This course provides students with theoretical and practice knowledge on work with individuals in small groups. Students will learn the processes of developing groups, group proposals, and selection of members, and implementation. Students will learn about the different types of groups, group processes, stages, and evaluation.

Diversity

USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).

Course Overview

The specific emphasis in this course is social work with groups. The format for this course provides students with knowledge based on successful practice, using social work theories in work with groups, and the development of skills and competencies. Students will formulate their own theoretical basis for working with groups and critically plan, execute, lead and evaluate their own dynamic group process and practice from a theoretical lens using ecological systems theory, the strengths, perspective, and resiliency theory, and appropriate for social work in rural, urban, and global societies.
Required Textbooks


Corey, Gerald (2016). Theory and practice of group counseling, 9th Edition. Boston, MA: Cengage Learning. [ISBN: 9781305714663] (MindTap in D2L; you will purchase the “bundle” from the USD bookstore, which will include a downloadable copy at a discounted price. You will need this bundle, as some of your supplementary content will only be available by this process).

Suggested Textbooks


## Competencies

In accordance with the accreditation requirements of the Council on Social Work Education, students will demonstrate these competencies during this course:

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student will demonstrated Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills student will develop in this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Know the history of the profession, Advocate for client access to the services of social work Practice personal reflection and self-correction to assure continual professional development Attend to professional roles and boundaries Demonstrate professional demeanor in behavior, appearance, and communication Engage in career-long learning Use supervision and consultation</td>
<td>Small Group Participation Small Group Reflection Paper # 1 Small Group Progress Notes Weekly Quizzes Midterm Exam Comprehensive Final Exam Group Reflection Paper # 2/Portfolio Psychoeducational Group Presentation Class Participation and Attendance Psychoeducational Group Presentation Group Reflection Paper # 2/Portfolio</td>
<td>Knowledge learning outcomes include: Knowing the history of social work group practice; Understanding the importance of group membership; Recognizing the different stages of group process. Values learning outcomes include: Engaging in ethical decision making. Skills learning outcomes include: Developing the capacity to self-evaluate and reflect; Assessing the need for a social work group; Writing a group proposal; Leading a group; Applying theory to practice; Critically assessing issues of diversity and cultural sensitivity in group practice; Analyzing the effect of new members on the group process.</td>
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</tr>
<tr>
<td>2.1.2 Apply social work ethical principles to guide professional practice</td>
<td>Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>Small Group Participation</td>
<td>Knowledge learning outcomes include: Knowing the history of social work group practice; Understanding the importance of group membership; Recognizing the different stages of group process.</td>
</tr>
<tr>
<td></td>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td>Small Group Progress Notes</td>
<td>Skills learning outcomes include: Developing the capacity to self-evaluate and reflect;</td>
</tr>
<tr>
<td></td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Weekly Quizzes</td>
<td>Assessing the need for a social work group; Writing a group proposal; Leading a group;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm Exam</td>
<td>Applying theory to practice; Critically assessing issues of diversity and cultural sensitivity in group practice;</td>
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<tr>
<td></td>
<td></td>
<td>Comprehensive Final Exam</td>
<td>Analyzing the effect of new members on the group process.</td>
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<tr>
<td><strong>2.1.4 Engage diversity and difference in practice</strong></td>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Small Group Participation</td>
<td>Knowledge learning outcomes include: Knowing the history of social work group practice; Understanding the importance of group membership; Recognizing the different stages of group process.</td>
</tr>
<tr>
<td></td>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Small Group Reflection Paper # 1</td>
<td>Values learning outcomes include: Engaging in ethical decision making.</td>
</tr>
<tr>
<td></td>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>Small Group Progress Notes</td>
<td>Skills learning outcomes include: Developing the capacity to self-evaluate and reflect; Assessing the need for a social work group; Writing a group proposal; Leading a group; Applying theory to practice; Critically assessing issues of diversity and cultural sensitivity in group practice; Analyzing the effect of new members on the group process.</td>
</tr>
<tr>
<td></td>
<td>View themselves as learners and engage those with whom they work as informants</td>
<td>Weekly Quizzes</td>
<td></td>
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</table>
| 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | Demonstrates autonomy in activities that may include the following behaviors:  
*Engagement*  
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  
Use empathy and other interpersonal skills  
Develop a mutually agreed-on focus of work and desired outcomes  
*Assessment*  
Collect, organize, and interpret client data  
Assess client strengths and limitations  
Develop mutually agreed-on intervention goals and objectives  
Select appropriate intervention strategies | Small Group Participation  
Small Group Reflection Paper # 1  
Small Group Progress Notes  
Weekly Quizzes  
Midterm Exam  
Comprehensive Final Exam  
Group Reflection Paper # 2/Portfolio  
Psychoeducational Group Presentation  
Class Participation and Attendance | Knowledge learning outcomes include:  
Knowing the history of social work group practice;  
Understanding the importance of group membership;  
Recognizing the different stages of group process.  
Values learning outcomes include:  
Engaging in ethical decision making.  
Skills learning outcomes include:  
Developing the capacity to self-evaluate and reflect;  
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</table>

**Intervention**
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

**Evaluation**
- Social workers critically analyze, monitor, and evaluate interventions
Course Structure

The theoretical framework adopted by the Department of Social Work has influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens through which critical thought guides their decisions. Students are taught to 1) ask important questions, 2) acquire and appraise evidence critically, 3) apply evidence with sensitivity to the situation, 4) analyze outcomes, and 5) adjust practice as needed.

Course Requirements

Coursework includes:

1. Submission of a signed/dated course syllabus attestation.
2. Consistent (minimum twice per week) course room attendance (log-ins).
3. Successful completion of readings (See required and recommended readings).
4. Experiential small group participation and attendance
5. Successful completion of ten small group progress notes.
6. Successful completion of two small group integrative/reflection papers.
7. Successful completion of group presentation with handouts.
8. Successful completion of online quizzes and online comprehensive examinations.

IMPORTANT: All students should submit course assignments and/or tasks as Microsoft Word 2010 or later documents (.DOC or .DOCX) via the drop box that will be set up in advance of the assignment deadline. The instructor will use Turnitin to check documents for plagiarism. In addition, the instructor will use GradeMark to score and offer written feedback to students on their written assignments.

Contacting the Professor

If you need to reach me, I can be contacted by telephone at (605) 357-1594 during regular office hours (i.e., Monday through Friday, 8 am to 5 pm). You can also meet with me face-to-face, but you must contact me first and set up an appointment.

Because of privacy concerns, Dr. Jackmon will not respond to any student at any email address other than assigned to you by the university. Additionally, all class related correspondence such as assignments MUST be in Dropbox and/or sent in D2L.
Assignments

Online Group Participation

The instructor will give students an opportunity to form a small group with fellow 6-8 students in the online course room. The group will be facilitated through Collaborate Ultra in the D2L course room. There is a link for each of the ten groups located in the content section for the week in which the group is to meet in Collaborate. This entire process will be discussed in greater detail during the first two weeks of the course. I will provide additional information as to the way in which you will join the group in Collaborate and the leader/moderator functions associated with each group meeting. For the sake of balance in group size, the number of groups and participants in each group will vary according to the overall class size. The instructor reserves the right to make or change group assignments based on learning needs of the entire class. The instructor will assign a leader and co-leader for each group, and will provide a list of possible topics for each of the first four groups.

The purpose of the group sessions is to acquaint you with the experiential aspects of group membership, and to facilitate goals you may have for learning about groups. It is expected that you will meaningfully contribute to the group process. Each group will be expected to decide upon and implement a group project which can be accomplished within the group itself and can be presented in the online course room (Discussion or Collaborate) to the entire class prior to the final day of class.

If a student has extenuating circumstances which prohibit the student from completing this assignment, the student will need to contact the instructor to make alternative arrangements prior to the start of the first group session.

Small Group Session Progress Notes (One for each small group session; total of 10)

Each class member will fill out a Progress Note Form after each small group session. Each note will include: date, intervention type and length of session, start and stop times, attendees first names, group process notes, leader intervention(s), and plan for the next session. The notes are to be considered confidential and handled accordingly. Besides learning the skill of quickly reflecting upon group process, each individual will learn the skill of completing paperwork in a timely manner.

You will type a progress note and you will turn in the typed progress note via drobox by the end of the week, at a time established by the instructor and/or drobox. It will benefit you to write these notes as soon as possible, as you will be graded according to how well you integrate the class materials into the typed notes and end of year Reflection Paper # 2/Portfolio Paper. You may wish to include the developmental aspects of the group, integrating the assigned readings, other scholarly materials, PowerPoint lecture material, and reflections on the small group experience. The notes are to be typed, double-spaced, and follow APA guidelines.

Small Group Reflection Paper # 1

In this paper, students should apply theoretical concepts unique to groups and group process from the readings, discussions, and other class activities to their in-class group experience. The paper should be at least 5-6 pages long (not including references). Furthermore, the paper must be typed, double-spaced, and printed using a readable 12-point font. Students are expected to include citations of class readings and other pertinent, primary sources. Citations and references should be formatted according to the
2009 APA style conventions. I will provide a rubric for this assignment by the end of the 4th week of class. Points will be deducted for poor grammar and low APA quality.

In this integrative reflection paper, the student must describe his or her experiences in the experiential group. This should include group process, leadership, structure, and self-observations. Students should indicate progress made on interpersonal goals and/or shifts in goals. Students should use “I” messages and discuss what he or she needs to do next to grow interpersonally as a professional social worker and a group therapist. Students must support their ideas and thoughts with appropriate citations from the readings and lecture materials.

The instructor will randomly assign a leader and co-leader for each group, and will provide a list of possible topics for each of the first four groups.

**Quizzes**

Over the course of the semester, students will be given ten weekly quizzes, one midterm exam and one final exam to assess understanding of the social work profession, professional social work practice, and ethical issues related to practice. These assignments will also provide an opportunity for the application of class materials, discussions, lectures and readings to social work and group interventions. A majority of the quiz questions will consist of multiple choice questions—much like the types of questions one would encounter when taking the BSW, MSW, and CSW-PIP licensing examinations. Each quiz focuses on a specific set of readings.

**Comprehensive Midterm and Final Examinations**

The Midterm and Final examinations are a concentration of questions drawn from the ten online quizzes. In some cases, the quiz questions may be rewritten to focus on different aspects of the same content.

**Group Reflection Paper # 2/Portfolio**

This second reflection paper will be a full integration of your compiled progress notes, describing your view of the small group process. You will compile all the notes journals into a portfolio and hand in with your paper at the end of the semester. The bulk of this paper will be a summary (7-10 pages) of your total group experience. The total points for the completed portfolio and summary is 75 points.

Students should apply theoretical concepts unique to groups and group process from the readings, discussions, and other class activities to their in-class group experience. The paper must be typed, double-spaced, and printed using a readable 12-point font. Students are expected to include citations of class readings and other pertinent, primary sources. Citations and references should be formatted according to the 2009 APA style conventions. In this second reflection paper, the student must describe his or her experiences in the experiential group and compare/contrast it to the first reflection paper. This should include group process, leadership, structure, and self-observations. Students should indicate progress made on interpersonal goals and/or shifts in goals. Students should use “I” messages and discuss what he or she needs to do next to grow interpersonally as a professional social worker and a
group therapist. Students must support their ideas and thoughts with appropriate citations from the readings and lecture materials.

Reports of an excellent nature will be in APA style, integrate materials from lectures and readings, integrate additional scholarly materials, and synthesize these content areas within the description of group processes associated within the context of the group. You may wish to integrate a specific model discussed in class and how it might differ or be similar to that of which you experienced in your small group. Additional details regarding the full nature of this assignment will be discussed throughout the semester. Additionally, a grading rubric will be provided by the midterm of this class.

**Psychoeducational Group Presentation**

Students will be responsible for participating in one presentation on the application of group work to a specific vulnerable population (this will be addressed in more detail throughout the semester). A key point of this assignment is to teach students how to design and implement a Psychoeducational Group with a specific topic focus, setting, and time limit. This must be an original design, substantively different from the group proposals described in the Corey text. The work group will turn in a 1-2-page written group proposal to the course instructor. The instructor will grade the group as a whole (50 points), with higher scores credited to groups of a cohesive nature with a well-written proposal and an excellent, all-inclusive presentation.

At the time of the presentation, the presenter(s) will make available the following handouts to the instructor and each class member in the course room, via Collaborate or the Discussion board:

1. A mock group schedule (including, dates, times, location and topic for each session).
2. A handy reference to key concepts to be covered in the mock group.
3. A list of suggested readings (divided into sections for consumers, family members and professionals).
4. A list of community resources for group members and family members.

When handing out this material, the mock group should be presented to our class as if you were promoting the group to a community gathering of interested consumers and family members.

Here is a summary checklist for reviewing your group’s proposal prior to handing it in. This list provides you with a good way to get started.

1. Rationale. Do you have a clear and convincing rationale for your group? Are you able to answer questions that might be raised?
2. Objectives. Are you clear about what you most want to attain and how you will go about doing so? Are your objectives specific, measurable, and attainable within the specified time?
3. Practical considerations. Is the membership defined? Are the meeting time, frequency of the meetings, and duration of the group reasonable?
4. Procedures. Have you selected specific procedures to meet the stated objectives? Are these procedures appropriate and realistic for the given population?
5. Evaluation. Does your proposal contain strategies for evaluating how well the stated objectives were met? Are your evaluation methods objective, practical, and relevant?
Class Participation

Grades will be earned based on course room attendance/participation and completion of course room assignments and activities. This may include questioning by the professor via email or course room forum to determine your understanding of the assigned material. It will be your responsibility to understand the content of the assigned readings, with the understanding to ask questions if you do not understand specific aspects of the materials assigned. Your participation and ability to answer questions appropriately, professionally and succinctly will correlate to your final grade in this category.

Grading

The following scheme provides guidelines in the weights for each measure of student performance:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Reflection Paper # 1</td>
<td>50</td>
<td>February 27th, 2017</td>
</tr>
<tr>
<td>Small Group Progress Notes (10 notes x 10 pts)</td>
<td>100</td>
<td>Weekly; TBA-Dropbox</td>
</tr>
<tr>
<td>Weekly Quizzes (10 total, 10 points each)</td>
<td>100</td>
<td>Each Week, TBA</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50</td>
<td>March 13th, 2017</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
<td>April 24th, 2017</td>
</tr>
<tr>
<td>Group Reflection Paper # 2/Portfolio</td>
<td>75</td>
<td>April 18th, 2017</td>
</tr>
<tr>
<td>Psychoeducational Group Presentation</td>
<td>50</td>
<td>April 18th, 2017</td>
</tr>
<tr>
<td>Weekly Discussion and Participation</td>
<td>75</td>
<td>Each Week via Discussion Board</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>600</strong></td>
<td></td>
</tr>
</tbody>
</table>

Final grades will be assigned based on the percentages shown below and total points earned by each student at the end of the semester:

Grades are based on the following percentages and corresponding total points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>540-600 points</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>480-539 points</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>420-479 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69%</td>
<td>419 &lt; points</td>
</tr>
</tbody>
</table>

Coursework is graded according to:

1. Specific guidelines for each assignment.
2. The overall quality of work (i.e., typed and double-spaced, clarity, organization, use of and integration of class materials, readings, and correct punctuation, grammar and spelling).
3. Use of the latest standard style of APA writing and referencing. This includes but is not limited to appropriate references (minimal to no websites unless peer reviewed sites) and no plagiarism.
4. Confidentiality (DO NOT IDENTIFY CLIENTS BY NAME. Change names and limit information when necessary to protect client anonymity and confidentiality).
5. Ability to integrate theoretical concepts into practice.
The instructor will provide each student with a grade and written feedback on each writing assignment within 14 days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, the instructor will promptly notify students and set a date for when students can expect to receive a grade/feedback from the instructor. Grading and/or feedback for discussion questions will be posted within 7 days of the posting. The final grade for each week's discussion and participation will be available within 7 days of the posting in the D2L gradebook.

Please see the graduate catalog and the MSW program's student handbook for information regarding the University's grading policy.

**Diversity and Inclusive Excellence**

The University of South Dakota and the School of Health Sciences are committed to an environment of inclusiveness in classroom and practice settings that honors diverse perspectives, traditions, heritages, and experiences. The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence. Diversity and inclusiveness, hallmarks of a twenty-first century institution of higher education, are essential elements of the University of South Dakota's future. Members of diverse groups possess gifts, talents, experiences, histories, and cultures that allow them to make valuable contributions to the educational mission of the institution and to all those associated with the institution. A rich mixture of cultures contributes to a positive and vibrant campus climate that benefits all students. Furthermore, diversity and inclusiveness are assets that can be utilized to help prepare all students for living and working in an increasingly complex and global society. Accordingly, gender, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran's status, first-generation status, nationality, citizenship, age, and other personal and social dimensions are respected and also highly-valued at USD, where we continue working to ensure that diversity and inclusiveness pervade every level of the University.

Acknowledging and paying particular attention to our strong historical and cultural Native American roots, USD is committed to strengthening existing relationships and developing new relationships with Native American tribes, organizations, and communities within the state, the region, and the nation. USD is also committed to graduating globally-aware students who are leaders in working with people from diverse backgrounds. An extremely important element of this commitment is USD's international focus. USD continues to provide and build international-focused opportunities such as study abroad and student exchange, while, also continuing to recruit and retain an increasingly-large and culturally-diverse group of international students who contribute to a vibrant and diverse campus community where everyone belongs. USD is committed to a systematic, intentional, comprehensive, and holistic approach to diversity and inclusiveness.

**Freedom in Learning**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic
evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

**Academic Fraud, Plagiarism, Dishonesty, and Cheating**

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University.

**References should NOT be used from internet sites (Unless they are peer reviewed or a journal) or "cut and paste" information from online internet sources. Using such is a form of plagiarism, and will not be acceptable for any paper written in this class.**

The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Attendance and Class Participation Policy**

Social work is an interactive field of practice. Much of the learning that occurs in the graduate courses takes place in the course classroom. When a student does not log in or participate in course discussions, the student misses the interactive learning that occurs during the discussion and other members of the class miss the contribution the student might have made. Therefore, we ask that a student miss course discussions only when absolutely necessary for purposes of illness. If a student misses more than two weekly discussions, the professor may reduce the final grade.

Students are required to be prepared for every course discussion. If there are significant personal or health matters which prevent the student from attending a weekly discussion forum, or if you are involved in a University sanctioned event, you should contact your professor. Please inform the professor of any necessary absences. Three successive weekly course room discussion absences will result in a professor initiated withdrawal from this course. Professor initiated withdrawal from a course
may also result in a faculty review of the student’s continuation in the program. For information regarding USD grading policies, please see http://catalog.usd.edu/index.php.

For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook. http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx

This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Make-Up Policy

Unless explicit arrangements have been worked out by the student with the instructor well in advance, no points will be granted for late or missed assignments.

Attendance and Class Participation Policy

Social work is an interactive field of practice. Much of the learning that occurs in the graduate courses takes place in the classroom. When a student is absent the student misses the interactive learning that occurs during the class and other members of the class miss the contribution the student might have made. Therefore, we ask that a student miss class only when absolutely necessary for purposes of illness. Any student who misses 1-2 class sessions will lose class attendance/participation points that may substantially reduce her or his final grade in the course. A student who does not participate in class
discussions and/or other class activities will also lose participation points that may substantially reduce her or his final grade in the course.

Students are required to be present and prepared for every class. If there are significant personal or health matters which prevent the student from attending class, or if you are involved in a University sanctioned event you should contact your professor. Please inform the professor of any necessary absences. However, merely informing the instructor does not constitute an excused absence. Three successive unexcused absences will result in a professor initiated withdrawal from this course. Professor initiated withdrawal from a course may also result in a faculty review of the student’s continuation in the program. For information regarding USD grading policies, please see http://catalog.usd.edu/index.php.

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**Ernetta L. Fox, Director, Disability Services,**
(605)677-6389
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<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Date (2017)</th>
<th>Topic/Activity ¹</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mo Sun</td>
<td>01/09-01/15</td>
<td>Welcome to SOCW 630: Practice With Small Groups</td>
<td>Review syllabus and class expectations</td>
</tr>
</tbody>
</table>
| 2  | Mo Sun    | 01/16-01/22 | Martin Luther King Jr. Day: No Class, Assignments in D2L. Introduction to Group Work; Therapeutic Factors | Corey (Chapter 1)  
Yalom (Chapter 1 and 4)                                                                 |
| 3  | Mo Sun    | 01/23-01/29 | Group Leadership and Ethical and Professional Issues in Group Practice; Interpersonal Learning. Lecture, Video quizzes, PowerPoint, QUIZ 2, class discussion. | Corey (Chapter 2 & 3)  
Yalom (Chapter 2)                                                                 |
| 4  | Mo Sun    | 01/30-02/05 | Early Stages in the Development of a Group; Group Cohesiveness. Lecture, PowerPoint, QUIZ 3, Video quizzes, class discussion. | Corey (Chapter 4)  
Yalom (Chapter 3 and 11)                                                                 |
| 5  | Mo Sun    | 02/06-02/12 | Later Stages in the Development of a Group; Advanced Groups Lecture, PPoint, Video. QUIZ 4, discussion. | Corey (Chapter 5)  
Yalom (Chapter 12)                                                                 |
| 6  | Mo Sun    | 02/13-02/19 | Psychoanalytic and Adlerian Group Counseling | Corey (Chapter 6 & 7)                                                                 |
| 7  | Mo Sun    | 02/20-02/26 | Presidents Day: No Class, Assignments in D2L Psychodrama in Groups and The Existential Approach in Groups; Transference and Transparency. Lecture, handouts, PPoint, QUIZ 6, class discussion, Video quizzes. | Corey (Chapter 8 & 9)  
Yalom (Chapter 7)                                                                 |
| 8  | Mo Sun    | 02/27-03/05 | Group Reflection Paper # 1 Due The Person-Centered Approaches in Group; The selection of Clients. Lectures, PowerPoint, QUIZ 7, class discussion Video. | Corey (Chapter 10)  
Yalom (Chapter 8)                                                                 |
| 9  | Mo Sun    | 03/06-03/12 | Spring Break-No Class: Assignments in D2L Choice Theory/Reality Therapy in Groups; Group Composition. Lecture, PPoint, QUIZ 8, class discussion | Corey (Chapter 15)  
Yalom (Chapter 9)                                                                 |
| 10 | Mo Sun    | 03/13-03/19 | Midterms: Gestalt Therapy in Groups; Working in the Here and Now. Lecture, Video quizzes, PPoint, MIDTERM QUIZ, class discussion | Corey (Chapter 11)  
Yalom (Chapter 6)                                                                 |
| 11 | Mo Sun    | 03/20-03/26 | Transactional Analysis and CBT in Groups; Group Creation, Lecture, handouts, PowerPoint, class discussion | Corey (Chapter 12 and 13)  
Yalom (Chapter 10)                                                                 |
| 12 | Mo Sun    | 03/27-04/02 | Rational Emotive Behavior Therapy; Problem Group Members. Lecture, handouts, PowerPoint, QUIZ 9, video, class discussion | Corey (Chapter 14)  
Yalom (Chapter 13)                                                                 |
| 13 | Mo Sun    | 04/03-04/09 | Solution Focused Brief Therapy and Motivational Interviewing in Groups. Specialized Formats and Procedural Aids. Lecture, PPoint, Quiz 10, discussion | Corey (Chapter 16)  
Yalom (Chapter 14)                                                                 |
| 14 | Mo Sun    | 04/10-04/16 | Comparisons, Contrasts and Integration (Catch up, if needed). Lecture, PPoint, discussion | Corey (Chapter 17 and 18)                                                                 |
| 15 | Mo Sun    | 04/17-04/23 | Group Reflection Paper # 2/ Portfolio Due The Evolution of a Group: An Integrative Perspective | Corey (Chapter 18)                                                                 |
| 16 | Mo Sun    | 04/24-05/01 | Final Exam |                                                                                                                                 |

¹ To receive full credit, the student must complete each lesson/unit of study and exceed the instructor’s expectations for work completed.

² Subject to change at the instructor’s discretion
References


Spring Semester 2017

Classes Start
Last day to drop 1st 8-week course with refund
Martin Luther King, Jr. Day
Last day to drop full term course with refund
Last day to drop 1st 8-week course with "W"
President's Day
Advising Begins
Spring Break Begins at 5 p.m.
Spring Break Ends. Classes resume at 8 a.m.
Midterm
Second 8-Week Classes Begin
Last day to drop 2nd 8-week course with refund
Early Registration Period (March 22 - April 21)
Last day to drop full term course with "W"
Easter Recess Begins
Easter Recess Ends. Classes Resume
Last day to drop 2nd 8-week course with "W"
Last Day of Classes
Final Exams Begin
Semester Ends/Residence Halls Close

Commencement*
*Graduation Candidates should arrive 45 minutes prior to the start of commencement.

Final Grades Due

Monday, January 9
Thursday, January 12
Monday, January 16
Wednesday, January 18
Wednesday, February 15
Monday, February 20
Tuesday, February 21
Friday, March 3
Monday, March 13
Monday, March 13
Monday, March 13
Thursday, March 16
Wednesday, March 22
Monday, April 3
Friday, April 14 (5 a.m.)
Monday, April 17 (8 a.m.)
Wednesday, April 19
Friday, April 28
Monday, May 1
Friday, May 5
Saturday, May 6 (9:30 a.m.)

Wednesday, May 10 (by midnight)