



SOWK 450, Social Work Practice II: Groups and Organizations, Syllabus (3 credits)

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

COURSE DESCRIPTION

This course is designed to prepare the student to work in the dynamic environment that surrounds academic discourse, research, and learning. By identifying individual strengths, students will be equipped to work independently and within teams. Academic success within adult education is dependent upon effective study habits, time management, access to and use of learning and technology resources, and the ability to successfully work in teams. This course must be passed in order for a student to continue in the program.

REQUIRED TEXTS & RESOURCES

- Toseland, R. and Rivas, R. (eds). (2017) *An introduction to group work, practice*. USA: Pearson Publishing. ISBN-13: 978-0-13-429014-0; ISBN-10: 10-13-429014-3

Note: The textbook comes with a one-time use assessment code. Textbooks should be purchased new to ensure this code is in the book and works.

Additional Supporting Resources:

Resources included in the Learning Management System (LMS)

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1		
	Unit 1: The Historical and Theoretical Development of Groups	
	Reading: Ch. 1-3	
	PowerPoints: Ch. 1-3	
	Assignment: Application Learning Activity Forum– Self Disclosure	
	Assignment: Peer Review – Formed and Natural Groups	
	Assignment: Journal – Group Development	
Week 2		
	Unit 2: Group Leadership and Diversity	
	Reading: Ch. 4, 5	
	PowerPoints: Ch. 4,5	
	Threaded Discussion: Biblical Considerations Leadership	
	Assignment: Application Activity Forum – Leadership and Diversity	
	Assignment: Peer Review – Group Dynamics	
	Assignment: Journal -Leadership	
Week 3		
	Unit 3: Planning and Beginning a Group	
	Reading: Ch. 6, 7	
	PowerPoints: Ch. 6, 7	
	Threaded Discussion: Biblical Considerations Planning a Group	
	Assignment: Application Learning Activity Forum– Establishing Group Purpose	
	Assignment: Peer Review – Assessing Sponsorship and Potential Mentorship	
	Assignment: Journal – Elementary School Children	
Week 4		
	Unit 4: Assessment	
	Reading: Ch. 8	
	PowerPoint: Ch. 8	
	Threaded Discussion: Biblical Considerations/ Goal setting	
	Assignment: Application Learning Activity Forum – Problematic Group Roles	
	Assignment: Peer Review - Addressing Problem Solving and Coping	
	Assignment: Journal – Parents of Young Children	
Week 5		

	Unit 5: Treatment Groups-Foundation and Specialized Methods	
	Reading: Ch. 9, 10	
	PowerPoints: Ch. 9, 10	
	Threaded Discussion:	
	Assignment: Application Learning Activity Forum– Treatment Group Case Study	
	Assignment: Peer Review: Separating, Cognitive, Emotional and Physical Responses	
	Assignment: Journal – Group Membership	
Week 6		
	Unit 6: Task Groups-Foundation and Specialized Methods	
	Reading: Ch. 11, 12	
	PowerPoints: Ch. 11, 12	
	Threaded Discussion: Biblical Considerations Task Group	
	Assignment: Application Learning Activity Forum - Domestic Violence Vignette	
	Assignment: Peer Review - Task Group Case Study	
	Assignment: Journal – Catholic Charities	
Week 7		
	Unit 7: Ending the Group's Work and Evaluation	
	Reading: Ch. 13, 14	
	PowerPoints: Ch. 13, 14	
	Threaded Discussion: Biblical Considerations Ending the Group	
	Assignment: Application Learning Activity Forum - Ending Group Meeting Case Study	
	Assignment: Peer Review – Closing Program Activities	
	Assignment: Journal – Evaluating the Group Experience	
	Group Proposal Project	
	Exam II: Chapters 9-14	

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (6x20)	120
Assignment: Application Learning Activity Forum (7x50)	350
Assignment: Peer Review (7x50)	350
Assignment: Journal (7x50)	350
Exams (2x50)	100
Group Proposal Project	170
TOTAL POINTS	1440

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar.

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: Upon completion of this course the student will be equipped with the tools to work in various settings with a variety of client groups, addressing a range of personal and social problems.		Program Objective(s)
	Objective 1.1: Students will be able to articulate an understanding of the historical and the current use of groups in social work practice.	1.1, 1.4, 1.5
	Objective 1.2: Students will be able to define and explain the dimensions of group dynamics and the stages of group development	1.1, 1.4
	Objective 1.3: Students will be able to understand, assess, and use group properties and group processes occurring in a group.	2.2, 2.3
	Objective 1.4: Students will be able to understand and work with diversity in groups.	1.1, 2.1, 2.2, 2.4, 2.8
	Objective 1.5: Students will be able to assess the need for a group.	2.2, 2.4, 2.5, 2.8
	Objective 1.6: Students will integrate the dynamics of group work and models of group dynamics with biblical and theological insights.	1.6, 2.1, 2.9
	Objective 1.7: Students will distinguish between healthy and unhealthy patterns in the life, work and ethics of a group.	1.1, 1.4, 1.5, 1.6, 2.2
Goal 2: Upon completion of this course students will be able to demonstrate use of group work skills and professional attitudes		

pertinent to intervening in groups at practice levels ranging from the individual to the community as a generalist social worker.		
	Objective 2.1: Students will demonstrate an integration of personal strengths and the application of professional standards and principles in group work	1.4, 1.5, 2.1, 2.9
	Objective 2.2: Students will be able to plan for, begin, and conduct a group.	2.2, 2.5
	Objective 2.3: Students will have an understanding of and the ability to use group processes to achieve the goals and objectives of the group.	2.2
	Objective 2.4: Students will have the ability to evaluate the outcome of a group and to use the information to improve group practice.	2.2, 2.3, 2.4, 2.5
	Objective 2.5: Students will have knowledge about resources available to plan for and establish specific treatment and task groups which may be needed in specialized fields of practice and in specific social work settings.	2.3, 2.4, 2.5, 2.8
	Objective 2.6: Students will analyze and utilize scholarly research activities to assess and evaluate contemporary issues in group work.	2.3, 2.4, 2.7

DISABILITY SERVICES

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (<https://point.edu/disability>) or contact by telephone (1-706-385-1480) or email (disability.services@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure. If this course requires additional assistive technology like text-file accompaniment or closed captioning, please contact the Office of Disability Services.

COURSE EXPECTATIONS

Attendance

Point's attendance regulations are based on the belief that students benefit from the discussion and interaction that take place within a community of learners. By missing live class sessions and/or online interactions, students experience a loss that may not be reflected in a final grade, but is nevertheless real. Sharing personal work, life, and experience is a critical part of adult education. If one student does not participate, it impacts other students. Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific "opening" or "closing" times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please visit: (link)

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

ONLINE LEARNING

Point University delivers coursework via a leading online Learning Management System (LMS). Each course has a website through which students interact with their instructor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

Online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact in real-time.

Students should log in several times throughout the week to participate in online discussions and other activities. Point University recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work on time.

TECHNOLOGY GUIDELINES

Point University is dedicated to providing high-quality education and a learner-centered experience while managing diverse instructional delivery modes and various academic technologies. Point University strives to equip students, faculty, and staff with the development of technology skills and competencies needed within these modalities. Students are required to provide their own hardware and software for online learning (see below for minimum system requirements). Point University asks students to adhere to the following technology policies and guidelines to ensure optimum user experience.

ACCEPTABLE USE OF TECHNOLOGY

Technology equipment, network connections, and resources are to be used for supporting the mission, instruction, and services of Point University. Any use which

compromises or interferes with the mission, character, and security of Point University is prohibited, regardless of whether the equipment is Point University property or private property. This policy applies to all physically present, virtual, and/or remote transmissions of data within any Point University network or resource. Participation in activities that are disruptive, illegal, or destructive to the Point University mission, students, faculty, or employees will result in disciplinary action, revocation, and/or referral to appropriate law enforcement agencies and authorities. Point reserves the right to define and apply what is considered to be an acceptable use of technology and its resources under these policies and guidelines.

MINIMUM SYSTEM REQUIREMENTS

For the best user results, we recommend checking your computer for the following before logging into your course.

System Requirements

- ✓ Windows PC or Mac with the most recent version of these browsers - Google Chrome (<https://www.google.com/intl/en/chrome/>) or Mozilla Firefox (<https://www.mozilla.org/en-US/firefox/new/>)
- ✓ Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/earbuds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- ✓ High-speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- ✓ Adobe Reader (<https://get.adobe.com/reader/>)
- ✓ Access to a printer or scanner (depending on the course activities)

It is the users' responsibility to maintain their personal internet connection, computer, or device with the necessary hardware, software, and browser updates. There may be occasions in which students need an alternate technology plan due to unforeseen circumstances, such as internet outages at home. In preparation for such circumstances, students should identify an alternate location with free WiFi, a computer lab, and/or other needed accommodations.

TECHNOLOGY HELP

The Information Technology (IT) staff and CGPS Educational Technology staff provide 24x7 technical support via email, the online helpdesk, or telephone:

- For help and technical support, send an email to itsupport@point.edu. Include as many details as possible in your message.
- Users may access the online SysAid helpdesk by logging into the single sign-on portal (<http://my.point.edu>), entering their Point username and password, and then clicking on the "SysAid" icon.
- Users may also telephone the helpdesk at any time (706-385-1493) to speak with a live representative who can assist with issues such as password resets and basic assistance with Point Online and other computer applications. After hours (5:00 p.m. – 8:00 a.m.), weekend, and holiday telephone support are currently limited to password resets and basic user functions for the Single Sign-On portal to ensure that users can access learning resources. Some support questions may require escalation from the after-hours support desk. In this case, a ticket will be

created and a technician will contact the user the following business day.

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week.

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