

SOCIAL WORK WITH GROUPS (BSW)

(SOWO 40463-31933, 3 Credit Hours)

Instructor Name: Tee Tyler, PhD, LCSW

Semester/Year: Spring 2017

FINAL EXAM DATE

NO FINAL EXAM FOR THIS COURSE—A FINAL PAPER IS DUE THE LAST WEEK OF CLASS

COURSE DESCRIPTION

This course focuses on developing group leaders who possess an understanding of group dynamics and effective leadership skills. The course emphasizes understanding, affirming, and respecting groups with diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Social work group facilitation is taught utilizing empirically-based theories and interventions to achieve client goals. Students will learn how to evaluate the effectiveness of group interventions.

LEARNING OUTCOMES

Adapted from CSWE's (2015) Educational Policy and Accreditation Assessment Standards

- Learn to use reflection to manage personal values and maintain professionalism in practice situations (C1)
- Apply self-awareness to manage the influence of personal biases/values in working with diverse clients (C2)
- Learn to use empathy, reflection, and interpersonal skills to effectively engage diverse clients (C6)
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients (C8)
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes (C9)
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (C9)

PREREQUISITES

- No Prerequisites

REQUIRED TEXTS

- Corey, M. S., Corey, G., & Corey, C. (2014). *Group: Process and practice*. (9th ed.). Belmont, CA: Cengage.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

TEACHING PHILOSOPHY

The central aim of my teaching philosophy is to cultivate an open and supportive classroom environment. From my experience as a social work educator, the greatest challenge faced by students is building confidence in their ability to work with clients, colleagues, and on collaborative teams. My primary goal is to create a safe and cohesive classroom setting where students can support one another in developing interpersonal professional skills.

INSTRUCTIONAL METHODS

Material in the course will be presented through a variety of teaching strategies:

- Active Learning, Discussions, Examinations, Experiential Training, Presentations, Readings, Quizzes, Videos

COURSE POLICIES AND REQUIREMENTS

THE STUDENT AGREEMENT AND PROFESSIONALISM GUIDE ARE OFFICIAL COURSE POLICIES

Professionalism (20 Points)

The professionalism guide is used to evaluate student performance of qualifications demonstrated over the semester. The instructor reserves the right to add or deduct points based on noticeable improvement or inappropriate behavior.

Quizzes & Reviews (25 Points)

Quizzes are based primarily on course readings and administered through TCU Online. Students will complete quizzes outside of class and before class meetings on Tuesday. The course schedule outlines the quiz due dates. Only the top ten scores of the eleven scheduled quizzes and peer reviews will be included in your final grade.

Class Exams (40 Points)

All exam questions are fill in the blank. Exams cover similar content as class quizzes. Students who miss an exam will take a makeup exam containing essay questions and will be graded on grammar, clarity, structure, and format. Students must notify the instructor via email **before** missing an exam to schedule their makeup exam appointment.

Presentation (20 points)

Students will present an in-class PowerPoint presentation. Students are encouraged to be creative and to request feedback from the professor one week before they present. Please submit your PPT the day before you present. Remember using correct APA format (citations and references) is a significant part of your presentation score.

Bibliography (20 Points)

Students will complete a bibliography with at least 10 APA references and 50-100-word description paragraphs. Students will submit their bibliography with their PowerPoint presentation the day before they present in class. Remember using correct APA format (references) is a significant part of your bibliography assignment score.

Practice Videos (10 points)

Five-minute videos will include an intervention demonstration with you playing the role of group leader with the other students acting as the clients. Students will create two videos, one will be shown in class after each exam.

Reflections & Surveys (45 points)

Students will complete reflections and surveys after each weekly group experience. Reflections are worth 2 points and surveys are worth 1 point. Reflections: 1) 200-300 words 2) written in first person 3) only about your in-class weekly group experience. Surveys must be complete to receive points. Only fourteen reflections/surveys are graded. Reflections and surveys are due each week on Wednesday at 11:30pm. **Do not complete them if you missed class.** Remember to share your reflections with the instructor every week (instructions on TCU Online announcements).

Final Paper (20 Points)

The final paper will outline your unique group leadership approach (i.e. theory, population, and examples of skills). Remember using correct APA format (citations, references, structure) is significant part of your final paper score.

GRADING

Final Grade Elements:

Assignments	Point Value	Percent
Professionalism	20	10
Quizzes & Peer Reviews	25	12.5
Class Exams	40	20
Presentation	20	10
Bibliography	20	10
Practice Videos	10	5
Reflections & Surveys	45	22.5
Final Paper	20	10
TOTAL	200	100

Final Grading Scale:

Final Percent	Final Grade
A	93.0 to 100.00
A-	90.0 to 92.999
B+	87.0 to 89.999
B	83.0 to 86.999
B-	80.0 to 82.999
C+	77.0 to 79.999
C	73.0 to 76.999
C-	70.0 to 72.999
D+	67.0 to 69.999
D	63.0 to 66.999
D-	60.0 to 62.999
F	Zero to 59.999

LATE WORK

Students will receive adequate time to complete all course assignments. As a result, late work will not be accepted, with the exception of make-up exams. Students are responsible to email the instructor before missing a course exam.

GRADING CONCERN

Students with a grading question or concern can email the professor to request an in-person office meeting. Remember to bring a copy of your assignment to the meeting. Students are welcome to request grade related feedback from the professor throughout the semester, with the exception of the final two weeks of the semester.

TCU EMAIL

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email daily for course related updates or schedule changes.

ATTENDANCE

Students can miss class once. Additional absences will result in a deduction of five points from final grades. Points will be deducted for arriving late, leaving early, and taking multiple mid-class breaks. Students who arrive to class five minutes late to class are marked absent. Only university approved absences are excused. For absences to be excused, the instructor must receive an email from a TCU athletics or campus life official with all absence dates.

PARTICIPATION

Student participation is a basic and expected requirement of the course. Please review the professionalism guide.

TECHNOLOGY POLICY

Students are expected to turn cell phones to off or silent and to only use laptops or tablets during designated class activities. Audio or video recording class meetings is prohibited without approval from the professor in advance.

ACADEMIC MISCONDUCT

Academic Misconduct (Sec. 3.4 from the [Student Handbook](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. Appropriation also includes copying your own work from previous assignments, including from other TCU courses or other academic institutions. The instructor will use Turnitin software to evaluate all typed student assignments.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- Students are encouraged to review APA format citation standards before submitting papers.

NETIQUETTE: COMMUNICATION COURTESY CODE

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the following link concerning "netiquette." (<http://www.albion.com/netiquette/>) Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity (<http://macaulay.cuny.edu/community/handbook/technology/honorable-technology/>)

TCU ONLINE (BRIGHTSPACE BY D2L)

- Access via my.tcu.edu > Student Quick Links > TCU Online OR login at the following website: d2l.tcu.edu (your username and password will be your TCU network information - the same username and password that you use when you login into my.tcu.edu). For information about logging into TCU Online, view these instructions: <http://tcuonline.tcu.edu/kb/how-do-i-log-in/>. If you have not yet taken the TCU Online Student Tutorial, please do so immediately. To access it, click on the "TCU Online Student Tutorial" on your home page. Follow the instructions. Good luck! Technical requirements for using the system: <http://tcuonline.tcu.edu/kb/platform-requirements/>

If you experience any technical problems while using TCU Online, please do not hesitate to contact the HELP DESK (at D2L). They can be reached by email, phone, or chat 24 hours a day, 7 days a week, 365 days a year.

<p>Email: helpdesk@d2l.com – Phone: 1-877-325-7778 Chat: Chat is available within TCU Online – Look for the Chat widget on My Home</p>

If you are working with the helpdesk to resolve a technical issue, make sure to keep me updated on the troubleshooting progress. For information about logging into TCU Online, view these instructions: <http://tcuonline.tcu.edu/kb/how-do-i-log-in/>. If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact the professor during office hours or by email. TCU Online will be used for assignment submissions, dissemination of course documents and handouts, and also to post assignment scores.

Personal Settings & Notifications for TCU Online:

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select the “My Settings” widget in the right column of the landing page. In this area, you can upload a photo of yourself, add personal information, and add your phone number in order to receive text messages when grades are given, including the score, as well as reminder texts for upcoming assignments and quizzes.

Recommended apps for use with TCU Online:

- **Pulse** is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload. Students can download Pulse from the Google Play or Apple Store. Students can learn more and download Pulse here.
- **Binder** is an app used to select, save, and read course content outside of TCU Online (aka offline). For example, if you are traveling for a school activity—such as a sporting event or competition—you would use the Binder App to select course content you want to read while on the bus and without Wi-Fi access. Binder is available in a web version and iPad/Android app version. Select this link to learn more about Binder. Content such as video and audio files and links are not compatible with Binder

TCU CAMPUS RESOURCES FOR STUDENTS

Many resources exist on the TCU campus that may be helpful to students:

- Mary Coats Burnett Library (817-257-7117)
- Center for Academic Services (817-257-7486, Sadler Hall. 1022)
- The TCU Center for Writing (817-257-7221, Reed Hall 419)
- Student Development Services (817-257-7855, BLUU 2003)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall)
- Campus Life (817-257-7926, Sadler Hall 2006)
- The Counseling, Testing, and Mental Health Center (817-257-7863, Samuelson Hall)

STATEMENT OF DISABILITY SERVICES AT TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567. Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

COURSE SCHEDULE

Date	Meeting Topics	Assignments & Readings (Due Monday at 11:30 pm)
T 1-17	Syllabus, Agreement, Pro Guide, Introductions, Basic Skills	
T 1-24	Intro to Group & The Group Counselor	QUIZ 1 CCC 1, 2
T 1-31	Initial Stage (PRESENTATION SIGNUPS)	QUIZ 2 CCC 6
T 2-7	Theories & Techniques in Group Counseling	QUIZ 3 CCC 4
T 2-14	Ethical Issues & Forming a Group	QUIZ 4 CCC 3,5
T 2-21	EXAM 1 & PRACTICE VIDEOS	
T 2-28	Transition Stage of Group	QUIZ 5 CCC 7
T 3-7	Therapeutic Factors (Part I)	QUIZ 6 YALOM
T 3-14	SPRING RECESS (NO CLASS)	
T 3-21	Therapeutic Factors (Part II)	QUIZ 7 YALOM
T 3-28	Working Stage of Group	QUIZ 8 CCC 8
T 4-4	EXAM 2 & PRACTICE VIDEOS	
T 4-11	Micro to Macro Connection	PEER REVIEW 1 CCC 10, 11
T 4-18	Family Practice Overview	PEER REVIEW 2 HEP 10, 15
T 4-25	Final Stage of Group	PEER REVIEW 3 CCC 9
T 5-2	FINAL CLASS MEETING	PAPERS DUE BEFORE CLASS

Submit assignments to designated TCU Online folders on Monday at 11:30 pm (files = Word, PDF, PPT, etc.)

TCU MISSION STATEMENT

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.