



Syllabus: **SSE 111-1 Group Work**

Course Information

Course Title: Group Work

Course Prefix/Number: SSE111-1

Semester: Spring 2023

Class Days/Times: MW (w/Zoom) 5:30p – 6:45p

Credit Hours: 3

Instructor Information

Jay Hedgpeth PhD LMSW

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Phone: 928-475-2611

Office: WIOA Building

Office Hours: MWF 1-2:30; T 11:30-12:00

Course Description

Examination of the primary types of groups in social work. 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. Also includes application of concepts through observation, group exercises, and case studies.

Prerequisite – none.

Course Objectives:

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. 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 a group.
7. Understand how group support and mutual understanding aid in the healing process.
8. Have the opportunity to facilitate different types of groups.

Student Learning Outcomes (SLOs):

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. Be able to 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

This course is delivered via Zoom and in class with learning activities and assignments. Students will have the opportunity to role play either as group facilitators or group participants through Zoom. This exercise will help student develop skills needed to become effective group leaders and/or facilitators.

Course Learning Materials and Textbook Information

- Zastrow, C.H. & Hessenauer, S.L. (2019). Social Work with Groups: Comprehensive Practice and Self-Care (10th ed.). Cengage Learning Inc.
- Other articles as assigned in Course Outline

Course Outline and Important Dates

Course Schedule		
Semester Date	Weekly Topic & Chapter Reading	Assignments / Activity <i>Activity is due the day of class unless otherwise noted</i> <i>Homework is due te following class</i>
1 – 18 W	Introductions Syllabus discussion Implications of Group Work	Activity: Student Success exercises Part 1 https://www.youtube.com/watch?v=RkwPzCO-BY0 Homework: Study Chapter1
1-23 M	Chapter 1: Groups: Types and Stages of Development	Discuss Chapter 1 https://www.youtube.com/watch?v=OFv8SUrIFb8 Homework: Study Chapter 2
1-25 W	Chapter 2: Social Group Work and Social Work Practice	Homework: Study Chapter1 Chapter 2 Discussion
1-30 M	Chapter 3: Groups Dynamics: Leadership	Chapter 3 Discussion

2-1 W	Chapter 4: Group Dynamics: Goals and Norms	Chapter 4 Discussion
2-6 M	Review 1 st 4 Chapters	- Chapter 1-4 Discussion Question
<u>2-8 W</u>	Exam 1	- Exam 1 25 Points
2-13 M	Chapter 5: Verbal and Nonverbal Communication	Exercise
2/15 W	Work Chapter 6 Task Group	https://www.youtube.com/watch?v=OFv8SUrIFb8 Task Group Exercise
2-20 M	Chapter 6: Task Groups	Task Group Discussion Diversity lecture
2-22 W	Chapter 7 Diversity	- Guest speaker
2-27 M	Chapter 7: Working with Diverse Groups	Chapter 7 Discussion
3-1 W	Chapter 8 Self Help group	- Class exercise
3-6 M	Spring Break	No Class
3- 8 W	Spring Break	- No class
3-13 M	Chapter 9: Social Work with Families	Discussion https://www.childwelfare.gov/topics/famcentered/decisions/
3-15 W	Chapter 9 Discussion Question	Discussion Native/family https://sswr.confex.com/sswr/2018/webprogram/Paper31931.html
3-20 M	Review of chapter 10	Discussion Homework: Study for exam 2
3/22 W	Exam 2	- Exam 2
3-27 M	Chapter 11: Educational Groups: Stress Management	Class Discussion
3-29 W	Educational Groups	Group Exercise
4-3 M	Chapter 12: Treatment Groups	Discussion
4-5 W	Treatment Group	Chapter 12 Exercise https://www.youtube.com/watch?v=LiBQLnnPQD8

4-10 M	Chapter 13: Treatment Groups with vulnerable Populations	Class Discussion
4-12 W	Independent Work Chapter 13 Discussion Question (no zoom)	Discussion Reflection Paper due
4-17 M	Chapter 14: Termination and Evaluation of a Group	Discussion
4-19 W	Student Success Part 2	- Participatory Action Research
4 -24 M	Apache Group Work	Student Success paper due Discussion
4-26 W	Apache Group Work	Activity
5-1 M	Individual help	Meet with me Homework: Study for Exam 3 Final Exam
5-3 W	Exam 3 Final exam	Final Exam

Evaluations and Grading & Assignments

Grading Scale

90% (297-330) and above is an A

80 – 89% (264-296) is a B

70 – 79% (231-263) is a C

60 – 69% (198-230) is a D

Under 60% (< 198) is Failing

Your grade will be determined and evaluated by the following:

- Your course grade will be determined using the above full letter grades.
- Learning assessment consists of 3 Exams, a class facilitation, and a 3-4 page reflection paper
- Students that receive below 70% C must repeat the course for transfer credit.
- All work must be submitted online as directed in each specific assignment. It is important to read the directions before submitting your work. Please do not e-mail an assignment to me, as it will not be graded.

Standards for Written Assignments

Course assignments are the student's opportunity to display mastery of the course concepts, terms, and competencies. Assignments will not only be graded on the quality of the knowledge conveyed, but how well those ideas are communicated in writing. This includes avoidance of the use of language that degrades women, Persons of Color, Gay, Lesbian, Bisexual, Transgender and other diverse and/or at-risk populations.

- All work is assessed for scholarly writing adhering to critical content, accurate spelling, grammar, and organization/flow.

- Students are strongly encouraged to utilize college writing support/tutor resources to assist in meeting these standards.
- Assignments should be submitted in the *Canvas* course portal.
- If you believe that you will be unable to submit assignments, please, alert your instructor prior to the due date. Make-up assignment may be rescheduled, if an accepted absence. All make-up work must be submitted within 7 days of the missed assignment. Bottom-line, communication with the instructor is critical.
- Assignments submitted after the 7 days will receive 0 points.
- It is the student's responsibility to know what assignments may be missing or the submission due date.

Assignment Descriptions

Students are provided weekly assignments that address the learning outcomes of this course (see above).

The total learning evaluation points possible for this course is 100 points.

3 Exams 25 points each	75 points
Student Success Facilitation	15 points
Reflection Paper	10 points
Total	100 points

Exams include true / false, multiple choice and short answer questions.

Student Success Facilitation: is a 2-part facilitation in class/online project. You will write a 2–3-page summary of the project.

Reflection Paper: 5–7 page reflection of what you learned in class (must be in APA Format)

San Carlos Apache Cultural Component

Human behavior, mental processes, and indeed our interpretation of such things always occurs within the context of culture. During the exploration of each of the topic areas within this course, emphasis will be placed on how each concept is viewed through the lens of the *San Carlos Apache* way of life and experience.

This course will look at Apache Health Care

San Carlos Apache Core Values (Hago Nnee ndlij ni bee adat'ée-go)

Respect – Our Belief (Nohwiji Odlá')

Wellbeing – (Nohwiji Tsi' Nzhoo-go)

Respect (Nohwiji Dilzihní Nldzil-go)

Together (Dalazhi Nada sǐdzid-go)

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, the Student Services Department, and by your instructor. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at San Carlos Apache College.

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 messages will be returned within two days. 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 [withdrawal deadline date found in Academic Calendar on SCAC website] 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

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.

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. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course. If you are uncertain about proper citations, ask your instructor or the librarian.

Technology for this course

1. Microsoft software: Assignments will require you to submit uploaded attachments or post other evidence of learning through Canvas. Microsoft software must be used to complete all assignments. Microsoft Word must be used to complete all written assignments (not Microsoft Works, not WordPerfect, not Works, etc.).