Course Information

Course Description
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) is presented within the context of the general intervention model used in generalist social work practice.

Course Credits
3 credit hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work
Program Outcomes

Upon completion of the program of study for the MSW program, the graduate will be prepared to:

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Work w/ Groups Project</td>
<td>use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Work w/ Groups Project</td>
<td>develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;</td>
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<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Work w/ Groups Project</td>
<td>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
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<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Social Work w/ Groups Project</td>
<td>critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
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</tbody>
</table>

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System

Required Texts and Materials


Recommended Texts and Materials


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.) 2nd Publication.

Technology Requirements

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.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website
**Topic Outline**

**Module 1:** Includes chapters 1-5 and provides an introduction to group work, historical and theoretical developments in group work, understanding group dynamics, an exploration of leadership, and the importance of cultural competence and diversity.

**Module 2:** Includes chapters 6-10 and discusses planning the group, objectives of the beginning stage, assessment, and an in-depth look at treatment groups in terms of foundation methods and specialized methods.

**Module 3:** Includes chapters 11-14 and discusses the foundation and specialized methods used in task groups, factors influencing group endings, and the importance of evaluation of group work.

**Communication**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

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

**Written communication via email:** All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

**Grading**

**Evaluation and Grades**

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Experience Summary</td>
<td>15</td>
</tr>
<tr>
<td>Journals</td>
<td>15</td>
</tr>
<tr>
<td>Examinations</td>
<td>30</td>
</tr>
<tr>
<td>Social Work with Groups - Project</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
**Grading System**
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

**Teaching Strategies**
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

**Assignment and Activity Descriptions**
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.*

**Group Experience Summary** 15%

Students will participate in an online or face-to-face support group of their choice for at least 3 sessions. Please select a support group that will help you with some area of your life. Once you have attended 3 sessions, write a summary of your experience as a group member. Please do not share the names of any other group members. This experience is designed to give you perspective as a potential group leader. In your summary, please discuss communication and interaction patterns, group cohesion, and the group’s culture. I also want to know what you felt about the group as a whole. Was the group diverse? What did you like about the group? The summary must be at least 1 full page. **Please make sure you cite your resources.**

**Group Experience Outline and Rubric**

I. Introduction

II. Brief description of the type of support group and why you selected this particular type of group
III. Discussion of communication and interaction patterns, group cohesion, and the group culture

IV. Discussion about the group as a whole
   a. Did you like the group?
   b. Was the group diverse?
   c. Was the group helpful?

V. Discussion of your overall experience
   a. What did you learn from this experience about yourself and group in general?
   b. Would you have conducted the group differently? Why or Why not?

VI. Conclusion

Journals 15%

There will be 5 journal submissions worth 15 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation.

Examinations 30%

There will be three (3) single attempt, timed, examinations (75 minutes with the final being 120 minutes) in this course. Each of these examinations is worth 10% of your total course grade. You may NOT use your book for these exams. You will take each of these examinations via Blackboard using the Respondus Monitor LockDown browser.

Social Work with Groups Project 40%

Your course project involves a power point or video presentation 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. Your power point/ video should include the contents of the outline below with video examples of the activities/exercises.
You must also use at least 5 peer reviewed journal articles IN ADDITION to your course text. Please use the following outline to organize your presentation.

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.
   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.).
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

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at anne.scaggs@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the
issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

POLICY ON LATE OR MISSED ASSIGNMENTS
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Note: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and 2 session times will be offered for students to have some flexibility. Attendance is mandatory. Collaborate times will be posted in Banner and a reminder email will be sent the day of the sessions.
Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.3

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.4 The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures5 for more information.
Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

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
Email: 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.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</table>
| Week 1 Jan. 13-17 | Review Syllabus  
Discussion Board Self Introduction                                                        |
| Week 2 Jan. 20-24 | Chapter 1: Introduction  
Week 2 Journal 1: Group work has benefits over casework. What research supports the effectiveness of treatment groups? Due 1/22 by 11:59 p.m. |
| 1/20 is MLK Day School Closed |                                                                                             |
| Week 3 Jan. 27-31 | Chapter 2: Historical and Theoretical Developments  
Collaborate Session                                                                                 |
<p>| Week 4 Feb. 3-7  | Chapter 3: Understanding Group Dynamics                                                             |</p>
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Chapter 4: Leadership&lt;br&gt;Week 5 Journal 2: Sharing power and empowering members are important for effective group leadership. How can a leader contribute to the empowerment of members? Due 2/12 by 11:59 p.m.</td>
</tr>
<tr>
<td>Feb. 10-14</td>
<td>Collabrate Session</td>
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<tr>
<td>Week 6</td>
<td>Chapter 5: Leadership and Diversity</td>
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<tr>
<td>Feb. 17-21</td>
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<tr>
<td>Week 7</td>
<td>Chapter 6: Planning the Group&lt;br&gt;Exam 1 (Chapter 1-5)&lt;br&gt;Week 7 Journal 3: Social workers often work with involuntary group members. What techniques can the group worker use to involve them in the group? Due 2/26 by 11:59 p.m.</td>
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<tr>
<td>Feb. 24-28</td>
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<tr>
<td>Week 8</td>
<td>Chapter 7: The Group Begins&lt;br&gt;Collaborate Session&lt;br&gt;Assignment: Group Experience Summary due 3/6 eod</td>
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<tr>
<td>Mar. 2-6</td>
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<tr>
<td>Spring Break Mar. 9-13</td>
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<tr>
<td>Week 9</td>
<td>Chapter 8: Assessment</td>
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<tr>
<td>Mar. 16-20</td>
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<tr>
<td>Week 10</td>
<td>Chapter 9: Treatment Groups: Foundation Methods&lt;br&gt;Week 10 Journal 4: Groups can be structured or unstructured. What are some positive effects of a high degree of structure in the group? Due 3/25 by 11:59 p.m.</td>
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<tr>
<td>Mar. 23-27</td>
<td>Collaborate Session</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 10: Treatment Groups: Specialized Methods</td>
</tr>
<tr>
<td>Mar. 30-Apr. 3</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Chapter 11: Task Groups: Foundation Methods&lt;br&gt;Exam 2 (Chapters 6-10)&lt;br&gt;Week 12 Journal 5: Important work gets done during the middle stage with task groups. What types of activities characterize work with task groups during this time? Due 4/8 by 11:59 p.m.</td>
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<tr>
<td>Apr. 6-10</td>
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<tr>
<td>Week 13</td>
<td>Chapter 12: Task Groups: Specialized Methods</td>
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<tr>
<td>Apr. 13-17</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<td></td>
<td>Collaborate Session</td>
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<tr>
<td>Week 14</td>
<td>Chapter 13: Ending the Group’s Work</td>
</tr>
<tr>
<td>Week 15</td>
<td>Chapter 14: Evaluation</td>
</tr>
<tr>
<td>Apr. 27-May 1</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam (Chapters 11-14)</td>
</tr>
<tr>
<td>May 4-8</td>
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</tbody>
</table>

**Grading Rubrics**

**Group Experience Outline and Rubric**

VII. Introduction - ________ (10 pts.)

VIII. Brief description of the type of support group and why you selected this particular type of group - ________ (15 pts.)

IX. Discussion of communication and interaction patterns, group cohesion, and the group culture - ________ (15 pts.)

X. Discussion about the group as a whole - ________ (30 pts.)
   a. Did you like the group?
   b. Was the group diverse?
   c. Was the group helpful?

XI. Discussion of your overall experience - ________ (20 pts.)
   a. What did you learn from this experience about yourself and group in general?
   b. Would you have conducted the group differently? Why or Why not?

XII. Conclusion - ________ (10 pts.)

**Social Work with Groups Project Outline/Rubric**

I. Introduction - (5 points)

II. Types of Groups - ________ (10 points)
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- __________ (15 points)
   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- __________ (45 points)
   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.
   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.).

V. Facilitating a Group - __________ (20 points)
   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 - __________ (5 points)

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of