**Angelo State University**
**Department of Social Work**
**SWK 3306 - 010: Social Work with Groups**

**Course Dates, Time, and Location**
Fall Semester, 2019
Mondays, Wednesdays, and Fridays

August 26, 2019 to December 13, 2019
11:00 a.m. to 11:50 a.m.

**Instructor Contact Information**
Chelsea D. Kading, M.S.W.
Clinical Instructor
Department of Social Work

Office Phone: 325-486-5450
E-Mail: chelsea.kading@angelo.edu
HHS Building, Office 318Y

**Office Hours**
Office Hours: Monday, Wednesday and Friday, 8-9am
        Tuesday, Thursday 8:00a.m.-12:00p.m

**Course Description**
This course introduces students 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.
Prerequisite: SWK 2307

**Course Introduction**
This course introduces 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 might be called "mezzo level" practice) is presented within the context of the general intervention model used in generalist social work practice.

**(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)**

**Student Learning Outcomes and Course Competencies: Social Work Knowledge, Values, and Skills**
*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 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 understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong 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, because 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.

*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.

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*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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, 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 Text*
　　　　✓ Zastrow, C.H., & Hessenauer, S.L. (2009). *Social work with groups: Comprehensive practice and self-care* (10th ed.). Boston, MA: Cengage. **ISBN: 978-1-337-56791-6**

　　*Recommended Text*
　　　　✓ American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. **ISBN: 978-1-4338-0561-5**

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

　　*Other Testing-related Materials*
　　　　✓ Access to a computer with either a Mac or Windows Operating System
　　　　✓ High speed Internet access
　　　　✓ Ethernet cable (It is highly recommended by IT that you plug into a router using an Ethernet cable when testing so that you don't lose connection by wifi drop.)
　　　　✓ Webcam (A plug-in webcam allows the student to perform thorough environmental scans.)

**Internet Resources of Possible Interest**
　　　　✓ American Orthopsychiatric Association: http://www.amerortho.org/
　　　　✓ American Public Health Association: http://www.apha.org/
　　　　✓ American Society of Criminology: http://www.asc41.com/
　　　　✓ Gerontological Society of America: http://www.geron.org/
　　　　✓ National Association of Social Workers: http://www.naswdc.org/
　　　　✓ National Council on Family Relations: http://ncfr.org/
　　　　✓ School Social Work Association of America: http://www.sswaa.org/
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✓ Society for Social Work and Research: http://www.sswr.org/index.php

**Course Policies**

✓ Please ask questions relevant to the course and utilize my office hours. I am here to help you and I want you to succeed.

✓ Classroom attendance and 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.

✓ Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

**Grading Information**

*Grading Scale*

| | | |
|---|---|---|
| 90 – 100 | = | A |
| 80 – 89 | = | B |
| 70 – 79 | = | C |
| 60 – 69 | = | D |
| 59 or Below | = | F |

**Point Values and Description for Assignments and Examinations:**

Rubrics will be provided in class and posted on Blackboard for all assignments in the upcoming weeks.

| | |
|---|---|
| Professional Performance | 10% |
| Group Exercises | 20% |
| Group Social Work Paper & PowerPoint | 25% |
| Quizzes | 15% |
| Examinations | 30% |
| **Total** | **100%** |

Professional Performance                                                                                                    10%

Relevant to attendance are: engaging in class activities (including frequency and quality), professional presentations, class discussions, and so forth. Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will begin and end at scheduled times. Students are to be present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual.

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There is no grade penalty for the first 3 absences. This is not an invitation to miss class.
- ✓ Any additional absence will result in a loss of 10 points from your total grade.
- ✓ The 7th absence results in a failing grade for the course. Refer to ASU class attendance policy.
- ✓ Being more than 10 minutes late for class WILL count as an absence even if you participate in the remaining course time for that day.

| Group Exercises | 20% |
|---|---|

Because this is a group-oriented course, students will be expected to participate in group exercises that will include discussions, collaborative assignments, and role-playing. Learning about group work includes how to develop confidence and familiarity when working within the group setting. Thus, an important component of the overall course is to expose students to the experience of facilitating and participating in a variety of group-types.

Due to the nature of the group process, students absent for group exercises CANNOT make up any missed in-class assignments. If you know that you will be absent for one or more classes in advance, it is your responsibility to notify me and consider how absences may impact your grade. Group assignments will contribute to toward the final paper and presentation.

| Group Social Work Paper and Presentation | 25% |
|---|---|

Your course project involves a PowerPoint presentation and a paper in which you select a type of group (i.e., a task, educational, focus, treatment, self-help, or group type) and a model of group development. For the PowerPoint presentation, students will detail the contents of the paper with video examples of the activities and exercises selected for use.

For the paper, groups will be discussed and detailed through the stages (intake; selection of members; assessment and planning; group development and intervention; and evaluation and termination). You will then discuss diversity; evidence-based practices that have been successful with the type of group selected; specific group exercise and activities that will be used; group dynamics and the difference between group goals and personal goals; and how you would go about facilitating the group. The paper itself must be 7 to 10 pages of content in length. This means that cover and reference pages are NOT included in this number. At least 5 peer-reviewed journal articles must be used in addition to the course text. All submission must be written according to the standards of the 6$^{th}$ edition American Psychological Association's Publication and Style Manual.

**Outline for the Final Paper**

I.     Introduction
II.    Types of Groups
- a. Discuss the different types of group used in social work
- b. Identify and thoroughly discuss the group type selected by the group to detail.

III.   Models of Group Development
- a. Discuss the different types of group development
- b. Identify and thoroughly discuss the type of group development determined to be most effective and how it will be applied to the group.

IV.    Stages of Groups
- a. Take the group through intake, selection of members, assessment and planning, group development and intervention, and evaluation and determination.

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      b. Discuss diversity issues, successful evidence-based practices for this group type, group dynamics, differences between personal and group goals, and verbal versus nonverbal communication.

      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.). Examples can be found within the text and will be discussed during classes as well.

V. Facilitating a Group

      a. Discuss how your selected type of group would be facilitated

      b. Discuss how you feel group work is beneficial and not beneficial for clients as well as whether you are interested in conducted groups in the future.

VI. Conclusion

## Quizzes                                                                              15%

There will be 10 in-class quizzes administered throughout the semester to measure students' completion of the reading assignments and understanding of the course material. These quizzes will consist of fill-in- the-blank and short answer questions. Quizzes will be administered in class using paper and pen.

## Examinations                                                                 30%

There will be three (3) single-attempt, timed examinations (75 minutes) in this course. Each of these examinations will be worth 10% of your total course grade. Each of the exams will be administered via Blackboard using the Respondus Monitor and LockDown browser. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam.

**Testing via Respondus Monitor**
Access to quizzes and exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor. Use of another electronic device is prohibited.

To assure accessibility, there are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz to become familiar with the technology associated with testing and improve the testing environment, if necessary. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course. Refer to ASU's Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

If you have any technical problems associated with the test (i.e., webcam or browser difficulties) you should contact the IT Department at (325) 942-2911. You should not count upon immediate resolution of all technical issues, so all are encouraged to avoid waiting until the last minute for exam completion.

Some issues that may be resolved without contacting IT or other means of support, consider running through the following possibilities.

✓ Be sure NOT to mute your microphone. Audio must be on during the testing process.

✓ Be sure to have a light source next to your computer monitor. If your image is dark and difficult to see during the "Student Photo" step, add lighting near the computer. Respondus Monitor is checking your image to verify identification.

✓ Be sure to frame your face and shoulders during the "Student Photo" step.

✓ Be sure to be seated in front of the webcam. When lying on your stomach or reclining on a bed while trying to take the exam may prevent the webcam from continuously capturing your image.

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✓ It is HIGHLY RECOMMENDED to use an Ethernet cord to "hard wire" your computer to the Internet router to help ensure a strong and continuous connection with Blackboard while taking the exam.

**Persons with Disabilities**

Persons with disabilities warranting academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations PRIOR to their implementation. Students who think they may require accommodations are encouraged to make this request early in the semester so that appropriate arrangements can be made as soon as possible. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html.

## Course Schedule Fall 2019

| Week/Date | Topic/Assignments/Assessments DUE |
|---|---|
| **Week 1:** Aug. 26-Sept. 1 | **Welcome!**<br>• Course Introduction and Syllabus Review – **Purchase/Order Books**<br>• Introduction to Group Work<br>• Groups: Types and Stages of Development – **Reading: Chapter 1** |
| **Week 2:** Sept. 2-8 | • LABOR DAY BREAK<br>• Social Group Work and Social Work Practice – Reading: Chapter 2 |
| **Week 3:** Sept. 9-15 | • Social Group Work and Social Work Practice – QUIZ 1 (CHP 1 & 2)<br>• Storming: Assembling into Semester Groups – Group Work on Section II<br>• Group Dynamics: Leadership – Reading: Chapter 3 |
| **Week 4:** Sept. 16-22 | • Group Dynamics: Leadership (continued)<br>• Group Dynamics: Goals and Norms – Reading: Chapter 4<br>• Group Dynamics: Goals and Norms (continued) |
| **Week 5:** Sept. 23-29 | • Setting Group Goals – Group Work on Section II and QUIZ 2 (CHP 3 & 4)<br>• Verbal and Nonverbal Communication – Reading: Chapter 5<br>• Verbal and Nonverbal Communication (continued) |
| **Week 6:** Sept. 30-Oct. 6 | • Review and Exam One Prep (Chapters 1 through 5)<br>• **EXAM ONE (Open and closing to be discussed in class**<br>• Task Groups – Reading: Chapter 6<br>• Identifying the Proper Group Model – Group Work on Section III |
| **Week 7:** Oct. 7-Oct. 13 | • Working with Diverse Groups – Reading: Chapter 7<br>• Working with Diverse Groups (continued)<br>• Identifying How to Apply the Model to the Group – |

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| | Group Work<br>• Self-Help Groups – Reading: Chapter 8 and QUIZ 3 (CHP 6, 7, & 8) |
| **Week 8:** Oct. 14-20 | • Self-Help Groups (continued)<br>• Social Work with Families – Reading: Chapter 9<br>• Social Work with Families (continued) |
| **Week 9:** Oct. 21-Oct. 25 | • Organizations, Communities, & Groups – Reading: Chapter 10 and QUIZ 4 (CHP 9 and 10)<br>• Educational Groups: With a Focus on Self-Care – Reading: Chapter 11<br>• Setting the Stages and Laying the Framework – Group Work on Section III<br>**EXAM TWO (Open and closing to be discussed in class** |
| **Week 10:** Oct. 28-Nov. 3 | • Treatment Groups – Reading: Chapter 12<br>• Treatment Groups (continued)<br>• Finalizing the Group Project – Group Work on Section IV |
| **Week 11:** Nov. 4-10 | • Treatment Groups w/ Diverse and Vulnerable Populations – Reading: Chapter 13<br>• Treatment Groups w/Diverse and Vulnerable Populations (continued)<br>• Finalizing the Group Project – Group Work on Section III |
| **Week 12:** Nov. 11-17 | • Termination and Evaluation of a Group – Reading: Chapter 14<br>• Termination and Evaluation of a Group (continued)<br>• Course Content Wrap-Up and QUIZ 5 (CHP 11, 12, 13, & 14)<br>• Preparation for Final and Final Group Prep Work |
| **Week 13:** Nov 18-24 | • Final Presentations<br>• Final Presentations<br>• Final Presentations |
| **Week 14:** Nov. 25-Dec. 1 | • THANKSGIVING<br>• THANKSGIVING<br>• Final Presentations |
| **Week 15:** Dec. 2-8 | • Final Presentations<br>• Final Presentations |
| **Week 16:** Dec. 9-13 | **FINAL EXAMINATIONS WEEK!**<br>**Final Exam – (Open and closing to be discussed in class)** |

\* all due times are 11:59 pm CST, unless otherwise specified

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**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

|  |  |
|---|---|
| **Online:** | www.angelo.edu/incident-form |
| **Face to Face:** | Mayer Administration Building, Room 210 |
| **Phone:** | 325-942-2022 |
| **E-Mail:** | michelle.boone@angelo.edu |

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325- 942-2371), the 24-Hour Crisis Helpline (325 486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

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