

Syllabus for
SWK 333/SOC 300--Social Work Practice III/Group Dynamics
3 Credit hours
Spring 2015

I. COURSE DESCRIPTION

Focuses on the development of group leadership skills and covers the basic skills necessary for the development, implementation, maintenance, termination, and evaluation of a variety of small group types, including task-oriented, support, personal growth, education, and treatment. Topics include group developmental stages, theories of leadership, power/influence, task maintenance roles, ethical guidelines, working with diverse populations, problem solving, communication, conflict, trust/cohesion. The student is given structured opportunities to learn group dynamics and leadership skills through activity-based learning methods.

Course Prerequisites—SWK 202; SWK 331 and SWK 332

This is the third practice course in the social work sequence preparing for generalist social work practice.

II. COURSE GOAL

The course is designed to provide the social work student with a structured opportunity to relate basic generalist social work knowledge, skills, and values to practice with small groups.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon successful completion of this course the student will be able to do the following:

1. articulate generalist practice as applied to group work; (week 1).
2. differentiate various types of small groups: self-help, educational, personal growth, therapy, and task oriented; (week 1) .
3. explain stages in group development through different theories: Blake and Mouton, Tuckman and Johnson, Henry, and Cog's Ladder, etc.; (week 2).
4. differentiate theories of leadership (e.g., position, trait, situational), concepts of power and influence, task and maintenance functions, and diversity issues; (weeks 3-5).
5. articulate social work & Christian values/ethics as they apply to working with diverse small groups; (week 5).
6. describe conceptual dynamics in group work (e.g., norm development, goals, hidden agendas, communication styles, decision-making, brainstorming, Johari Window, trust & cohesion, etc.); (weeks 7-10).
7. articulate issues in setting up a group, termination, and evaluation; (week 12).
8. relate group work processes to special populations: children, adolescent, elderly, couples, women, men, minority, and gay/lesbian; (weeks 13-14).
9. articulate how group work processes differentiate to theme groups: addictions, domestic violence, eating disorders, family, and grief recovery; (week 15).
10. conduct himself or herself as a professional social worker when leading small groups (Weeks 6-12).
11. apply social work ethical principles to guide decision making and professional practice in leading small groups (Weeks 6-12).
12. demonstrate effective oral and written communication in working with small groups (Weeks 4-13).
13. engage, assess, intervene, and evaluate group dynamics (Weeks 4-13).

B. Unit Objectives

Upon successful completion of this course the student will be able to do the following:

14. actively participate in class group experiential exercises.
15. develop a Group Project Proposal for implementation during the semester (including type of group, clientele, objectives, agenda, techniques, evaluation criteria); (week 4).
16. conduct a small group (Group Project) of at least four sessions; (weeks 4-12).
17. use critical thinking skills in evaluating the group project experience; (week 13).
18. practice the supervisor-worker relationship with the professor during implementation of the small group project. (weeks 4-12).

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Texts

Zastrow, C. (2014). *Social work with groups: A comprehensive worktext* (9th ed.). Belmont, CA: Brooks/Cole.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

B. Recommended Text

Shaefor, B., Horejsi, C. (2012). *Techniques and guidelines for social work practice* (9th ed.). Boston: Allyn & Bacon.

Note: This text is previously required for SWK 332--Social Work Practice II.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA

handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The student's evaluation is based on the following:

Group Project Proposal	100	Points
Group Project Evaluation	100	
Unit Exams (2)	200	
Comprehensive Final	<u>100</u>	
Total Points	500	

- b. The following grade scale applies:

A = 450 - 500

B = 400 - 449

C = 350 - 399

D = 300 - 349

F = 000 - 299

- c. Due Dates

(1) All assignments are due at the beginning of class on their respective due dates.

(2) Assignments turned in after the due date are penalized at the rate of 10 percent per late day. Weekends count as one late day.

2. Whole Person Assessment Requirements

- a. Group Proposal
- b. Group Project Evaluation

3. Other Policies and/or Procedures

- a. Course Structure—The course utilizes two class sessions per week of 75 minutes each and incorporates a variety of teaching formats. Additionally, students are required to commit a significant amount of out-of-class time to developing and coleading a small group assignment.
- b. Group Project Proposal—Each student is teamed with another student for an out-of-class small group assignment. For this assignment the students develop a joint proposal for the small group they intend to develop and colead during the semester. The proposal discusses the following:
 - (1) the rationale for the type of group proposed.
 - (2) expected outcomes for the group as a whole and specific objectives for each session.
 - (3) practical issues that relate to the demographics of the target population, member recruitment, setting, and time frame.
 - (4) procedural issues that relate to agendas for each session, ground rules, and instruments/techniques to be used.
 - (5) research methodology to be used for evaluation.
- c. Group Project Evaluation—After the coleaders' proposal is approved by the instructor, the coleaders recruit members for the group, conduct a minimum of

four sessions, keep progress notes, and evaluate the experience from an individual perspective. Note: for those students anticipating difficulty in completing the practical implementation of the “Group Project Evaluation” assignment, an alternative assignment is discussed. For the evaluation, each student discusses the following:

- (1) setting and time frame for each session.
 - (2) relevant demographic information of group membership.
 - (3) stages of group development experienced by the group with relevant characteristic descriptions.
 - (4) conceptual dynamics, which include norm/goal development, influence/power, task/maintenance roles, decision-making/problem solving, communication, conflict-resolution, trust/cohesion, etc.
 - (5) evaluation of the coleaders' use of skills and a critique of self focusing on strengths and weaknesses as a leader.
 - (6) the impact of diversity issues on the group's dynamics.
 - (7) a general summary of the group experience, identifying strengths and weaknesses with appropriate recommendations, using an outcomes-based evaluation methodology.
- d. Examinations—Two unit exams and a comprehensive final are given. The unit exams and final consist of 50 multiple-choice and true-false questions and be worth 100 points each.
- e. Missed Exams
- (1) All missed exams must be made up by the end of the week following the originally scheduled exam.
 - (2) Excused Misses—No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
 - (3) Unexcused Misses—The makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam. A 10 point penalty will also be applied.
- f. Cheating/Plagiarism—Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University. Any student suspected of plagiarism receives no points for that written assignment with no opportunity for a makeup, and will possibly receive a zero grade for the course. Additionally, he or she faces possible disciplinary action by the University. All appeals to the contrary must be typed and copies submitted to the chairperson of the department and the instructor.
- g. Changes—Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- h. Office Hours—Office hours are posted on the instructor's door and announced in class. If students cannot make the posted hours, they should see the instructor after class or leave a message on voice mail with contact times. An appointment can be arranged.
- i. Students are expected to attend classes and to participate in class activities and discussion. However, it is expected that the student may miss a few classes for unexpected reasons; therefore, the student who has one or two unexcused absences receives no point penalties. The student who has more than two unexcused absences has a five-point deduction from his or her final score for each absence beyond two.
- j. Three tardies or leaving class early are treated as one unexcused absence.

- k. An excused absence consists of administration excuses for required University activities or written verification of the student's inability to attend class and/or complete assignments provided by a physician, professional counselor, or pastor. This written verification by a professional must include his/her rationale for the absence and/or the inability to complete assignments.

VI. COURSE CALENDAR

Week #	Chapter Readings	Exams		Major Assignments
1	1			
2	2			
3	3 - 4			
4	5			Group Proposal
5		Exam I Chs. 1-5		
6	6			
7	7			
8	8 - 9			
9	10			
10		Exam II Chs. 6-10		
Spring Break Spring Break Spring Break				
11	11			
12	12 - 14			
13	Module 1			Post-Group Analysis
14	Modules 2 & 3			
Finals Week Finals Week Finals Week				

Course Inventory for ORU's Student Learning Outcomes

SWK 333: SWK Practice III Spring 2015

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			

(Revised 1/15/04)

SWK 333 - Group Dynamics
CSWE Competencies & Behavioral Indicators

Competencies	Behavioral Indicators	Course Objectives	Assignments	Evaluation
1	2	14, 17, 18	Co-Lead Group Experiential Exercises Post-Group Analysis LEAD-Self Instrument	Observation Supervision Minimal C Grade
1	3	10, 11, 14, 16, 18	Co-Lead Group Experiential Exercises Post-Group Analysis	Supervision Minimal C Grade
1	4	10, 11, 14, 16, 18	Co-Lead Group Experiential Exercises Supervision Post-Group Analysis	Observation Minimal C Grade
1	6	18	Co-Lead Group	Supervision
2	7	5, 8, 11, 14, 16, 18	Co-Lead Group Experiential Exercises Post-Group Analysis	Observation Peer Feedback Supervision Minimal C Grade
3	13	12, 14-17	Co-Lead Group Group Proposal Post-group Analysis	Observation Minimal C Grade
4	15	5, 8, 13, 14, 17, 18	Co-Lead Group Experiential Exercises Post-Group Analysis LEAD-Self Instrument	Peer Feedback Supervision Minimal C Grade
4	16	8, 12, 13, 17	Co-Lead Group Group Proposal Post-group Analysis	Supervision Minimal C Grade
10a	29	13, 15	Group Proposal	Minimal C Grade
10a	30	10-14, 16	Co-Lead Group Experiential Exercises	Supervision Observation
10a	31	15, 16	Group Proposal	Minimal C Grade
10b	32	16, 17	Co-Lead Group Post-Group Analysis	Minimal C Grade
10b	33	16, 17	Co-Lead Group Post-Group Analysis	Minimal C Grade
10b	34	15, 16	Group Proposal	Minimal C Grade
10b	35	15, 16	Group Proposal	Minimal C Grade
10c	36	16	Co-Lead Group Post-Group Analysis	Supervision Minimal C Grade
10c	37	16	Co-Lead Group Post-Group Analysis	Supervision Minimal C Grade
10c	38	16	Co-Lead Group Post-Group Analysis	Supervision Minimal C Grade
10d	40	16	Co-Lead Group Post-Group Analysis	Supervision Minimal C Grade
10d	41	17	Post-Group Analysis	Minimal C Grade