School of Social Work

SWK 509: ADVANCED GENERALIST PRACTICE WITH SMALL GROUPS
WEB-BASED ONLINE

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: By appointment

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972-989-2799

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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 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

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 November 10, 2020.***

**<u>You must </u>submit the paper electronically. 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, Family Systems, Gestalt Therapy, Solution Focused Therapy, Task-Oriented Group, Person-Centered Approach, 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 first day of class.

- Rational Emotive Behavior Therapy
- Reality Therapy
- Solution Focused Therapy
- Self-Help (Mutual Aid)
- Cognitive Therapy
- Person-Centered Approach
- Task-Oriented Model
- Gestalt Therapy
- Adlerian Therapy
- Family Systems Therapy

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. Each person be sure to upload your handouts as the assignment submission online.

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

3 Group Skills Exercises

Three Group Skills Exercises/Discussions will be administered throughout the semester (worth 50 Points apiece) as per course outline dates.

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: <u>**Points**</u>   <u>**Grade**</u>

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

    b. YouSeeU Sessions

        i. Hire transcriptionist

        ii. Information needed from the instructor:

            1. Format used-YouSeeU, Adobe Connect, Other

            2. Link to live sessions

            3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)

            4. The day of the week of the live sessions (every Tuesday)

            5. The time of the live sessions (6:00-9:00pm)

Students Responsibilities

Engagement Policy

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

- ➢ Students will engage in class, reflecting responsibility, inherent in the development as a social work professional.

- 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.

- To learn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

- Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

- Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

- Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

- Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

- As we enter the semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

- ***Final Evaluation and Grade Depends on both Course Engagement and Completion of Assignments.***

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.

Engagement activities are defined as active participation in live synchronous classroom instruction; active involvement in interactive group projects; participation in asynchronous discussions and other opportunities for peer to peer interaction, faculty to student interactions and interaction outside of classroom expectations (such as interviewing a social worker for an assignment) among other possible venues. One half of the students' grade will be based on their level of engagement throughout the course. Example:

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: 95%+75%/2 – 85% (B) for the course.

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 to 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/rulesProce
dures/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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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 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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports 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:
    - o 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

- 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/
  - Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/

- o [Adobe Shockwave Player](https://get.adobe.com/shockwave/)   https://get.adobe.com/shockwave/
- o [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.

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.

Bibliography available upon request.

Course Schedule

Week	Date Topic	Assignment/Activities
1	Class introduction. Review of course syllabus and assignments. Group Presentation Assignments Ch. 1 Introduction Ch. 2 Stages of Group Development	Read Chapters 1 & 2 Be prepared to discuss your background and professional experience on groups.
2	Groups	**Exercise #1 Due Online** Groups
3	Ch 3-- Purpose of groups Ch 4 -- Planning	Read Chapters 3-4
4	Ch 5-- Getting started: The beginning stage & phase	Read Chapter 5
5	Ch 6 Basic Skills for Group Leaders	Read Chapter 6
6	Group Skills: Ch 7 -- Focus; Ch 8 -Cutting off and Drawing Out	Read Chapters 7-8
7	Group Skills: Ch 9 Rounds and Dyads; Ch 10 -- Group Exercises	**Exercise # 2 Due Online** Read Chapters 9-10
8	Ch 11 -- Introducing, conducting, and processing exercises	Read Chapter 11
9	Ch 12 -- Leading the middle stage of a group. Crisis debriefing groups	**Presentations Begin** Read Chapter 12
10	Ch 13 &14 - Counseling theories, and therapy in groups	**Presentations continue** Read Chapters 13 & 14
11	Ch 17 --Working with specific populations	**Assignment #1 Paper Due** **Presentations continue** Read Chapter 17
12	Ch 16 -- Dealing with Problem Situations Ch 18 -- Issues in Group Counseling	**Presentations continue** Read Chapters 16 & 18
13	Closing a Session or Group	**Exercise # 3 Due Online** **Presentations End** Read Chapter 15