**A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, https://new.tamuc.edu/coronavirus/

# SWK 325: Practice with Mezzo Systems

COURSE SYLLABUS:
Spring 2022

## INSTRUCTOR INFORMATION

Instructor: Robin Neely, LCSW-S, LMFT
Office Location: Frisco
Office Hours: Tuesdays 7:00-7:20 pm and by appointment
Office Phone: 972-377-1665
Office Fax:
University Email Address: Robin.Neely@tamuc.edu
Preferred Form of Communication**: email**
Communication Response Time: 48 hours M-F

Materials – Textbooks, Readings, Supplementary Readings
Textbook(s) Required:

Toseland, Ronald W. and Rivas, Robert F. (2009). *An Introduction to Group Work Practice (8th ed.).* Allyn and Bacon.

Other readings may be assigned throughout this course.

# 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.

**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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

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

## Student Learning Outcomes (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.  Content and Assessment in this course reflect 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 REQUIREMENTS

Students should have the following knowledge, skills, and abilities:

- · Be familiar with D2L
- · Use an internet browser
- · Download, save and open files
- · Find, copy, move, rename, and delete files
- · Use copy, cut, and paste functions
- · Send and receive email messages with attachments
- · Use a word processing program
- · Use presentation software
- · Run and switch between multiple programs

## Instructional Methods

Much of what students learn in the classroom is through: the level of effort contributed by the individual (engagement), and the learning community created through shared ownership and contributions of the collective. This means that students come prepared to join in the classroom learning experience by completing readings and other work. Students also take responsibility for completing assignments in a competent and timely manner. Students have shared responsibility for the growth and professional development of each individual in our learning community.

## Student Responsibilities or Tips for Success in the Course

Student Responsibilities or Tips for Success in the Course

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

• **maintain communication with the instructor throughout the semester**

• identify alternative computer and internet access in case my primary computer crashes, or my internet service is unavailable;

• recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course;

• understand that my instructor is not responsible for my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to **communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class.** This includes, but is not limited to:

• getting "kicked off" of the system during tests or quizzes;

• having trouble submitting assignments;

• dealing with an issue or emergency that can impact your engagement with or performance in the course.

As a student, I understand that it is my responsibility to understand course material and requirements and keep up with the course calendar. While my instructor is available for help and clarification, I will:

• ask questions if I don't understand;

• seek out help from my instructor or tutors;

• access my course several times during the week to keep up with course announcements, calendar, assignments, examinations, and activities.

The course materials, assigned readings, class participation, and this syllabus are all you require to be successful in this course. Read and listen to all these materials carefully. This document provides the course calendar/outline with due dates. You can find the same information in the course shell.

Also, you will find the guidelines and grading rubrics for the major assignments in D2L. These documents will help you guide your work and understand the instructor's expectations. It is essential to review the rubric before completing and turning in your assignment. It is also recommended that students seek guidance and editorial assistance from peers, tutors, or the Writing Center.

The instructor welcomes questions and discussions regarding course materials.

Here is how to get the most out of asking questions:

· First, read the assigned material, and view any class PowerPoints.

· Second, if you cannot find the answer in those sources, email the instructor the question regarding the course content.

Remember, it is much better to ask your question about course materials before you turn in your assignment rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., "I understand concept ABC to mean DEF, is this correct? … Does TUV relate to WXY in such and such a manner? … etc.," earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., "When will you grade my assignment? … Do we have to answer

all the questions in this assignment? … Why did I get a low grade? … Do we need to buy the book? … etc

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## GRADING

A = 370-400 points
B = 340-369 points
C = 310-339 points
D = 280-308 points
F = 279 and below

| Categories | Course Grade Value (%) |
|---|---|
| **Assignments & Examinations (80%)** | |
| **Literature Review (100 pts.)** | |
| **Group Method Presentation (groups) (100 pts.)** | |
| **Mid-term (100 pts.)** | |
| **Final (100 pts.)** | |
| **Engagement Activities (20%)** | |
| **Weekly Group Discussion** | |
| **# Role Play** | |
| | |
| **TOTAL** | 100% |

## Assessments
SWK 325 Assignments

**POLICY ON DUE DATES:**

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

**OVERVIEW OF ASSIGNMENTS:**

Assignment #1: Students will write a Literature Review using a minimum of 3 Social Work journal articles related to working with groups on a social problem.

*See course schedule for due dates*.

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 #1. 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 prefer group for the selected treatment method, identify the population, type of group utilized, intervention to be implemented and evaluate the effective 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.

## Presentation Outline

Your group will agree on a theory of treatment and/or intervention that can be applied to a group in treatment. This is break down of your presentation is a suggested guideline to follow. You may use your creativity and deviate from this suggestion, but it should include the basic components listed in bold below.

I.     **Theory of treatment & Intervention**
   a. Definition
   b. History
   c. Typically used with:
        i. Types of Population it can help
        ii. Type(s) of groups
   d. Any other information you think is pertinent
II.    **Group Proposal**
   a. See Appendix C
III.   **Appropriate Icebreaker for this group based on the theory of treatment and intervention**
IV.    **Group Activity based on the theory of treatment and intervention**
   a. Detail description of the activity
   b. Materials needed
   c. Expectation of group members behavior
   d. Expectation of results
   e. Evaluation

* Your audience is your classmates. Explain things in a way they will understand.
*I will need a list of group members with what tasks they completed or put together for the group. Please let me know ASAP if there are any questions, concerns, issues or conflicts with anything I have stated in this memo.

In Class processing – Students will discuss weekly personal understanding of assigned reading material.  Students will discuss personal understanding of learned skills practiced during group role-play activities.   Students are expected to keep a record of their responses and learned skills while leading as well as participating as members of these groups.  These interactions are designed to create an atmosphere of group work which will enable students to personally experience group relationships and behaviors. Theory, knowledge, and skills gained through the class experience will better enable students to relate to future client's challenges. Students will demonstrate acquisition of knowledge and skills through their discussions and as they analyze, critique and

synthesize their knowledge and skills during group interaction/role-play. Consider addressing issues of diversity such as age, gender, race, sexual orientation, or disability. This is an opportunity to demonstrate growth through the application of theory, knowledge and skills. Specific topics will be assigned throughout the semester.

**EXAMINATIONS:**

This class will have a Mid-Term and Final Exam whereby the student will demonstrate knowledge acquisition. There are NO MAKE-UP Exams. See course schedule for dates.

# TECHNOLOGY REQUIREMENTS

## LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

# 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

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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

## Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

## Course Specific Procedures/Policies

### Syllabus Change Policy

The syllabus is a guide.  Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester.  Any changes made to the syllabus will be announced in advance.

## University Specific Procedures

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.  The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

### TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work.  For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf


## Students with Disabilities-- ADA Statement

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

## Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

# Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

# Department or Accrediting Agency Required Content

**Engagement Policy**

*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.

To earn 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 Spring 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.

## 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](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

## COURSE OUTLINE / CALENDAR

| Week | Date | Course Events | Chapter | Notes |
|---|---|---|---|---|
| 1 | 1/11/2022 | NO CLASS | | |
| 2 | 1/18/22 | Syllabus Review, Introductions, Introduction to Groups | 1 | |
| 3 | 1/25/22 | Understanding Group Dynamics | 2 | |
| 4 | 2/1/22 | Historical and Theoretical Developments | 3 | |
| 5 | 2/8/22 | Leadership | 4 | |
| 6 | 2/15/22 | Leadership and Diversity | 5 | |
| 7 | 2/22/22 | Planning the Group | 6 | |
| 8 | 3/1/22 | The Group Begins | 7 | Group Assignments |
| 9 | 3/8/22 | Assessment | 8 | **Assignment 1- Literature Review Due Online Friday 11, 2022 11:59 PM** |
| 10 | 3/14-3/18 | Spring Break | NO CLASS | |
| 11 | 3/22/22 | Midterm Review | | |
| 12 | 3/29/22 | MIDTERM EXAM | MIDTERM EXAM Ch 1-7 | |
| 13 | 4/5/22 | Treatment Groups: Foundation Methods | 9 | Group #1 Presentation |
| 14 | 4/12/22 | Treatment Groups: Specialized Method | 10 | Group #2 Presentation |
| 15 | 4/19/22 | Treatment Groups: Specialized Methods | 11,12 | Group #3 Presentation |
| 16 | 4/26/22 | Task Groups: Foundation Methods, Specialized Methods | 13 | |

| Week | Date | Course Events | Chapter | Notes |
|---|---|---|---|---|
| | | **Ending the Groups Work** | | |
| 17 | 5/3/22 | Evaluation | 14 | |
| 18 | 5/10/22 | *Finals Week &* Field Orientation <br> ***Note:*** *Mr. Brumley will let us know the schedule for Field Orientation* <br> ***Final Exam  Online May 9-13*** | | |