SCHOOL OF SOCIAL WORK

SWK 509/589: Advanced Generalist Practice/Small Groups / Summer 2016
Independent Study

According to State of Texas HB 2504,this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.

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VIRTUAL OFFICE in eCollege

Any questions entered into the virtual office on e-College will be answered by 5:00 p.m. the day following your initial post. Questions posted on Friday will be answered by 5:00 p.m. the following Monday. Virtual office is the preferred method of contact regarding questions related to class. If you have a personal issue, please email me and I will respond directly to you.

COURSE DESCRIPTION:

This direct practice theory course provides students with advanced group work theory and skills necessary to carry out social work interventions with small groups. The focus is on social group work with rural populations.

GOAL & COMPETENCIES:

1.   Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

> C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing client choice, motivation, and hopefulness in the change process

> C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

> C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

> C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. Develop an understanding of the advanced generalist strengths perspective as it relates to group work theories, knowledge, and skills (Goal 1, Obj 1).
2. Understanding community needs and the application of group work skills in work with rural communities (Goal 1, Obj 2).
3. Use of critical thinking skills to evaluate one's own knowledge, skills, and values in utilization of group work in a culturally diverse society (Goal 2, Obj 2).
4. Understanding the implications of cultural diversity (*i.e.*, age, race, gender, ethnicity, income, sexual orientation, disability, setting) on the functioning and use of groups (Goal 4, Obj 2).

STUDENT LEARNING OUTCOMES:

By the end of the semester, students should be able to demonstrate the following knowledge areas in their class assignments, term papers, examinations, and group projects:
The course aims at enabling students to:
1. Enhance knowledge of group process, research and theory related to advanced generalist strengths perspective in relationship to social group work.
2. Develop the ability to understand and translate group concepts into operational principles and practice skills in work with groups.
3. Develop the ability to identify, evaluate and apply small group theory and research findings to the analysis of groups.
4. Acquire a working knowledge of selected theoretical and empirical orientations related to ways in which (1) individuals affect group process, (2) group affects individual behaviors, (3) group influences group processes, and (4) the interactional effect of group and individual exchanges on the group process, and on individual change.
5. Develop the ability to translate theoretical and empirical knowledge into practice principles and techniques for understanding, analyzing and implementing systematic planned change in groups, and through groups.
6. Acquire through simulations and role-playing, an enhanced competence in group leadership skills, and experience how role in groups affects individual status.
7. Demonstrate an increased understanding of the role of ethnic, racial, socio-economic, gender and political factors on group behavior, and be able to practice in the context of human diversity.
8. Learn to use feedback in group communication and communicate with clarity in receiving and giving feedback.

RELATIONSHIP TO OTHER COURSES

This course builds upon foundation content that provides knowledge of human behavior and social systems. It builds upon foundation exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 595 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence: It works in conjunction with SWK 507 in relating social groups to community context; it relates individual functioning to group processes drawing on SWK 505.

TEXTS:

Required Text:

Jacobs, E.E., Masson, L., Harvill, R.L., & C.J. Schimmel (2012). *Group Counseling: Strategies and Skills*. (*7th ed.).*Belmont, CA: Thomson Higher Education. Video will be needed.

Recommended Texts:

Corey, G. and Corey, M. S. (2002). *Groups - Process and Practice (6th ed.).* Pacific Grove, CA: Brooks/Cole.

Yalom, I. D. (1995). *The theory and practice of group psychotherapy (4th ed.).* New York: Basic Books.

GRADING:

Assignment #1: Paper I	150 points
Assignment #2: Class Presentation	150 points
Discussion #1	50 points
Discussion #2	50 points
Discussion #3	50 points
Class participation & participation in group activities	**50 points**
TOTAL	500 points

Grades will be determined according to the following:

Points	Grade
450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

POLICY ON DUE DATES: Please Follow Weekly Calendar at end of syllabus

PLEASE NOTE THE FOLLOWING POLICIES IN RELATIONSHIP TO GRADES:

1. Papers may not be rewritten once they have been graded.
2. No extra credit is provided in this class.
3. All assignments must be turned in on time – please contact the instructor if you are late.

PRACTICE BEHAVIORS:
The curriculum for the Texas A&M University School of Social Work is designed to prepare students for competent practice. The Council on Social Work Education has ten core competency areas that reflect the mission and goals of the profession. Each competency area has performance outcomes - that reflect practice behaviors of knowledge, values and skills needed for generalist practice. Below are the core competencies, and practice behaviors linked with curriculum and activities students participate in during this class. While, students will not receive a grade based on demonstration of these behaviors, there will be an evaluation conducted to assess each area for purposes of ongoing improvements in curriculum design and educational delivery models.

<u>**CSWE EPAS Practice Behavior Measurements:**</u>

Foundation

1. **Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly,** Students will attend well to professional roles and boundaries. **Measurement assignment #4.**

2. **Educational Policy 2.1.2.3 — Apply social work ethical principles to guide professional practice.** Students will recognize and manage personal values to guide practice (on multicultural issues). **Measurement assignment #4.**

3. **Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments .** Students present skills in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom. **Measurement assignments #1 .**

4. **Educational Policy 2.1.4.4 — Engage diversity and difference in practice.** Students will be able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. **Measurements assignment #1.**

Concentration

5. **Educational Policy 2.1.3.2 – Critically analyze practice situations and communicate judgments and reasoning through decision-making processes.** Student will be able to synthesize and effectively communicate relevant information to others. **Measurement assignment #1.**

6. **Educational Policy 2.1.4.1,2, & 3 – Demonstrate the ability to build strengths based on mutual engagement with diverse populations.** Students will identify and reframe from acting on biases and values as they relate to diverse groups. Student will modify and

adapt traditional interventions to meet needs of diverse and oppressed populations. Student applied strengths and empowerment strategies with diverse groups. **Measurements assignment #1**.

7. **Educational Policy 2.1.6.1 — Contribute to evidence-based best practice approaches to assess and improve effectiveness.** Students will use research and evaluation to assess interventions, efficacy, and effectiveness. **Measurement assignment #1.**

OVERVIEW OF ASSIGNMENTS:

1. Assignment: Paper: Study an issue in your community (teenage pregnancy, drugs, unemployment, etc.). Describe the development of a group for that population. Address the following issues in your paper:

   A.   Brief Introduction
   B.   Begin with sanction from the agency (how you will achieve sanction, etc.).
   C.   The kind of group that would best serve this at-risk population. (include whether the group will be open or closed and give rationale for your choice)
   D.   Leadership skills needed
   E.   Membership recruitment
   F.   Time frame
   H.   Location
   G.   Physical environment
   I.   Basic norms of the group
   J.   The stages of the group and the expected process in each stage (group development)
   K   Intervention and assessment skills used
   L.   Ethical considerations for this population & how you would resolve any ethical dilemmas
   M.   Termination
   N.   Evaluation.

Use of the strengths perspective should be included in this paper

The paper should be **no less than eight and no more than ten pages long** (not including cover and reference pages). It must be APA style, typed, with one inch margins, using 12 point font and double spaced. You must use page numbers. You must back up your paper with a minimum of eight professional references, of which **four must be social work journals**. This paper is due at the beginning of class on **November 18, 2013**.

You must turn in a hard copy of your paper, even if you also submit the paper electronically. I will confirm that I received your paper by reply email. The deadline for submitting this paper electronically is 12:00 a.m. November 18, 2013. LATE PAPERS   WILL   NOT BE ACCEPTED. PLEASE DON'T ASK FOR EXTRA TIME. (Obj. 1, 2, 3, & 4) **(Assignment 1 is worth 150 points).

Rubrics' Key

5	Achieved Excellence
4	Expected Expectations
3	Met All Expectations

2	Met Minimum Expectations
1	Did Not Meet Minimum Expectations

Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments . .

Students is skilled in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

Educational Policy 2.1.4.4 — Engage diversity and difference in practice.

Students will be able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Concentration

Educational Policy 2.1.3.2 – Critically analyze practice situations and communicate judgments and reasoning through decision-making processes.

Students will be able to synthesize and effectively communicate relevant information to others.

Educational Policy 2.1.4.1,2, & 3 – Demonstrate the ability to build strengths based on mutual engagement with diverse populations.

Students will identify and reframe from acting on biases and values as they relate to diverse groups. Student will modify and adapt traditional interventions to meet needs of diverse and oppressed populations. Student applied strengths and empowerment strategies with diverse groups.

Educational Policy 2.1.6.1 — Contribute to evidence-based best practice approaches to assess and improve effectiveness.

Student will be able to use research and evaluation to assess interventions, efficacy, and effectiveness.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.3.3	Student was able to present skills in using critical thinking augmented by creativity and curiosity.	5	4	3	2	1
2.1.3.4	Student was able to present good assessment skills.	5	4	3	2	1
2.1.3.5	Student was able to present good problem solving skills.	5	4	3	2	1
2.1.3.6	Student was able to present presents good data gathering skills.	5	4	3	2	1
2.1.3.7	Students was able to present analyzes of complex material well.	5	4	3	2	1

2.1.3.8	Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.	5	4	3	2	1
2.1.4.4	Students was able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	5	4	3	2	1
2.1.3.2	Students was able to synthesize and effectively communicate relevant information to others	5	4	3	2	1
2.1.4.1	Students was able to identify and reframe from acting on biases and values as they relate to diverse groups.	5	4	3	2	1
2.1.4.2	Student was able to modify and adapt traditional interventions to meet needs of diverse and oppressed populations.	5	4	3	2	1
2.1.4.3	Student was able to apply strengths and empowerment strategies with diverse groups.	5	4	3	2	1
2.1.6.1	Student was able to use research and evaluation to assess interventions, efficacy, and effectiveness.	5	4	3	2	1

2. Assignment 2: Class Presentation: Two to Three students will select one of the following methods of group work and prepare a class presentation on that group work method: *Rational Emotive Behavior Therapy, Reality Therapy, Adlerian Therapy, Transactional Analysis, Gestalt Therapy, Solution Focused Therapy, Task-Oriented Group, Trans-theoretical Model, or Cognitive Therapy.* The presentation will begin with a description of the application of the method of group work selected including:

- **description of the theoretical underpinnings of the method**
- **techniques/interventions**
- **special considerations in application of the method (i.e. not appropriate for a short term, closed ended group)**

You will also lead the class in a simulated group activity that demonstrates the method of group work on which you have reported. The presentation; including the group simulation should last approximately 35 – 45 minutes.. Be sure to allow time for questions. Group presentations will be scheduled on the following dates:

- **Week of June 21: Rational Emotive Behavior Therapy; Reality Therapy**
- **Week of June 28: Solution Focused Therapy; Self-Help (Mutual Aid)**
- **Week of July 5: Cognitive Therapy; Trans-theoretical Model (teaching the Model to a Personal Growth Group)**

- **Week of July 26: Task-Oriented Model; Gestalt Therapy**
- **Week of August 2 : Adlerian Therapy; Transactional Analysis**

Eight class members will role play the "group" for each presentation. Different class members will participate in the various groups. Each presentation must include a handout for all class members that outlines the basic elements of this particular group. (Obj. 1)

(**Assignment 2 is worth 150 points).**

Rubrics' Key

5	Achieved Excellent
4	Exceeded Expectations
3	Met All Expectations
2	Met Minimum Expectations
1	Did Not Meet Minimum Expectations

Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly.

Students will attend well to professional roles and boundaries.

Educational Policy 2.1.2.3 — Apply social work ethical principles to guide professional practice.

Students will recognize and manage personal values to guide practice (on multicultural issues).

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.1.7	Student was able to attend well to professional roles and boundaries.	5	4	3	2	1
2.1.2.3	Student was able to recognize and manage personal values to guide practice (on multicultural issues).	5	4	3	2	1

DISCUSSION TOPICS ONLINE

Three discussion topics will be administered online throughout the semester. (worth 50 Points apiece)

CLASS ATTENDANCE AND PARTICIPATION:

➢ The expectation is that students will attend class, reflecting responsibility, which is inherent in the development as a social work professional. Roll is taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting.

➢ Classroom exercises, discussions, role plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as a .5 absence (2 tardies/early departures = 1 absence).

➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	Up to 3 absences: No Penalty	4 absences: 1 Letter grade drop	5 absences: 1 Letter grade drop	6 absences: Class grade of "F"
Summer 10-week	Up t o 1 absence: No Penalty	2 Absences: 1 Letter grade drop	3 absences: Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

FINAL EVALUATION AND GRADES DEPEND ON BOTH PRESENCE AND PARTICIPATION. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, expectation is students will spend time reading and studying class materials.

The course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

CLASS PARTICIPATION HAS THREE COMPONENTS: (1) Appropriate interactions with classmates; (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

TECHNOLOGY REQUIREMENTS

This is a web-enhanced course and will be conducted utilizing eCollege, which is available through myLeo @ https://leo.tamuc.edu/.

The following information has been provided to assist in preparing to use technology in your web-enhances course.

The following technologies and a working knowledge of how to use them are required to be successful in this course:

➢ Internet connection - high speed recommended (not dial-up)
➢ Word Processor (Microsoft Office Word - 2003 or 2007).
➢ Access to University Library site
➢ Access to University email

Additionally, the following hardware and software are necessary to use eCollege:

➢ Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0)

➢ Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0). on both Windows and Mac operating systems.

➢ Perform a "Browser Test" prior to start of your course. To launch a browser test, login to eCollege, click the "myCourses" tab, and then select the "Browser Test" link under support services.

POLICY ON ACADEMIC DISHONESTY

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth
process which is not intended to conform to adversary proceedings as in a court of law.
(Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work.
The profession articulates its basic values, ethical principles, and ethical standards as

set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES:

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

COURSE SCHEDULE
Please note that since this is a web enhanced class there will be a few classes 3 – 5 that will be completed on line without meeting face to face that week. This means the video that comes with the book will be utilized during this time

Week of	Topic	Assignment/Activities
1 – June 7	Class introduction. Review of course syllabus and assignments. Overview of class subject matter. Introduction of class members. Social group work and social work practice. Stages of group development, Group process; Purpose of groups	Be prepared to discuss your background and professional experience on working with groups. This will include a discussion on why you want to succeed in this class. **Review Orientation Video**

2 –6/14 VA groups	Stages of group development, Group process Purpose of groups	**Read Text**, *Chapters 1-4*
3-6/21	Stages of group development, Group process Purpose of groups	**Text**, *Chapters 1-4*
4 – 6/28	**Discussion #1 Due** The first session The second session The beginning phase of subsequent sessions & Basic Skills for Group	**Text**, *Chapter 5& 6*
5 – 7/19	Group Skills: Focus; Cutting off and Drawing Out & Group Skills: Rounds and	**Text,** Chapter 7-10
6 – 7/26	Introducing, conducting, & Leading the middle stage of a group	**Text**, *Chapter 11-12*
7 – 8/2	Counseling & Closing groups with diverse populations **Pesentation due**	**Text**, *Chapters 13-15 & 17*
8 – 8/9	Dealing with Problem Situations in Groups & Course Wrap-up **Discussion #3 Due**	**Text**, *Chapter 16* **Text**, *Chapter 18*

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