Instructor: CHELSEA KADING, LMSW
Email: ckading@angelo.edu
Phone: 325-486-5450
Office: 120D (1st Floor SW offices)
Student Hours: Monday and Wednesday: 9am-12pm; Tuesday: 8-11am and 12:15-1:15pm

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Food and Drink Policy

Due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

Course Information
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.

Course Credits
This course is offered face to face for 3 credit hours

Prerequisite and Co-requisite Courses
Prerequisite: SWK 2307

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the social work program.

Program Outcomes
Upon completion of the program of study for the BSW program, the graduate will be prepared to 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; understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas; recognize personal values and the distinction between personal and professional values; understand how their personal experiences and affective reactions influence their professional judgment and behavior; understand the profession’s history, its mission, and the roles and responsibilities of the profession; understand the role of other professions when engaged in inter-professional teams; recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective; and understand emerging forms of technology and the ethical use of technology in social work practice.

Student Learning Outcomes
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

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

**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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
### Student Learning Outcome

By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Competency 1,2,6,7,8 and 9</td>
</tr>
<tr>
<td>• Group Exercise</td>
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<tr>
<td>• Social work presentation</td>
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### Student Learning Outcome

By completing all course requirements, students will be able to:

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</thead>
<tbody>
<tr>
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<tr>
<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>• Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
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<tr>
<td>• Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Competency 1 and 2</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
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<table>
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<tr>
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<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Exams and Quizzes</td>
<td>Competency 1, 6, 7, 8, and 9</td>
</tr>
<tr>
<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>• Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>• Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
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<td>Organizations, and Communities</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
• Engage with Individuals, Families, Groups, Organizations, and Communities

• Assess Individuals, Families, Groups, Organizations, and Communities

• Intervene with Individuals, Families, Groups, Organizations, and Communities

• Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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<thead>
<tr>
<th>Final Paper</th>
<th>Competency 6, 7, 8 and 9</th>
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</table>

**Course Delivery**

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. All testing will be done through Respondus Testing.

**Required 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 (7th ed.).*

**Recommended Texts and Materials**

• American Orthopsychiatric Association: [http://www.amerortho.org/](http://www.amerortho.org/)

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Technology Requirements
To successfully complete this course, students need the following:

- Access to a computer with either a Mac or Windows Operating System (*Chromebook will not allow access to Respondus*)
- 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.)

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](http://www.asu.edu)

Topic Outline
See Blackboard for Module Outline

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.

**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.

*(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)*
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>Professional Performance</td>
<td>10 %</td>
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<tr>
<td>Group Exercise (Class or Journal Entries)</td>
<td>20 %</td>
</tr>
<tr>
<td>Group Social Work Paper &amp; PowerPoint</td>
<td>25 %</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15 %</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

**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.

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 inclass 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 peerreviewed journal articles must be used in addition to the course text. All submission must be written according to the standards of the 7th edition American Psychological Association’s Publication and Style Manual.

**Outline for the Final Paper**

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

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>15%</th>
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<tbody>
<tr>
<td>There will quizzes administered throughout the semester to measure students’ completion of the reading assignments and understanding of the course material. These will be delivered via Respondus lockdown browser</td>
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Examinations

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<tr>
<th>Examinations</th>
<th>30%</th>
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<tr>
<td>There will be three (3) exams during 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.</td>
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</table>

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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 ckading@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

Assignments: 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 5 days past the assigned due date.

Exams and Quizzes: NOT ACCEPTED LATE FOR ANY REASON

The week begins on Monday and ends on Sunday. All test, assignments and other due dates will be SUNDAY at 11:59pm

General Policies Related to This Course

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

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safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

**Food and Drink Policy**

Due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak.

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**

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.

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.

**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 instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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 policy⁶ 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

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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.\(^7\)

**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\(^8\) 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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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](http://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](http://www.angelo.edu/title-ix).

**Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Aug. 17-23</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>- Course Introduction and Syllabus Review – Purchase/Order Books</td>
</tr>
<tr>
<td>Week 2: Aug 24-30</td>
<td>- Introduction to Group Work</td>
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<td></td>
<td>- Groups: Types and Stages of Development – <a href="http://www.angelo.edu/title-ix">Reading: Chapter 1</a></td>
</tr>
<tr>
<td>Week 3: Aug 31-Sept 6</td>
<td>- Social Group Work and Social Work Practice – Reading: Chapter 2</td>
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<td></td>
<td>- LABOR DAY BREAK</td>
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<td></td>
<td>- Social Group Work and Social Work Practice – QUIZ 1 (CHP 1 &amp; 2)</td>
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<td></td>
<td>- Storming: Assembling into Semester Groups – Group Work on Section II</td>
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<td>- Group Dynamics: Leadership – Reading: Chapter 3</td>
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<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
</table>
| Week 4: Sept. 7-13 | • Group Dynamics: Leadership (continued)  
|                  | • Group Dynamics: Goals and Norms – Reading: Chapter 4  
|                  | • Group Dynamics: Goals and Norms (continued)                                                 |
| Week 5: Sept. 14-70 | • Setting Group Goals – Group Work on Section II and **QUIZ 2 (CHP 3 & 4)**  
|                  | • Verbal and Nonverbal Communication – Reading: Chapter 5  
|                  | • Verbal and Nonverbal Communication (continued)                                              |
| Week 6: Sept. 21-27 | • Review and Exam One Prep (Chapters 1 through 5)  
|                  | • **EXAM ONE (Ch 1-5)**  
|                  | • Task Groups – Reading: Chapter 6  
|                  | • Identifying the Proper Group Model – Group Work on Section III                              |
| Week 7: Sept 28-Oct. 4 | • Working with Diverse Groups – Reading: Chapter 7  
|                  | • Working with Diverse Groups (continued)                                                     
|                  | • Identifying How to Apply the Model to the Group – Group Work                                
|                  | • Self-Help Groups – Reading: Chapter 8 and **QUIZ 3 (CHP 6, 7, & 8)**                       |
| Week 8: Oct. 5-11 | • Self-Help Groups (continued)                                                                
|                  | • Social Work with Families – Reading: Chapter 9                                               
|                  | • Social Work with Families (continued)                                                       |
| Week 9: Oct. 12-18 | • Organizations, Communities, & Groups – Reading: Chapter 10                                  
|                  | • **QUIZ 4 (CHP 9 and 10)**                                                                    
|                  | • Educational Groups: With a Focus on Self-Care – Reading: Chapter 11                          
|                  | • Setting the Stages and Laying the Framework – Group Work on Section III                     
|                  | • **EXAM TWO (Chapter 6-10)**                                                                |
| Week 10: Oct. 19-25 | • Treatment Groups – Reading: Chapter 12                                                       
|                  | • Treatment Groups (continued)                                                                
|                  | • Finalizing the Group Project – Group Work on Section IV                                      |
| Week 11: Oct 26-Nov 1 | • Treatment Groups w/ Diverse and Vulnerable Populations – Reading: Chapter 13                
|                  | • Treatment Groups w/Diverse and Vulnerable Populations (continued)                           
|                  | • Finalizing the Group Project – Group Work on Section III                                     |

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
| Week 12: Nov. 2-8 | • Termination and Evaluation of a Group – Reading: Chapter 14  
• Termination and Evaluation of a Group (continued)  
• Course Content Wrap-Up  
• QUIZ 5 (CHP 11, 12, 13, & 14)  
• Preparation for Final and Final Group Prep Work |
|------------------|-------------------------------------------------------------|
| Week 13: Nov 9-15 | • Final Presentations  
• Final Presentations  
• Final Presentations |
| Week 14: Nov. 16-22 | • Final Presentations  
• Final Presentations  
• Final Presentations  
• Final Exam – Chap 11-14 (Opens Friday at 8am-Closes Monday at 11:59pm) |
| Week 15: Nov 23-24 | • FINAL EXAMINATIONS!  
• Final Exam Closes Monday at 11:59pm |

**Grading Rubrics 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.

**End of Syllabus**

1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
7. [https://www.angelo.edu/dept/writing_center/academic_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

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