THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

A. Description of Course Content

Students examine contemporary social-psychological concepts and small group research, with a view to testing their applicability to practice propositions and operational principles, in work with both task and personality satisfaction groups. Corequisite: SOCW 5325.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities Competency
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The emphasis in this course is on competencies 1, 6, 8 and 9.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Advanced practitioners working with mental health clients practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation. Advanced practitioners in mental health/substance abuse implement an effective decision-making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.

C. **Required Textbooks and Other Course Materials**


*Clinical Evidence* and *Best Practice* e-databases: The developing evidentiary base on group interventions contained in the Central Library e-databases *Clinical Evidence* and *Best Practice* will serve as another set of required "texts" in this course.

Additional instructional handout materials and readings as assigned (see Canvas).
D. Additional Recommended Textbooks and Other Course Materials

None

E. Major Assignments and Examinations

The assignment requirements for this course are divided into two parts:

1) **Exams: Midterm and Final.**

**Exams**

The exams will not be comprehensive. They will only cover material from the untested preceding weeks. The final exam will not include material presented in the midterm exam. Exams will consist of 50 questions (multiple choice, true/false, perhaps one essay question) and will be posted online. You will have a specified amount of time to conduct the exam (usually two hours). Examinations will usually be available for the length of a module. You may take the exam anytime during the module’s start and end dates and times.

Once you begin the exam, you have two hours to complete it. You cannot exit the examination and return. If you exit, you have completed your exam. You will not be able to go back to an exam question. You must be sure you have selected the answer you want. Once you move to the next question you will not be able to return to previous questions. If you do not complete the exam within the two hours, you will receive whatever grade you earn for the questions you completed. Exam questions are scored on the ‘Best’ answer. The answer you choose may be a ‘Good’ answer, but not the ‘Best’ answer. You may always challenge a question and/or answer.

Addresses competencies 1, 6, 8 and 9.

2) **Small Group Set Sessions and Discussions / Reaction Posts.**

**Small Group Sets:**

At the beginning of the semester you will be divided into one of six Small Group Sets. These smaller groups will meet for three (3) sessions during the semester. See the schedule below for the modules your small group is scheduled to meet. The small group sessions will be synchronous (everyone meets at the same time) using the Microsoft Teams audio/visual platform.

<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Sm Grp Sets</th>
<th>Meeting Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 04</td>
<td>Sep 09 - Sep 15</td>
<td>#1 &amp; 2</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 05</td>
<td>Sep 16 - Sep 22</td>
<td>#3 &amp; 4</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 06</td>
<td>Sep 23 - Sep 29</td>
<td>#5 &amp; 6</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 07</td>
<td>Sep 30 - Oct 06</td>
<td>#1 &amp; 2</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 08</td>
<td>Oct 07 - Oct 13</td>
<td>#3 &amp; 4</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 11</td>
<td>Oct 28 - Nov 03</td>
<td>#5 &amp; 6</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 12</td>
<td>Nov 04 - Nov 10</td>
<td>#1 &amp; 2</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 13</td>
<td>Nov 11 - Nov 17</td>
<td>#3 &amp; 4</td>
<td>Synchronous</td>
</tr>
<tr>
<td>Module 14</td>
<td>Nov 18 - Nov 24</td>
<td>#5 &amp; 6</td>
<td>Synchronous</td>
</tr>
</tbody>
</table>

Two groups will meet with me for approximately 30 minutes for the modules above. I will provide information beforehand explaining what is to be accomplished during the sessions as well as preparation you need to conduct to prepare for the sessions (watch
Canvas). Each small group will coordinate with me to determine the day and time for the synchronous meetings scheduled each module. Each small group must select a different facilitator for each session.

**Discussions / Reaction Posts:**
There will be seven discussion and seven reaction posts offered during the course. You may select the modules for which you want to submit a discussion or reaction post, but you must have completed five of each (total of 10) by the end of Week 16.

**A few words about your reaction posts:** Reaction posts come directly to me. No one else sees it. It might be helpful for you to view the reaction post as a vehicle for us to communicate.

In your post, you can reinforce what resonates with you; you can vent; you can use it as a journal; you can let me know how you are doing with the class format, curriculum, etc. I am always open to your ideas and suggestions. If something is bothering you and/or interfering with your learning experience, you can talk about that also.

The reaction post is not an assignment where you tell me everything you learned from the module's activities. It is an assignment where you relate your "reaction" to what you are learning and/or how things are going for you. It is an opportunity to help me get to know more about you and for you to get to know more about me (and the course content). Your reaction post should be at least one double-spaced Word document.

Each discussion post is worth 10 points. If you complete five of them, you can earn a possible 50 points. Each reaction post is worth 10 points. If you complete five of them, you can earn a possible 50 points. The discussion and reaction posts combine to give you a possible 100 points. Study the detailed instructions for each assignment on the Canvas platform.

Addresses competencies 1, 6, 8 and 9.

<table>
<thead>
<tr>
<th>Graded Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Set Participation and Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Discussions (50 pts) / Reaction Papers (50 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Course participation</td>
<td>100</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

**F. Attendance**

At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to
mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student, a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

G. Grading

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 – 500</td>
<td>A</td>
</tr>
<tr>
<td>400 – 449</td>
<td>B</td>
</tr>
<tr>
<td>350 – 399</td>
<td>C</td>
</tr>
<tr>
<td>300 – 349</td>
<td>D</td>
</tr>
<tr>
<td>348 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

H. Make-Up Small Group Sessions / Discussions / Reaction Posts / Exams

Small Group Sessions cannot be recreated. The small group sessions are known about well in advance, and the group coordinates with me to determine the day and time a session will occur. You are either present or absent. Students may receive credit for a small group session only under extreme or unusual circumstances.

Make-Up Discussions / Reaction Posts / Exams will only be considered for those students who meet the criteria for an excused absence as outlined in the Student Handbook. Students who miss exams or other graded projects with an unexcused absence will not be able to make up the graded assignment. It is your responsibility to inform me of an absence (preferably in advance).

I. Course Schedule

<table>
<thead>
<tr>
<th>MOD</th>
<th>DATE</th>
<th>TOPIC / READINGS / ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1.  | Aug 21 - Aug 25 | Getting Started  
Syllabus  
**08/21: FIRST DAY OF CLASSES** |
| 2.  | Aug 26 - Sep 01 | Toseland and Rivas Chapter 1: Introduction to Group Practice  
Discussion |
| 3.  | Sep 02 - Sep 08 | Toseland and Rivas Chapter 2: Historical and Theoretical Developments  
Reaction Paper |
| 4.  | Sep 09 - Sep 15 | Toseland and Rivas Chapter 3: Understanding Group Dynamics  
Discussion  
[Small Group Sets #1 & 2 Synchronous Meeting] |
<table>
<thead>
<tr>
<th></th>
<th>Date Range</th>
<th>Chapter and Discussion/Assignment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Sep 16 - Sep 22</td>
<td>Toseland and Rivas Chapter 4: Leadership</td>
<td>Reaction Paper, Small Group Sets #3 &amp; 4 Synchronous Meeting</td>
</tr>
<tr>
<td>6.</td>
<td>Sep 23 - Sep 29</td>
<td>Toseland and Rivas Chapter 5: Leadership and Diversity</td>
<td>Discussion, Small Group Sets #5 &amp; 6 Synchronous Meeting</td>
</tr>
<tr>
<td>7.</td>
<td>Sep 30 - Oct 06</td>
<td>Toseland and Rivas Chapter 6: Planning the Group</td>
<td>Reaction Paper, Small Group Sets #1 &amp; 2 Synchronous Meeting</td>
</tr>
<tr>
<td>8.</td>
<td>Oct 07 - Oct 13</td>
<td>Toseland and Rivas Chapter 7: The Group Begins</td>
<td>Discussion, Small Group Sets #3 &amp; 4 Synchronous Meeting</td>
</tr>
<tr>
<td>11.</td>
<td>Oct 28 - Nov 03</td>
<td>Toseland and Rivas Chapter 9: Treatment Groups (Foundation Methods)</td>
<td>Discussion, Small Group Sets #5 &amp; 6 Synchronous Meeting</td>
</tr>
<tr>
<td>12.</td>
<td>Nov 04 - Nov 10</td>
<td>Toseland and Rivas Chapter 10: Treatment Groups (Specialized Methods)</td>
<td>Reaction Paper, Small Group Sets #1 &amp; 2 Synchronous Meeting</td>
</tr>
<tr>
<td>13.</td>
<td>Nov 11 - Nov 17</td>
<td>Toseland and Rivas Chapter 11: Task Groups (Foundation Methods)</td>
<td>Discussion, Small Group Sets #3 &amp; 4 Synchronous Meeting</td>
</tr>
<tr>
<td>16.</td>
<td>Dec 02 - Dec 08</td>
<td>Toseland and Rivas Chapter 14: Evaluation</td>
<td>Reaction Paper, Prep for Final Exam, 12/04: LAST DAY OF CLASSES</td>
</tr>
<tr>
<td>17.</td>
<td>Dec 09 - Dec 13</td>
<td>Toseland and Rivas Chapter 14: Evaluation</td>
<td>12/05—12/11: FINAL EXAMS</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
J. Expectations for Learning Format

This course is conducted in a distance learning format. Online class meetings will include a combination of synchronous and asynchronous formats utilizing an audio-visual platform. Class content will be delivered online and assignments will be submitted online. Students will be expected to engage in discussions using discussion boards, video conferencing, and other means of meetings as specified by the Instructor.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail:
brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:

- Library Home Page: http://www.uta.edu/library
- Subject Guides: http://libguides.uta.edu
- Subject Librarians: http://library.uta.edu/subject-librarians
- Course Reserves: http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Tutorials: http://library.uta.edu/how-to
- Connecting from Off-Campus: http://libguides.uta.edu/offcampus
- Ask a Librarian: http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is your responsibility to officially withdraw if you do not plan to attend after registering. You will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aaao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of
personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Q. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism](http://library.uta.edu/plagiarism)
S. Electronic Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey
At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week
For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.