



## SWK. 325 Mezzo Practice

### INSTRUCTOR INFORMATION

Instructor: **Dr. Philip Ortiz**  
Office Location: Henderson Bldg. 317  
Office Hours: T/Th 10 am-2pm & By appt  
Office Phone: 903-468-6095  
University Email Address: Philip.Ortiz@tamuc.edu  
Preferred Form of Communication: **EMAIL**  
Communication Response Time: 2 days

### 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:

### 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.

	Activity/Assessment	Dimension
<b>Competency 6:</b> 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	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective

<b>Competency 7:</b> Students will assess Individuals, Families, <b>Groups</b> , Organizations, and Communities		
Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Group Intervention Paper Group Proposal Mock Up  Week 7: Beginning Phase Week 11: Assessment	Knowledge, skills, cognitive and affective
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	Group Intervention Paper Group Proposal Mock Up  Week 12: Treatment Groups	Knowledge, skills, cognitive and affective
Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Group Intervention Paper Group Proposal Mock Up  Week 12: Treatment Groups	Knowledge, skills, cognitive and affective
<b>Competency 8:</b> Students will intervene with Individuals, Families, <b>Groups</b> , Organizations, and Communities		
Students will critically choose and implement interventions to achieve practice goals and	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective

enhance capacities of clients and constituencies		
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	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Students will facilitate effective transitions and endings that advance mutually agreed-on goals	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
<b>Competency 9: Students will Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
Students will select and use appropriate methods for evaluation of outcomes	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective
Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Group Intervention Paper Group Proposal Mock Up	Knowledge, skills, cognitive and affective

## **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

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**Evaluation for course grade is according to the following formula:**

Group Intervention Paper	100 pts.
Group Intervention Proposal & Mockup	150 pts.
Team Peer Assessment	25 pts.
Examinations (2 @ 100 pts. each)	200 pts.
<b>TOTAL POSSIBLE POINTS</b>	<b>475 pts.</b>

## ASSESSMENTS

**All Assignments are due in D2L by the due date. The instructor will not accept late work.**

As social work students, you will have many deadlines to meet while in practice. expected to meet. Not meeting deadlines can result in an adverse effect on your clients' lives. It can also result in the termination of employment. The School of Social Work feels it is beneficial to help you develop the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful in this course and 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. Students will need to take the exam by the due date in D2L.**

### **Group Intervention Paper (100 pts.)**

Each student (individually) will write a 5-page evidence-based paper on a type of treatment group (support, educational, growth, therapy, socialization, and self-help) assigned by the instructor. The type of treatment group will be assigned to 5 to 6 (3 in small cohorts) students. In the future, the same students will constitute a team to write the Group Intervention Proposal & Mockup. Each student (individually) will submit their papers in sections during the first half of the semester. For further instructions and the assignment rubric, see *Appendix: A, Group Intervention Paper Rubric*.

### **Group Intervention Proposal & Mockup**

The Group Intervention Proposal and the Mockup are linked to the Group Intervention Paper. The teams previously determined by the type of treatment group will develop the Group Intervention Proposal and will simulate a group meeting session in class.

#### ***Proposal (100 pts.):***

Each treatment group team will develop a group intervention proposal based on what they learned from the Group Intervention Paper and the textbook content. For further instructions and the grading rubric, see *Appendix: A- Group Intervention Proposal Guideline and Rubric*.

#### ***Mockup (50 pts.):***

This assignment will require the team members (5-6 students) to submit a group meeting session plan and simulate a group processing meeting in class, aligned with the Group Intervention Proposal. The instructor will assign team presentation dates. For further instructions and the grading rubric, see *Appendix: A*.

### **Team Peer Assessments (25 pts.)**

At the end of the semester, each student will complete a Team Peer Assessment for each team member of the group intervention proposal and mockup. Students can receive up to **25**

**points** based on the average of a 12-item, 4-point scale survey (total points/2 + 1) completed by team peers. Students who do not submit the corresponding team peer assessments will not receive the points allocated by their team peers. The assessments completed are **confidential**; students will only have access to the final score posted in D2L's grade book. The form (See *Appendix: A*) will be available in the course shell.

### **Examinations (2 @ 100 pts. each)**

Students will take a **Midterm (Chapters 1-8)** and a **Final (Chapters 9-14)** exam in D2L. The two examinations will consist of multiple choice and true/false items. To encourage learning for practice versus memorization, students may use their text, notes, and other materials individually to take the exams. Each exam will be available for three days (Friday to Sunday at 11:59 PM). Students will have **240 minutes** to complete each exam in a single sitting; the clock will not pause to continue later. Students must complete the exams by the due dates, as make-up exams will not be available.

## **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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)



## 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

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>

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](mailto: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](http://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 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>

**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

**APPENDIX A  
RUBRICS**

**Group Intervention Paper Rubric  
(100 pts.)**

<b>Criteria</b>	<b>Points Earned</b>
<p>Wrote a strong introduction <b>(10 pts.)</b></p> <ul style="list-style-type: none"> <li>• Introduced the topic</li> <li>• Indicated purpose of the paper</li> <li>• Included importance to obtain this knowledge as a professional social worker</li> <li>• Presented the content of the paper</li> </ul>	
<p>Synthesized what is known about the treatment group (TGroup) based on empirically based intervention methods/models in recent literature <b>(50 pts.)</b></p> <ul style="list-style-type: none"> <li>• Describe the assigned type of TGroup</li> <li>• Problems/issues and population addressed with this type of TGroup</li> <li>• Purpose of this TGroup</li> <li>• Theoretical approaches of TGroup</li> <li>• Leadership skills, knowledge needed to facilitate this type of TGroup</li> <li>• Roles and task of TGroup leaders (group social workers/ facilitators)</li> <li>• Description of stages, including expected processes in each phase of this TGroup</li> <li>• Outcomes of recent interventions with this TGroup</li> <li>• Strengths/benefits and weaknesses/challenges of this TGroup</li> <li>• Ethical considerations of this TGroup</li> </ul>	
<p>Wrote a strong conclusion <b>(10 pts.)</b></p> <ul style="list-style-type: none"> <li>• Reinstated purpose of the paper</li> <li>• Summarized main points of the paper</li> <li>• Indicated strengths and potential areas of growth (i.e., knowledge, skills) to facilitate this type of TGroup</li> </ul>	
<p>Wrote clear and concisely using correct grammar, spelling, acronyms punctuations and academic tone <b>(10 pts.)</b></p> <ul style="list-style-type: none"> <li>• Used proper sentence structure and length with correct punctuation, especially commas and apostrophes</li> <li>• Used good and appropriate paragraph length</li> <li>• Created a sense of understanding (thoughtful transitions between paragraphs, interconnection, and flow of ideas)</li> <li>• Wrote with minimum spelling errors/typos</li> </ul>	

<ul style="list-style-type: none"> <li>• Avoided colloquial expressions</li> <li>• Avoided bias language</li> <li>• Stayed within the 5-page range (Note: do not count cover or reference pages)</li> </ul>	
<p>Followed APA (7<sup>th</sup> ed.) to organize and format the paper <b>(5 pts.)</b></p> <ul style="list-style-type: none"> <li>• Cover page</li> <li>• Font</li> <li>• Line spacing</li> <li>• Headings and sub-headings according to the required sections</li> <li>• Page numbers</li> </ul>	
<p>Cited at least 3 relevant and reliable academic sources of information adequately and referenced them according to APA (7<sup>th</sup> ed.) <b>(15 pts.)</b></p> <ul style="list-style-type: none"> <li>• Cited relevant, reliable and up to date (<i>no more than 10 years old</i>) sources</li> <li>• Cited the sources using parenthetical and narrative in-text citations</li> <li>• Included a reference list formatting each source accordingly</li> </ul>	

**Group Intervention Proposal Guideline & Rubric  
(100 pts.)**

<b>Intervention Proposal Criteria</b>	<b>Points Earned</b>
Abstract/Summary <b>(5 pts.)</b>	
Description of the problem & population <b>(10 pts.)</b>	
Describe type and purpose of treatment group <b>(10 pts.)</b>	
Agency/Program sponsorship <b>(5 pts.)</b>	
Group membership <b>(5 pts.)</b>	
Composition of group <b>(5 pts.)</b>	
Recruitment of members <b>(5 pts.)</b>	
Orientation <b>(5 pts.)</b>	
Environment (physical environment, basic norms, other resources needed) <b>(5 pts.)</b>	
Roles and tasks of group workers (facilitator(s)) <b>(10 pts.)</b>	
Approaches and techniques to be used throughout the life of the group <b>(10 pts.)</b>	
Duration of the group intervention (timeframe, # of meetings, extent of each meeting...) <b>(5 pts.)</b>	
Assessment of the group intervention (included functioning and progress evaluations) <b>(10 pts.)</b>	
Ethical considerations considering type of treatment group and population <b>(10 pts.)</b>	



**Group Intervention Mockup Rubric  
(50 pts.)**

<b>Group Meeting Plan Criteria (30 pts.)</b>	<b>Points Earned</b>
Indicated type of treatment group	
Included session goal	
Included descriptions and roles of each group members and facilitator(s) roles and tasks (including student names)	
Indicated approaches and techniques/tools to facilitate and reach the session's goal (e.g., introduction, rapport, create a safe environment, manage conflict, engage, conclude)	
Included questions/prompts to guide the session	

**In-class Intervention Group Mockup (20 pts.)**

1. How did the facilitator(s) introduce and began the session?  

1      2      3      4      5
2. Did the facilitator(s) give the members opportunity to ask questions? **Yes No**
3. Did the group members describe why they were attending the treatment group?  

1      2      3      4      5
4. Did the facilitator(s) explain the group timeframes?    **Yes No**
5. Did each group member participate in the process?    **Yes No**
6. Use of the group processing tools during the session. If so, which ones?
7. How did the group handle conflict?  

1      2      3      4      5
8. Did the group set (create) a safe environment for processing? **Yes No**
9. Did the facilitator(s) use engagement skills during the group processing? **Yes No**
10. How did the facilitator(s) conclude the session?  

1      2      3      4      5

**Team Peer Assessment Rubric  
(25 pts.)**

Peer you are evaluating: \_\_\_\_\_

Your name: \_\_\_\_\_

**General Instructions:** Complete a Peer Assessment Form for each team member based on their contributions to the **Group Intervention Proposal & Mockup**.

	Never (0)	Almost Never (1)	Sometimes (2)	Often (3)	Always (4)
Communicated with team members effectively through in person or email when needed					
Attended team meetings					
Arrived on time for team meetings and in-class mockup					
Demonstrates a good balance of active listening & participation					
Was well prepared for team meetings					
Shared information and personal understanding					
Completed agreed tasks					
Completed tasks on a timely manner					
Gave useful feedback to others					
Accepted useful feedback from others					
Was able to listen and understand what others were saying					
Showed respect for the opinions and feelings of others					

## Appendix B

### Course Outline/Calendar

#### COURSE OUTLINE / CALENDAR Summer 2024

	Date	Topics	Assignments
Wk 1	Jan 13	Overview of Course & Requirements	Zoom class Noon Monday 6/5
Wk 2	Jan 20	Overview of SW Profession	Zoom class
Wk 3	Jan 27	Social Work Conceptual & Knowledge Base	Zoom class
Wk 4	Feb 3	Values & Ethics	Zoom class
Wk 5	Feb 10	Organizational Structure of Social Service Agencies	Zoom class
Wk 6	Feb 17	Administration of Agencies	Zoom class
Wk 7	Feb 24	Ethical Dilemmas in Practice	Zoom class
Wk 8	Mar 3	Professional Presentation of Self	Zoom class
Wk 9	Mar 10	Inter-agency dynamics	Zoom Class Presentations
Wk 10	Mar 17	Inter-agency dynamics	Zoom Class Presentations
Wk 11	Mar 24	Summary & Wrap-up Inter-agency dynamics	Zoom Class Presentations
Wk 12	Mar 31	Inter-agency dynamics	Zoom Class Presentations
Wk 13	Apr 7	Inter-agency dynamics	Zoom Class Presentations
Wk 14	Apr 14	Inter-agency dynamics	Zoom Class Presentations
Wk 15	Apr 28	Summary & Wrap-up	Zoom Class Presentations
Wk 16	May 5	Summary & Wrap-up	<b>FINAL HOURS &amp; DOCUMENTATION DUE WED. 8/7</b>