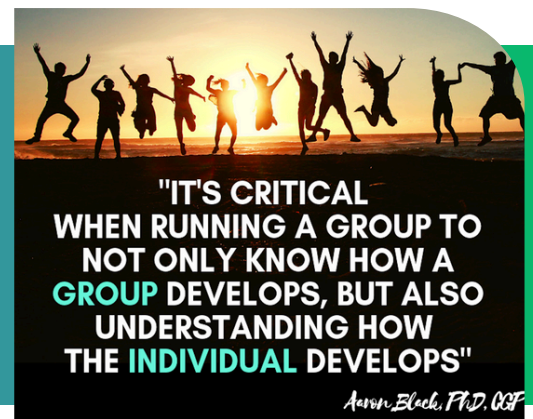# SOCW 4333-001

Ericka Freeman, LCSW-S

✉ efreeman@uttyler.edu

📞 817-774-8420 voice/text

🖥 In person: M, F 9-10 a.m.; 1-3 p.m. Virtual: T/TH by Appointment

"IT'S CRITICAL WHEN RUNNING A GROUP TO NOT ONLY KNOW HOW A **GROUP** DEVELOPS, BUT ALSO UNDERSTANDING HOW THE **INDIVIDUAL** DEVELOPS"

Aaron Black, PhD, CGP

Course Description and Overview

The Social Work Group course examines a broad range of groups, with emphasis on group theory, the nature and uses of therapeutic and task groups, including: group development, dynamics, facilitation skills, group assessments and outcome evaluation. Prerequisite: Acceptance into the UT Tyler BSW program.

Course Overview: The purpose of this course is to teach students the basics of social work group practice by helping them build competencies, demonstrate simulated practice behaviors, and apply critical thinking. Students will utilize the steps in the generalist intervention model when working with clients at a micro and mezzo level.

Course Meetings

We meet . each **Monday** and **Friday, 12:20 - 1:15 p.m.** in person, in **Cowan Fine Arts Ctr Rm #2006**. On Wednesdays, class is asynchronistic. This means students may use this time in the classroom or outside of classroom for group work on capstone assignment and/or time in the community for group experiences. Online course material, which compliments the capstone assignment, may be accessed at any time and should be completed according to the due dates listed in this syllabus

Course Readings

No need to lug around a heavy and expensive textbook for this course! All your brain food will be served up on Canvas via Open Education Resources (OER), UT Tyler Library E-Books, or through a delightful mix of podcasts, articles, and videos whipped up by the instructor.

<u>Course Reading Expectation</u>

Dive into those reading assignments before class—they're your ticket to lively discussions! Feel free to bring all your burning questions and quirky comments to the lecture. Your curiosity and insights are the secret recipe for the instructor to gauge if you're flipping through those pages outside of class.

Course Grading
A = 90 – 100
B = 80 – 89.9
C = 70 – 79.9
D = 60 – 69.9
F = Below 60

Course Assignments

Group Experience Demonstration – 40%

At the beginning of the semester, students will be divided into smaller groups. Each group will contain 6-7 members. Each group will demonstrate a group session of their choice that follows the plans of action submitted in their Scaffolding a Group assignments, Students have the option of demonstrating the session live and in person or demonstrating this through a videoed group session that will be shown to the class. Groups should plan on meeting outside of class to work on this assignment. Students may choose to meet via Zoom, Face Time or in-person. Group memberships are listed in Canvas. This assignment is due on the last week of class, in lieu of a final exam. Additional Instructions for this assignment can be found in Canvas under the "Assignment" tab.

Scaffolding a Group – 20%

In this multi-phased assignment, students, in their assigned groups, are to submit, throughout the semester, plans of action for their Group Experience Demonstration, which will serve as the capstone assignment for this course. Plans of action due dates are listed in the syllabus' Course Schedule section. Only one (1) plan of action per group per due date should be submitted. Students will choose a group leader who will upload the plan of action to Canvas. Full instructions for each plan of action can be found in Canvas under the "Assignments" tab or by selecting it under the "Demonstrate" portion of the module in which it is due

Community Agency Exploration – 25%

Students are to partner with a community agency(ies) that offers either task group or treatment group opportunities for the clients they serve. Students must participate in at least two (2) group-centered activities with a community agency. Any hours accrued during participation will count toward the required 40 volunteer hours for the Social Work Professional Program. Following each exploration experience, students will submit a brief journal reflection of their impression of the experience. Additional Instructions for this assignment can be found in Canvas under the "Assignment" tab.

Participation and In-Class Group Simulation Activities – 15%

On a number of occasions throughout the semester, we will practice group skills and techniques in class as simulated exercises. Students are expected to engage fully as part of their class participation and participation grade. The goals of these exercises are for you, the future practitioner, to become increasingly comfortable with yourself, to improve your skills and to learn from others.

Life is all about choices!

Assignment Due Days

Unless otherwise indicated--such as the in-class group demonstration-- <u>completed assignments are due on Sundays, end of day, 11:59 p.m. (Stroke before midnight)</u> according to module listed on course schedule (page 3).

Academic Integrity

All work in this course is expected to be your own, completed by you for this class. If you receive help from an article, book, website, another person, etc., you must indicate that on the assignment. This is called citing your sources. When you take credit for someone else's work, it is plagiarism. If you are ever unsure about whether you have correctly given credit to a source, please ask, and I will help you.

AI Usage in SOCW 4333

We're going to promote the responsible use of AI as a learning tool, while keeping academic integrity intact—like trying to ride a unicycle on a tightrope! For each assignment, I'll clearly outline the level of AI involvement allowed, which could range from "no AI at all" to "bring your AI to school day." When you do use AI, make sure to give it a shout-out, provide links to all the AI shenanigans, and include your original work.

You'll need to stick to these guidelines and be ready to chat about how AI contributed. This policy is here to boost your proficiency in critical thinking and hone those vital social work skills. Remember, the ultimate aim is for everyone to learn and level up their skills, without accidentally creating an AI that takes over the world! For more information, see UT Tyler's AI Statement on page 7.

🙌 Attendance and Participation Expectations

Each student is allowed one absence without grade reduction penalty. Each absence after, will result in a 1 point deduction of final grade, per absence. In addition, it is important for students to come to class prepared to take part in class. If you aren't present, you can't participate!

Remember this

Students who miss more than 50% of the in-person class dates will not pass the class.

Group Practice
COURSE SCHEDULE

Week/ Module	Modular Material	Videos to Watch	Assignments Due
8/25 – 8/31: Module: Getting Started	Syllabus, Review semester ahead and Group memberships		
8/31 – 9/7 Module 1: Group Work History and Overview	**Read:** Social Work, Sociometry ch 2 Social Work with Groups, ch 1	"The Uses of Groups in Social Work"	
9/7 – 9/14 Module 2: Group Types and Psychology of Groups	**Read:** Intro to Social Work Groups, ch 1 Problem Solving in Groups, ch 4	"Types of Groups in the context of SW"	
9/14 – 9/21 Module 2, cont.		"Theories in Social Group Work"	**Scaffolding Plan 1**
9/21 – 9/28 Module 3: Group Dynamics	Read: Handbook of SW w/Groups, ch 2 pp 9 – 20	"How to Run a Process Group"	
9/28 – 10/5 Module 4: Group Development and SW Roles	**Read:** Handbook of SW w/ Groups, ch 2 pp 20-21; Small Group Com, ch 2 "Tuckman Model"	"ASWB Exam Guide: Group Dynamics & Development"	**Scaffolding Plan 2**
10/5 – 10/12 Module 5: Beginning the Group – Pre Work	**Read**: ISAGW pp 6– 10 Social Work with Groups, "Structuring" pp 82 – 84.	"10 Principles of Social Group Work"	**Community Agency Journal #1**

10/12 – 10/19 Module 5: Beginning a Group	**Read:** IASWG pp 10 – 11 Small Group Communication, ch 13	"Group Therapy Session: What its really like"	Scaffolding Plan 3
10/19 – 10/26 Module 6: Logistics and Conflicts	**Read:** Small Group Communication, ch 14 Problem Solving in Groups, ch 24	"Group Therapy Facilitation Techniques: Resistance"	
10/26 – 11/2 Module 7: Assessing the Group	**Read:** Handbook of Social Work Groups, ch 2 pp. 21 –23 "Measuring"	"Group Counseling Notes (Are they the same as individual notes)"	Scaffolding Plan 4
11/2 – 11/9 Module 8: Intervention – From Start to Termination	**Read:** ISAGW, pp 12 – 15 Social Work with Groups, ch 4	"Task Roles & Maintenance Roles in Groups"	**Community Agency Journal #2**
11/9 – 11/16 Module 8, continued		"Group Counseling Strategies and Skills"	Scaffolding Plan 5
11/16 – 11/23: Module 9: Demonstrations			**Demonstrations**
11/30 – 12/7 Module 9, continued: Demonstrations			**Demonstrations**

CSWE COMPETENCIES

Social Work Course Educational Course Objectives

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:
1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Every policy has a purpose: to help us learn better!

Social Work Course Learning Outcomes
The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.
Student Learning Outcomes for SOCW 4331:
Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2022):

Specifically, while this course addresses competencies 1-9, it mainly focuses on 1, 3, 6-9
1. Discuss the role of social workers in the history of the philosophical, institutional, and methodological development of group work. Demonstrate personal reflection, self-modulation and professional communication and demeanor in the professional role of group facilitator; commitment to own education and professional development; and demonstrate effective use of supervision, consultation and constructive feedback from colleagues. Competency 1: Demonstrate Ethical and Professional Behavior

2. Demonstrate the ability to use ethical reasoning through the application of ethical decision-making tools and techniques and tolerate the ambiguity inherent in ethical issues; practice within the Code of Ethics of the National Association of Social Workers and relevant laws;recognize personal values and allow professional values to guide practice. Competency 1:Demonstrate Ethical and Professional Behavior

3. Apply critical thinking, logic, scientific inquiry, and discernment. Demonstrate creativity and ability to communicate relevant information to others. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

4. Recognize the value of human diversity and describe how economic and socio-cultural forces, such as race, ethnicity, class, gender, sexual orientation, immigration status, religious and political ideology and rural context of practice influence group development and processes, group participants, social work leadership roles, and the use of groups as an intervention; Demonstrate multicultural competence through application of multiculturalcounseling techniques; Demonstrate self-awareness to eliminate influence of personal biases and values in group work with diverse individuals and ensure mutual respect and equitable treatment of group members. Competency 3: Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice

6. Discuss the impact of social policy and political processes on the availability of therapeutic treatment options and engage with and on behalf of clients to advocate for parity in mental health treatment. Recognize the efficacy of group work as a treatment of choice for many individuals rather than or in addition to efficiency and cost containment by organizations. 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 and Communities.

5. Apply knowledge of human behavior in social environments and ways social systems promote or deter human growth, individual development and health and well-being. Integrate and apply several theoretical paradigms of group work to practice with groups and identify various types of groups with regard to purpose, goals, worker roles, group development, and use as an intervention, specifically support groups, psycho-educational groups, therapeutic groups, task groups, and network/social action groups. 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 and Communities

7. Identify factors related to context of practice, particularly those unique to rural areas, that impact purpose, goals, process, social work roles, group development, and use of groups as an intervention; attend to the impact of change in social and demographic trends in specific locales on clients; explain the impact of rural practice on confidentiality concerns of group members and dual relationships in practice. Demonstrate ability to manage these factors in group leadership. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

8. Describe principles and processes related to selection and preparation of group members, including data collection and assessment of potential members; engagement and establishment of rapport, clarification of expectations, and norms; develop appropriate goals and focus of treatment and desired outcomes with clients; utilize strength- based assessment, identify client challenges, concerns, and limitations; develop a beginning level understanding of assessment tools used in the profession; identify the phases and processes of group development related to beginning, middle, and termination phases of group work; interpret client participation and progress of individuals and group as a whole; identify the reasons for resistance and techniques to intervene; facilitate transitions and terminations. 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 and Communities

UNIVERSITY POLICIES

Withdrawing from Class

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers,International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal. Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance.

CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. * Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence (AI) Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *See page 2 of this syllabus for Professor Freeman's specific expectations.*

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met:

(a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the

grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where

there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student

Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the RobertMuntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079.

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972

Students on an F-1 Visa T

 To remain in compliance with Federal Regulations requirements you must do the following:
• Traditional face-to-face classes: Attend classes on the regular meeting days/times.
• Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
• Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.
Academic Honesty and Academic Misconduct
The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).
FERPA
UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information

Absence for Official University Events or Activities

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.
Absence for Religious Holidays
This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.
Student Resources
For a complete listing of all student resources available at UT Tyler, please visit this link in our course's Canvas:

10