



School of Social Work

SWK 509: ADVANCED GENERALIST PRACTICE WITH SMALL GROUPS
Monday 9:00 a.m. – Noon
Commerce Campus

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

Instructor: Rebecca G. Judd Ph.D., LCDC, LMSW-IPR

Office Location 311 Henderson

Office Hours: Monday 1:00-5:00 p.m./Thursday 10:00 a.m. – 2:00 p.m.

Contact Information Rebecca.Judd@tamuc.edu (preferred method)

Office Phone: 903-468-8190 (I do **not** retrieve message daily)

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 comprise 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 or more competencies. Course content and assessment reflect the bolded competencies and 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

Group Paper (150 pts) Identify and explore an issue in your community (teenage pregnancy, drugs, unemployment, etc.).

- Employing a strengths perspective describe the development of a **group** for the identified population.
- A minimum of eight empirical references must be used to support information presented in the paper (Academic journals, not text book).
- APA formatting required.
- The paper should be no less than eight and no more than ten pages in length (excluding cover sheet and reference).

You must cover each of the following areas in the 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.

Class Presentation (150 pts):

Groups of two to three students will select one of the * methods of group work and prepare a class presentation that includes the following components:

- 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)

Each presentation must include a handout for all class members that outlines the basic elements of the selected group process

You will also lead the class in a simulated group activity that demonstrates the method of group work on which you have reported. Eight class members will role play the “group” for each presentation. Different class members will participate in the various groups. The presentation; including the group simulation should last approximately 35 – 45 minutes. Be sure to allow time for questions.

A schedule for group presentations will be passed out on first day of class.

** Rational Emotive Behavior Therapy, Reality Therapy, Adlerian Therapy, Transactional Analysis, Gestalt Therapy, Solution Focused Therapy, Task-Oriented Group, Trans-theoretical Model, or Cognitive Therapy.*

Group Skills Exercises

Three Group Skills Exercises will be administered throughout the semester (worth 50 Points apiece) dates TBD.

Grading Scale

Grading Scale

90-100% of possible points = A

80-89% of possible points = B

70-79% of possible points = C

60-69% of possible points = D

Less than 60% of possible points = 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 Lbaray - 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:

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

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.

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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.

Many courses use the learning management system to administer course content.

Below is information and resources for eCollege.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher

resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check
http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later)
<https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be

followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The Academic Success Center provides academic resources to help you achieve academic success.


<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can

easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsp_hone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out

- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

SWK 509 Course Schedule Fall 2017

Week	Date	Topic	Reading	Assignment/Activities
1	08/29	Class Introduction Review of Course Material and Expectations	Chapter 1: Introduction	
		<u>With successful completion of this unit, students will be able to:</u>		
2	09/04	Labor Day Holiday	Chapter 2 - 4	<i>Read Chapters to prepare for class on 09/11</i>
		<u>With successful completion of this unit, students will be able to:</u> <ul style="list-style-type: none"> • Discuss the importance of content and process in group dynamics • Explain the role of group leader in relation to content and process 		
3	09/11	Stages of Groups, Group Processes and Therapeutic Process/Purpose/Planning	Chapters 2-4	
		<u>With successful completion of this unit, students will be able to</u> <ul style="list-style-type: none"> • Explain the importance of a clear purpose of the group • Articulate components of pre-group planning and why this is important for group success 		
4	09/18	Getting Started: The Beginning Stage and Beginning Phase	Chapter 5	<i>Guest Speaker TBD</i>
		<u>With successful completion of this unit, students will be able to</u> <ul style="list-style-type: none"> • Demonstrate understanding of first and second group sessions: <i>opening by group leader; content and process; setting a positive tone, establishing rules and best practices for opening group sessions</i> 		
5	09/25	Basic Skills for Group Leaders	Chapter 6	<i>Guest Speaker TBD</i>
		<u>With successful completion of this unit, students will be able to</u>		

		<ul style="list-style-type: none"> Identify and explain each of the 14-basic skills necessary for group leaders 		
6	10/02	Group Skills Cutting off and Drawing Out	Chapter 7 Chapter 8	
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> Explain and articulate examples of how to establish, hold, shift and deepen the group focus Demonstrate skills for <i>cutting off a group member</i> and <i>eliciting group members' comments</i> 		
7	10/09	Rounds and Dyads Group Exercises	Chapter 9 Chapter 10	
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> Identify and give examples for uses of <i>Rounds</i> in group sessions Demonstrate skills in executing <i>Rounds</i> in group sessions Identify and describe uses of <i>Dyads</i> in group sessions Demonstrate skills in employing an exercise (an activity that the group does for a specific purpose) 		
8	10/16	Introducing, conducting and Processing Exercises	Chapter 11	
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> Explain how to introduce, conduct and process exercises in Group sessions Demonstrate skills in competent introduction, conducting and processing in Group sessions 		
9	10/23	Leading the Middle Stages of a Group Crisis debriefing groups	Chapter 12	
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> Describe the <i>working stage</i> of the group process Demonstrate skills in the assessing benefits; members' interest and commitment; member participation; trust level and cohesion; screening out members and dealing with obstacles 		

10	10/30	Counseling Theories and Therapy in Groups	Chapter 13 Chapter 14	
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> • Identify counseling theories essential for leading groups • Explain use of theory to help members understand their thoughts, feelings and behaviors • Describe creative techniques from each theoretical perspective to help members with gaining insight into their behaviors 		
11	11/06	Working with Specific Populations	Chapter 17	Guest Speaker TBD
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> • Articulate specific techniques and/or issues when working with clients of special populations (children, adolescents, couples, addiction groups, older clients, clients with chronic diseases or disabilities, survivors of sexual abuse, divorce groups, adult children of alcoholics, multicultural groups or military groups). 		
12	11/13	Problem Situations Issues on Group Counseling	Chapter 16	Guest Speaker TBD
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> • Identify potential problem situations that may emerge in the group process • Describe techniques and methods for intervening and altering the process for problem situations 		
13	11/20	Group Discussion	Group Learning	
		<p><u>With successful completion of this unit, students will be able to</u></p>		
14	11/27	Closing a Session or Group	Chapter 15	
		<p><u>With successful completion of this unit, students will be able to</u></p> <ul style="list-style-type: none"> • Define and explain the difference between the <i>closing phase and the closing stage</i> in the group process • Identify purposes and goals of the Closing Phase • Demonstrate skills in Closing a session • Identify purposes and goals of the Closing Stage 		

		<ul style="list-style-type: none"> Demonstrate skills in Closing a Group 		
15	12/04	Wrap up and Review		
		<u>With successful completion of this unit, students will be able to</u> <ul style="list-style-type: none"> Synthesize information from the semester to discuss, in depth developing, conducting and closing group sessions 		
16	12/11	Finals Week		