and organizational psychology*, 67(4), 327-341.
- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole, Chapter 12 (pp. 400-407) & 13 (433-456)
- Xenikou, A. & Furnham, A. & (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Pallgrave Macmillan., Chapter 3 (44-54).
- Skogstad, A., Torsheim, T., Einarsen, S., & Hauge, L. J. (2011). Testing the work environment hypothesis of bullying on a group level of analysis: Psychosocial factors as precursors of observed workplace bullying. *Applied Psychology*, 60(3), 475-495. doi: 10.1111/j.1464-0597.2011.00444.x



### Unit 3: Understanding the Importance of Culture, Social Identity, Hierarchy and Inclusion in Work Environments

#### Topics

- ▼ Components of work culture
- ▼ Social identity in work groups
- ▼ Hierarchy and use of power in work groups and organizations
- ▼ Inclusion and exclusion in work groups and organizations

*This Unit relates to course objectives 2 & 5.*

#### Required Readings

- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole. Chapters 3 & 8
- Korostelina, K. V. (2007). *Social identity and conflict: Structures, dynamics, and implications*. Palgrave Macmillan., Chapter 2, 35-58.
- Kreindler, S. A., Dowd, D. A., Starr, D., & Gottschalk, T. (2012). Silos and social identity: the social identity approach as a framework for understanding and overcoming divisions in health care. *Milbank Quarterly*, 90(2), 347-374. doi: 10.1111/j.1468-0009.2012.00666.x

### Unit 4: Groups Behaviors & Dynamics Relevant to Work Environments: The Relationship between Individuals and Groups

#### Topics

- ▼ Individual versus group identity
- ▼ Influence, conformity and individuality
- ▼ Mood, cognitions and norms in groups

*This Unit relates to course objective 2.*

#### Required Readings

- Barsade, S. G., & Gibson, D. E. (2012). Group affect: Its influence on individual and group outcomes. *Current Directions in Psychological Science*, 21(2), 119-123. doi: 10.1177/0963721412438352
- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole., Chapter 4 & 7.
- Kelly, J. R., & Barsade, S. G. (2001). Mood and emotions in small groups and work teams. *Organizational behavior and human decision processes*, 86(1), 99-130.

## Unit 5: Groups Behaviors & Dynamics Relevant to Work Environments: Internal Group Dynamics

### Topics

- Decision-making
- Leadership
- Performance
- Cohesion, structure, size and density

*This Unit relates to course objective 2.*

### Assignment 1 – Team Reports Due – Non-graded

#### Required Readings

- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole, Chapters 5 (133 – 144 only), 9 (278-292), 10 (302-339) & 11
- Stewart, G. L., & Manz, C. C. (1995). Leadership for self-managing work teams: A typology and integrative model. *Human relations*, 48(7), 747-770. doi: 0.1177/001872679504800702
- Xenikou, A. & Furnham, A. & (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Pallgrave Macmillan., Chapter 2.

## Unit 6: Groups Behaviors & Dynamics Relevant to Work Environments: Group and Team Development

### Topics

- Stages of development
- Communication, and roles
- External influences on development

*This Unit relates to course objective 2.*

#### Required Readings

- Forsyth, D.R. (2014). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole., Chapters 5 (145 – 158), 6 (167-183), 12 (408-427) & 15 (506-529).
- Mumford, T. V., Van Iddekinge, C. H., Morgeson, F. P., & Campion, M. A. (2008). The Team Role Test: Development and validation of a team role knowledge situational judgment test. *Journal of Applied Psychology*, 93(2), 250.
- Shelton, P. M., Waite, A. M., & Makela, C. J. (2010). Highly effective teams: A relational analysis of group potency and perceived organizational support. *Advances in Developing Human Resources*, 12(1), 93-114.

## Unit 7: Groups Behaviors & Dynamics Relevant to Work Environments: Intergroup Behaviors

### Topics

- In-group/Out-Group behaviors
- Conflicts between groups and within sub-groups
- Competition between groups and within sub-groups
- Collaboration between groups and within sub-groups

*This Unit relates to course objective 2.*

### Assignment 1: Team Participation & Individual Assessment due

#### Required Readings

- Ben-Ner, A., McCall, B. P., Stephane, M., & Wang, H. (2009). Identity and in-group/out-group differentiation in work and giving behaviors: Experimental evidence. *Journal of Economic Behavior & Organization*, 72(1), 153-170.
- Daoudi, J., & Bourgault, M. (2012). Discontinuity And Collaboration: Theory And Evidence From Technological Projects. *International Journal of Innovation Management*, 16(06). DOI: 10.1142/S1363919612400129
- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole., Chapter 14
- Xenikou, A.& Furnham, A. & (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Pallgrave Macmillan. Chapter 3 (55 - 65).

## Unit 8: Group Skills and Interventions: Work Unit Development and Team Building

### Topics

- Planning and assessment
- Role of social worker
- Role definition, policies and procedures, formal group processes
- Application: Work unit group and team building

*This Unit relates to course objectives 3 & 5.*

#### Required Readings

- Bray, S. R., & Brawley, L. R. (2002). Role efficacy, role clarity, and role performance effectiveness. *Small Group Research*, 33(2), 233-253.
- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole., Chapter 16
- Glaser, S. R. (1994). Teamwork and communication: A 3-Year case study of change. *Management Communication Quarterly*, 7(3), 282-296. doi: 10.1177/0893318994007003003
- Shuffler, M. L., DiazGranados, D., & Salas, E. (2011). There's a science for that team development interventions in organizations. *Current Directions in Psychological Science*, 20(6), 365-372. doi: 10.1177/0963721411422054.
- Teampedia.org. (2013). Tools for Teams. Retrieved from [http://www.teampedia.net/wiki/index.php?title=Main\\_Page](http://www.teampedia.net/wiki/index.php?title=Main_Page). Explore the site.
- Xenikou, A.& Furnham, A. & (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Pallgrave Macmillan Chapter 8.

## Unit 9: Group Skills and Interventions: Facilitation and Strategic Planning

### Topics

- Facilitation skills
- Appreciative inquiry, consciousness raising and dialogue
- Strategic planning skills
- Applications: Work Unit, Group or Team Development and Planning

*This Unit relates to course objectives 3 & 5.*

### Required Readings

- Eppler, M. J., & Platts, K. W. (2009). Visual strategizing: The systematic use of visualization in the strategic-planning process. *Long Range Planning*, 42(1), 42-74.
- Fouche, C. & Light, G. (2011). An invitation to dialogue: "The World Café" in social work research. *Qualitative Social Work*, 10(1), 28-48. doi:10.1177/1473325010376016.
- McNamara, C. (2007). *Field Guide to Nonprofit Strategic Planning and Facilitation*, 3<sup>rd</sup> Ed. Minneapolis, MN: Authenticity Consulting, LLC. Available at [http://www.authenticityconsulting.com/pubs/SP\\_gdes/SP-toc.pdf](http://www.authenticityconsulting.com/pubs/SP_gdes/SP-toc.pdf)
- University of Wisconsin, Office of Quality Improvement (2007). Facilitator Tool Kit. Retrieved from <http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf>
- Whitney, D. (2010). Appreciative inquiry: creating spiritual resonance in the workplace. *Journal of Management, Spirituality and Religion*, 7(1), 73-88.
- Younger, B.J. Handout: Needs-Based Strategic Planning. Available from the instructor

## Unit 10: Group Skills and Interventions: Inclusion and Engagement

### Topics

- Group culture or dynamics assessment
- Training
- Employee involvement methods
- Application: Inclusion and Diversity
- Application: Motivation and Engagement

*This Unit relates to course objectives 3 & 5.*

### Assignment 2: Team Project – Mezzo Problem Assessment and Planning Paper Due

### Required Readings

- Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265-269.
- Bellot, J. (2011). Defining and assessing organizational culture. *Nursing Forum*, 46(1), 29-37. doi: 10.1111/j.1744-6198.2010.00207.x
- Gill, R. (2011). Using story-telling to maintain employee loyalty during organizational change. *International Journal of Business and Social Science*, 2(15), 23-32.
- Grossman, R. & Salas, E. (2011). The transfer of training: What really matters. *International Journal of Training and Development*, 15(2), 103- 120. doi:10.1111/j.1468-2419.2011.00373.x

- HR Council.CA (2014). Diversity at Work: Creating an Inclusive and Supportive Workplace. Available at <http://hrcouncil.ca/hr-toolkit/diversity-supportive-environment.cfm> Note: this is a website – review online materials.
- JHPIEGO Corporation. (2010). Training Skills for Healthcare Providers. Chapters 1, 2 & 3. Retrieved from [http://reprolineplus.org/system/files/resources/trainingskills\\_manual\\_0.pdf](http://reprolineplus.org/system/files/resources/trainingskills_manual_0.pdf)
- Xu, J., & Cooper-Thomas, H. (2011) How can leaders achieve high employee engagement? *Leadership & Organization Development Journal*, 32(4), 399-416.  
doi:10.1108/01437731111134661#sthash.AMCyfcHC.dpuf

## Unit 11: Group Interventions: Work Stress, Bullying, Conflict and Discrimination

### Topics

- Negotiation, mediation and conflict response
- Group empowerment
- Application: Work Group Stress
- Application: Group Conflicts
- Application: Group Discrimination

*This Unit relates to course objectives 3 & 5.*

### Required Readings

- Anthopoulos, L. G., & Xristianopoulou, A. (2012). Negotiation Models for Managing Projects. Retrieved from: <http://mibes.teilar.gr/proceedings/2012/oral/Anthopoulos-Christianopoulou.pdf>
- Forsyth, D.R. (2013). *Group dynamics*, 6th ed. Pacific Grove, CA: Brooks/Cole., Chapters 13 (456-464)
- CONTINUED
- McKenzie, D. (2012). The impact of mediation on workplace relationship conflict and return to work outcomes: A snapshot review – Report #22-014. Institute for Safety, Compensation & Recovery Research. Retrieved 11/03/14 from:  
<http://www.dialmformediation.com.au/The%20Impact%20of%20Mediation%20on%20Workplace%20Relationship%20Conflict%20and%20Return%20to%20Work%20Outcomes%20A%20Review.pdf>
- Saam, N. J. (2010). Interventions in workplace bullying: A multilevel approach. *European Journal of Work and Organizational Psychology*, 19(1), 51-75.
- Singh, A. (2006). Conflict management in teams: Causes and cures. *Delhi Business Review*, 7(2), 1-12.
- Xenikou, A. & Furnham, A. & (2013). *Group dynamics and organizational culture: Effective work groups and organizations*. New York, NY: Pallgrave Macmillan. Chapter 3 (55 - 65).

## Unit 12: Group Interventions: Trauma and Violence

### Topics

- Group Debriefing
- Psychological First Aid and Critical Incident Response
- Application: Group trauma experiences
- Application: Threats or experiences of violence affecting groups

*This Unit relates to course objectives 3 & 5.*

## Required Readings

- National Child Traumatic Stress Network and the National Center For PTSD (2000). *Psychological First Aid: Field Operations Guide, 2<sup>nd</sup> Ed.* Retrieved from [http://www.ptsd.va.gov/professional/manuals/manual-pdf/pfa/PFA\\_2ndEditionwithappendices.pdf](http://www.ptsd.va.gov/professional/manuals/manual-pdf/pfa/PFA_2ndEditionwithappendices.pdf)  
Skim/read pp. 5 – 93.
- Pack, M. J. (2012). Critical incident stress management: A review of the literature with implications for social work. *International Social Work, March*, 1-20. doi:10.1177/0020872811435371.
- Ruzek, J. I., Brymer, M. J., Jacobs, A. K., Layne, C. M., Vernberg, E. M., & Watson, P. J. (2007). Psychological first aid. *Journal of Mental Health Counseling, 29*(1), 17-49.

## Unit 13: Group-Based Interventions: Coordination, Integration and Collaboration Across Groups or Subsystems

### Topics

- Coordination and integration
- Collaboration and coalition building
- Bridging system gaps and “silos”

*This Unit relates to course objectives 3 & 5.*

## Required Readings

- Cross, R., Parise, S., & Weiss, L. M. (2007). The role of networks in organizational change. *The McKinsey Quarterly, 3*, 28-41.
- Evans, W.R. & Davis, W.D. (2005). High-performance work systems and organizational performance: The mediating role of internal social structure. *Journal of Management, 31*(5), 758-775. doi: 10.1177/0149206305279370

Readings continued

- Erickson, T. J., & Gratton, L. (2007). Eight ways to build collaborative teams. *Harvard business review, 11*, 1-11.
- Pittinsky, T. L. (2010). Softening silos: The nuts and bolts of leading amid difference. *Leader to Leader, 2010*(57), 18-23.
- Warner, N., Letsky, M. & Cowen, M. (2005). Cognitive model of team collaboration: Macro-cognitive focus. *Proceedings of the Human Factors and Ergonomics Society Annual Meeting, 49*(3), 269-273. doi: 10.1177/154193120504900312

## Unit 14: Team Reflections

### Topics

- Class team reflection exercise

*This Unit relates to course objectives 4 & 5.*

**Presentations:** Class teams will meet together online during class, then informally present and discuss their experiences, with each team summarizing their work and reflecting on their team processes. This is not a graded evaluation activity.

### Unit 15: Team Presentations: Class Evaluations

#### Topics

- Non-grade sharing of Assignment 3 group experiences
- Class Evaluations

*This Unit relates to course objectives 4 & 5.*

**Presentations:** Students will informally present and discuss their Assignment 3 group experiences, with each student summarizing their work and reflecting on challenges and accomplishments. This is not a graded evaluation activity.

### STUDY DAYS / NO CLASSES

### FINAL EXAMINATIONS



## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([bjyounge@usc.edu](mailto:bjyounge@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

### **XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### **XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

### **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

### **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly  
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

## Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, xxx or concentration, xxx. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [рмаiden@usc.edu](mailto:рмаiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance

## XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.

- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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