

DIVISION OF SOCIAL WORK
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SOCIAL WORK 140C - SOCIAL WORK PRACTICE III Spring, 2013

January 30, 2012 through May 15, 2013

Section 6 Wednesday 6:30-9:20 PM

Sylvester Bowie, Ed.D., MSW Associate Professor Office Mariposa Hall 4008 Phone number: 916-278-7165 Email: bowies@csus.edu	Office Hours: Tuesday :300-4:00, Wednesday 3:00-4 PM& Thursday2:00-3:00 PM Also by appointment. Meeting Location: Eureka 104 Section 6 number 32660
Web address www.csus.edu/faculty/B/bowies/index.html	All assignments must be dropped off on SacCT using assignment drop box at the specified time.

Please use the Syllabus as your guide throughout the semester

Required Texts

1. **Toseland, R. & Rivas, R. (2012). An introduction to group work practice (7th edition). Boston: Allyn& Bacon.**
2. **Corcoran, Jacqueline (2009) Groups in Social Work: A workbook, Boston: Allyn& Bacon.**
3. **Sweitzer, Fedrick H., King, Mary A. (2008). *The successful internship: Transforming and empowerment in experiential learning* (3rded.). Belmont, California: Thompson Brooks/Cole**
4. ****Other readings as assigned (there will be Articles associated with the topics under discussions that you will be required to locate and read in preparation for class- evidence that you have read the articles will be required).***

I. Course Description

This is the third and final course in the Undergraduate Practice Sequence. The major purposes of this course are: 1) to support the student's practice in the field setting by expanding the expertise of the student's practice approaches; 2) to enhance the student's ability to engage in various levels of practice modalities; 3) to strengthen assessment and intervention skills in social work BSW roles: case management, counseling and community group work, micro and macro social work practice with vulnerable populations (e.g., children and youth, mentally ill, elderly). This course builds upon practice knowledge acquired in *Generalist Practice I*: ecological perspective, community asset mapping, foundation communication skills, self-awareness, ethics, generalist helping frameworks, and builds upon knowledge acquired in *Generalist Practice II*: community and individual work with diverse populations, assessment and intervention skills across various counseling modalities, the ethnographic approach, social justice,

and ethics.

With the above in mind this is an introductory course in group work practice. Its objective is to teach students the knowledge and practice skills which are necessary for group work practice. The course emphasizes basic theory about groups and group process, demonstrates the skills necessary for effective practice, and gives students the opportunity to discuss and practice these skills. In addition, the course is designed to acquaint students with the many uses of task and treatment groups in a broad range of settings with diverse client groups.

This course will be placed on SacCT for ongoing discussions, updates, posting of scores, lecture notes, quizzes, midterm and grades, questions, placing of articles and notes, as well as any other information related to the course. Each student must activate his/her Sac Link account

Workbook

This course will have an accompanying workbook with the main text, to help the student continue the practice of connecting the theoretical ideas discussed in this course with practice. The exercises will be done independently outside of class, but will be accounted for. You will complete the exercises after each chapter and record your progress. The work done will be reviewed by the instructor at intervals and at the end of the semester.

You will:

1. Create a binder/portfolio for recording your work during the course of the semester. The instructor will be collecting the binders twice during this time based on the group the student belongs to. Some exercises are group activities and will be done in class while others will be individual work (please be mindful that all work submitted for review, grade, or scores MUST have cover page- see writing requirement in the syllabus for guide and expectation).
2. You will follow the instructions in the syllabus to determine which exercises must be completed by which dates.

II. Theoretical Framework

Counseling, advocacy, communication, and service development skills are the cornerstone of generalist practice. **Solution-focused case management** demands mastery of these skills and thus provides an excellent backdrop for this course as well as a natural complement to the strengths perspective, covered last semester. In addition to a solution-focused approach, the course will expand upon the discussion of **advocacy approaches** offered last semester and examine issues particularly related to **agency responsiveness (caring)** regarding **community needs**. The bedrock of traditional social work counseling intervention – **cognitive work** – will be covered and we will

explore a central dialectic recently identified within this approach: how we work with our clients and communities within a paradigm of concurrent **radical acceptance and expectation for change**. Case management expertise is expected for baccalaureate level practitioners.

Group work theory and skill building represents a cornerstone for the course. The nature of **group leadership** in terms of worker behavior and disposition will be examined across the group's evolution as well as across the group type. Social workers are depicted as excellent leaders of coalition, community and counseling groups because of our **person-in-environment** orientation, attention to **process and outcome**, and **communication skills**.

Finally, this course will emphasize the emerging professional's commitment to continuous **self-reflection, growth, and personal health**. Specific **burn-out prevention** strategies will be discussed.

The ecological perspective will be applied to our work with children, families, and communities. Generalist practitioners should be prepared to work in a variety of fields related to youth and family development and in arenas that facilitate the healthy functioning and capacity building of vulnerable populations. Relationship, assessment and intervention and use of self-issues will be explored throughout the course.

III. Course Objectives

- To educate generalist social workers to have the tools to work in various settings with a variety of client groups, addressing a range of personal and social problems and using skills to intervene at practice levels ranging from the individual to the community.
- Understanding of the historical and the current use of groups in social work practice.
- Ability to understand, assesses, and uses group properties and group processes occurring in a group.
 - Ability to understand and work with diversity in groups.
 - Ability to assess the need for a group.
 - Ability to plan for, begin, and conduct a group.
- Understanding of and ability to use group processes to achieve the goals and objectives of the group.
- Ability to evaluate the outcome of a group and to use the information to improve group practice.
- Knowledge about resources available to plan for and establish specific treatment and task groups which may be needed in specialized fields of practice and in specific social work settings.

- Acquire knowledge of the role of solution-focused case management in human services, the assumptions underlying case management and problems with these assumptions.
- Demonstrate the ability to implement interventions. *(Demonstrated by role-plays, Class discussions, Agency assessment, Mid-term & Final)*
- Continue to develop writing skills that will meet or exceed expectations of professional sites. *(Demonstrated by practice with journals, and all written assignments)*
- Identify service structures and intervention styles that maximize caring, responsiveness, and client self-determination. *(Demonstrated by role-plays and all assignments completed)*
- Understand developmental, psychological, sociological, and cultural issues of children, adolescents and other selected vulnerable populations. *(Demonstrated by role-plays, mid-term, final, class discussions and other class assignments)*
- Understand practice issues related to micro-meso-macro assessment and intervention for client populations, and, in particular, those communities struggling with inequalities, lack of access to service or power, or social stigma. *(Demonstrated by role-plays, mid-term examination, class discussion)*
- Understand the process of trauma for selected populations (e.g., refugees) and develop strategies that enhance coping and success oriented behavior. *(Demonstrated by role-plays, mid-term examination, class discussion)*
- Understand group theory and be able to implement components of successful group process. *(Demonstrated by in-class group assignments, group analysis paper)*
- Identify and analyze roles played by group members and assume leadership in groups. *(Demonstrated by in-class group assignments, group analysis paper)*
- Understand the issues involved in community or task groups vis-a-vis treatment groups. *(Demonstrated by in-class group assignments, group analysis paper)*
- Demonstrate social work practice, which is consistent with the social work code of ethics. *(Demonstrated by role-plays, mid-term examination, in-class group assignments, group analysis paper)*
- Understand and develop principles relating to the professional use of self that incorporates a commitment to personal evaluation, awareness, and growth as well as personal bio-psychosocial health. *(Demonstrated by practice challenge paper)*

Table 1 Core competencies covered in the main text (see text for information)

Practice Behavior Chapter	Practice Behavior Chapter
Professional Identity (2.1.1)	Professional Identity (2.1.1)
Social workers advocate for client access to the services of social work;	1, 5, 9, 10, 12
Social workers practice personal reflection and self-correction to assure continual professional development;	1, 3, 4, 5, 14
Social workers attend to professional roles and boundaries	1, 2, 3, 4, 5, 9, 10, 11
Social workers demonstrate professional demeanor in behavior, appearance, and communication;	1, 4, 5
Social workers engage in career-long learning;	4
Social workers use supervision and consultation.	4
Ethical Practice (2.1.2)	
Social workers recognize and manage personal values in a way that allows professional values to guide practice	1, 4, 5, Appendix 1, 2, 3
Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	1, Appendix 1, 2, 3
Social workers tolerate ambiguity in resolving ethical conflicts	1, 7, Appendix 1, 2, 3
Social workers apply strategies of ethical reasoning to arrive at principled decisions	1, Appendix 1, 2, 3
Critical Thinking (2.1.3)	
Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1, 2, 3, 4
Social workers analyze models of assessment, prevention, intervention, and evaluation	1, 2, 8, 9, 10, 11, 12, 14
Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	6, 7, 14
Diversity in Practice (2.1.4)	
Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3, 5
Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1, 3, 4, 5
Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences	1, 3, 4, 5
Social workers view themselves as learners and engage those with whom they work as informants	3, 4, 5
Human Rights & Justice (2.1.5)	
Social workers understand the forms and mechanisms of oppression and discrimination	1, 5, Appendix 1, 2, 3
Social workers advocate for human rights and social and economic justice	1, 5, 12
Practice Behavior Chapter	
Research Based Practice (2.1.6)	
Social workers use practice experience to inform scientific inquiry	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Human Behavior (2.1.7)	
Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	2, 4, 5, 9, 10, 13
Social workers critique and apply knowledge to understand person and environment.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Policy Practice (2.1.8)	
Social workers analyze, formulate, and advocate for policies that advance social well-being	1, 2, 10, 12, 14

Social workers collaborate with colleagues and clients for effective policy action	1, 2, 10, 12, 14
Practice Contexts (2.1.9)	
Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	2, 4, 11, 12, 14
Engage, Assess Intervene, Evaluate (2.1.10 (a)-(d))	
A) ENGAGEMENT	
Social workers substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	6, 7, 8
Social workers use empathy and other interpersonal skills	3, 4, 5, 6, 7, 8, 9, 10, 11, 13
Social workers develop a mutually agreed-on focus of work and desired outcomes	4, 6, 7
B) ASSESSMENT	
Social workers collect, organize, and interpret client data	8, 9, 10, 11, 12, 14
Social workers assess client strengths and limitations	1, 8, 9, 10, 11, 12
Social workers develop mutually agreed-on intervention goals and objectives	6, 7, 8
Social workers select appropriate intervention strategies	8, 9, 10, 11, 12, 13
C) INTERVENTION	
Social workers initiate actions to achieve organizational goals	2, 6, 7, 8, 9, 10, 11, 12
Social workers implement prevention interventions that enhance client capacities	7, 9, 10, 11, 12
Social workers help clients resolve problems	2, 7, 9, 10, 11, 12, 13
Social workers negotiate, mediate, and advocate for clients	2, 7, 11, 12
Social workers facilitate transitions and endings	13
D) EVALUATION	
Social workers critically analyze, monitor, and evaluate interventions	14

Disability Accommodation

If you would like to request academic accommodation due to a disability, please contact Services to Students with Disabilities- Lassen Hall room 1008, phone: 916-278-6955 (voice only) or 916-278-7239 (TDD only) or <http://www.csus.edu/sswd>. Office hours are Monday through Friday 8:00 a.m. to 5:00 p.m. (except holidays). If you have a letter from Services to Students with Disabilities please present the letter to me so we can discuss the accommodations you might need for this class.

IV. Course Format

This course emphasizes student participation. A variety of teaching methods are used to engage students as active learners as they gain skills for social work practice. These include lecture, discussion, experiential exercises, group work, video and audio material, and case studies. The instructor implements cooperative and collaborative learning processes as the primary engines for learning. It is important to realize that this is not a lecture, note taking, and multiple-choice type of course. This is a social work practice course and **demands your active engagement and participation for successful completion.**

Cooperative and collaborative learning are dependent upon student preparation and active participation. Students are expected to have **read all assigned readings before the class session for which they are assigned and be active in cooperative and**

collaborative learning exercises.

Attendance

This class does require that students are present and ready to work at each class session. It is expected that you will complete the assigned readings prior to each class and be prepared to share your own thoughts and reactions to the readings with the class. *Further, because class participation is so important, if a student misses more than 25% of the class sessions (when we are scheduled to meet) it will result in an automatic loss of “a letter grade” (For example once could go from “B”+ to a “C”+ based on the missing class sessions)*

If you must be absent from class because of illness or a family emergency, please let the instructor know before missing the class. In the event that you must miss a class you are still responsible for the readings and for submitting any assignments that are due that day. *You must get any missed information, notes, homework assignments and other activities from classmates or members of your group.* **These criteria will be used in assessing each student’s attendance and participation score:**

Written Assignments

Since this is the last semester before most students will graduate, the writing expectation for this semester will be demanding. Clear and concise writing as well as following instructions are key ingredients for your future in the field of social work. As a future social worker, you will be called upon to write letters and reports that will impact the lives of individuals, funding, and social policies. The development of writing skills is a lifelong endeavor; therefore I encourage you to seek out the assistance of the writing tutor whenever you feel the need. Additionally, if in reading your paper it is found that there are too many spelling and grammatical errors on the first two pages (**6-8 such errors**), I will refuse to continue reading the submitted paper. Points will always be lost for careless and sloppy work.

It is important that students avoid the trap of thinking that this is a practicum course and therefore all one has to do is complete the assignments and be focused on getting through the internship field placement. While completing the assignments and getting through the internship are noble and desirable goals and should be pursued with determination, it is critical that students do not lose sight of the academic nature of the course. Therefore, students are expected to **treat ALL written work** submitted as a formal activity. The use of sentences and paragraphs to express ideas in written and spoken form is the expected norm.

Please use opening and closing paragraphs to introduce the intent of your discussion as well as the closing/summary of your discussion for written work such as the agency analysis. Subheadings are usually useful in helping the reader to appreciate the ideas you are sharing and what you are talking about.

All writing assignments shall be **typed, double-spaced and have one-inch margins. Font (typeface) size shall be 12 points.** All papers should include a cover page with your name, name of assignment, instructor's name, course name and date. No late papers will be accepted unless there are extraordinary circumstances and/or prior approval has been given by the instructor. **Always keep a copy of each assignment** you submit to the instructor. Please avoid submission of paper with content that is too informal. For example avoid using jargon that might be acceptable in the community, but not meeting academic standards. If uncertain about acceptable academic use the APA crib sheet that was supplied in the 2011 fall semester.

The expectation for all written work (Journal, homework, midterm, Journal article summary, and agency analysis) is at its highest in this your final semester. Points will be lost for grammar, spelling, and results that shows that not enough thought and effort was put in the work. There is the expectation that students will be able to demonstrate the ability to use appropriate terminologies to describe the phenomena under discussion. It is expected that corrections that have been made in the previous semester will not be repeated. YOU MUST SPEND THE NECESSARY TIME PREPARING AND REVIEWING THE WORK SUBMITTED (this includes work done for homework whether collected or not)

- 1) All papers are evaluated for proper use of grammar and spelling and coherently and logically arranged thoughts.
- 2) All papers are evaluated for proper use of knowledge: the integration of concepts, theories, models, and information from readings, lectures and class discussions is used in a way that demonstrates your grasp of the material.
- 3) **All papers** should demonstrate accurate citation of references (both text and Internet) in the style of the American Psychological Association (APA Style).

Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. (<http://www.csus.edu/admbus/umannual/UMP14150.htm>). In this course a grade of (F) can be expected by students who plagiarize

COURSE ASSIGNMENTS AND GRADING

Assignment

Points

Class participation, attendance and home work including response to Journal articles (15 points taken from the 35)	35
Group presentation	30
Agency analysis	30

Journals (4 each will be valued 10 points)	40
Quizzes 4@ 10 pts each	40
Mid-Term (exam/quiz)	50
Final quiz	75
Total	300

- 1) All assignments are required to be turned in on time.
- 2) If the instructor decides to accept late assignments, late assignments will have 3 points deducted for each day the assignment is late.
- 3) I have provided clear guidelines for each assignment and suggest that you follow them closely.
- 4) I am happy to discuss and answer questions about any assignment.
- 5) You will receive clear feedback on each assignment so that you will know both the strengths of your work as well as the ways in which your work can be improved.
- 6) Students are reminded to *retain a duplicate copy* of all their written assignments prior to submitting them for grading in the event of accidental loss or destruction.

A	100% - 95%	300 - 285
A-	94% - 90%	284 - 270
B+	89% - 87%	269 - 261
B	86% - 84%	260 - 252
B-	83% - 80%	251 - 240
C+	79% - 77%	239 - 231
C	76% - 74%	230 - 222
C-	73% - 70%	221 - 210
D+	69% - 67%	209 - 201
D	66% - 64%	200 - 192
D-	63% - 60%	191 - 180
F	59% <	179 and under

VI. Required Text

1. Toseland, R. & Rivas, R. (2012). An introduction to group work practice (7th edition). Boston: Allyn& Bacon.
2. Corcoran, Jacqueline (2009) Groups in Social Work: A workbook, Boston: Allyn& Bacon.
3. Sweitzer, Fedrick H., King, Mary A. (2008). *The successful internship: Transforming and empowerment in experiential learning* (3rded.). Belmont, California: Thompson Brooks/Cole
4. **Other readings as assigned (there will be some articles associated with the topics under discussions that you will be required to locate and read in preparation for class- evidence that you have read the articles will be required). See information on SacCT as well as in the syllabus regarding such articles (it is doubtful that you will be successful in locating these articles by doing a "google search")*

1. Class attendance and participation 35 (15 of these points will be dedicated to the responses to the 5 Journal Articles)

Points gained from this area will be the result of on-time completion of homework, participation in classroom discussions, demonstrating that the reading has been done before class ensuring meaningful response to questions related to the topics under discussion, review of journal articles, answering questions in the workbook. Finally, class attendance will also be important for getting the points in this area.

The Journal articles: there are 5 journal articles that you will be examining over the course of the semester. The name, authors and journals are provided. You will find/locate these articles and answer the following questions: 1. What is the article about? 2. What idea or concept you have found to be most interesting/intriguing/ or educational? 3. What concept/idea or position in the article will you be employing in your group work as a student and ultimately a worker? 4. What ideas/concepts or proposal do you find to be most challenging? 5. What theoretical orientation do you think is informing the work?

Please use subheadings to help the reader identify the points being made/discussed. The response to the journal articles should not be more than two pages (1-2 pages) in addition to your cover page. Remember to use introductory and closing paragraphs to make your work more interesting. Each of these response papers will be worth up to 3 points (taken from your attendance and participation score). These response papers will be submitted on due dates (hard copies) the final response paper will be submitted on SacCt for the combined scores to be recorded.

2. Quizzes (40 points):

The quizzes (there will be 4) will be based on information and lecture as well as notes provided from videos, workbook and text. The dates for the quizzes are: 2/20, 3/13, 4/17 & 5/1

3. Midterm (50 points)

The midterm will consist of questions based on the work done in both text and workbook with information coming from the lectures as well as notes provided from videos, workbook and text and actual exam/quiz will include multiple choice, true false, short answers, fill in the blanks and matching.

4. Journals (40 Points)

There will be a total of four Journals that will be submitted during the course of the semester. The due dates are 2/27, 4/03, 4/24, & 5/15 all submitted by 6:30 PM on the due date. You will follow the writing format that is outlined in the syllabus for each journal and that includes a cover page for each submission.

Each journal will be different and will be based mainly on the Sweitzer& King “Successful Internship” text. **Journal #1** will be based on your reading of chapter 4 and your answer to questions: 1, 2, 3, 7, 8 & 9 page 84 (you must write out each question being answered- you will lose points if you fail to follow the instructions).

Journal #2 will be your response to events in the field and you will use the existing field journal form on SacCT. The same one use in the Fall Semester

Journal #3 you will read chapters 5 & 10 of the Sweitzer& King “Successful Internship” text and complete the “For Contemplation” exercise on page 107. You **will NOT** be submitting the exercise based on this chapter (chapter 5). For your submitted journal you will complete the exercise on page 222 answering questions 1, 3, 5, 6, 7, 8 & 9 (you must write out each question being answered- you will lose points if you fail to follow the instructions).

Journal #4 you will read chapter 13 of the Sweitzer& King “Successful Internship” text and complete the “For Contemplation” exercise on page 300-301, answering questions 1, 2, 3 & 4 (you must write out each question being answered- you will lose points if you fail to follow the instructions).

5. Agency Analysis (30 points-)

Questions to be answered for the Agency Analysis paper due week 14 submitted on: SacCT

Value of paper is 30 points see syllabus. If your field instructor is off site or is involved with you and or the agency in a limited way then use your task supervisor in the sections that require your feedback. Do not reproduce the bullets when answering the questions (use subheadings instead). Ensure that you introduce the intent of your paper in an opening paragraph and end with a summary of your discussion.

Using one sentence description for the items in this list will not be regarded as sufficient. See syllabus for writing style and expectation.

You are expected to integrate the ideas discussed during the course of the semester about group work in this analysis.

- ✓ What are the communication and interaction patterns in your agency?
- ✓ Describe the agency's cohesion.
- ✓ Describe the norms of the agency.
- ✓ Describe the rules of the agency.
- ✓ Discuss the various roles each or different group member play.
- ✓ Discuss status hierarchies that may be operating in the agency
- ✓ How would you describe the culture of the agency?
- ✓ How would you describe the leadership style of your field instructor
- ✓ What has your field instructor done well as a leader in the agency? What needs improvement?
- ✓ How do you think that ethnicity/race may have affected your development and the way you were treated in this agency?
- ✓ What would it be like for you to lead this agency?
- ✓ What would you do differently that is not been done now?

6. Group Presentation (30 points):

With a predetermined group, prepare a presentation on a specific practice issue of your choice (you could even take a topic from your student workbook). The topic you choose can be of any type at any level. Your presentation will pose a practice question and answer it with pictures, facts, figures and text. Presentations are designed to have students demonstrate integration of group process including leadership and will be graded on visual impact, the breadth and depth of your analysis, the logic of your argument, use of evidence to support your position, **Oral presentation and group involvement; including creativity, engagement of classmates and use of allotted time**. You will identify 4-6 refereed articles/journals on your reference page. You should use your creativity with this presentation (Data presented though visual means will help- charts, graphs, tables etc.), The Presentations will occur during regularly scheduled class time. Each group will have 25 minutes for its presentation and 5-10 minutes for questions and answer. The group will provide the instructor with a copy of the outline for presentation. This outline will have the names of all group members and the key ideas being presented with brief explanations of these points (2-3 sentences for each point). The outline will also have a reference section attached. You will submit an e-copy of the outline on SacCt for the group to receive a score for its presentation. **Each group will make ecopy submission on SacCt by May 1, 2013 @ 6:30 PM**

While it is difficult for students to get together for group work, it will not be accepted as an excuse for poor quality work or shoddy presentation. Students are therefore encouraged to make every effort to demonstrate the knowledge, skills and attitude necessary for understanding beginning group skills. **Group presentations will be made during weeks 12-14 on April 17, 24& May 1. Ecoppy of the outline due on SacCTby 5/1 6:30 PM**

8. Final Exam (75 points)

Online quiz covering weeks 9-16. Questions will be based work done in both text and workbook and will include short answers, multiple choice, true false, fill in the blanks and matching. The finals will be completed on SacCT on or before May 22, 2013 @ 8 PM

VII. Course Outline

Week	Date	Topic and Readings	Assignments and Quizzes
		Unit 1: Understanding Generalist Practice	Emphasis on Social Work Values and Ethics
1	1/30	Course Overview Syllabus Review Building a Classroom Community Lecture: Introduction and course overview Typology of task and treatment groups Exercise: Encouraging Self Disclosure: The Case Study Method Reading: (please read chapters 1 & 2 of both the Toseland & Rivas text as well as the workbook for class session #1)	Please read Chapters 1 & 2 of the T & R Text & workbook before the start of class on 1/30. <i>There are two questions in chapter 1 of the workbook. Before reading the chapter you will go to the questions page 4 & 5 and answer the questions. After you have answered the two questions read the chapter and answer the questions again to compare answers. Be prepared to discuss the answers</i>
2	2/6	Lecture: History and development of group work as a practice method Exercise: Formed and Natural Groups Readings: T & R Chapters 2 & 3 Dynamics/Communication and Interaction Patterns chapter 3 (in class exercise 3.1 scenarios answers to be done as part of homework) exercise 3.3 group norm	
3	2/13	Lecture: Group Dynamics Group- review article journal article (a) Exercise: Identifying Group dynamics/communications and interactional patterns Text: T & R Chapter 4 & Student work book 60-86	Journal article (1) Neuman, Assaf & Cohen A novel methodology for identifying emerging themes in small group dynamics . <i>Bulleting of the Menninger Clinic: Vol 76(1), Win, 2012. pp. 53-68.</i>
		Unit II. Social Work Practice Skills: Interviewing and Assessment	Emphasis on Social Work Skills Exercises, Role Plays,

			and Practice
Week		Topic and Readings	Assignments and Quizzes
4	2/ 20	Client Self-Determination & Empowerment Lecture: Group Dynamics Exercise: Cohesion; Group Dynamics Case Example/Cohesion 1. Chapter 15 student workbook (be prepared to discuss questions: 15.5-15.10) 2. Student Workbook Chapters 4 and answer questions	Quiz number 1 to be completed before class
5	2/27	Lecture: Leadership <ul style="list-style-type: none"> Chapter 5 & 6 T & R Chapter 4 Kirst-Ashman & Hull Student workbook (chapters 5 & 6) be prepared to discuss the questions from both chapters 	Instructor: Make copy of chapter 6 and post on SacCT for next class Journal #1
6	3/6	Lecture: Planning & Leadership (review of the reading from last week) Review Journal article #2 <ul style="list-style-type: none"> Chapter 5 & 6 T & R Exercise: Planning a Group Student workbook (chapters 5 & 6) be prepared to discuss the questions from both chapters 	Make copy of chapter 6 and post on SacCT Journal article #2 Perceptions of group climate by social identity group in intergroup dialogue. Miles & Kivlighan Group Dynamics: Theory, Research, and Practice , Vol 16(3), Sep, 2012, pp. 189-205
7	3/13	Lecture: Beginning the group I (Chapter 7 T & R Text) Workbook Chapters 7 & 8 (be prepared to discuss questions 1 & 2 of chapter 7) for chapter 8 of student's workbook bring icebreakers to class to share and be prepared to demonstrate use of icebreakers (based on question 8.1) be also prepared to answer 8.2 Exercise: Role Plays	Quiz number II should be completed before class
8	3/20	Lecture: Beginning a Group II (based on chapter 7) Evolution of a Group: Middle Phase Exercise: Establishing the Group's Purpose Work book chapter 7 & 8 pages 87-103 Review Journal #3 Video transition stage	Journal article # 3 Ethnic diversity as a multilevel construct: The combined effects of dissimilarity, group diversity, and societal status on learning performance in work groups. Brodbeck et al. <i>Journal of Cross-Cultural Psychology</i> , Vol 42(7), Oct, 2011. pp. 1198-1218

9	3/27	Spring break	Spring break
10	4/3	Lecture: Assessment (based on chapter 9 T & R) Evolution of a group: middle phase Exercise: Assessing Potential Sponsorship and Membership; Assessing Problem Solving and Coping. Review Journal article # 4 Workbook pages 87-103	Journal # 2 due by 6:30 PM Journal Article #4: Building blocks of bias: Gender composition predicts male and female group members' evaluations of each other and the group . West et al. Journal of Experimental Social Psychology, Vol 48(5), Sep, 2012. pp. 1209-1212
11	4/10	Lecture: Middle Phase: Treatment Groups Chapter 10 Exercise: Treatment Group Case Example 1 & 2 Student workbook Chapter 10: Complete questions 10.2- 10.6 and be prepared for class discussion	MIDTERM completed TODAY- submitted electronically
12	4/17	Lecture: Middle Phase: Treatment Groups (based on chapter 11) Student's Work Book Chapter 13 – answer questions 13./1-13.6 be prepared for class discussion. Reflections on Group Work Exercise: Handling Reluctance and Resistance; Role-Playing a Treatment Group	Quiz number 3 Group 1 presentation
13	4/24	Lecture: Middle Phase: Task Groups (based on chapters 12 of T & R text) review Journal article #5 (final one submitted on SacCT for total combined score) Meetings That Lead To Action Exercise: Careers in Social Work	Journal # 3 due today 6:30 PM Group II's presentation Journal article#5: Taking the Pulse of the Group: The Utilization of Practice-Based Evidence in Group Psychotherapy by Jensen, et al. Cannon Professional Psychology: American Psychological Association 2012, Vol. 43, No. 4, 388–394. Ecopy submitted on SacT
14	5/1	Ending the group chapter 13 of T & R Text Exercise: Ending Group Meetings and reminders about the group forming process (videos)	Quiz number 4 due before the start of class Ecopy of Group presentation outline due by 6:30 PM Group III presentation

15	5/8	Lecture: ending the group (based on chapter 13) Video- and discussion (evolution of a group)	Agency analysis due by 6:30 PM on SacCt
16	5/15	Lecture: Evaluation and Ending Phase (14) Reflection on group work Exercise: Careers in Social Work (Mock interviewing) Student workbook 116-125 (review chapter 10)	Journal # 4 Due 6:30 PM Portfolio content page submitted on SacCt
17	5/22	Finals Week	Finals Week

<u>Assignment</u>	<u>Activity</u>	<u>Due date@ 6:30 PM</u>			
		# 1	# 2	# 3	# 4
<u>Journals: 40 points</u>	Due to be submitted at the designated time	# 1	# 2	# 3	# 4
		Due 2/27	Due 4/3	Due 4/24	Due 5/15
<u>Quizzes (40 points)</u>	Completed online before class on designated dates	#1 (2/20), # 2 (3/13), # 3 (4/17)&# 4 (5/1)			
<u>Agency analysis (30 points)</u>	Completed and submitted on due date	Week # 15 on May 8 – the document will include an outline (see information regarding the use of outline or creating an outline)			
<u>Midterm 50 points</u> <u>finals 75 points</u>	Completed on SacCt	Midterm 4/10& Finals 5/22			
<u>Quizzes (40 points)</u>	Completed on SacCt before the start of class	#1 is 2/20, #2= 3/13, #3 is 4/17, #4 is 5/01			
<u>Group presentations (30 points)</u>	Completed and presented in class on designated dates	Group presentations will be made in weeks 12-14 on April 17, 24, &May 1. Groups 1-3 in the order			
<u>Journal Articles responses (15 total points from the attendance and participation)</u>	Completed and presented in class on due date. (hard copies presented in class except for the 5th and final response this will be submitted on SacCt)	The 5th copy will be submitted on SacCT on April 24, 2013 by 6:30 PM			

Class	Event	Week	Due date
	Journal # 1	5	2/27
	Journal # 2	10	4/03
	Journal # 3	13	4/24
	Journal # 4	16	5/15
Response papers (total of 5)	Journal Articles	Final response on SacCT	4/24
Agency Analysis	Due week 15	15	5/8

Class session	Activity	Due date
4	Quiz # 1	2/20
7	Quiz # 2	3/13
12	Quiz # 3	4/17
14	Quiz # 4	5/01