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| **THE UNIVERSITY OF NORTH TEXAS**  **DEPARTMENT OF COMMUNITY AND PROFESSIONAL PROGRAMS**  **Brenda Sweeten, MSSW, LCSW**  **Brenda.sweeten@unt.edu**  **Social Work Practice II (SOWK 4800)**  **(3 credit hours)**  **Fall 2015**  **Classroom: Business Leadership Building (BLB 060)**  **Class Time: Tuesday 2:00 p.m. - 4:50 p.m.**  **Office: Chilton 238 D**  **Telephone: 940-369-6991**  **Hours: Monday and Tuesday 9:30 a.m. to 11:30 a.m. & by appointment** |
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*Please note that the Professor for this course has the option to revise or alter the course syllabus at any time.*

**COURSE DESCRIPTION**

This course examines social work direct practice applications with a heavy emphasis on family and groups. Students will explore the concepts, values, dynamics, and techniques involved in professional social work relationships. The attainment of basic practice skills with families and groups is expected, as is a thorough understanding of social work ethics and values.

The Council on Social Work Education (CSWE) has identified the following skills as crucial to the direct practice component of BSW programs: defining issues, collecting and assessing data, planning and contracting, identifying interventions, selecting and implementing appropriate courses of action, using research in the application and evaluation of interventions, and the ability to provide services effectively with diverse groups. The overall goal of this class will be the development of these and other skills necessary to work with mid-level client systems.

**COMPETENCIES & PRACTICE BEHAVIORS**

The core competencies listed are in accordance with the CSWE - Educational Policy and Accreditation Standards 2008. Upon completion of the course, students will demonstrate the core competencies indicated below. The course objectives reflect the expected CSWE Practice Behaviors (PB) students will attain.

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| **Core Competency** | **Course Objectives**  **Students will** | **Assessment** |
| Identify as a professional social worker and conduct oneself accordingly | Students will practice personal reflection and self-correction to assure continual professional development (PB #2)  Students will demonstrate professional demeanor in behavior, appearance, and communication (PB#4) | * Reflection papers * Treatment group activities * Task group activities |
| Apply critical thinking to inform and communicate professional judgments | Students will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (PB #13) | * Research paper for task group |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities | Students will substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (PB #29)  Students will facilitate transitions and endings (PB #40) | * Treatment group activities * Task group activities * Group activities in and outside of class |

**ACADEMIC INTEGRITY AND DISHONESTY**

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred. *Admonitions and educational assignments are not appealable.*

1. *Admonition*. The student may be issued a verbal or written warning.
2. *Assignment of Educational Coursework*. The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment*. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure.* The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT’s Policy on Student Standards of Academic Integrity (18.1.16) and students’ right to appeal are available at <http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>.

**DISABILITY ACCOMMODATION**

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323). Specific information on UNT’s policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT’s ODA.

**CLASS POLICIES**

**REQUESTS FOR AN INCOMPLETE AND DROPS**

Students may request a grade of incomplete ("I") only if he/she meets all of the following conditions:

* The request occurs on or after November 9, 2015;
* The student is passing the course;
* There is a justifiable and documented reason beyond the control of the student (*e.g.*, serious illness or military service) for not completing the course on schedule; and,
* The student has the approval of the instructor and the department chair.

Students meeting these criteria must arrange with the instructor to finish the course at a later date by completing specific requirements outlined by the instructor. These requirements must be listed on a “Request for Grade of Incomplete” form signed by the instructor, student, and department chair. More information on UNT’s Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

**Requests to drop the class:** We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at <http://registrar.unt.edu/registration/dropping-class>.

If you absolutely have to drop the course, you must pick up a drop form from the Eagle Student Services Center and take it to the instructor for her/his signature. Once the instructor signs the form, you are responsible for taking it to the Registrar’s Office in the Eagle Student Services Center to have it processed. Please be aware that when you choose to drop can affect your grade:

October 2, 2015 Last day to drop a class with an automatic grade of “W” for courses that a student is not passing

November 2, 2015 Last day a student may elect to drop a class. The instructor will assign a grade of “W” or “WF” based on the student’s actual performance-to-date in the course.

**ATTENDANCE POLICY**

Attendance and Punctuality **COUNT** in this class!

This class relies heavily upon experiential learning and there are activities done during class that will be important for you to participate in as part of your learning. Absenteeism will negatively impact your grade. **This is a practice class therefore attendance is required every class period for the entire class period.**

**Students with more than four (4) excused or unexcused absences will be dropped from this course by the instructor. Absences may be excused with documentation in accordance with UNT attendance policy 15.2.5. Furthermore, any late arrival and/or leaving early will also negatively impact your grade and will be factored into your class participation and professionalism grade. Ten (10) points will be deducted from your class participation grade after your second absence, any time you are tardy, or when you leave early. A tardy is defined as being more than 15 minutes late to class. I will take roll at the beginning of each class. If you come in after roll is taken, be sure to talk to me immediately after class so I can note that you are present. If you don’t tell me you are there, you will be counted absent. Regular attendance is expected, as is punctuality**.

While doing treatment groups, it is of the utmost importance that you make every effort to be present in class. It affects your classmates when you are not there to participate in the group when they were expecting you to complete activities they have planned. **Twenty (20) participation points will be deducted from your grade when you are not present to participate in a planned treatment group. You should always alert the group leader as soon as you know you will be absent since it will impact their group.**

As any professional social worker should do in the workplace, if you know you are going to miss a class or are going to be significantly tardy, you should contact your instructor via e-mail in advance to alert her of your situation. In advance means before the class period starts, not during or after the class is over. Using a classmate to tell the instructor you will not be in class is not sufficient. You are an adult and should contact Professor Sweeten yourself.

**STUDENT CONDUCT**

Any student behavior that interferes with an instructor’s ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to:

* Private conversations with other students during lecture or class discussions;
* Disrespectful treatment of other students such as verbal or written harassment or name-calling;
* Use of profane or other inappropriate language or gestures in class, in written assignments, on discussion boards, or in email communications, with the instructor or other students;
* Disrespectful email communication with the instructor and/or other students;
* Inappropriate use of electronic devices during class, including but not limited to any use of a cell phone. Use of tablets or personal computers for anything other than taking notes or other approved class activities is not allowed.
* Tardiness that disrupts class.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT’s Student Code of Conduct. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**PROFESSIONAL ETIQUETTE**

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on her/his particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

* Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor’s last name
* Master’s degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor’s last name
* Law degree (J.D.) you should address them as: Professor Instructor’s last name

If you are not certain about an instructor’s education credentials, you should address them as “Professor.” It is not appropriate to call the instructor by his/her first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns. Slang (*e.g.,* Hey, Yo) and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that is perceived as insulting, disrespectful, or unprofessional.

**ASSIGNMENTS AND MAKE-UP POLICY**

If you miss one of the scheduled classes for any reason, you are expected to get copies of notes and handouts from your colleagues. Any work that was due in class that day will be considered late and will receive an automatic 10-point deduction unless a valid excuse (i.e. doctor’s note) is presented. The assignment will then be graded with an additional deduction of ten points a day for each day it is late starting the day after the assignment was due (100-10=90; 90-10=80; 80-10=70, etc.). All assignments are due at the beginning of class. Only a hard copy of your assignment will be accepted. It is the students’ responsibility to print their homework prior to the start of class time. Don’t wait until the last minute to print your homework! You will not be allowed to e-mail your homework to Professor Sweeten except for special exceptions.

All quizzes will be taken on Blackboard and must be completed prior to the start of class each week. There are no makeup quizzes in this class. There will be no exceptions. It is the student’s responsibility to use a reliable Internet connection when attempting quizzes. Technical failures do not warrant a do over unless they are universal.

**EMAIL COMMUNICATION**

From time to time, the instructor may need to communicate with the entire class or contact you individually. If/when those occasions arise, only your UNT email account will be used. You are responsible for the information in that email. Failing to check it or have the address in the proper format will not be excused. Information may also be posted on Blackboard Announcements.

Students must have a university account while enrolled in this class. Students may obtain an email address by logging onto <https://ams.unt.edu/>. This will put you into the computer account management system and you will be able to get Eagle mail. You can arrange for this email to be forwarded to a preferred address if desired.

Please remember to keep all communication with your instructor professional. Keep in mind that anytime you write something in an email message, it is there forever. All emails should be written in a professional manner and spell checked before being sent. It is unacceptable to send an email as one might send a text message with abbreviations, text-like acronyms, no capitalization or periods. If I receive an email from you like this, you will be asked to compose a professional e-mail before I respond. Also remember that emailing your instructor should not take the place of face-to-face conversation. Students who are encountering problems are invited to make an appointment or come during office hours to talk with the instructor.

**EMERGENCY NOTIFICATION AND PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all currently enrolled students. Please make certain to update your phone numbers at <https://my.unt.edu/>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**Student Evaluation of Teaching Effectiveness (SETE)**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you through My UNT at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Instructions on how to access SETE will be given late in the semester.

**SUCCEED AT UNT**

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to [succeed.unt.edu](https://success.unt.edu/succeed-at-unt?utm_source=StudentSuccessCamUNTHome&utm_medium=web&utm_campaign=StudentSuccess2013).

**REQUIRED TEXTBOOK**

Toseland, R.W., & Rivas, R.F. (2012). *An introduction to group work practice* (7th ed.).

Boston: Allyn and Bacon.

**METHODS OF INSTRUCTION**

The major class method will be lecture/discussion and large and small group exercises. Outside speakers, role plays, and videos may be used to supplement class materials. Students will be expected to have read materials before each class meeting and be prepared to discuss reading assignments. Students will not be able to participate in discussion unless they are present in class. Therefore, class attendance and participation is imperative. This class will have a Blackboard site where class materials may be made available. The use of laptops, tablets or cell phones will not be permitted in class.

**CRITERIA FOR STUDENT EVALUATION**

Students’ progress will be evaluated utilizing the following criteria:

1. Treatment Groups (2 groups, 100 points each) 200
2. Research Paper for Task Group (100 points) 100
3. Task Group (full & fair participation as assessed by peers, 100 points) 100
4. Weekly Quizzes on Blackboard (10 quizzes, 20 points each) 200
5. Reflection Journals (4 journals, 25 points each) 100
6. Outside Group Observation and Reflection Paper (100 points) 100

1. Attendance/Participation (Includes weekly assessment of treatment groups) 150
2. Final Exam (50 points) 50

TOTAL POSSIBLE POINTS 1000

Overall course grades will be assigned on the basis of:

A 900-1000

B 800-899

C 700-799

D 600-699

F 599 and below

**COURSE OUTLINE, READINGS, AND ASSIGNMENTS**

It is expected that readings and quizzes will be done **prior** to class discussions. The instructor reserves the right to modify the schedule as class needs dictate.

| **DATES** | **TOPICS** | **REQUIRED READINGS** |
| --- | --- | --- |
| Week 1  August 25 | Class Introduction   * Syllabus review * Course overview & expectations |  |
| Week 2  September 1 | Introduction to Group Work   * Task Group sign-up * Treatment Group Assignments | Toseland & Rivas, Ch. 1 |
| Week 3  September 8 | Historical & Theoretical Developments of Groups | Toseland & Rivas, Ch. 2   * **Quiz #1 (on Blackboard Ch. 1 & 2)** |
| Week 4  September 15 | Group Leadership   * Treatment Group 1 | Toseland & Rivas, Ch. 4   * **Quiz #2 (on Blackboard)** * **Reflection #1 Due in Class** |
| Week 5  September 22 | Planning the Group   * Treatment Group 2 * Task Group Planning Session | Toseland & Rivas, Ch. 6   * **Quiz #3 (on Blackboard)** * **Task Group Subject/Title Due** |
| Week 6  September 29 | Group Dynamics: Communication, Cohesion, Culture & Social Integration   * Treatment Group 3 | Toseland & Rivas, Ch. 3   * **No Quiz this week** * **Reflection #2 Due in Class** |
| Week 7  October 6 | Ice Cream Social—meet at Denton Rehab & Nursing  2229 North Carroll Boulevard  Denton, TX 76201   * New Treatment Group Assignments * Task Group Work Session | * **No Quiz this week** * **Research Paper for Task Group Due in Class** |
| Week 8  October 13 | Diversity   * Treatment Groups 4 | Toseland & Rivas, Ch. 5   * **Quiz #4 (on Blackboard)** |
| Week 9  October 20 | Starting the Group/Assessment  Treatment Group 5 & 6 | Toseland & Rivas, Chs. 7 & 8   * **Quiz #5 (on Blackboard)** * **Reflection #3 Due in Class** |
| Week 10  October 27 | Middle Stage   * Treatment Group 7 | Toseland & Rivas, Chs. 9 & 10   * **Quiz #6 (on Blackboard)** * **Outside Group Observation Paper Due in Class** |
| Week 11  November 3 | Termination   * Treatment Group 8 | Toseland & Rivas, Ch. 13   * **Quiz #7 (on Blackboard)** |
| Week 12  November 10 | Self-Help Groups  Treatment Groups 9 & 10 | See Blackboard for Articles   * **Quiz #8 (on Blackboard)** |
| Week 13  November 17 | Social Work with Families   * Treatment Groups 11 & 12 | See Blackboard for Articles   * **Quiz #9 (on Blackboard)** |
| Week 14  November 24 | **An Alzheimer’s Male’s Support Group** | * **On-line assignment this week instead of class meeting. Print answer sheet and bring to class on 12/1/2015** |
| Week 15  December 1 | Task Groups  Wrap-up and Discussion of Groups Conducted at Denton Rehab & Nursing | Toseland & Rivas, Chs. 11 & 12   * **Quiz #10 (on Blackboard)** * **Reflection #4 Due in Class** |
| Week 16  December 8 | Final Exam  1:30 p.m. to 3:30 p.m. |  |

**ASSIGNMENTS**

1. **Participation (150 points)**

In order for students to achieve the course objectives, the class will depend heavily on the use of discussion and experiential activities. Regular attendance is expected and impacts grading. Students should be prepared to discuss all readings and complete all assignments. Students should openly discuss opinions, feelings, and reactions to course topics. The sharing of life experiences is highly valued in this class.

It is essential that students participate together freely, openly, and supportively in order to help one another develop social work competencies. Students will be practicing and developing helping skills through role-plays, practice exercises, and groups. Students will be evaluated not only on the attainment of skills, but on their professionalism and attitude toward skill demonstrations. The practice exercises are intended to provide students with “hands on” experience in a controlled environment. Consistent participation is required.

For much of the semester, students will participate in two types of groups designed to simulate groups we will discuss in class. You will be discussing various themes which may or may not require personal disclosure. You are not required to share any more about yourself than you are comfortable sharing. It is OK to set limits and boundaries. While it is expected that you participate fully and completely, you are in charge of what you choose to share.

When the class begins to conduct treatment groups, each student is expected to be present for the entire group (if you leave early you will be considered absent from class), complete an evaluation at the end of each group, and return it to Professor Sweeten. Your evaluation must be a fair and accurate description of how the group process unfolded, effectiveness of the group leader, and participation of group members. As a social worker, you will spend you career evaluating clients, colleagues, etc. Students who do not turn in a thoughtful evaluation after each treatment group will have 10 points deducted from their class participation grade. Students who are not present for a group or leave early will have 20 points deducted from their participation grade.

1. **Outside Group Observation Paper (100 points)**

Each student is expected to visit a group outside of the classroom and write a brief description of the experience. In this description it is expected that you will reflect on what you are learning in the class about groups. For instance, you must comment on leadership, type of group (therapy, psycho-educational) and group cohesion, etc. The group must be a group you don’t normally attend. (Outside Group Observation Paper due 10/27/2015 at 2:00 p.m. in class.

1. **Reflection Journals/Papers (100 points)**

Students are required to reflect on their group experiences during the course of the semester. The basic requirements are as follows: Page length is 2-3 pages, double-spaced in 12-inch New Times Roman (or similar) font, with 1” margins all around, in APA format with a cover page (see handout provided as a guideline). Your reflection paper should be well written, use proper grammar, and be free of spelling mistakes, as if it were a professional document (e.g. court report) submitted in a social work setting. All reflection papers will be submitted in class and will be graded according to the rubric found in the syllabus. All papers require an introduction and conclusion just as you would any essay/paper. Please use the subheadings (each number is a topic area) for each reflection to be sure that you have included all required information.

Each reflection paper is worth 25 points. The content of this paper should consist of introspection and self-reflection regarding the in-class group activities. The content of these reflection papers will remain confidential (although I may refer to general trends that I am seeing in the papers in-class, I will not specifically identify anyone’s reflection paper and I do not share the content otherwise).

Some students find that when they begin introspecting within a group exercise setting, it can arouse some uncomfortable emotions for them. If this is the case for you, you may want to seek individual counseling at the UNT Student Counseling Center, (940) 565-2741.

In my experience, the most common error students make in writing reflection papers is that they do not self-reflect or demonstrate self-awareness, but instead, describe what happened in the class. It is useful to describe what instructions were given, what the group exercise consisted of, and what other students said, but this should be a very small portion of the overall paper. The majority of the paper should consist of you self-reflecting upon a group activity. As long as you genuinely pursue this goal, I will not subtract points for content- there is no “right” answer. Students who do not think very deeply about what is being asked and what their experiences are will have points deducted. If you have any questions, please do not hesitate to ask.

**Reflection #1:**

In this journal: 1) Reflect on past group experiences (good and bad…consider group experiences that didn’t have to do with school like family, friends, a church or social group, etc.) that you have had. 2) Discuss how you are feeling about being in different groups in this class. 3) Are you comfortable in the leader role or do you see yourself fearful of your turn as leader? What strengths or areas of concern do you have about yourself as a leader? 4) Reflect on how things have gone for you in this class so far and how you are feeling about this experience. *Due 9/15/2015 by 2:00 p.m. in class.*

**Reflection #2:**

1) What do you observe about your own behavior in groups compared to how you act outside of a group setting? 2) In group exercises, what sorts of thoughts and feelings are you having (about yourself, others, the environment, etc.) that you feel are important to notice? 3) What pattern of group interaction i.e., maypole, round robin, etc. are you comfortable with and can you explain why? *Due 9/29/2015 by 2:00 p.m. in class.*

**Reflection #3:**

1) How does your religion, race, age, gender, and/or culture affect your interaction in groups? (discuss at least two) and consider how these affect your interaction with others. 2) How is the group affected by these factors (how others may interact with you/group dynamics)? 3) Do you find yourself having judgmental thoughts about others in the class – please be specific as to what they are and why you think it’s the case? 4) Provide significant information as to why it is important to notice these things and how it affects you in group. *Due 10/20/2015 by 2:00 p.m. in class.*

**Reflection #4:**

Reflect on your task group experience at the long-term care facility. Explain how doing the group there was similar or different than the treatment and other groups you did in class and provide specifics as to why it was the case. Be sure to discuss aspects of: 1) differences in leadership, 2) goal(s) of the group, 3) cohesion, and 4) be sure based on your reflection that I can see what role you played in the group. *Due 12/1/2015 by 2:00 p.m. in class.*

1. **Research Paper for Task Group (100 points)**

Students will be responsible for going to the library/on-line and finding three peer reviewed articles relevant to working with the elderly/senior adults (60+ years old). Students must then extract and summarize at least two principles from each article that would help a social worker facilitate a group composed of this population. The idea is that you conduct research to inform your practice and apply it when you complete your task group at Denton Rehabilitation and Nursing Center. Your research should be based on your group’s goals for the task group and you should discuss how you might incorporate the principles you found with your group topic or activity. Copies of the articles must be submitted with your paper. The research paper should be written in APA style and include excellent grammar and spelling. *Due 10/6/2015 by 2:00 p.m. in class.*

1. **Task Group at Skilled Nursing Facility (100 points)**

Students will choose classmates with whom they will conduct a task group at a local long-term care facility (skilled nursing). The dates and times of when the group will take place will be discussed in class and be decided according to the convenience of the facility allowing us to interact with their residents. At the time the task group is conducted, ALL group members must be present. It is expected that everyone will participate to the fullest extent. At the conclusion of the group, members will evaluate one another based on participation. Your grade for this assignment will be based on feedback received from your classmates; therefore, being a good colleague and team player is essential. *Due date TBD.*

1. **Weekly Quizzes (200 points)**

Every week students will be given a number of study topics related to the assigned reading for that week. The questions are designed to focus the required reading so that students can concentrate time on those areas. Students will be given the opportunity to show they have mastery by completing a quiz most weeks on the Blackboard site by the time class starts at 2:00 p.m. The quizzes will be 10 questions long and worth 20 points each. The quizzes will be timed and may contain the study questions or other important terms and concepts needed for the class. There are no make-ups if a quiz is missed and they must be completed before class begins. There will be no exceptions. It is the student’s responsibility to use a reliable Internet connection when attempting quizzes. Technical failures do not warrant a do over unless they are universal.

1. **Treatment Groups (200 points)**

Students will be responsible for leading two treatment groups (support, education, growth, therapy, socialization or self-help) during the semester with peers from the class. Students are required to submit a written plan the week they present to the class instructor (Part I) and add to that a typed follow-up narrative after the group (no later than the following week) and individual progress notes on each group member (Parts II and III). The plan must include references in APA style (an article or parts of a website that were used) to provide the content for the group. As part of the plan, you will need a detailed outline for the group, goals or learning objectives for the group, and an example of the activities or exercises that were completed. The follow-up narrative and progress notes will be turned in the week after the group has met to discuss and evaluate the execution of the plan and any lessons learned. Here is the format for all parts of your treatment group assignments:

**PART I**

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Treatment Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Members of the Group Present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART II: Content Outline (5 Sections)**

1. Beginning Activities
   1. Introduction of Leader
   2. Icebreaker
   3. Contract and Confidentiality
2. Middle Activities (Please attach a copy of each activity used for the instructor to see)
   1. Explain what the activity is…
   2. Explain how the activity works…
   3. Explain how the activity/activities you choose will benefit group members…

**\*\*\*a, b and c above should be completed for each separate activity in the middle phase**

1. Ending Activities
   1. Evaluation of the group’s activities and effectiveness of the group for members (make sure you are summarizing what the group gained from the experience)
2. Conclusion/Next Steps (If the group were able to continue for additional sessions or what they will take away from the group moving forward)
3. Goals or Learning Objectives for the Group (use verbs):
   1. To provide….
   2. To educate…
   3. To give…

**PART III: Follow-up Narrative**

1. For Part III the group leader should provide the instructor type-written narrative notes that include statements about group process including communication among members, cohesion, difficulties you experienced as the leader and what you did about them. Include how you think you did as a leader and what you might do differently next time. Also include something to describe if the group went as planned and if it did not how was it different and was that ok or problematic.
2. The group leader should also write brief progress notes on each of the group members, their level of participation in the group, how they benefited, etc. These notes should be concisely and professionally written and should provide the reader with an idea about the work done by your “client”. The purpose is for another person to come behind you and know what progress, if any, your “client” made as a participant in the group. It may also include client needs for future work. Write like a social worker! Watch confidentiality!
3. **Final Exam (50 points)**

Students will be offered the opportunity to take an optional final exam. The exam will be written (Blue Book required), comprehensive and over the group process. The exam will be given on Tuesday, December 8, 2015 from 1:30 p.m. to 3:30 p.m.

**Reflection Paper Homework Assignments**

**Grading Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Performance** | **Possible Points** | **Points Earned** |
| **Assignment was not completed.** | **Very poor** | **0 points** |  |
| **Assignment was completed incorrectly, was partially completed, or failed to demonstrate adequate reflection, critical thinking, problem solving or professional writing. (8 or more errors)** | **Poor** | **10 points** |  |
| **Assignment demonstrated average reflection, critical thinking, problem solving and professional writing. (5 to 8 errors)** | **Average** | **15 points** |  |
| **Assignment demonstrated good reflection, critical thinking, problem solving and professional writing. (3 to 5 errors)** | **Good** | **20 points** |  |
| **Assignment demonstrated excellent reflection, critical thinking, problem solving and professional writing. (1 to 2 errors)** | **Excellent** | **25 points** |  |