



Syllabus: SSE 111: Group Work

Course Information

Course Prefix/Number: SSE 111

Semester: Fall 2022

Class Days/Times: Tuesday & Thursday 7:00 p.m. to 8:15 p.m. (Zoom)

Instructor Information

Dorene Jones, MSW

E-Mail: dojones@tocc.edu

Office Hours: By appointment via Zoom.

Course Description

Examination of group dynamics. Includes communication patterns, leadership, decision-making, conflict resolution, problem solving, and personal growth within groups. Also includes application of concepts through observation, group exercises, and case studies.

A Note on Scholarly Discourse. What we will discuss in the class may involve controversies. All of us come to this course with various experiences and values, as well as assumptions, prejudices, and stereotypes. Please strive to remain open to evidence presented, which may conflict with your own opinions and viewpoints.

(Adapted from syllabus of Professor M. Yoshihama)

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

Course Objectives

During this course students will:

1. Investigate the various types of small groups from work groups, informal friend groups, to highly structured groups such as organizational committees and therapeutic groups.
2. Determine how different types of leaders influence the group process.
3. Learn how groups can hinder or aid in conflict resolution.
4. Understand how identification with a group influences an individual's behavior.
5. Gain group facilitations skills and how to effectively facilitate a group.
6. Will understand how personal growth can be developed out of a group.
7. Understand how group support and mutual understanding can aid in the healing process.
8. Have the opportunity to facilitate different types of groups.

Student Learning Outcomes

After completion of this course students will be able to:

1. Identify principles of group dynamics, including components of group process, developmental stages of a group, and individual and group goal-setting.
2. Examine group member's roles and behaviors, and therapeutic factors of group work.
3. Understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and group functioning.
4. Determine when and how to use different types of groups, including task groups, psycho-educational groups, support groups, and counseling/therapy groups.
5. Identify and use the ethical and legal principles unique to group work, with an awareness of the ethical responsibility to demonstrate sensitivity to group member diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities.
6. Experience being a member of a group, both as a participant and a leader, and receive feedback from peers and supervision from the instructor.

Course Structure

Class time for this course will be devoted primarily to lectures, discussion and in-class activities. Students are expected to come to class ready to learn the information being presented. Students are expected to read the assigned chapters and/or readings prior to class time, and encouraged to engage in classroom activities.

Course Learning Materials and Textbook Information

Zastrow, C., & Hessenauer, S. L. (2018). *Empowerment Series: Social Work with Groups: Comprehensive Practice and Self-Care* (10th ed.). Cengage Learning.

** Additional articles, and other outside readings will be assigned throughout this course. **

Courses Outline and Important Dates

Week	Reading/Topics	Due
August 22	Introduction & Syllabus Ch. 1: Groups: Types & Stages of Development	Introduction paper (Due: 8/26)
August 29	Ch. 2: Social Group Work and Social Work Practice	Chapter Reflection #1 (Due: 8/28)
September 5	Ch. 3: Group Dynamics: Leadership	Chapter Reflection #2 (Due: 9/4) Quiz #1
September 12	Ch. 4: Group Dynamics: Goals & Norms	Chapter Reflection #3 (Due: 9/11)
September 19	Ch. 5: Verbal and Nonverbal Communication	Chapter Reflection #4 (Due: 9/18)
September 26	Ch. 6: Task Groups Review APA & discuss final paper	Chapter Reflection #5 (Due: 9/25) Quiz #2
October 3	FALL BREAK NO CLASS	
October 10	Ch. 7: Working with Diverse Groups	Chapter Reflection #6 (Due: 10/9)
October 17	Ch. 8: Self-Help Groups	Chapter Reflection #7 (Due: 10/16)
October 24	Ch. 9: Social Work with Families	Chapter Reflection #8 (Due: 10/23) Quiz #3
October 31	Ch. 10: Organizations, Communities, and Groups	Chapter Reflection #9 (Due: 10/30)
November 7	Ch. 11: Educational Groups: With a Focus on Self-Care	Chapter Reflection #10 (Due: 11/6)
November 14	Ch. 12: Treatment Groups	Chapter Reflection #11 (Due: 11/13) Quiz #4

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November 21 11/24 NO CLASS	Ch. 13: Treatment Groups with Diverse and Vulnerable Populations	Reading Reflection #12 (Due: 11/20)
November 28	Ch. 14: Termination & Evaluation of a Group Group Facilitation	Reading Reflection #13 (Due: 11/28)
December 5	Group Facilitation	Reading Reflection #14 (Due: 12/4) Quiz #5
December 12	Final Exams—No Class	Final Paper (Due: 12/14)

Evaluations and Grading & Assignments

Final Grades

A	90 and above
B	80-89
C	70-79
D	60-69
F	Under 60

Assignments:

Introduction paper—Tell me anything you would like to share about yourself. Describe your interest in this course, and your long and/or short-term educational goals. Why are you taking this class? What knowledge do you hope to gain after completion of this course? Minimum 1 page, double-spaced, 12 point font.

Chapter Reflections—Reflection question(s) will be posted in Canvas for each chapter, and students are required to reflect on the content in each chapter, and new knowledge gained from the text.

Quizzes/Discussions—Quizzes and/or discussion posts will be administered throughout the semester over readings and content covered in lectures.

Group Facilitation & Reflection Paper—Details on this assignment will be given at a later time.

Final paper—Choose one topic within social work, and expand on this topic. Must use at least 3 outside sources to support your content of the paper. Must be a minimum of 3-5 pages, double-spaced, and 12 point font, APA format. APA format will be reviewed throughout the semester.

Assignment	Weight
Chapter Reflections	25%
Introduction paper	10%
Group Facilitation & Reflection	20%
Final Paper	15%
Attendance/Participation	10%
Quizzes/Discussion Posts	20%

Make-up policy:

Late assignments that can be made up will be accepted, but will be penalized 25%. At the instructor's discretion, extra credit opportunities and optional activities may be provided.

Apache Cultural Component

San Carlos Apache College is in the process of developing culturally relevant curriculum and coursework in Apache history, culture, and language. Student and community feedback will guide this process. All SCAC instructors will find ways to incorporate culturally relevant topics and materials into their courses as appropriate.

Policies and Expectations

Attendance Policy

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible.

Academic Integrity

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

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Course Feedback

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Instructor Withdrawals

Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website] are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion. [faculty members should be clear in their withdraw policy, if you do not withdraw students please note in appropriate sections].

Student Withdrawals

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by **June 29th** if you do not expect to complete the class, otherwise you may receive an "F" grade.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

Equal Access Statement/Disability Accommodations

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San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

Title IX

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

Conduct: Bias, Bullying, Discrimination and Harassment

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

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