



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 Mezzo Practice **Spring 2022**

INSTRUCTOR INFORMATION

Instructor: **Brian Brumley, LMSW-IPR**
Office Location: Henderson 320
Office Hours: MPLX Mondays Noon-1:00; by appointment on Mondays after 1pm
Main Campus Tuesday 8:30 -9:00 am;12-1; 3:30 - 4:30 as needed
Office Phone: 903-468-3071
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Preferred Form of Communication: **EMAIL**
Communication Response Time: M-F if received prior to 5pm -- 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Toseland, R. & Rivas, R. (2017). *An introduction to group work practice (8th ed.)*. Allyn and Bacon.

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.).

American Psychological Association.

Software Required: **NONE**

Optional Texts and/or Materials: **NONE**

Course Description

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

Relationship to Other Courses:

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

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

Competency 6: Social Work students will engage with individuals, families, groups, organizations, and communities.

- Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies as evidenced by successful completion of the written group assignment (Knowledge and Skills) and by the successful completion of Two Standardized Exams. (Knowledge)
- Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies as evidenced by the successful completion of Presentation of Group Assignment (Skills, Cognitive and Affective Processes, Values).

Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities.

- Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies as demonstrated Written Group Assignment (Knowledge, Skills), and Group Presentation Assignment (Knowledge, Skill)
- Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies as evidenced by the successful completion of the Two Examinations, Group Written Assignment, and Group Presentation (Values, Cognitive and Affective Processes)
- Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies as evidenced by the successful completion of the Group Written Assignment, and Examinations (Knowledge, Skill)
- Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies as evidenced by the successful completion of the Group Written Assignment as broken down into specific sections (Knowledge)

Competency 8: Students will intervene with Individuals, Families, Groups, Organizations, and Communities.

- Students will critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies as demonstrated by the successful completion of the Written Group Assignment and the Group Presentation (Knowledge)
- Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies as evidenced by the successful completion of the Two Standardized Exams. (Knowledge)
- Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes by the successful completion of the Group Written Assignment (Knowledge, Skill)
- Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies as demonstrated by the successful completion of Group Presentation assignment (Skills, Cognitive and Affective Processes, Values).
- Students will facilitate effective transitions and endings that advance mutually agreed-on goals as evidenced by the successful completion of Written Group Assignment (Knowledge, Skill)

Competency 9: Students will Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Students will select and use appropriate methods for evaluation of outcomes as demonstrated by the successful completion of Written Group Assignment (Knowledge, Skill)
- Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes as demonstrated by the successful completion of the Group Presentation Assignment (Cognitive and Affective Processes, Knowledge, Skill)
- Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes by the successful completion of Written Group Assignment (Knowledge, Skill)
- Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels by the

successful completion of Written Group Assignment (Knowledge, Skill)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, If you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.

4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points	450-500
B = 80%-89%	400-449
C = 70%-79%	350-399
D = 60%-69%	300-349
F = 59% or Below	299-000

Evaluation for course grades are according to the following formula:

Group Paper	100 points
Group Presentation	100 points
Peer Review	100 points
Exams (2 @ 100 points each)	200 points
<hr/> TOTAL POSSIBLE POINTS	<hr/> 500 points

Assessments

DUE DATES:

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times not meeting deadlines can result in having an adverse effect on your clients' lives. It can also result in termination in employment. The School of Social Work feel it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful not only in this course, but also in the practice setting.

Thank you for understanding and your willingness to take the first step toward your own success.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L.

ASSIGNMENT I :

**WRITTEN GROUP ASSIGNMENT
(100 POINTS) GRADING RUBRIC: APPENDIX A**

DESCRIPTION: Students will be divided into groups of 5-6 (3 for smaller classes) students will be assigned a specific group type. Students will then be required to turn in the group paper in sections for grades as different intervals during the semester. The content and requirements are described in the schedule and Rubric – Appendix A

ASSIGNMENT II:

**GROUP PRESENTATION
(100 POINTS) GRADING RUBRIC: APPENDIX B**

DESCRIPTION: The students assigned to specific groups will create an initial group processing meeting. The group will choose a facilitator and assign members roles that are aligned with typical issues in their assigned group. Each member will be responsible for introducing their issue (story) and interactions with other members. The group design will flow within the context of the treatment model described in the groups paper.

ASSIGNMENT III:

**PEER REVIEW
(100 POINTS) SEE: APPENDIX C**

DESCRIPTION: Students not participating in the Group Presentation will provide input via a rubric on the skills noted in the presentation.

ASSIGNMENT IV:

EXAMS: (2 EXAMS @ 100 POINTS EACH; 200 possible)

There will be TWO Examinations that consist of multiple choice and true/false. These exams will be taken online in D2L. These exams cannot be made up. Please make sure you complete these by the due date.

In order to encourage learning versus memorization, **students will have extended time to complete the exams.** You may use your text, notes, and other materials to assist you when taking the exams. The desire is that by going back over these elements students will retain important information for practice. The time will be set at 240 minutes for the exam.

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 via email. Instructor will respond to email queries within two business days.

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two 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).
<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](#) 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.

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

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

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*.

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 offenses 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>

University Code of Conduct located in the *Student Guidebook* 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

SWK 325 Spring 2023 Schedule

(Tentative per Class Discussion and possible updates)

Week 1	January 17	{C}	Intro to Course
Week 2	January 23-24	{M}	Intro {C&M} HX & Theory
Week 3	January 30-31	{C&M}	Dynamics
Week 4	February 6-7	{C&M}	Leadership
Week 5	February 13-14	{C&M}	Diversity
Week 6	February 20-21	{C&M}	Planning
Week 7	February 27-28	{C&M}	Beginning Phase (TOPIC DISCUSSION AND INTRO DUE)
Week 8	March 6-7	{C&M}	Review for MID-TERM EXAM (Mid-term open 3/8-3/10)
Week 9	March 13-17	{C&M}	SPRING BREAK – Do Fun Stuff
Week 10	March 20-21	{C&M}	Assessment
Week 11	March 27-28	{C&M}	Treatment Groups (REFS DUE)
Week 12	April 3-4	{C&M}	Treatment Groups-Specialized
Week 13	April 10-11	{C&M}	Task Groups
Week 14	April 17-18	{C&M}	End and Evaluation, Wrap-up, Forms, Measures.
Week 15	April 24-25	{C&M}	Presentations (PAPER DUE)
Week 16	May 1-2	{C&M}	Presentations (Final Exam Open 5/3 Close 5/5)
Week 17	May 9	BSW	Field Orientation Planned May 9 th in Commerce



**Texas A&M-Commerce
College of Education and Human Services
School of Social Work**

**SWK325: Practice with Mezzo Systems
Groups Paper
Guideline and Rubric
(100 points)
{Appendix A}**

GENERAL DESCRIPTION:

This review provides background information about your topic – it summarizes what you know about the subject and critically analyzes prior research on a topic. This review clarifies your understanding of the problem and provides a context for a research proposal. This type of paper is also developed as an academic paper for many social work courses. A literature review is always written in third person.

Write a literature review paper using at least 10 reliable sources (**6 SCHOLARLY journal articles, 2 webpages, 2 books**) not older than 10 years. Stay within the range of **1,600 to 1,800-word count** (Note: does not include the cover and reference pages). Be sure to include studies that address the central concepts of the specific social issue/problem/need of interest. Organize the body of the paper by **KEY TOPICS** related to the social issue studied– NOT by author/article; this is not an annotated bibliography. Content across sources of information should be synthesized (compared and integrated).

OUTLINE:

- I. Introduction
- II. Body (use sub-headings for this section of the paper)
- III. Conclusion

Criteria	Points
<p>Wrote a strong introduction. (10pts.) Specified the group intervention using objective and subjective data; included the thesis statement; explained the purpose and importance to study and learn about the phenomena, and presented the specific areas/content addressed in the body of the manuscript. (2 pts. each)</p>	
<p>Summarized (25 pts.) paraphrasing what is known about the group intervention studied, including how widespread; its characteristics; its causes; and consequences based on sources of information.</p>	
<p>Synthesized previous research and other relevant information (30 pts.):</p> <ul style="list-style-type: none"> • Discuss and evaluate the literature you have selected. • Showed logical and related links between previous studies and the group intervention you are trying to understand through this literature review. • Presented diverse and different points of view on the phenomena. • Paraphrased and quoted adequately; however, not over quoting. 	
<p>Wrote a strong conclusion. (10pts.)</p> <ul style="list-style-type: none"> • Reinstated the thesis statement (2 pts.); • Synthesize the review of literature covered (4 pts.) • Identify gaps of information in the literature, and suggested future studies (4 pts.) 	
<p>Followed APA style to organize and format the paper (5 pts.):</p> <ul style="list-style-type: none"> • Cover page (.5 pts.) • Line spacing (.5 pts.) • Headings and sub-headings (organized paper around key topics related to the subject of study) (2 pts.) • Page numbers (.5 pts.) • Reference page (1 pts.) • Saved document in Word format (not in PDF) and uploaded the paper on BrightSpace as: <i>Last Name First Name Literature Review Paper</i> (.5 pts.) 	
<p>Wrote clear and concisely using correct grammar, spelling, acronyms punctuations and academic tone (10 pts.):</p> <ul style="list-style-type: none"> • Used proper sentence structure and length with correct punctuation, especially commas and apostrophes • Used good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs • Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) • Wrote with minimum spelling errors/typos • Avoided colloquial expressions • Avoided bias language • Stayed within the range of 1,600 to 1,800 word count (do not include in the word count: cover, appendices or reference pages) 	
<p>Credited at least 10 relevant and reliable sources of information adequately using APA style and format and referenced them according to APA (7th ed.) (10 pts.).</p> <ul style="list-style-type: none"> • The sources were relevant, reliable and up to date (10 years old or less) • Cited the sources correctly and used different citing structures (<i>parenthetical and narrative citations</i>). • Formatted each reference according to the APA Manual 	
Total	

SWK 325 Group Presentation Rubric –(B)

1. On a scale of 1-10 how did the Leader Introduce the initial aspect of the Group Process to the members?

1 2 3 4 5 6 7 8 9 10

2. Did the Leader give the members opportunity to ask questions? Yes No (5)

3. Did the Group Member's adequately describe why they were attending Group?

1 2 3 4 5 6 7 8 9 10

4. Did the Leader explain the group timeframes Yes No (5)

5. Did each group member participate in the process Yes No (5)

6. Did you notice the use of the group processing tool during the session? If so, which ones? (10)

7. How did the group handle conflict? Overtalking, rude, controlling members (5)

8. Did the group set (create) a safe environment for processing? Yes No (5)

9. Did the group reach a resolution to their issue/s?

1 2 3 4 5 6 7 8 9 10

10. Did the leader use engagement skills during the Group processing? Yes No (5)

11. (30pts)

Leader Skills (10 total)

Intro ____ Engage ____ Rules ____ Safety ____ Closure ____

Members (20) Intro ____ Issues ____ Questions ____ Support ____

Feedback to Members ____ Respect ____ Closure ____

SWK 325 Group Presentation Rubric –Peer (C)

1. On a scale of 1-10 how did the Leader Introduce the initial aspect of the Group Process to the members?

1 2 3 4 5 6 7 8 9 10

2. Did the Leader give the members opportunity to ask questions? Yes No (5)

3. Did the Group Member's adequately describe why they were attending Group?

1 2 3 4 5 6 7 8 9 10

4. Did the Leader explain the group timeframes Yes No (5)

5. Did each group member participate in the process Yes No (5)

6. Did you notice the use of the group processing tool during the session? If so, which ones? (10)

7. How did the group handle conflict? Overtalking, rude, controlling members (5)

8. Did the group set (create) a safe environment for processing? Yes No (5)

9. Did the group reach a resolution to their issue/s?

1 2 3 4 5 6 7 8 9 10

10. Did the leader use engagement skills during the Group processing? Yes No (5)

11. Describe what you liked about this Group?

12. List what could have been done to improve this Group.
