COURSE SYLLABUS

SW 6220 – Advanced Group Practice
Fall 2011 Location: AWC 309
7:30pm-9:20pm

Tennessee State University
College of Public Service & Urban Affairs
Department of Sociology, Social Work, & Urban Professions

Instructor: Nia I. Cantey, MSW, Ph.D.
Office: TSU AWC, L414
Office or contact hours: Monday 10:30-3:30pm Wednesday 10:30am -3:30pm
Or by appointment if needed.

Office Phone:
Email: ncantey@tnstate.edu
Course Materials: Materials will be available through D2L

COURSE DESCRIPTION:
Advanced practice with groups including client system assessment, intervention and evaluation. 3 credit hours.

COURSE PURPOSE:
The purpose of this course is to provide students with the knowledge and skills necessary to utilize social group work as a modality in enhancing the well-being of individuals in the group work context. Within this context, students are introduced to the principles of selected group work theories and techniques for effective advanced practice.

EDUCATIONAL OUTCOMES: (EO)
Upon successful completion of this course, the student will demonstrate the ability to:

1. Critically evaluate and apply theories of group dynamics and group structural variables used in social group work practice,

2. Plan, formulate, and implement effective group interventions with diverse populations.
3. Critically evaluate contemporary approaches to social group work practice,

4. Perform an empirical group work assessment which reflects sensitivity to client diversity, capacity for change, and social expectation, and

5. Design and implement procedures for the systematic monitoring and evaluation of group work effectiveness.

TEXT:


SUPPLEMENTAL READING: Will be provided by the professor throughout the course.

HARDWARE/SOFTWARE REQUIREMENTS:

A reliable computer with a CD-ROM drive and Internet connection are necessary to successfully take an online or hybrid course. Students who do not have a computer may access his/her course(s) with a TSU ID, at:

- the TSU main Library (See: http://www.tnstate.edu/interior.asp?mid=71),
- Avon Williams Library (See: http://www.tnsate.edu/interior.asp?mid=896&ptid=1)
- TSU open computer labs http://www.tnstate.edu/interior.asp?mid=3954&ptid=1 for information links or
- At a local public library (NOTE: Some public libraries block certain web addresses: student should verify with the library’s IT support if unable to access

Minimum Requirements for PC Users:

<table>
<thead>
<tr>
<th>Component</th>
<th>PC</th>
<th>Mac</th>
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<tbody>
<tr>
<td>Processor</td>
<td>Pentium IV or higher</td>
<td>PowerPC preferably a G3 or G4</td>
</tr>
<tr>
<td>Memory</td>
<td>128 Megabytes of RAM or +</td>
<td>128 MB RAM+</td>
</tr>
<tr>
<td>Operating Systems</td>
<td>Windows 200 or better</td>
<td>OS X, version 10.4 or later</td>
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<tr>
<td>Video</td>
<td>Resolution of 1024 x 768 or greater</td>
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Internet Speed

56K or DSL or cable modem

Browsers via TSU

Internet Explorer

Netscape Communicator

Browsers via D2L

Internet Explorer 5.5 SP2/6.0 SP2

Netscape Communicator 6.2.3

Audio

Sound card, speakers, headphones

Internet Service

For email account, WWW access

Provider (ISP)

Sun Java Runtime Environment (JRE)

JRE v 1.4.2.x to run LiveRoom 4.0, SCORM & Equation Editor

Java Script

Enabled

Cookies

Enabled

Supported *Browsers: Firefox

A browser is a program that helps users work with the web by displaying documents and making links between computing sites. A graphical web browser, such as Internet Explorer or Netscape, can display web documents in hypermedia format; that is, it can be used to view text, images, and video, and to listen to audio.

To enable Java and JavaScript, checking a box or choosing this capacity in an options box under the “tools” or “properties” menu is usually required.

It is recommended that the “browser check” utility be completed-in its entirety prior to accessing Desire2Learn (D2L) for the first time. The D2L browser check and upgrade links are accessed from the D2L login page.

**D2L and TECHNICAL STUDENT SUPPORT:**


**SOCIAL WORK STUDENT INTRODUCTION: LEARNING A NEW EDUCATIONAL CULTURE**

**INTRODUCTORY STATEMENT**

Since higher education is the stepping stone in a profession, this program views your matriculation as a process of professional development between a teacher and a student. For education to be effective, teachers and students must actively participate in the process. This document clarifies the expectations of teachers and students regarding their responsibilities in this process. Generally, teachers expected to teach, to
be reasonably available to students, and to model professional behaviors and skills. Generally, students are expected to be invested in their professional development and to use the educational experience to learn, reflect upon, practice, and critique social work professional knowledge, values and skills in preparation for a career.

<table>
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<tr>
<th>Expectation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1. Identify as a professional social worker</td>
<td>As students, you can expect to have your current knowledge, skills, and values challenged as you learn and wrestle with professional social work knowledge, skills, and values in the development of a professional social work identity.</td>
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<tr>
<td>2. Demonstrate a Proactive Commitment to Learning</td>
<td>As a student, you are expected to take time to review the syllabus and workload of the course to make a self-assessment to your abilities to fulfill the course requirements. As needed, you should request additional information about assignments or grading procedures. Faculty may respond to your request individually or as a group, in class or out of class time. If you recognize a conflict between due dates in the course and your personal responsibilities, notify your professor immediately to problem-solve and negotiate a resolution.</td>
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<tr>
<td>3. Utilize Resources and Feedback with Efficacy</td>
<td>As a student, you are expected to identify and communicate concerns you have and seek out help. Likewise, as a student, you need to be open to feedback by the faculty on your work and professional behaviors and be willing to effectively use and integrate that feedback into future work and your understanding of professional social work behaviors. If you are unable to contact a professor or other support resource, be sure to take note of the time, date mode of contact to record a concrete timeline of events. This will help us improve the system of support that it better responds to your needs.</td>
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<tr>
<td>4. Communicate Effectively with respect and cultural competence</td>
<td>Students are expected to develop communication and language that does not attack individuals for beliefs, but engages in dialogue concerning substantive issues, demonstrates critical thinking, and is supported by rational evidence.</td>
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<tr>
<td>5. Apply Problem Solving and Critical Thinking Skills</td>
<td>Students are expected to ask questions in a way that demonstrates your knowledge and your thought process. In asking questions, students may adopt the following manner: “I understand that this is…but I don’t see how this relates to that?” or “May I have a point of clarity?”</td>
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<tr>
<td>6. Demonstrate Self Awareness and Ethical Conduct</td>
<td>Students are expected to embrace the idea that you represent the social work profession when you are in the community and working with our partner agencies. You are also expected to take time to become familiar with the NASW Code of Ethics. You will, also, need to set time aside to reflect on, to integrate, and to assess your learning about and understanding of ethical decision making.</td>
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<tr>
<td>7. Manage a Healthy and Balanced Lifestyle effectively Managing Stress</td>
<td>Students are expected to take advantage of the multitude of resources available during matriculation. If you feel overwhelmed, talk to someone and seek out help.</td>
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All students are expected to demonstrate the following:
FAILURE TO ADHERE TO THE ABOVE PROFESSIONAL EXPECTATIONS MAY RESULT IN DISCIPLINARY ACTION BY THE INSTRUCTOR, DEPARTMENT OF SOCIAL WORK, AND THE UNIVERSITY

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ACADEMIC INTEGRITY:
Students are expected to be intellectually honest and forthright in their academic activities. Academic misconduct includes plagiarism, cheating, fabrication, and facilitation. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to the disciplinary procedures of the graduate college. See the graduate college catalog for information on disciplinary and grievance procedures.

Plagiarism is a violation of the code of academic integrity. Plagiarism is the presentation of a writing sample as one’s own without giving credit to the original author. Proper credit must be given for all citations. A bibliography page and internal citations are required for all quotes used in a writing sample. For a thorough definition of plagiarism see: http://www.rbs2.com/plag.htm

The following examples of plagiarism were taken from the aforementioned website. “Quotations”. Any quotations, however small, must be placed in quotation marks or clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a footnote) by a precise indication of the source—identifying the author, title, place and date of publication (where relevant), and page numbers. Any sentence or phrase which is not the original work of the student must be acknowledged.

Paraphrasing. Any material which is paraphrased or summarized must also be specifically acknowledged in a footnote or in the text. A thorough rewording or rearrangement of an author's text does not relieve one of this responsibility. Occasionally, students maintain that they have read a source long before they wrote their papers and have unwittingly duplicated some of its phrases or ideas. This is not a valid excuse. The student is responsible for taking adequate notes so that debts of phrasing may be acknowledged where they are due.

Ideas and Facts. Any ideas or facts which are borrowed should be specifically acknowledged in a footnote or in the text, even if the idea or fact has been further elaborated by the student. Some ideas, facts, formulae, and other kinds of information which are widely known and considered to be in the "public domain" of common knowledge do not always require citation. The criteria for common knowledge vary among disciplines; students in doubt should consult a member of the faculty. Occasionally, a student in preparing an essay has consulted an essay or body of notes on a similar subject by another student. If the student has done so, he or she must state
the fact and indicate clearly the nature and extent of his or her obligation. The name and
class of the author of an essay or notes which are consulted should be given, and the
student should be prepared to show the work consulted to the instructor, if requested to
do so.

Footnotes and Bibliography. All the sources which have been consulted in the
preparation of an essay or report should be listed in a bibliography, unless specific
guidelines (from the academic department or instructor) request that only works cited
be so included. However, the mere listing of a source in a bibliography shall not be
considered a "proper acknowledgment" for specific use of that source within the essay
or report.”

COURSE OUTLINE:

August 30-September 27, 2011
I. Group dynamics and processes
   Readings: Yalom Ch. 1 & 2
   • Therapeutic Factors
   • Hope, Universality, Information, Advice
   • Importance of Relationships
   • The emotional experience
   • Here and Now focus
   • Social Microcosm

II. Contemporary social group work approaches
    Readings: Yalom Ch. 2 & 4
    • Interaction between person & group
    • Insight
    • Clients view point
    • Factors review Table 4.1
    • Catharsis & self-understanding
    • Existential Factors
    • Therapists viewpoint
    • Table 4.4 review
    • Stages of Therapy

October 4-November 1, 2011
III. Group work techniques and skills
    Readings: Yalom Ch. 8 & 10, 5 & 6, 11 & 12
    • Creation & Maintenance of Groups
    • Construction of norms and culture building
    • Modeling
    • Group boundary’s and norms
• Self-Disclosure
• Here & Now focus
• Therapists tasks
• Techniques of illumination
• Therapists feelings
• Giving feedback

**November 8-December 6, 2011**

IV. Group work evaluation
   Readings: Yalom Ch 13 & 15

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**Student Responsibilities: Part 1 of 4**

**PARTICIPATION**

Participation in role play exercises (EO 1, 2) **Due October 11, 2011**
   Each student will be required to demonstrate skills of a group leader and a group co-leader

**Student Responsibilities: Part 2 of 4**

**Mid-term Exam: Available October 24-30, 2011**

**Student Responsibilities: Part 3 of 4**

**Group Presentation (EO 1-5) Presentations will begin November 8, 2011**
Presentation of a selected population, theory of group work processes and procedures appropriate to the population, and demonstration of applicable techniques. The group presentation should be approximately one hour in length and should include:
1. The target population
2. Group formation and development
3. Group composition and structure
4. Group leadership
5. Stages of the group (expectations)
6. Empirical assessment of targeted group
7. Theories of limited range utilized
8. Role play demonstration of techniques
9. Evaluation of the group process

Grading of this presentation will include the group processing their experience of this assignment with the instructor
Student Responsibilities: Part 4 of 4

Term Paper DUE DATE: December 10, 2011 before 11:00 pm to eLearn dropbox and TURNITIN.COM (Term Paper represents 30% of total grade) (EO 1, 2, 3, 5)

Annotated Bibliography with Critique: Each student will prepare a bibliography of 10 journal articles on group work. A minimum of three of the ten articles must be research articles. The write-up of each article is limited on one page, double spaced, and will contain three parts:

I. APA style listing of the article
II. One paragraph summary of the article
III. One paragraph critique of the article, which includes: strengths of the article, weaknesses of the article, relation of the article to the assigned readings for the course

Please Note: All references must be professional references published within the last nine (9) years. Dictionaries do not county as references.

Assessment and Grading:

Testing Procedures: Students should access D2L through eLearn@TSU to prevent timing out during exams.

Grading Procedure:
20% Participation in role play exercises (EO 1, 2)
20% Mid-term Exam (EO 1, 2, 3, 4, 5)
30% Group Presentation (EO 1, 2, 3, 4, 5)
30% Term Paper, the student will select a population at risk for the subject and apply theoretical concepts presented in this course. (EO 1, 2, 3, 5)

Grading Scale:
Student evaluation is based on:

- Utilizing critical thinking skills as applied to theory and demonstrated in the written assignments;
- mastery of course content;
- successful mastery of the mid-term exam;
- active participation in discussions; and
- the student’s ability to apply and analyze course content processes as demonstrated in the term paper.

CLASS GRADING:
Grading is based on standard grading practices: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 & below = F
COURSE GROUND RULES

- Participation is required
- Communication with other students expected
- Learning how to navigate in the eLearn environment system is necessary
- Keep abreast of course announcements
- Use the student email addresses as opposed to a personal e-mail address is required
- Address technical difficulties immediately to ensure keeping pace with the course

SYLLABUS CHANGES

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessary during the term of the course, the instructor will immediately notify students of such changes both by individual e-mail communication and posting both notification and nature of change(s) on the course bulletin board.

WEB RESOURCES

Copyright Issues: Multimedia and internet sources
http://www.utsystem.edu/ogc/intellectualproperty/mmfruse.htm

APA Tutorial
http://flash1.apa.org/apastyle/basics/index.htm

APA Formatting and Style Guide
http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html

TSU Writing Center
http://www.tnstate.edu/interior.asp?mid=556

Extra Credit:
Extra credit will be offered at the instructor's discretion and will always be offered to all students and never to an individual student. Students are expressly forbidden from requesting extra credit.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:
If you have a disability that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etc., please contact the instructor as soon as possible to discuss the needed accommodation. To register with the university for accommodations, the contact information is:

- Austin Peay State University, Office of Disability Services, Morgan University Center 114, 931-221-6230 Voice or 931-221-6278 TTY.
NON-DISCRIMINATION:
The Universities strive to provide all students with educational opportunities to achieve their fullest potential, both as individuals and as members of society. The Universities are committed to a nondiscriminatory philosophy that extends to all constituents. For more information contact:

- Austin Peay State University, Office of Affirmative Action, Browning Bldg 7B, 931-221-7178
- Middle Tennessee State University Institutional Equity and Compliance Office, Cope Administration Bldg 220, 615-898-2185.
- Tennessee State University, Equity, Diversity, and Compliance Office, 615-963-7435.

HOPE LOTTERY SCHOLARSHIP INFORMATION