SCHOOL OF SOCIAL WORK
MEZZO PRACTICE
SWK-325-410
Monday 1:00 – 4:00 (Schedule may change)

INSTRUCTOR: Chuck Nash, MSW, LCSW
OFFICE: 322 Henderson
OFFICE HOURS: Tuesday -: 1:00 – 3:00; Wed 10 – 12 & Th. 2 - 5
OFFICE PHONE: 903-886-3040
E-MAIL: Chuck.nash@tamuc.edu

COURSE DESCRIPTION:

This practice course teaches the application of social work skills to work with groups. Students will learn the dynamics of task and process groups and will learn how to apply a systematic approach to the development, implementation, termination, and evaluation of groups. Prerequisites are Social Work 250 and 275.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

1.1 Apply critical thinking and effective communication (2.1.3)
1.2 Engage in research-informed practice and practice-informed research (2.1.6)
1.3 Apply knowledge of HBSE to practice (2.1.7)
1.4 Apply knowledge of policy to practice (2.1.8)
1.5 Apply change strategies with all levels of systems (2.1.10)

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

2.1 Apply social work ethics & principles (2.1.2)
2.2 Engage diversity in practice (2.1.4)
2.3 Promote human rights and social and economic justice (2.1.5)

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

3.1 Identify and respond as a professional social worker (2.1.1)
3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

COURSE OBJECTIVES:

Upon completion of this course, students will have attained the following competencies:

1. The ability to understand and apply the NASW Code of Ethics and ethical standards in working with groups by completing a group work session critically assessing the standards.
2. The ability to understand and apply a generalist strengths perspective to social work with groups.
3. The ability to understand community needs and apply and evaluate group work skills.
4. The ability to apply a multi-system assessment process to working with various groups (relationship building, treatment, socialization, supervisory, task, organizational, etc.).
5. The ability to critically evaluate one's own knowledge, skills, and values in using a multi-dimensional approach to working with groups.
6. The ability to develop, maintain, and evaluate multiple types of groups and to apply the planned change process to promote social justice when appropriate to ameliorate adverse environmental conditions.
7. The ability to demonstrate and apply an understanding of diversity (age, race, ethnicity, gender, income, sexual orientation, disabilities) and to apply it as it relates to the functioning of groups.

STUDENT LEARNING OUTCOMES:

1. **Students will become socialized to the language and scope of the social work profession.**
2. **Students will begin to apply and understand social work professional ethics.**
3. **Students will begin to develop and build professional relationships**
4. **Students will write a group paper on creating a group practice model.**
5. **Students will present orally a practice group project utilizing current evidence-based**

research.

RELATIONSHIP TO OTHER COURSES:

This course teaches group content that provides knowledge of human behavior and social systems. It introduces students to professional values and ethics, particularly the NASW Code of Ethics.

TEXT:

Toseland, Ronald W. and Rivas, Robert F. (2009). *An Introduction to Group Work Practice 6th ed.).* Needham Heights, MA. Allyn and Bacon.

Other readings may be assigned during this course

GRADING:

Assignment #1	125 points
Class Presentation	100 points
Quiz #1	25 points
Quiz #2	25 points
Quiz #3	25 points
In Class Processing/weekly	100 points
TOTAL	400 points

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

CSWE EPAS Practice Behavior Measurements:

1. **Competency Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly .** Students attends well to professional roles and boundaries. **Measurement Class Presentation.**

2. **Competency Educational Policy 2.1.2.3 & 5 – Apply social work ethical principles to guide professional practice.** Students recognize and manages professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions. **Measurement Class Presentation.**

3. **Competency Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments .** Students presents skills in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

Measurement Assignment #1.

OVERVIEW OF ASSIGNMENTS:

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

1. Identify group social need
2. Identify group population (age, race, gender, etc.)
3. Identify type of group utilized
4. Identify intervention theory implemented.
5. Evaluate the effectiveness of the interventions.
6. Include a short assessment/opinion of the journal articles.
7. Attach the social work article with information used in the paper.

The paper should be at least five pages long, APA style, typed and double-spaced. The paper will be due on February 24th.

Rubrics' Key

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

Competency Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments .

Students is skilled in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.3.3	Student was able to present skills in using critical thinking augmented by creativity and curiosity.	5	4	3	2	1
2.1.3.4	Student was able to present good assessment skills.	5	4	3	2	1
2.1.3.5	Student was able to present good problem solving skills.	5	4	3	2	1
2.1.3.6	Student was able to present presents good	5	4	3	2	1

	data gathering skills.					
2.1.3.7	Students was able to present analyzes of complex material well.	5	4	3	2	1
2.1.3.8	Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.	5	4	3	2	1

Class Presentation – Working in your assigned groups, prepare a class presentation on your selected group work method from assignment 1. The presentation will describe the ideology and application of the method of group work selected. You will lead the class in a simulated group activity that demonstrates the method of group work on which you have reported. Each presentation must include a **handout and/or PowerPoint** that outlines the basic ideology of this particular group. Presentations will be scheduled for the week of April 21st & 28th.

Rubrics' Key

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

Competency Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly .

Students attends well to professional roles and boundaries.

Competency Educational Policy 2.1.2.3 & 5 – Apply social work ethical principles to guide professional practice.

Students recognize and manages professional values to guide practice (e.g. on multicultural diverse rights). Students are able to apply strategies of ethical reasoning to arrive at principled decisions.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.1.7	Student was able to attend well to professional roles and boundaries.	5	4	3	2	1
2.1.2.3	Student was able to recognize and manage professional values to guide practice (e.g. on multicultural diverse rights).	5	4	3	2	1
2.1.2.5	Student was able to apply strategies of ethical	5	4	3	2	1

	reasoning to arrive at principled decisions.					

In Class processing – Students will discuss weekly personal understanding of learned skills occurring during group activities, and students are expected to keep a record of their responses and learned skills while leading as well as participating as members of these groups. These interactions are designed to create an atmosphere of group work which will enable students to personally experience group relationships and behaviors. Theory, knowledge, and skills gained through the class experience will better enable students to relate to future client's challenges. Students will demonstrate acquisition of this knowledge and skills through their discussions, as well as demonstrate the ability to analyze, critique and synthesize that knowledge and skills during group interaction. Consider addressing issues of diversity such as age, gender, race, sexual orientation, or disability. This is NOT a time for summarizing readings, but an opportunity to demonstrate growth through the application of theory, knowledge and skills. Specific topics will be assigned throughout the semester. The final discussion will be a structured grading of you and your group members as to the overall involvement and contribution to the group experience.

EXAMINATIONS:

This class provides three opportunities (quizzes) by which to demonstrate knowledge acquisition. **Quizzes cannot be made up**. If a student misses one of the quizzes, the student will be required to take a comprehensive final examination. The examination grade will then replace the missed quiz grade.

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"

Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.
If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:

Assignments are due at the beginning of class on the dates indicated in the course schedule. Please provide a paper copy of papers to the Instructor and put a copy of the paper in the drop box on eCollege so you will have an electronic copy if your paper is misplaced. Late assignments will not be accepted. Students are encouraged to plan ahead and duplicate all work onto an alternative electronic device to avoid technological problems or loss of information. Electronic copies enable students to access their assignments on one of the campus computers should their personal computer become inoperable.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating.

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Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is

reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE OUTLINE:

I. The Knowledge Base of Group Work Practice.
- A. Definitions of Group Work.
- B. Social Work Values and Ethics applied to group work.
- C. Historical Development of Group Work Methodology.
- D. Understanding Group Dynamics.
- E. Leadership skills required in Group Work.
- F. Group Work with Diverse Populations.

II. The Planning Stage of Group Work

III. The Beginning Stages of Group Work
- A. Assessment process,
- B. Assessing group functioning as a whole
- C. Assessing the functioning of individual members

IV. The Middle Stage
- A. Treatment Groups: Foundation Methods and specialized methods
- B. Task Groups: Foundation Methods and Specialized methods

V. The Ending Stage
- A. Evaluation

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B. Ending the Group

COURSE SCHEDULE

Week	**Reading(s)**	**Assignment/Activities**	**Link to Comp.**
1 – Jan 13	Toseland, Ch.1 *Review the codes of group standards for Counseling, APA and SWK*	Class introduction. Review of course syllabus and assignments. Overview of class subject matter. Introduction of class members. In class activity compare & contrast the standards	2.1.1.7
2 – Jan 27	Toseland, Ch. 2	Historical Developments	2.2.3 & 5
3 – Feb 3	Toseland, Ch. 3	Understanding Group Dynamics *Class activity*	2.1.3.3,4,5,6,7 & 8
4 – Feb 10	Collaborate with other SWK courses *Field Orientation*	STRENGTHS Quest *(Discussion of how these concepts affect or apply to your group?)*	2.1.17
5 – Feb 17	Toseland, Ch. 4 & 5 ***Quiz 1***	Leadership *(demonstrate in group discussions))* Leadership and Diversity	2.1.3.3
6 – Feb 24	Toseland, Ch. 6 ***ASSIGNMENT 1 DUE*** ***** Field Applications due Feb. 21nd***	Planning the Group	2.1.2.3
7 – Mar 3	Toseland, Ch. 7	The Group Begins *Activity; Each group presents an in class role play.*	2.1.2.3.3.3,4 &6
8 –Mar 10	**SPRING BREAK**	**HAVE FUN!**	
9 –Mar 17	***Toseland, Ch. 8*** ***Quiz 2***	***Assessment***	2.1.3.3
10 - Mar 24	Toseland, Ch. 9	Treatment Groups: Foundation Methods *In groups apply the*	2.1.1.7,2.1.3.3,4,5,6,7, &8

		appropriate method to an example.	
11 – Mar 31	Toseland, Ch. 10	Treatment Groups: Specialized Methods	Ibid.
12 – April 7	Toseland, Ch. 11	Task Groups: Foundation Methods	Ibid.
13 – April 14	Toseland, Ch. 12 & 13 **Quiz 3**	Task Groups: Specialized Methods; Ending the Group's Work	Ibid.
14 – April 21	**GROUP PRESENTATIONS & EVALUATIONS**	Evaluation	
15 – April 28	**GROUP PRESENTATIONS & EVALUATIONS**		
16 May 5	**Finals Week**		

References

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