School of Social Work

SWK 509: ADVANCED GENERALIST PRACTICE WITH SMALL GROUPS
SCHEDULE
Fall - 2016
509 .001 – Monday :   9:00 to 12:00pm / Commerce Hen 323J
509.410 -- Tuesday: 9:00 to 12:00pm / Mesquite MPLX
This syllabus is tentative and maybe changed on first day of class

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 as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Hours:	**Monday 12:30pm-5:00pm / Commerce**
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Overview of Course

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.

COURSE OBJECTIVE(S):

1. Develop an understanding of the advanced generalist strengths perspective as it relates to group work theories, knowledge and skills
2. Understanding community needs and the application of group work skills in work with rural communities
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
4. Understanding the implications of cultural diversity (i.e., age, race, gender, ethnicity, income, sexual orientation, disability, setting) on a functioning and use of groups

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.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and

create positive   change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-

making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual

engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address

discrimination, reduce disparities, and promote social and

economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to

assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape

changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency 2.1.11: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency 2.1.12: Demonstrate innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Course content and assessment reflect the following practice behaviors:

2.1.1c Adheres to professional roles and boundaries

2.1.2b Strategically uses supervision and consultation to address ethical dilemmas

2.1.3a Applies professional judgment and reasoning

2.1.8b Identifies impact of policies from various systems on clients and advocates on behalf of client systems

2.1.10f Demonstrates one's ability to move a client system through the practice intervention process

Course Structure

Texts and Associated Materials

Required Texts:

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.

Additional Readings Suggested:

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.

Overview of Course 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 <u>at the beginning of class </u>on _____

**<u>You must turn in a hard copy of your paper</u>, 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 28, 2016. LATE PAPERS WILL NOT BE ACCEPTED. PLEASE DON'T ASK FOR EXTRA TIME.
(Assignment 1 is worth 150 points).
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2. Assignment : 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:

I will attempt to videotape all of these presentations

- Week of 10/24: Rational Emotive Behavior Therapy; Reality Therapy
- Week of 10/31: Solution Focused Therapy; Self-Help (Mutual Aid)
- Week of 11/7: Cognitive Therapy; Trans-theoretical Model (teaching the Model to a Personal Growth Group)

- Week of 11/14: Task-Oriented Model; Gestalt Therapy
- Week of 11/28: 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.

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

DISCUSSION TOPICS ONLINE

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

Grading Scale

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**

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

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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 LIbaray - Room 132
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- ➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

- ➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

- ➢ 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one 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, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct *located in the Student Guide Book at http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf* (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.
Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT 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.

Bibliography

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Drumm, K. (2006). The essential power of *group* work. *Social Work with Groups*, 29(2/3), 17- 31.

Foreman, T., Willis, L., & Goodenough, B. (2005). Hospital-based support groups for parents of seriously unwell children: An example from pediatric oncology. *Social Work with Groups*, 28(2), 3-21.

Goelitz, A. (2004). Using the end of groups as an intervention at end-of-life. *Journal of Gerontological Social Work*, 44(1/2), 211-221.

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Social Work with Groups, 29(1), 3-10.

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Course Schedule

Week of	Topic	Assignment/Activities
1 - 8/29	Class introduction. Review of course syllabus and assignments. Overview of class subject matter. Ch 1- Introduction Intro 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 – 9/5	Monday 9/5 No Class-- Tues 9/6 Class Ch 2- Stages of group development, Group Process; Purpose of groups	**Read Text**, *Chapters 1-4*
3 – 9/12	Ch 3-- Purpose of groups Ch 4 -- Planning	**Text**, *Chapters 1-4*
4 – 9/19	**Discussion #1 Due Online** **Ch 5--** Getting started: The beginning stage & phase	**Text**, *Chapter 5*
5 – 9/26	Ch 6 Basic Skills for Group Leaders	**Text,** Chapter 6
6 – 10/3	Group Skills: Ch 7 -- Focus; Ch 8 -- Cutting off and Drawing Out	**Text**, *Chapters 7-8*
7 – 10/10	Group Skills: Ch 9 Rounds and Dyads; Ch 10 -- Group Exercises	**Text**, *Chapters 9-10*
8 – 10/17	Ch 11 -- Introducing, conducting, and processing exercises **Discussion # 2 Due Online**	**Text**, *Chapter 11*
9 – 10/24	Ch 12 -- Leading the middle stage of a group. Crisis debriefing groups **Presentations Begin**	**Text,** *Chapter 12*
10 -10/31	Ch 13 &14 - Counseling theories, and therapy in groups **Presentations continue**	**Text**, *Chapters 13 & 14*
11 – 11/7	Ch 17 -- Working with specific populations **Presentations continue**	**Text**, *Chapter 17*
12 -11/14	Ch 16 -- Dealing with Problem Situations Ch 18 -- Issues in Group Counseling **Presentations continue**	**Text**, *Chapter 16* **Text**, *Chapter 18*

13-11/21	Group Discussion	Group Learning
14-11/28	**Assignment 1: Paper due** Ch 15 -- Closing a Session or Group **Presentations End**	Text, Chapter 15
15-12/5	**Discussion # 3 Due Online** Course Wrap Up and Completion of Material indicated on Syllabus	Be prepared to lead group discussion on what you have learned in class. Group Final Online
16- 12/12	Finals Week	