

Cleveland State University School of Social Work

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| Instructor: MAMADOU M. SECK | Course: 509 Section # 501 Schedule: ONLINE |
| Office location: RT 1425 | Office Hours: ONLINE – By appointment |
| Phone: 216 523 7513 | Email: M.SECK@CSUOHIO.EDU |

Prerequisites: Co-Requisites:

Although this is an online course, please note that students can schedule to meet/speak with their professor through office visits, emails, or phone calls.

The course uses **Blackboard Learn** as course management system. Instructions for accessing Blackboard are in the syllabus as well as on CSU Blackboard website. Prior to beginning the course, please carefully read the information in this syllabus and the pre-unit lecture, as well as other documents located in the folder “start here” and “course information” sections of the Blackboard course. Please read the section on Technical Requirements and the Blackboard structure of the course.

I. Course Description

This course builds on students' generalist practice knowledge by enhancing their conceptual base and practice skills of social group work. Emphasizing social work with groups as an integrative practice, this course encompasses the continuum from treatment to task oriented groups. Its content highlights the strengths oriented values of social group work and its potential for mutual aid and empowerment. Group dynamics and development will be assessed with regard to helping families, groups, communities, and cultural contexts. Emphasis on diversity and the use of groups when intervening with oppressed client populations is a unifying course theme.

II. Course Overview

This class' students will be divided into educational groups early in the semester. Each group will be responsible for designing a powerpoint document on one of the following group approaches: psycho-educational group, therapy groups, Mutual-Aid groups, activity groups, solution focused groups, and task groups, etc. The course bibliography is organized to be helpful for this assignment. Each powerpoint will include fifteen to twenty slides focusing on group content, and on facilitation and practice skills associated with each group model. These powerpoint documents will be evaluated on their structure as well as on their content illustrating the background theory and practice skills related to each group model, the clients' background and diagnoses, the use of experiential learning, and creativity. Each educational group will also be responsible to identify two written materials relevant to their group model and provide them to the class for reading along with their presentation. Throughout the semester, Educational group members will be expected to post on their group discussion board information on their activities, meetings, communications, exchanges related to their projects. All powerpoint documents should be submitted prior or at the deadline agreed upon. This work will count toward 40% of the course grade. Although this is a group work, grades will be individual.

III. Social Work Competencies of the Council on Social Work Education (CSWE)

- Competency 1 – Demonstrate Ethical and Professional Behavior
- Competency 2 – Engage Diversity and Difference in Practice
- Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 – Engage in Practice-informed Research and Research-informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

IV. Social Work Competencies Addressed in this Course (Course Competencies)

The table below shows the course competencies (CC#), a Code for the Council on Social Work Education knowledge element or practice behavior addressed in this course, the associated knowledge element or practice behavior itself, and the number of the assignment or activity from section VII of this syllabus.

| Course Competency Number | CSWE Code | Practice Behaviors and Knowledge Elements Addressed | Number of Assignment from VII |
|--------------------------|-----------|--|-------------------------------|
| 1 | C1 K1B | Social workers understand relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. | |
| 2 | C1 PBA | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content; | |
| 3 | C1 PBB | Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; | |
| 4 | C1 PBC | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; | |
| 5 | C2 K2 | The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. | |
| 6 | C2 PBA | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels; | |
| 7 | C3 PBB | Engage in practices that advance social, economic, and environmental justice. | |
| 8 | C4 PBC | Use and translate research evidence to inform and improve practice, policy, and service delivery. | |
| 9 | C6 K1 | Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.. | |
| 10 | C6 K2 | Social workers value the importance of human relationships. | |

| Course Competency Number | CSWE Code | Practice Behaviors and Knowledge Elements Addressed | Number of Assignment from VII |
|--------------------------|-----------|--|-------------------------------|
| 11 | C6 K5 | Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. | |
| 12 | C6 K6 | Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | |
| 13 | C6 PBA | Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies. | |
| 14 | C6 PBB | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.. | |
| 15 | C7 K1 | Social workers understand that assessment is an ongoing component of social work practice with diverse individuals, families, groups, organizations, and communities. | |
| 16 | C7 K2 | Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. | |
| 17 | C7 K3 | Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. | |
| 18 | C7 K4 | Social workers recognize the implications of the larger practice context in the assessment process, and value the importance of interprofessional collaboration in this process. | |
| 19 | C7 K5 | Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. | |
| 20 | C7 PB A | Collect and organize data and apply critical thinking to interpret information from clients and constituencies. | |
| 21 | C7 PB B | 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; | |
| 22 | C7 PB C | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | |
| 23 | C7 PB D | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. | |
| 24 | C8 K1 | Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. | |
| 25 | C8 K4 | Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. | |
| 26 | C8 K5 | Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. | |
| 27 | C8 PBA | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; | |

| Course Competency Number | CSWE Code | Practice Behaviors and Knowledge Elements Addressed | Number of Assignment from VII |
|--------------------------|-----------|---|-------------------------------|
| 28 | C8 PBB | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; | |
| 29 | C8 PBC | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; | |
| 30 | C8 PBD | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; | |
| 31 | C8 PBE | Facilitate effective transitions and endings that advance mutually agreed-on goals. | |

V. Required Textbooks and Materials

1- Shulman, L. (2015). *The Skills of Helping Individuals, Families, Groups, and Communities*, 8th ed. Boston, Cengage Learning.

Due to the practice-oriented activities of this course, it is strongly recommended (required) that the e-version book be purchased to enable students to access MINDTAP resources.

2- Additional reading assignments will be posted on blackboard.

VI. Student Expectations:

Framework: Students are expected to become familiar with and follow the National Association of Social Workers **Code of Ethics**. Some subject matter may be controversial and while students vary in the strength of support for a certain position, it is expected that all students will respect other viewpoints and will develop an ability to listen and understand the perspectives of others. Students are expected to hone the ability to help clients develop their own views and perspectives rather than the students' imposing their values and opinions on them. This ability and capacity begins in the classroom.

Students are expected to adhere to the CSU student code of conduct and the MSW Handbook. Please refer to the CSU University policy regarding student life and conduct that covers university expectations for students: www.csuohio.edu/studentlife

Class attendance/Engagement: Students are expected to log on regularly to Blackboard and check emails. For students who are not actively participating in class, or go more than two weeks without logging in, the MSW coordinator will be notified. Students will be active with the online material consistently throughout the sixteen weeks. Internet based and hard copy resources will be used to support the learning. The University recognizes certain activities as legitimate reasons for an excused absence from class.

Class participation: includes reading all required assignments ahead of time, and being prepared to discuss and apply the readings. All students are expected to contribute to class discussions and class exercises.

Assignments: Students are expected to turn in all assignments on time. The instructor may reduce the overall grade 10% for every day late. The deadlines for submission of work are

indicated in the assignment description. Students are required to participate actively in all required course activities. Students are required to use Microsoft Office 365 products. Technological problems are not an excuse for missing class content and assignments.

NOTE: All work should be submitted via **Blackboard Learn or Taskstream**. In the event you cannot access Blackboard (Technical problems), or upon request of the instructor, assignments should be emailed directly to the instructor by the due date, and then submitted when submission platform becomes available. If the student submits a blank, unreadable, or incorrect assignment, it will not be considered a submitted assignment.

Students with Disabilities: Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Academic Fraud & Plagiarism: Plagiarism as described in the CSU Student handbook is “stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment” (CSU web: <https://www.csuohio.edu/writing-center/plagiarism>.) The School of Social Work will follow the procedures of reporting plagiarism as described in the Student Handbook (p.18).

The instructor reserves the right to require all students to submit papers to www.turnitin.com.

The Code of Student Conduct with the academic honesty provisions is here:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

If there is any incident with a student signing his / her name to any assignment that he/she did not significantly participate in; or copying content of an assignment completed by another; or citing / writing work previously done by another, then such action shall be considered to be academic fraud.

Please note that it is the School of Social Work’s policy that all written graded assignments worth 15% or more of the course grade must be submitted through a plagiarism detection program such as SafeAssign or Turnitin.com that the professor will monitor. If a major or minor infraction is confirmed, the instructor is obligated to notify the Social Work Academic Performance (APC) Chairperson and to follow the university plagiarism policy.

Course Structure in Blackboard: This course is offered in Blackboard Learn. The course structure in Blackboard is defined in the content module of the Blackboard course. Here, you will find information for each week. For each weekly module, one folder will be labeled with that week number. It will include all materials and information regarding assignments and tasks to be completed.

Technology: The online Masters of Social Work Program uses the Blackboard online learning management system. Online coursework is designed using the Quality Matters standards for online learning to model best practices in digital learning and technology application. All MSW courses use Taskstream online assessment management to provide feedback on specific

competency assessments to meet CSWE requirements. Students will also need to demonstrate proficiency and model best practices with online technology.

1. Technical Requirements: Review “technical requirements” and “getting started with Blackboard” from the Start Here section from the Course Homepage. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don’t have Adobe Reader, [download it](#) for free.
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the Blackboard site. In addition, assignments submitted as attachments should be in Word format. As a student at CSU, you have access to Office 365 Plus at no additional charge. See the CSU [website](#) for Office 365 download for more information.

2. Browser Check: Most difficulties encountered by students using Blackboard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check the supported browsers and the browser setting guide located in the start here folder/technical requirements section.

3. Student Tutorials: If you are not familiar with using some of the features in Blackboard, you can get tutorials from the [Blackboard YouTube Channel](#).

4. Add Your Photo & Personal Information: You can edit your profile in the current version of Blackboard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See [Blackboard Profile](#) help page.

5. Need Help? Cleveland State University has live technical help for Blackboard Learn available 24/7! Students and faculty can get help around the clock by via email, chat or phone. Forget your password? Contact the CSU Call Center via phone (216-687-5050). Call Center hours vary during the academic year. Or, use the “[Don’t Know Your Password?](#)” feature in Campusnet to reset your password.

6. Blackboard Technical Help: If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with Blackboard technical questions only.

- Search the online knowledge bases: <http://ceai.force.com/csuohio>
- Call the 24/7 Blackboard Help Desk at 216-687-5050 option #2 for Blackboard Support
- [Chat](#) with a live agent.

For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 AM until 5 PM.

Communication & Problem Resolution: Please contact the course instructor by Blackboard course messages. You should expect to hear back within 48 hours, except on weekends and holidays. If there are any class-related problems (e.g. difficulties, grade, and fairness), they should be discussed with the instructor as early as possible.

VII. Assignments Overview

1. Number of the Assignment
2. Brief description of the assignment
3. Due Date or approximate date of activity
4. Points and/or percentage of course grade involved

| Activity | Assignment or Activity Brief Description | Due | Grade |
|----------|--|---|---|
| 1 | <p>Group Project The class will be divided into educational task groups early in the semester. Each group will be responsible for presenting material to the class on one group approach including therapy groups, support groups, activity groups, and task groups. The course bibliography is organized to be helpful for this assignment. Each presentation will be approximately 45 minutes in length and will include content on facilitation skills associated with each group approach. Group presentations will be evaluated on their skills teaching, use of experiential presentation methods, and creativity. Educational groups will also be responsible for identifying and assigning two readings for the class to read during the week prior to their presentation. Student educational groups will discuss online weekly throughout the semester to work on this project. Group members will set their communication modalities to discuss progress and the instructor will be providing consultation. The presentations are scheduled for November 30- December 8th; this counts toward 40% of the course grade.</p> | <p>Week 3 Week 6 Week 9 Week 12</p> <p>Presentation 11/30 12/8th</p> | <p>40%</p> <p>10% on disc and</p> <p>30% for the presentation</p> |
| 2 | <p>Individual Log Beginning with the class in which the student educational groups are formed, students will observe, analyze, and record the group dynamics that emerge within their groups. These observations should be recorded on a weekly basis, incorporating course content on group process and development. To this end, the instructor may provide specific questions to be addressed each week, but students are encouraged to address additional material from their reading and practice experiences. These weekly log entries will vary in length, but will generally range from (approximately) two to three pages. The course reading and other relevant literature should be incorporated and discussed. Log entries should be typed, double-spaced, and proofread. APA reference format should be used whenever the literature is cited. Provide a list of references for each separate log entry, so a complete set of references can be included in the final completed log. Ten (10) weekly log entries will be turned in for feedback, from the 3rd week (on September 9 deadline for log 1) and the following weeks. Each weekly log is for 2 points (total 20pts). The final Individual Log that synthesizes all previous entries will be turned in for feedback and grades the week following the group presentation. This assignment will count toward 20% (20 pts) of the course grade. Please make prior arrangements with the instructor if you anticipate any problems with the final due date</p> | <p>Weekly submitted from 3rd session on September 22 and the following weeks</p> | <p>20%</p> <p>And 20%</p> |
| 3 | <p>Class participation (10% for contributions and reactions in 4 class discussions) Class attendance /participation (10% based on logging and group discussion)</p> | | <p>20%</p> |
| 4 | <p>Optional Extra credit assignment: Based on their reading and eventually on their practice, students are encouraged to write one short vignette on a group model they selected; indicate and describe the stages of development. Students completing this assignment may have their course total points raised by 5 points.</p> | | |
| | <p>TOTAL (The final grade based on proportion of 100% of total points.)</p> | | <p>100</p> |

VIII. Grading Scale

For full information on Cleveland State University Grading Policies, including information on the grades of X and I, see: <https://www.csuohio.edu/registrar/grades>

The School of Social Work Grading Scale below is consistent with the above referenced CSU policies and is used for calculating the final grade in all courses in the MSW and BSW program. Courses and instructors may differ in the grading rubrics for assignments.

| MSW Grading Scale | Percentage |
|--------------------------|-------------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 87-89% |
| B | 83-86% |
| B- | 80-82% |
| C | 70-79.9% |
| F | <70% |

IX. Course Outline:

| Course Outline | |
|-----------------------|--|
| Week 1 8/24-9/1 | Introduction: A- Syllabus content B- Various group models: treatment groups, task groups, mutual aid groups, support groups C- Stages of group development |
| Week 2 9/2-9/8 | Group work practice: A- Potential group problems B- Group leadership styles C- Standards of group work- Ethical issues in group work |
| Week 3 9/9-9/15 | PART III: SOCIAL WORK WITH FAMILIES. 7- The Preliminary and Beginning Phases in Family Practice. |
| Week 4 9/16-9/22 | PART III: SOCIAL WORK WITH FAMILIES 8. The Middle and Ending Phases in Family Practice. 9. Variations in Family Practice. |
| Week 5 9/23-9/29 | PART IV: SOCIAL WORK WITH GROUPS. 10. The Preliminary Phase in Group Practice: The Group as a Mutual-Aid System. |
| Week 6 9/30-10/6 | PART IV: SOCIAL WORK WITH GROUPS. 11. The Beginning Phase With Groups. |

| Course Outline | |
|------------------------|--|
| Week 7 10/7-10/13 | PART IV: SOCIAL WORK WITH GROUPS. 12. The Middle Phase of Group Work. |
| Week 8 10/14-10/20 | PART IV: SOCIAL WORK WITH GROUPS 13. Working With the Individual and the Group. |
| Week 9 10/21-10/27 | PART IV: SOCIAL WORK WITH GROUPS 14. Endings and Transitions With Groups. |
| Week 10 10/28-11/3 | PART V: MACRO SOCIAL WORK PRACTICE: IMPACTING THE AGENCY/SETTING, THE COMMUNITY, AND EFFECTING SOCIAL CHANGE. 15. Professional Impact and Helping Clients Negotiate the System. 16. Social Work Practice in the Community—Philosophy, Models, Principles, and practice |
| Week 11 11/4-11/10 | PART VI: PRACTICE MODELS AND EVIDENCE-BASED PRACTICE. 17. Evidence-Based Practice and Additional Social Work Practice Models. |
| Week 12 11/11-11/17 | Review |
| Week 13 11/18-11/24 | Thanksgiving 11/28th to 11/29th,2019 |
| Week 14 11/25-12/1 | I Presentation |
| Week 15 12/2-12/8 | Final Week |

X: Assignment Details

Please see above instructions.

XI: Recommended Readings (Optional additional bibliography)

BIBLIOGRAPHY

GENERAL

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THERAPY GROUPS

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ACTIVITY AND SKILL BUILDING GROUPS

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