Course Title:
Advanced Group Work

Course Number:
SWK 5613-103

Course Description:
This course will provide advanced social work practice with groups using a social systems’ perspective to enhance well-being in the group context.

The purpose of this course is to provide students with advanced knowledge, values and skills requisite for evidence based group work. Within this context, students learn to facilitate group dynamics, and apply major theoretical frameworks with culturally sensitive modifications to various types of treatment groups. Prerequisite: Second year graduate standing

Class Dates, Location and Hours:

Dates: August 22-December 11, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Saturdays, 9:00 to 11:50
Last day to enroll or drop without penalty: August 20, 2015

Site Director:
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Herman Curiel
Mailing Address: University of Oklahoma
School of Social Work
Zarrow Hall Room 302
Norman, OK 73019
Telephone Number: 405-325-1406
Fax Number: 405-325-4683
E-mail Address: hcuriel@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bksstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**Recommended, Not Required (These books are not provided by Advanced Programs):**


**Course Objectives:**

Upon successful completion of this course, students will demonstrate ability to:

- critically evaluate theoretical frameworks and practice models related to direct social work practice with groups particularly as they apply to diverse and at risk populations;
- demonstrate ability to recognize and utilize group dynamics and stages of group development to maximize positive outcomes;
- differentially select, plan, design/implement group work interventions and evaluations appropriate to group goals; and
- demonstrate application of social work values and ethical decision-making processes in working with groups.

**Integration of Specific Content Areas:**

A famous pioneer social worker, Charlotte Towle (1957) said: “Insofar as prejudices stem from ignorance, from misinformation, and from lack of experience or a narrow one-sided experience, they will give way as new knowledge is attained and as the worker’s range of identification with people widens (Common Human Needs, 1957, p.99).

This course uses readings & experiential exercises to learn how family beliefs & values shape adult beliefs & attitudes of both students & clients. The effects of societal oppression for minority groups due to age, race/ethnic culture, gender, sexual orientation, spiritual beliefs, socio-economic status or physical or mental disability are examined in context of professional social work values & practice implications.

**Teaching/Learning Methods:**

This course is designed to afford students cognitive and experiential learning that requires extensive reading & active participation in both class & small groups. Students are expected to be conversant with
all readings. Keeping current with readings will facilitate class & small group discussions plus help with
exams. On average students are expected to read a minimum of 60 pages or two chapters per week. To
learn leadership & public speaking skills for future role as staff trainers’ students will take turns
presenting two power points based on key ideas from a chapter (one from each required text). A brief
group exercise in support of content is desired. Please make copy of power-point presentation for class
members. Instructor will make copies of presentation if received 24 hours before class start time.
Students can share leadership role on long chapters. To learn group dynamics students are assigned to an
experiential group. Each small group needs to decide on group purpose by submitting a plan due third
week (see group plan handout). Instructor is available for consultation. Instructor uses a point system to
determine grades (see grade matrix in VII.) Extra points may be earned by taking Gerald Cory’s self-
administered on-line quizzes found at www.cengage.com. Each correct response taken before respective
chapter presentation is worth one point. Do not send quiz results to instructor! Keep record of quizzes,
dates taken & number of correct responses, for final week of classes.

Major Divisions of the Course:
- Therapeutic group factors
- Group leader’s tasks in managing change groups
- Group composition & stages of group development
- Professional Standards & Ethics in working with groups
- Group intervention schools/theories

Assignments, Grading and Due Dates:

Written assignments:
There are four written assignments & two power point presentations.
- Power-point handouts for class presentations (minimum two)
- Group process analysis paper (due first week in December)
- Book review: due first October week (guidelines attached).
- A case to be posted on D2L will be used to orient students to case analysis method.

Case Analysis components:
- Problem identification: A specific formulation of the problem or issue, usually not to exceed
two sentences. This is not a question but a statement of the problem. A problem statement
should succinctly identify the crucial themes or issues that contribute to the dilemma experienced
by the social worker.
- Contextual Analysis: micro, mezzo, and macro dimensions (social, cultural, political/legal,
organizational, economic, ethical, etc. Focus on critical issues that are challenging for the social
worker.
- Alternative strategies: Identify a minimum of 3 distinct strategies to resolve the
problem. Discuss advantages & disadvantages (or pros and cons) of each alternative strategy.
Distinguish between what the decision-maker should do immediately and longer-term, and focus
on the immediate strategy
- Recommendation: Includes: (1) one strategy chosen from the 3 alternatives with justification for
its selection, (2) evidence based practice support for selected strategy, (3) how the strategy’s
effectiveness will be determined (a plan for evaluation) and (4) at least one evidence based
practice citation supporting the recommendation. Be sure your recommended strategy can be
supported with available resources.

Grading:
This is a letter-graded course: A, B, C, D, or F.

Methods of Evaluation:
Sources of student performance evaluation & weights used to determine semester grade include:
<table>
<thead>
<tr>
<th>Product or Activity</th>
<th>Points</th>
<th>Weight</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>100</td>
<td>10%</td>
<td>Mid-term &amp; semester end</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>100</td>
<td>15%</td>
<td>Multiple choice &amp; short answer</td>
</tr>
<tr>
<td>Final Examination</td>
<td>200</td>
<td>20%</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
<td>20%</td>
<td>Conforms to assignment rules</td>
</tr>
<tr>
<td>Power Point Presentations</td>
<td>100</td>
<td>15%</td>
<td>Clear synthesis, audience eye contact</td>
</tr>
<tr>
<td>Case Analysis</td>
<td></td>
<td>15%</td>
<td>Seminar practice</td>
</tr>
<tr>
<td>Group Analysis Paper</td>
<td>200</td>
<td>20%</td>
<td>organization &amp; theory application</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
<td>Not Applicable</td>
</tr>
</tbody>
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**Performance expectations:**

1. All absences must be made up by supplemental scholarly activity (e.g. submit an article critique published in a refereed journal that adds to student’s knowledge of groups interventions. Failure to submit supplemental work will result in loss of five points per absence from total grade points.

2. Quality of class participation is judged by class attendance, active participation in class & small group discussions plus evidence of preparation for class presentations.

3. All written assignments are evaluated based on meeting assignment objectives which includes **ability to follow instructions**. All written assignments are expected to be neat, double space typed with references cited in APA (American Psychological Association) writing format. Each typographical, format or spelling error will reduce assignment grade by one point. Sentence structure errors will reduce assignment grade by two points.

4. Students are encouraged to make use of the University’s Writing Center located in Wagner Hall. Staff offers free tutoring services and paper writing consultation.

**Exam Make-up Policy**

Any student who misses an exam due to illness or family tragedy will need to take a makeup exam before next class period. A request for an “I” grade must be approved by instructor & School Director. The College of Arts & Sciences policy on “I” grades is for emergency situations that occur at semester end. A written agreement is required specifying work to be completed, date due and consequences for failure signed by instructor & student.

**Grade Standards are as follows:**

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<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior, consistent exceptional competence in written and oral performance</td>
<td>Total points equal or exceed 95%</td>
</tr>
<tr>
<td>B</td>
<td>Above average, class performance is frequently superior</td>
<td>Total points equal or exceed 85%</td>
</tr>
<tr>
<td>C</td>
<td>Average, medium quality in written work and class performance</td>
<td>Total points equal or exceed 80%</td>
</tr>
<tr>
<td>D</td>
<td>Below average, poor class performance</td>
<td>Total points equal or exceed 75%</td>
</tr>
<tr>
<td>F</td>
<td>Fails to meet basic expectations for performance, quality, and mastery.</td>
<td>Total points fall below 75%</td>
</tr>
</tbody>
</table>
Cell Phones, Pagers and Use of Computers:

As a courtesy to fellow students, please silence or turn off cell phones or pagers during class time. Use of computers is to be limited to class note taking.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Herman Curiel, Ph.D., ACSW

Education
- 1979 Ph.D. in Curriculum and Instruction, Texas A&M University
- 1962 MSW, Our Lady of the Lake University

Current Positions
- Advanced Programs Professor since 1990
- Professor Emeritus, School of Social Work, University of Oklahoma
- Adjunct Professor, Department of Geriatric Medicine, College of Medicine, University of Oklahoma

Frequently Taught Advanced Programs Courses
- SWK 5143 Models for Gender & Culturally Sensitive Practice
- SWK 5013 The Profession of Social Work
- SWK 5410 Social Work Practicum
- SWK 5973 Advanced Integrative Seminar

Major Areas of Teaching and Research Interest
- Direct social work practice
- Clinical supervision
- Aging issues
- Ethnic dimensions in social work practice

Representative Publications and Presentations

Representative Honors and Awards Received
- 2011 National Association of Social Worker Foundation, NASW Social Work Pioneer
- 2008 NASW OK Chapter Lifetime Achievement Award
- 2005 Social Work Educator, University of Oklahoma School of Social Work, Board of Visitors, Hall of Honor

Major Professional Affiliations
- Council on Social Work Education, co-chair Cultural Competence Annual Conference Track
- Chair, Committee on Nominations & Leadership Identification, (2013) Oklahoma NASW Chapter
- Treasurer, Social Welfare Action Alliance/Bertha Capen Reynolds national association, 2010 to 2014