

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
FALL 2018
SW 410 METHODS OF SOCIAL WORK PRACTICE II**

This document does not constitute a contract with the university. It contains guidelines only.

Academic Term and Year	Fall 2018
Course Prefix and Number	SW 410-HE1
Course Title	Methods of Social Work Practice II
Days, Time and Location of Class	Monday and Wednesday 11:00 – 11:50 a.m. Sutton Administration Building Room TBA and Friday – Meet on Blackboard
Professor:	Moses Newsome, Ph.D.
Office Location	Sutton Administration Building Room 207
Office Hours	Monday: 10:00 – 11:00 a.m. Tuesday: 10:00 -11:00 a.m. & 4:00 – 6:00 p.m. Wednesday: 10:00 – 11:00 a.m. & 3:00 – 6:00 Thursday: 4:00 - 6:00 p.m. Other times by appointment only
Office Phone Number	(662) 254-3340
Main Office Number	(662) 254-3365
Email Address	moses.newsome@mvsu.edu
Prerequisites	SW 210, SW302, SW 320, SW 330
Required Technology Skills	Basic Skills

Revised Fall 2018

CATALOG DESCRIPTION OF COURSE

The study of generalist social work practice model with emphasis on mezzo systems.

COURSE DESCRIPTION

This is the second in a sequence of three practice courses (SW330, SW410, and SW420) designed to help baccalaureate students develop the knowledge and skills necessary to use the generalist method in entry level social work practice. Students will learn to use systems theory and the ecological perspective in the application of a planned change process, while incorporating elements of strengths and empowerment perspectives of culturally diverse and disadvantaged populations through role plays and fieldwork experience. Identification with the profession and beginning competencies for generalist practice are enhanced. Further, the change process is studied in depth and applied to group client systems including working with organizations and communities with an emphasis on working with task groups.

Course instruction will foster the integration of ethics and values into the knowledge and skills used in messo level practice. The range of social systems emphasized in this course includes individuals, families and small groups, although environmental issues related to the problems confronting these systems are incorporated into data collection, assessment and intervention activities. This course continues the emphasis of Social Work Practice I.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION STATEMENT

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment perspective.”

PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Foundation Rural Competency 10: Utilize Appropriate Practice Intervention within a Rural Setting

EXPECTED CORE COMPETENCIES & PRACTICE BEHAVIORS

Course Competency	Course Practice Behavior	Assessment of Practice Behavior
1. Demonstrate ethical and professional behavior.	a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b. use reflection and	Task group project Role plays Class discussions

	<p>self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and</p> <p>d. use technology ethically and appropriately to facilitate practice outcomes.</p>	
2. Engage diversity and difference in practice.	<p>a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Task group project</p> <p>Class discussions</p>
4. Engage in practice-informed research and research informed practice.	<p>a. use practice experience and theory to inform scientific inquiry and research;</p> <p>b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>c. use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Task group project</p> <p>Power point presentation</p> <p>Research</p> <p>Online assignments</p>
8. Intervene with individuals,	a. critically choose and	Class discussion

<p>families, groups, organizations and communities.</p>	<p>implement interventions to achieve practice goals and enhance capacities of clients and constituencies; b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and e. facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Exams Task group project Online assignments</p>
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities.</p>	<p>a. select and use appropriate methods for evaluation of outcomes; b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Reading assignments Online assignment Task group project Exams</p>
<p>10. Utilize appropriate intervention within a rural setting,</p>	<p>a. Assess the impact of the rural environment on service delivery in rural communities</p>	<p>Reading assignments Online assignment</p>

		Task group project Exams
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REQUIRED TEXTBOOK

Toseland, R. & Rivas, R. (2017). *An Introduction to Group Work Practice*. Belmont, CA: Brooks/Cole: Empowerment Series.

RECOMMENDED TEXTS:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (Latest ed.). Washington, DC: Author.

Beebe, L. (1993). *Professional writing for the human services* (Latest ed.). Washington, D.C.: NASW Press.

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University’s mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty

and deter cheating and plagiarism; and for presenting and enforcing the University’s policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one’s grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one’s own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of “0” or “F” for the work submitted, assigning an “F” for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Distance Education Policy:

In compliance with IHL policy an SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

Online Communication/Observation of “Netiquette”

Students MUST use Blackboard mail for contact with the instructor and other members of the class. All online communications should be composed with fairness, honesty and tact. What students put into an online course reflects on their level of professionalism.

Hardware:

Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher
Processor:	200 MHz or higher
Memory:	32 MB of RAM
H Drive Space:	100 MB free disk space
Modem:	28.8 kbps or higher
Monitor:	800x600 resolution

Software:

Internet Access:	Any Internet Service Provider
Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
Application	Recommend Microsoft Word or application file name .doc
Audio & Video:	RealPlayer, Quick Time

Technical Problems:

If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact **MR. MACK PENDLETON** at 662.254.3114 as well as your instructor.

ASSIGNMENTS, TEACHING & LEARNING STRATEGIES

Teaching/learning strategies will include:

1. Lectures – Lectures will be used to assist students in relating social work knowledge, skills and values to practice situations.
2. Classroom Discussions – Students will share their understanding of course material with each other and discuss the application of social work knowledge, skills and values to macro social work practice.
3. Class Presentations – Students will give in class presentations that demonstrate their mastery of course content and assigned material. Student will also demonstrate their ability to review and critically analyze professional literature on issues of interest to macro social work practice.
4. Group Project - Students will demonstrate their understanding of the application of macro social work knowledge, skills and values by forming and working successfully in task groups.

Required Tasks/Activities

- A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are expected to attend all classes. At the beginning of the semester each student is awarded 100 points for attendance. Each time a student misses a class they will lose 10 points for attendance. Each time a student comes late or leaves early he/she will lose 5 points.
- B. Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode, or turned off, and put away during class. Repeated interruptions may result in a deduction of points from the final grade.
- C. PowerPoint Presentations: The class will be divided into groups. Each group will be assigned chapters from the textbook. Groups are required to complete PowerPoint presentations about the content of their assigned chapters. PowerPoint presentations are worth 100 points each. *Each group member will be graded individually based upon the rubric provided for PowerPoint Presentations.* PowerPoint presentation should be presented to the class at their designated due date, failure to do so will result in the loss of a letter grade. Everyone in the class should receive an electronic copy of the presentation before midnight of the day of the in class presentation. The grade for the PowerPoint presentation will be *an individual grade.* *Failure to submit your PowerPoint assignment prior to the in class presentation will result in the loss of a letter grade.*
- D. Exams: Two exams will be given during the term. The exams will consist primarily of multiple choice and true/false questions, based on content presented in the required textbook chapters.

The student is expected to take all exams at the scheduled time. *Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam.* Make up exams will be given at the instructor's discretion. If given, the instructor will schedule make-up exams. It is the student's responsibility to take all make-up exams at the designated time.

- E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus or the in class handouts.

Late or incomplete assignments will result in the loss of a letter grade of the total possible points for the assignment. A letter grade will be deducted from the total points earned for each day the assignment is late. The only exception is an excused absence.

TASK GROUP AND INTERVENTION WITH GROUPS

This paper consists of an analysis of social work interventions with a group as related to a specific social problem. The grade is applied as a group grade and all group members are required to participate fully in the completion of this assignment. Your group will also present a formal presentation to the class demonstrating your findings. The presentation group will turn in one APA formatted paper.

As a group, choose a social problem (illness, life occurrence, violence, poverty, loss, stress, aging, personal conflict, or social justice) as you are also reviewing in your HBSE courses. Upon choosing this problem, the group is to decide how the following might be best accomplished:

- A. You are to design a group appropriate for generalist social work (Task, Activity, Social Action, Process, Direct Practice, Self-Help, or Socio-educational) in recognition of this social problem and the problems associated with it.
- B. Decide within your group how the following behaviors will occur.
 1. Recruitment
 2. Socialization
 3. Interaction
 4. Innovation
 5. Social Control
- C. Research and define your Social Problem by developing a summary of the literature library materials and journal articles related to the subject. Be prepared to present a well-developed overview of your findings to the class.
- D. Define your client group. Who may be involved? Who may utilize your Group? Is this group appropriate for oppressed populations? What agencies may desire or implement this type of group? How is your group to be funded? Where will it be held? Who will facilitate? What ethical and value issues must be considered regarding this group? Include a plan for how the group will be evaluated.
- E. Using the theoretical framework covered in class, analyze the dynamics you noted in your task group as you accomplished your tasks? What specifically were the dynamics related to: group structure, group climate, group cohesion, group communication, leadership functions and leadership style?
- F. Identify and discuss the stages of group development, and how these progressed within your group (Pre-affiliation, Power and Control, Intimacy, Differentiation, and Separation) as your group developed in the course of this semester.
- G. Identify and discuss also the issues, which arose as related to: Gender, Age, Sexual Orientation, Ability, Class, Race or Multicultural Issues, including

Rurality. How did these affect the progress of development in your group, the group dynamics?

- H. Be prepared to make your formal presentation in class. Each group will be allowed to use a full class period for their presentation. You may be creative in your presentation, but it must be formal and organized. You will be allowed 1 class day for a group meeting for this project.

This project is worth 100 points. Groups will give weekly reports on group progress.

PowerPoint Rubric and Descriptors SW 410 Methods of Social Work Practice II

EXEMPLARY – Students performing at this level perform all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model PowerPoint presentation worthy of showcasing and emulating.

SATISFACTORY – Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy PowerPoint presentation.

DEVELOPING/EMERGING – Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the PowerPoint presentation.

RESUBMISSION NECESSARY – Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the PowerPoint presentation. Resubmission implies that the student has considerable work to do to complete the assignment and is in need of coaching in order to do so.

NOT SUBMITTED – Student did not submit evidence of any effort directed toward the completion of the designated task.

**PowerPoint Presentation Rubric
Feedback Component**

	Successful Completion		Has Not Completed		
	Exemplary Grade=A/4 Points	Satisfactory Grade=B/3 Points	Developing/ Emerging Grade=C/2 Points	Resubmission Necessary Grade=D/1 Point	Not Submitted Grade=F/0
Format/ Appearance	Adheres to all guidelines for a good PowerPoint. This includes Extensive knowledge of the material to be presented, well designed slides, use of graphics and photo's to enhance presentation produce a Professional looking presentation.	Adheres to most of the guidelines for a good PowerPoint presentation.	Adheres to some of the guidelines for a good PowerPoint presentation. Did not submit the presentation the night before the presentation. Did not develop well designed multiple choice questions.	Did not adhere to guidelines for the production of a good PowerPoint presentation. Did not respond to the assignment appropriately.	Fails to submit presentation.
Design of PP	Presentation is designed, not written. Outstanding use of what is known about the audience. Addressing their level of interests, knowledge and needs from the presentation.	Exhibits sufficient organizational and design skills in the preparation of the presentation.	Exhibits minimal organizational and design skills in the preparation of the presentation.	Exhibits no design skills in the preparation of the PP.	Fails to submit PP.

Completeness	Create a fluid and flexible outline of the PP presentation, incorporating an Opening, Objective, Main Points, O&A, Conclusion and Closing. Use of appropriate humor. Devised ways and means for the audience members to respond to the presentation. Devised ways to engage audience.	Meets most requirement for a complete PP presentation.	Meets some requirements for a successful PP presentation.	Does not meet the requirements for a successful PP presentation. Did not submit the assignment the night before the in class presentation.	Fails to submit the PP presentation.
Student Growth	Demonstrates exceptional depth in academic and/or personal growth.	Demonstrate s sufficient depth in academic and/or personal growth.	Demonstrates limited depth in academic and/or personal growth.	Does not demonstrate depth in academic and/or personal growth.	Fails to submit PP.

Mechanics	Assignment is free of spelling, grammar, and punctuation errors. All sources were properly cited according to APA style. Student was able to pronounce key terms and names. Student knows the definition and meaning of key terms. All of the students test questions were well designed multiple choice questions.	Assignment contains one or two spelling, grammar, and punctuation errors. Most sources were properly cited according to APA style. Student could pronounce key terms and names and know the meanings of key terms.	Assignment contains some spelling, grammar, or punctuation errors. Many sources were inappropriately cited. Student could not pronounce some key terms and did not know the meaning of some terms.	Assignment contains several spelling, grammar, or punctuation errors. Most sources were inappropriately cited. Student displayed some difficulty in reading and prepared materials.	Assignment contains many spelling, grammar, or punctuation errors. Student failed to use sources. Student did not submit test questions and had real difficulty reading and pronouncing key material.
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EVALUATION PROCEDURES

Attendance	=	100
Power Point Chapter Assignments – 1 @ 100 pts	=	100
Midterm Exam	=	100
Task Group Project	=	100
Online Blackboard assignments – 14 @ 7.1 pts. Each	=	100
Final Exam	=	<u>100</u>
Total Points		600

PERFORMANCE STANDARDS

Grading Scale

A	540-600
B	480-539
C	420-479
D	360-419
F	below 359

SPECIAL NEEDS POLICY (Americans with Disabilities Act)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

SW 410 – Methods of Social Work Practice II Fall 2018

COURSE SCHEDULE/ASSIGNMENTS

Week 1 Aug. 20 & 22 – Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Review course syllabus: Overview of course expectations and activities Class Discussion - Group vs. Individual Efforts Lecture on Team Building Assigned reading: Toseland & Rivas, Chapter 1
Week 1 Aug. 24 – Meet on Bb Total 120 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes) Assigned reading: Toseland & Rivas, Chapter 2, pp. 45-63 (60 minutes)
Week 2 Aug. 27 & 28 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Lecture and discussion - Group Development and Group Dynamics Assigned reading: Toseland & Rivas, Chapter 3
Week 2	Threaded discussion on assigned topic or

<p>Aug. 31 - Meet on Bb Total 180 Minutes</p>	<p>exercise demonstrating understanding and/or application to practice (60 minutes)</p> <p>Assigned reading: Toseland & Rivas, Chapter 4, pp. 92-127 (120 minutes)</p>
<p>Week 3 Sept. 3 – Labor Day Holiday – No Class</p> <p>Sept. 5 - Classroom 11:00 – 11:50 a.m. Total 50 Minutes</p>	<p>Group I – Power Point Due (Sept. 5) Chapter 4 – Toseland & Rivas</p>
<p>Week 3 Sept. 7 - Meet on Bb Total 120 Minutes</p>	<p>Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes)</p> <p>Assigned reading: Toseland & Rivas, Chapter 5, pp. 128-148 (60 minutes)</p>
<p>Week 4 Sept. 10 & 12 – Classroom 11:00 – 11:50 a.m. Total 100 Minutes</p>	<p>Group II – Power Point Due (Sept. 10) Chapter 5 – Toseland & Rivas</p> <p>Lecture and discussion – Leadership and Diversity</p> <p>Chapter 5 (Continued)</p>
<p>Week 4 Sept. 14 - Meet on Bb Total 180 Minutes</p>	<p>Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes)</p> <p>Assigned reading: Toseland & Rivas, Chapter 6, pp. 151-183 (120 minutes)</p>
<p>Week 5 Sept. 17 & 19 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes</p>	<p>Lecture and discussion – The Beginning Stages of Groups</p> <p>Assigned reading: Toseland & Rivas, Chapter 7</p>
<p>Week 5 Sept. 21 - Meet on Bb Total 180 Minutes</p>	<p>Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes)</p> <p>Assigned reading: Toseland & Rivas,</p>

	Chapter 8, pp. 216-248 (120 minutes)
Week 6 Sept. 24 & 26 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Group III – Power Point Due (Sept. 24) Chapter 9 – Toseland & Rivas Lecture and discussion – Treatment Groups and Foundation Methods Assigned reading: Toseland & Rivas, Chapter 9
Week 6 Sept. 28 - Meet on Bb Total 180 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes) Assigned reading: Toseland & Rivas, Chapter 10, pp. 279-312 (120 minutes)
Week 7 Oct. 1 & 3 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Mid-Term Exam – Oct. 1 Group IV – Power Point Due (Oct. 3) Chapter 10 – Toseland & Rivas
Week 7 Oct. 5 - Meet on Bb Total 180 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes) Assigned reading: Toseland & Rivas, Chapter 11, pp. 313-343 (120 minutes)
Week 8 Oct. 8 & 10 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Group V – Power Point Due (Oct. 8) Chapter 11 – Toseland & Rivas Lecture and role plays – Foundation Intervention Methods
Week 8 Oct. 12 - Meet on Bb Total 180 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes) Assigned reading: Toseland & Rivas, Chapter 12, pp. 344-376 (120 minutes)
Week 9	Group VI – Power Point Due (Oct. 15)

Oct. 15 & 17 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Chapter 12 – Toseland & Rivas Lecture and role plays – Task Groups with Specialized Methods
Week 9 Oct. 19 - Meet on Bb Total 120 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes) Assigned reading: Toseland & Rivas, Chapter 13, pp. 379-399 (60 minutes)
Week 10 Oct. 22 & 24 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Lecture and discussion – Termination of the Group Assigned reading: Toseland & Rivas, Chapter 13
Week 10 Oct. 26 - Meet on Bb Total 180 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes) Assigned reading: Toseland & Rivas, Chapter 14, pp. 400-426 (120 minutes)
Week 11 Oct. 29 & 31 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Discussion of case studies and role play exercises – Support Groups Assigned reading: Toseland & Rivas, Chapter 15
Week 11 Nov. 2 - Meet on Bb Total 60 Minutes	Threaded discussion on assigned topic or exercise demonstrating understanding and/or application to practice (60 minutes)
Week 12 Nov. 5 & 7 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Group I – Task Group Project Presentation - Due Nov. 5 Group II - Task Group Project Presentation - Due Nov. 7
Week 12 Nov. 9 - Meet on Bb Total 60 Minutes	Threaded discussion of group development in Groups I and II (60 minutes)
Week 13	Group III – Task Group Project

Nov. 12 & 14 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Presentation - Due Nov. 12 Group IV - Task Group Project Presentation - Due Nov. 14
Week 13 Nov. 16 - Meet on Bb Total 60 Minutes	Threaded discussion of group cohesion in Group III and IV (60 minutes)
Week 14 Nov. 19 - 23	Fall Break & Thanksgiving Holiday
Week 15 Nov. 26 & 28 - Classroom 11:00 – 11:50 a.m. Total 100 Minutes	Group V – Task Group Project Presentation - Due Nov. 26 Group VI - Task Group Project Presentation - Due Nov. 28
Week 15 Nov. 30 - Meet on Bb Total 60 Minutes	Threaded discussion of group termination in Groups V and VI (60 minutes)
Week 16 Dec. 3 - Classroom 11:00 – 11:50 a.m. Total 50 Minutes	Final Exam
Minimum Requirement per 3 credit hour course is 2,250 Minutes	Grand Total Minutes 3,260

Bibliography

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