Course Dates, Time, and Location

Fall Semester, 2018: August 27, 2018 to December 14, 2018
Online

Instructor Contact Information

Anne M. Seaggs, EdD, M.S.W., LCSW
Clinical Assistant Professor of Social Work
E-Mail: anne.seaggs@angelo.edu

Office Hours: M-F 10:30 am - to 12:30 pm and by appointment via Collaborate, Skype, or email

- Please note that emails received after 6 p.m. will be answered the following morning.

Course Description

SWK 3306 Social Work with Groups (3-0). An introduction to group theory and practice. Topics include group formation and development, stages of the group process, ethics and legal issues relating to group practice, and group work with diverse populations. Prerequisites: SWK 2307.

Course Introduction

This course provides an introduction to social work practice with groups. In this course, group work is broadly defined to encompass treatment groups as well as task groups. Attention is given to the individual person in the group, the group as a whole, and the environment in which the group exists. Evidence supported practice principles are highlighted as well as group leadership skills. Lastly, group practice (or what may be called mezzo level practice) in presented within the context of the general intervention model used in generalist social work practice.

Student Learning Outcomes and Course Competencies: Social Work Knowledge, Values, and Skills

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Competency 1: Demonstrate Ethical and Professional Behavior

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.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Course Materials

Required Texts:

**Recommended Supplemental Text:**


**NOTE:** All assignments submitted in this course are to be written in strict accordance with the $2^{nd}$ Publication of the *Publication Manual of the American Psychological Association* (6th ed.).

**Internet Resources of Possible Interest:**

**Grading Information**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69</td>
<td>D</td>
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<tr>
<td>59 or Below</td>
<td>F</td>
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**Point Values and Description for Assignments and Examinations:**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Threads</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations</td>
<td>40%</td>
</tr>
<tr>
<td>Social Work with Groups Paper &amp; PowerPoint</td>
<td>25%</td>
</tr>
</tbody>
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**Total** 100%

**Professional Performance**

This is relevant to participation (all students are required to engage in discussion boards by answering the discussion questions that will be posted by instructor and commenting on the posts of fellow students); including frequency and quality; professional

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presentation; and so forth. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Participation also includes the timely submissions of all assignments and the professionalism of your interaction with your peers.

**Discussion Board 15%**

Students are expected to answer each bi-weekly discussion question. Each student must post an original response by Wednesday. If you do not participate in the weekly group discussion, you will receive a “0”. All students will also respond to at least 2 of your peer postings each week that there is a discussion thread. The responses to your peers must be more than: “I agree with you”, “Great post”, etc. There needs to be critical thinking, relevant content to topic, and content from the book. *(You must locate at least 1 peer reviewed journal article or use your book as a resource for your post. You must also respond to at least 2 of your peer’s posts making sure you use a credible resource for each post).*

**Quizzes 10%**

There will be 10 quizzes during the term of the course. These quizzes consist of 10 questions designed to assess your understanding of the chapters covered.

**Examinations 40%**

There will be four (4) single attempt, timed, examinations (75 mins) in this course. Each of these examinations is worth 10% of your total course grade. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

**Testing via Respondus™ Monitor**

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

*(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)*
• Computer with MAC or Windows Operating System
• High Speed Internet Access
• Ethernet Cable
• Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: [http://www.angelo.edu/online-education/index.php](http://www.angelo.edu/online-education/index.php)

**Social Work with Groups Paper and PowerPoint 25%**

**Social Work with Groups Project and Paper**

Your course project involves a power point and a paper in which you select a type of group (i.e. task, educational, focus, treatment, self-help etc.) and a model of group development (Garland, Jones, & Kolodny, Tuckman, etc.). You will process the group through the stages (intake, selection of members, assessment and planning, group development and intervention, and evaluation and termination) and discuss diversity, EBP's that have been successful with the type of group selected and specific group exercises and activities that will be used, discuss group dynamics and the difference between group goals and personal goals, as well as address how you would go about facilitating the group. You will also create a power point detailing the contents of your paper with video examples of the activities/exercises selected for use. **The paper must be 5-7 pages long NOT including your cover and reference pages. You must also use at least 5 peer reviewed journal articles IN ADDITION to your course text. The paper must be written according to APA standards.**

**Outline**

I. Introduction

II. Types of Groups
   a. Discuss the different types of groups used in social work
   b. Identify and thoroughly discuss the type of group you will be using for the project.

III. Models of Group Development
   a. Discuss the different types of group development
   b. Identify and discuss the type of group development you feel is most effective and how you believe it will apply to your group.

IV. Stages of Groups
   a. Take your group through intake, selection of members, assessment and planning, group development and intervention, and evaluation and termination.
   b. Discuss diversity issues, evidence-based practices that have been successful with the type of group you are discussing, group dynamics, and the difference between personal goals and group goals, and verbal /nonverbal communication.

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c. Select and discuss 3 evidence-based activities and/or exercises that will be used in the group (i.e. ice breakers, building group cohesion, group tasks to achieve goals, etc. your text if full of different activities/exercises).

V. Facilitating a Group
   a. Discuss how you would facilitate the identified group
   b. Discuss whether you feel group work is a good option for some of our clients and whether or not you are interested in conducting groups in the future.

VI. Conclusion

Course Policies

• Please do ask questions that are relevant to the course and feel free to utilize my office hours as I will be online and available to answer questions immediately. I am here to help you and I want you to succeed. Any questions posted after 6 pm will be answered the following day.

• Classroom participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf

• All students are expected to follow the National Association of Social Workers Code of Ethics.

• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

• Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

• Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Readings/Assignments</th>
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| Week 1 Aug. 27-31 | Chapter 1: Groups: Types and Stages of Development  
**Discussion Board Self Introduction**  
**Week 1 Discussion:** Student post due 8/29 by 11:59 p.m. Responses to peers due 8/31 by 11:59 p.m. |
| Week 2 Sept. 4-7  
**Sept. 3 is Labor Day** | Chapter 2: Social Group Work and Social Work Practice  
Quiz 1: Chapter 1 (Opens 9/2 @ 8 a.m. and closes 9/4 @end of day) |
| Week 3 Sept. 10-14 | Chapter 3: Groups Dynamics: Leadership  
**Week 3 Discussion:** Student post due 9/12 by 11:59 p.m. Responses to peers due 9/14 by 11:59 p.m.  
Quiz 2: Chapter 2 (Opens 9/9 @ 8 a.m. and closes 9/11@end of day))  
Draft 1 - Introduction and Types of Groups (Due 9/13) Continued on next page |
| Week 4 Sept. 17-21 | Chapter 4: Group Dynamics: Goals and Norms  
Quiz 3: Chapter 3 (Opens 9/16 @ 8 a.m. and closes 9/18 @end of day)) |
| Week 5 Sept. 24-28 | Chapter 5: Verbal and Nonverbal Communication  
**Week 5 Discussion:** Student post due 9/26 by 11:59 p.m. Responses to peers due 9/28 by 11:59 p.m.  
Exam 1: Chapter 1-4 (Opens 9/21@ 5 p.m. and closes 9/25 end of day) |
| Week 6 Oct. 1-5 | Chapter 6: Task Groups  
Quiz 4: Chapter 5 (Opens 9/30 @ 8 a.m. and closes 10/2 @ end of day)  
Draft 2 – Models of Group Development and Stages of Groups (Due 10/4) |
| Week 7 Oct. 8-12 | Chapter 7: Working with Diverse Groups  
**Week 7 Discussion:** Student post due 10/10 by 11:59 p.m. Responses to peers due 10/12 by 11:59 p.m.  
Quiz 5: Chapter 6 (Opens 10/7 @ 8 a.m. and closes 10/9 @end of day) |
| Week 8 Oct. 15-19 | Chapter 8: Self-Help Groups  
Exam 2: Chapters 5-7 (Opens 10/12 @ 5 p.m. and closes 10/16 end of day) |
| Week 9 Oct. 22-26 | Chapter 9: Social Work with Families |

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
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| 9    | Week 9         | **Discussion:** Student post due 10/24 by 11:59 p.m. Responses to peers due 10/26 by 11:59 p.m.  
Quiz 6: Chapter 8 (Opens 10/21 @ 8 a.m. and closes 10/23 @ end of day)  
Draft 3 – Facilitating a Group and Conclusion (Due 10/25) |
|      | Oct. 29-Nov. 2 | Chapter 10: Organizations, Communities, and Groups  
**Quiz 7:** Chapter 9 (Opens 10/28 @ 8 a.m. and closes 10/30 @ end of day)  
November 1 is the final day to drop classes |
| 10   | Week 11        | Chapter 11: Educational Groups: Stress Management and Time Management as Examples  
**Week 11 Discussion:** Student post due 11/7 by 11:59 p.m. Responses to peers due 11/9 by 11:59 p.m.  
**Quiz 8:** Chapter 10 (Opens 11/4 @ 8 a.m. and closes 11/6 @ end of day) |
|      | Nov. 5-9       | Chapter 12: Treatment Groups  
**Exam 3:** Chapters 8-11 (Opens 11/9 @ 5 p.m. and closes 11/13)  
Social Work with Groups Paper and Power point due (Due 11/15) |
| 12   | Nov. 12-16     | Chapter 13: Treatment Groups with Diverse and Vulnerable Populations  
**Quiz 9:** Chapter 12 (Opens 11/18 @ 8 a.m. and closes 11/20 @ end of day)  
November 21-23 Thanksgiving Holiday |
| 13   | Nov. 19-20     | Chapter 14: Termination and Evaluation of a Group  
**Quiz 10:** Chapter 13 (Opens 11/25 @ 8 a.m. and closes 11/27 @ end of day) |
| 14   | Nov. 26-30     | Review for Final |
| 15   | Dec. 3-7       | Final Exam: Chapters 12-14 (Opens 12/7 @ 5 p.m. and closes 12/11 end of day) |
| 16   | Dec. 10-14     |                                                        |

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