



## School of Social Work

### **SWK 325: PRACTICE WITH MEZZO SYSTEMS** **8:00am-9:15am; 9:30am-10:45am & 1:00pm-2:15pm** **Tuesdays & Thursdays**

*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 Location:** Henderson, H322

**Office Hours:** 10:45a-12:45a, Tuesdays and Thursdays

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## Overview of Course

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### **COURSE DESCRIPTION:**

This practice course teaches the application of social work skills to work with groups. Students will learn the dynamics of task and process groups and will learn how to apply a systematic approach to the development, implementation, termination, and evaluation of groups. Prerequisites are Social Work 250, 275, 322, 328, 329, and 370. Concurrent enrollment: SWK 331, 348, and 350. Restricted to social work majors.

### **COURSE OBJECTIVE(S):**

Upon completion of this course, students will have attained the following competencies:

1. The ability to understand and apply the NASW Code of Ethics and ethical standards in working groups by completing a group work session critically assessing the standards.

2. The ability to understand and apply a generalist strengths perspective to social work with groups.
3. The ability to understand community needs and apply and evaluate group work skills.
4. The ability to apply a multi-system assessment process to working with various groups (relationship building, treatment, socialization, supervisory, task, organizational, etc.).
5. The ability to critically evaluate one's own knowledge, skills, and values in using a multi-dimensional approach to working with groups.
6. The ability to develop, maintain, and evaluate multiple types of groups and to apply the planned change process to promote social justice when appropriate to ameliorate adverse environmental conditions.
7. The ability to demonstrate and apply an understanding of diversity (age, race, ethnicity, gender, income, sexual orientation, disabilities) and to apply it as it relates to the functioning of groups.

### **RELATIONSHIP TO OTHER COURSES:**

This course focuses on group content that provides further knowledge of human behavior and social systems first presented in courses SWK 275 and SWK 322. The course further introduces students to professional values and ethics, particularly the NASW Code of Ethics that was first addressed in SWK 225, 250 and SWK 329.

### **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

### **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 to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

### **Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Content and assessment in this course reflects the following practice behaviors:

2.1.1.5 Demonstrates professional demeanor in appearance, behavior and communication

2.1.1.6 Uses supervision and consultation effectively

2.1.10[c].2 Implement prevention interventions to enhance client capacities

## Course Structure

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## Texts and Associated Materials

**Required Texts:** Toseland, Ronald W. and Rivas, Robert F. (2009). *An Introduction to Group Work Practice* (8<sup>th</sup> ed.). Needham Heights, MA. Allyn and Bacon.

**Additional Readings Suggested:** Other readings may be assigned throughout this course.

## Overview of Course Assignments

### POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. All assignments will be submitted electronically to D2L Brightspace (unless stated otherwise). Late assignments will receive a penalty and/or may not be accepted altogether.

Exams must be taken on the state day(s) and time. There will be NO MAKE-UP exams offered if you fail to take an exam by the stated deadline.

### OVERVIEW OF ASSIGNMENTS:

**Assignment #1:** Students will write a paper using a minimum of 3 Social Work journal articles related to working with groups (group treatment setting) on a social problem. See course schedule for due dates.

As part of this assignment, students will:

- Identify the group's social need/issue
- Identify the group population (age, race, gender, etc.)
- Identify type of group utilized
- Identify intervention theory implemented.
- Evaluate the effectiveness of the interventions.
- Include a short assessment/opinion of the journal articles.
- Attach the social work articles with information used in the paper.

The paper should be at least five pages long, APA style, typed and double-spaced.

**Assignment #2:** Working in your assigned groups, prepare a class presentation on a selected group work method from assignment. There are two parts to this assignment: the presentation and the group activity. The presentation will describe the ideology and application of the method of group work selected. You may use Powerpoint (preferred) or a handout that explains the theory and ideology, as well as the preferred group for the selected treatment method, identify the population, type of group utilized, intervention to be implemented and evaluate the effectiveness of the intervention.

For the second part of your presentation you will lead the class in a simulated group activity that demonstrates the method of group work on which you have selected and reported on. See the course schedule for due dates.

**YOU WILL BE GRADED AS A GROUP (NOT INDIVIDUALLY)**. All group members should be assigned specific tasks (a list stating who did what will be submitted to the professor the day of the presentation). All members are expected to contribute equally to the labor efforts. If there are any issues with group members they are to be brought to the attention of the professor. However, all students are expected to complete their work and conflict should be resolved at the lowest level possible.

**In class participation** – We will discuss topics that are typically addressed during group therapy. As allowed by time, we will conduct group activities discussing these topics. These interactions are designed to create an atmosphere of group work which will enable students to personally experience group relationships and behaviors. You will be exposed to sensitive issues and challenging personal topics. Feel free to discuss your personal feelings and experiences if you feel comfortable. If not, feel free to take on a persona. These activities are not meant to replace actual therapy session or individual treatment. If you need to speak to an expert, you are encouraged to visit the TAMUC Counseling Center located in Halladay Student Services, room 204.

#### **EXAMINATIONS:**

This class will have a midterm and final Exam. There are NO MAKE-UP Exams. See course schedule for dates.

#### **GRADING:**

Assignment #1 – Paper	100 points
Assignment #2 - Group Presentation	100 points
Mid Term Examination	100 points
Final Examination	<u>100 points</u>
<b>TOTAL</b>	<b>400 points</b>

- A = 360-400 points
- B = 320-359 points
- C = 300-319 points
- D = 259-299 points
- F = 258 and below

## Student Rights and Responsibilities

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"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.

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 Library - Room 132  
Phone (903) 886-5150 or (903) 886-5853  
Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto: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:

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

**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 Brightspace, students must log in and complete assignments as required in the course. Not logging onto Brightspace (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 Undergraduate 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.R0.03 Undergraduate Student Academic Dishonesty -available at

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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 of Social Work may be suspended from further study by the School of Social Work.*

## **TECHNOLOGY REQUIREMENTS**

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla

Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major

			version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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
  
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
  
- 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](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

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/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](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.

## **ACCESS AND NAVIGATION**

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](mailto:helpdesk@tamuc.edu).

**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.

## COMMUNICATION AND SUPPORT

### Brightspace Support

#### Need Help?

#### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an

announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

### TENTATIVE CLASS SCHEDULE

<b>Week</b>	<b>Date</b>	<b>Course Events</b>	<b>Chapter</b>	<b>Notes</b>
<b>1</b>	January 14	Introduction to Groups	1	
	January 16			
<b>2</b>	January 21	Understanding Group Dynamics	2	
	January 23			
<b>3</b>	January 28	Historical and Theoretical Developments	3	
	January 30			
<b>4</b>	February 4	Leadership	4	
	February 6			
<b>5</b>	February 11	Leadership and Diversity	5	
	February 13			
<b>6</b>	February 18	Planning the Group	6	<b>Paper due online</b>
	February 20			
<b>7</b>	February 25	The Group Begins	7	
	February 27			
<b>8</b>	March 3	<b>Midterm Exam</b>		<b>Midterm</b>
	March 5	Assessment	8	

<b>9</b>	March 10	<b>Spring Break</b>		
	March 12			
<b>10</b>	March 17	Treatment Groups: Foundation Methods	9	
	March 19			
<b>11</b>	March 24	Treatment Groups: Specialized Method	10	
	March 26			
<b>12</b>	March 31	Treatment Groups: Specialized Method	10	
	April 2	Task Groups: Foundation Methods	11	
<b>13</b>	April 7			
<b>14</b>	April 9	Task Groups: Specialized Methods	12	
	April 14			
<b>15</b>	April 16	Ending the Group's Work	13	
	April 21			
<b>16</b>	April 23	Evaluation	14	
	April 28			
<b>17</b>	April 30	<b>Finals Week</b>		
	May 5			
	May 7			