



Course Syllabus

SW 306

Practice II

Semester/Year

Credit Hours: 3

Faculty Information

| | |
|--|---------------|
| Instructor Name Assistant Professor of Social Work Office: Phone: | Office Hours: |
| | |
| | |
| | |

Best way to reach me

The best way to reach me is through email:

Response time

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

Prerequisites for this course include SW304 - Practice I.

Required Text & Other Materials

Zastrow, C. & Hessenauer, S. (2019) *Social Work with Groups: Comprehensive Practice and Self Care*, Stamford, CT., Delmar Cengage Learning 10th edition

Articles and videos as assigned.

Course Description

Social Work Practice II continues the development of knowledge, values, and skills for generalist social work practice, with the focus at the group level. The special dynamics of working with more than one client are introduced. Group engagement with special populations and social work practice with different types of groups is presented.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

This online course was created using universal design principles to assist individuals with a variety of learning differences. Every effort has been made to present content in different formats to accommodate the individual learning differences of students. There are both synchronous and asynchronous learning components. Your attendance at weekly chats is required. Other activities, such as quizzes and discussions, are completed on your own. Please keep in mind that all assignments, including discussions, have due dates - this is not a "self-paced" course. Please refer to the Course Schedule for when assignments are due.

| | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Multimedia activities | <input type="checkbox"/> Debates | <input checked="" type="checkbox"/> Reflection |
| <input checked="" type="checkbox"/> Listening | <input checked="" type="checkbox"/> Lecture | <input type="checkbox"/> Presentation | <input type="checkbox"/> Group project |
| <input checked="" type="checkbox"/> Skill practice | <input checked="" type="checkbox"/> Asynchronous Discussion | <input checked="" type="checkbox"/> Paper | <input checked="" type="checkbox"/> Written homework |
| <input type="checkbox"/> Experiential activities | <input checked="" type="checkbox"/> Role play | <input checked="" type="checkbox"/> Skill demonstration | <input checked="" type="checkbox"/> Peer feedback |
| <input checked="" type="checkbox"/> Synchronous chat | <input checked="" type="checkbox"/> Quizzes or Exams | <input checked="" type="checkbox"/> Watching | <input type="checkbox"/> Other |

Student Learning Objectives

SLO 1: Observation of a Group/Demonstration of Group Skills: Recognize personal values and the distinction between personal and professional values. Understand how personal experiences and affective reactions influence professional judgement and behavior. *(Review)*

SLO 2: Observation of Group/Demonstration of Group Skills: Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Understand how personal experiences and affective reactions may impact the ability to effectively engage with diverse clients and constituencies. *(Review)*

SLO 3: Observation of a Group/Demonstration of Group Skills: Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Understand how personal experiences and affective reactions may affect assessment and decision-making. *(Review)*

SLO 4: Observation of Group/Demonstration of Group Skills: Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. *(Review)*

SLO 5: Observation of Group/Demonstration of Group Skills: Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. *(Review)*

Course Requirements

Participation

- Completion of reading assignments as listed in the syllabus
- Attendance at and meaningful participation in class is required. Students are expected to ask pertinent questions and critically discuss issues related to the learning objectives of the class. The instructor **must be** notified of absences in advance of missing a class session or due date. Should an emergency arise, students are expected to communicate with the instructor as soon as possible.
- Participation discussion board assignments in Moodle: Students will be required to post to the discussion board at regular intervals. See the week's lesson for specific assignments by clicking the link Discussion Board. Initial posts should be substantive with at least 300 words. Response posts can be shorter, but should be reflective and more than "I agree" or "good post". Please understand that the due date listed with the course outline with due dates (housed in the News Forum in the course and provided in syllabus) includes BOTH the main response and peer responses to students.
- Completion of Graded Assignments-see detail in Writing Assignments
- Participation in role play exercises
- Completion of quizzes, midterm, and final exam
- Observation and analysis of two open groups led by a social worker
- Practice demonstration - a digitally recorded or otherwise reproduced simulated group session.

Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

| Due Date | Name of Assignment | Points toward Final Grade |
|----------------------------|----------------------------------|---------------------------|
| Weekly | Attendance & Participation | 100 |
| Week 2, 6, 8, 9, 12 | Discussion Boards (10 pts each) | 50 |
| Week 7 | Midterm Exam | 50 |
| Week 16 | Final (Comprehensive) | 100 |
| Weeks 5, 10 | Group Observations (50 pts each) | 100 |

| | | |
|----------------------------|--|-----|
| Week 13 | Dem. Of Group Leadership Skill & Self Evaluation Paper | 100 |
| Week 2, 4, 6, 8, 10 | Quizzes (10 pts each) | 50 |
| Week 1, 3, 4, 7, 11 | Graded Assignments (10 pts each) | 50 |

Late Policy

Late assignments will be marked down 10% for each day late, weekends included, unless previous arrangements have been approved by the instructor at least 48 hours prior to the due date. Should an emergency arise, students are expected to communicate with the instructor as soon as possible if **not prior to the due date of the assignment to prevent deductions.**

***Assignments more than one week late will not be accepted. All assignments will be uploaded through the course and not emailed to the instructor.**

Completion of Assignments

Graded Assignments are formal writing assignments. These assignments should be submitted as formal papers. They should include an introduction, body, and conclusion and include proper grammar/sentence structure. They should not include bulleted lists. Apply APA style when using borrowed material. There will be automatic deduction for errors associated with grammar and APA style. If using borrowed material, it should come from valid, scholarly, peer reviewed materials. Please refer to Library Databases.

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

Technology Requirements

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient)
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Communication

The News Forum feature in the Introduction section of the course will be used significantly for communication from the instructor to the students. The News Forum posts will be housed in the News Forum for the entirety of the course and each student should receive an email message of each post at the time of the post to their Brescia University email account. All communication regarding this course should be communicated only through student and instructor Brescia University email accounts. When communicating with the instructor, please provide the SECTION number of the course in your email as well. You can find the section number of this course at the beginning of the syllabus.

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ (day) from _____ to _____ in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

| Assignment | Description |
|---|---|
| Observation of a Group | <p>The student will attend two open group meetings in his/her own community that are led by a social worker and share with the class the observations made regarding type of group, leadership style, make-up of the group, how conflict and issues are handled and overall reaction to group process. (Remember to maintain confidentiality when discussing with the class). The group leader and group members must be aware of your observation if you observe a closed group or open treatment group. It is encouraged for students to attend a group in which they are not a participant as the purpose of this assignment is for the student to objectively analyze and observe the group.</p> <p>A typed observation paper must be provided to the instructor that includes the following:</p> <ul style="list-style-type: none"> • The type of group and purpose of the group • Make-up/Membership of the group-provide details in regards to number of participants and diversity existing in the group (including but not limited to gender, age, religion, minority persons of color, socioeconomic status) • Leadership style (using leadership theories discussed in class and in text) of leader/organizer, examples of leadership style exhibited, and evaluation of the effectiveness of leadership style applied to group observed • Describe the task and maintenance roles you observed and whether these roles occur naturally or are assigned. • Overall reaction to group process-did the group seem to meet its intended goal? Identify at least three specific insights you learned that you could apply to group social work practice in the future. <p>Please submit via your Moodle course. Suggested length 4-5 pages.</p> <p>1st observation due: 5th week of the semester</p> <p>2nd observation due: 10th week of the semester</p> <p>Related course objectives: SLO 1-5; (CSWE Competency 1 CAP, 6 S, 7 S, 8 S, 9 S)</p> |
| Demonstration of Group Leadership Skill | <p>Students are expected to provide documentation through digital video of demonstrated leadership of a simulated group session. Students must successfully complete this assignment to receive credit for the class.</p> |

Students will be graded with a rubric that appears at the end of the syllabus that addresses the following practice behaviors:

- *Demonstrate professional demeanor in behavior, appearance and communication. (Competency 1)*
- *Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. (Competency 1)*
- *Use empathy and other interpersonal skills. (Competency 6)*
- *Select appropriate intervention strategies. (Competency 7)*
- *Facilitate transitions and endings in a group setting. (Competency 8)*
- *apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (Competency 9)*

Directions:

Students are to digitally record a video of themselves demonstrating a group (the student leads the simulated group session). The group may be a task, educational or recreational. The group participants may be family members, friends, neighbors, etc.

A participant should **not** be a person who receives services from you if you are currently working in a social services agency. **RESTRICTIONS FOR GROUP PARTICIPANTS INCLUDE: CLIENTS AND MINORS-ANY PERSON UNDER THE AGE OF 18 (INCLUDING STUDENT'S OWN CHILDREN). THIS MEANS THAT NO MINOR (OR ANY PERSON UNDER THE AGE OF 18 OR ANY INDIVIDUAL WHO IS UNABLE TO GIVE CONSENT FOR THEMSELVES) SHOULD APPEAR IN THE VIDEO. PLEASE ARRANGE FOR ALTERNATIVE CAREGIVING IF THIS IS SOMETHING THAT YOU ANTICIPATE YOU WILL NEED. THE ENVIRONMENT IN WHICH YOU RECORD YOUR PRACTICE DEMONSTRATION OF A GROUP SHOULD RESEMBLE THAT OF A PROFESSIONAL SETTING.**

Please have at least 3-4 participants in your group. Have each participant sign the waiver form located in the ARE YOU READY box in the class and students should email the sign forms to _____. The video will be a total of 20 minutes conducted in (2) 10 minute segments. You are responsible for ensuring that the video is of good quality and is uploaded to the secure YouTube site. Save your video as unlisted. Once your video is uploaded on YouTube you must provide a link to your video in the discussion board in Lesson 13.

After completing your group demonstration video, evaluate your group leadership skill. Your submission will be used to grade the final requirement of the rubric, based on self-evaluation. Write a paper that addresses all of the following evaluative processes:

1. Student's ability to engage with clients
2. Student's ability to assess clients (this includes the group process overall, responding to non-verbal communication of group participants, etc.)

| | |
|------------------------|--|
| | <p>3. Effectiveness of chosen intervention strategy (type of group, decision making approach, delivery of content/information, icebreaker activities, etc.). Be sure to discuss if you believe your group met its intended goal and support your position with specific examples. Include in your paper any changes you would make to improve a similar session in the future and why.</p> <p>Your peers will review the video and provide feedback in the chat sessions in Lessons 13, 14 and 15.</p> |
| Quizzes (5) | Quizzes are multiple choice, can be taken one time only, and are not timed. |
| Discussion Boards (5) | Each Discussion Board, you are expected to post a minimum of 3 times in response to a specific prompt. One should be your original post of 300 - 350 words. Standard English spelling, grammar, and punctuation are expected in all posts. Respond to at least 2 other classmates (these can be shorter). Post information that adds to the depth of the discussion. This may be in the form of additional evidence-based information to support or refute the ideas in the post (cite resources); questions seeking clarification or further expansion of the topic; or examples/experiences that provide insight into the topic. Posts that are limited to "I agree" or otherwise lack substance are not sufficient. |
| Graded Assignments (5) | Graded Assignments are formal writing assignments. These assignments should be submitted as formal papers. They should include an introduction, body, and conclusion and include proper grammar/sentence structure. They should not include bulleted lists. If borrowed material is used, APA format should be applied. |

Grading Scale

| | |
|-----------|-----|
| 90 - 100% | = A |
| 80 - 89% | = B |
| 70 - 79% | = C |
| 60 - 69% | = D |
| < 60% | = F |

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect

confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections:

| NASW Code of Ethics (2008) | | |
|---|----------------------------------|---|
| Integrity is one of the six core values of social work. | | |
| 2.11 | Unethical Conduct of Colleagues | Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels. |
| 3.04 | Client Records | Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided. |
| 4.04 | Dishonesty, Fraud, and Deception | Social workers should not engage in dishonesty, fraud, and deception. |
| 4.06 | Misrepresentations | Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others. |
| 4.08 | Acknowledging Credit | a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others. |
| 5.01 | Integrity of the Profession | Social workers should work toward the maintenance and promotion of high standards of practice. |

Students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of "double-dipping," meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any MSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) give you an F for the course if weight of assignment causes failing course grade

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names,

birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

| Week 1 | Dates: |
|--|---------------|
| Chat Session | M/D |
| Introduction to Course - Syllabus review <ul style="list-style-type: none"> Review of NASW Code of Ethics/Values of Social Work | |
| Read: Zastrow, Chapter 1, Groups: Types and Stages of Development <ul style="list-style-type: none"> Historical Development of Group Work Types of Groups Development of Groups Stages of a Group Models of Group Development Group Cohesion Membership and Reference Groups | |
| Write: <ul style="list-style-type: none"> Graded Assignment 1 | Due: M/D |
| Week 2 | Dates: |
| Chat Session | M/D |
| Read: Zastrow, Chapter 2- Social Group Work and Social Work Practice <ul style="list-style-type: none"> Definition of Social Work Social Work & Social Welfare Generalist Practice The Strengths Perspective Variety of Roles Systems Perspective & Ecological Model Goals of Social Work Practice Problem-Solving Approach Micro, Mezzo and Macro Practice | |
| Write: <ul style="list-style-type: none"> Discussion Board | M/D |
| Complete: <ul style="list-style-type: none"> Quiz 1 | M/D |
| Week 3 | Dates: |
| Chat Session | M/D |
| Read: Zastrow, Chapter 3 - Group Dynamics - Leadership <ul style="list-style-type: none"> Approaches to Leadership and Leadership Roles | |

- Power and Influence in Groups
- Guidelines for Forming and Leading a Group

Write:

- Graded Assignment

Due: M/D

Week 4

Dates:

NO CHAT SESSION

M/D

Read: Zastrow, Chapter 4 - Group Dynamics - Goals and Norms

- Hidden Agendas
- Establishing Group Goals
- Competition vs. Cooperation
- Group Norms
- Conformity
- Disruptive Behavior

Write:

- Discussion Board

Due: M/D

Complete:

- Quiz Week 4

Due: M/D

Week 5

Dates:

Chat Session

M/D

Read: Zastrow, Chapter 5- Verbal and Non-verbal Communication

- Perception
- Self-disclosure
- Effective Communication
- Function and Forms of Nonverbal Communication

Write:

- **Group Observation #1 Due**

Due: M/D

Week 6

Dates:

Chat Session

M/D

Read: Zastrow, Chapter 6- Task Groups

- Guidelines
- Problem solving
- Barriers
- Brainstorming
- Conflict
- Conflict Resolution
- Decision making

Write:

- Discussion Board Due M/D

Complete:

- Quiz Week 6 Due M/D
- **Midterm Exam** Due M/D

Week 7

Dates:

Chat Session

M/D

Read: Zastrow, Chapter 7 - Diverse Groups

- Definitions
- Posture of Reciprocity
- Leading Multiracial Groups
- Feminist Intervention

Write:

- Graded Assignment Due M/D

Week 8

Dates:

Chat Session

M/D

Read: Zastrow, Chapter 8 - Self-Help Groups

- Definitions and Characteristics
- Benefits of Self-Help Groups
- Linkage with Social Workers
- Online Self-Help Groups

Write:

- Discussion Board Due M/D

Complete:

- Week 8 Quiz Due M/D

Week 9 - Fall Break (No Chat)

NO CHAT SESSION

M/D

Read: Zastrow, Chapter 9- Families

- Diversity of Family Forms
- Problems
- Assessment---Ecomaps, Genograms
- Family norms, roles and goals
- Communication Patterns
- Family conflict, problems and resolutions

| | |
|--|---------------|
| Week 10 | Dates: |
| Chat Session | M/D |
| Read: Zastrow, Chapter 10 - Organizations, Communities and Groups | |
| <ul style="list-style-type: none"> • Relationship between Groups and an Organization • Models of Organizations • Surviving in a Bureaucracy • Relationship between Groups and a Community • Models of Community Practice • Skills for Macro Practice | |
| Write: | |
| <ul style="list-style-type: none"> • Discussion Board | Due M/D |
| Week 11 | Dates: |
| Chat Session | M/D |
| Read: Zastrow, Chapter 11- Educational Groups | |
| <ul style="list-style-type: none"> • Stress Management and Time Management • Conceptualizing Stress • Burn-Out • Approaches to Managing Stress and Preventing Burn-Out | |
| Write: | |
| <ul style="list-style-type: none"> • Group Observation #2 Due | Due M/D |
| Complete: | |
| <ul style="list-style-type: none"> • Quiz Week 11 | Due M/D |
| Week 12 | Dates: |
| Chat Session | M/D |
| Read: Zastrow, Chapter 13- Termination and Evaluation of a Group | |
| <ul style="list-style-type: none"> • Termination of Successful & Unsuccessful Groups • Member Dropping Out • The Leader Leaving | |
| Write: | |
| <ul style="list-style-type: none"> • Graded Assignment | Due: M/D |
| Week 13 | Dates: |
| Chat Session | M/D |
| Final Exam Review | |
| Submit: | |
| <ul style="list-style-type: none"> • Group Demonstration Video | M/D |
| Write: | |

- Self-Evaluation-Group Demonstration Video M/D

Week 14 **Dates:**

Chat Session M/D
 Critique of Student Demonstrations

Week 15 **Dates:**

Chat Session M/D
 Critique of Student Demonstrations

Write:

- Discussion Board M/D

Week 16 **Dates**

Chat Session M/D
 Critique of Student Demonstrations
 Mandatory Course Evaluation
Final Exam Due M/D

Outcomes Assessment

BU Educational Outcome #1
 Student will demonstrate the ability to think critically, analyze information, and communicate effectively.

CSWE Competency #6
 Engage with Individuals, Families, Groups, Organizations, and Communities.

| Student Learning Outcome (SLO) | Method of Assessment | Level of Assessment |
|--|---|---------------------|
| Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Understand how personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. | Observation of Group & Demonstration of Groups Skills | Review |

| | | |
|--|---|----------------------------|
| | | |
| CSWE Competency #7 Assess with Individuals, Families, Groups, Organizations, and Communities. | | |
| Student Learning Outcome (SLO) | Method of Assessment | Level of Assessment |
| Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Understand how personal experiences and affective reactions may affect assessment and decision-making. | Observation of Group & Demonstration of Groups Skills | Review |
| CSWE Competency #8 Intervene with Individuals, Families, Groups, Organizations, and Communities. | | |
| Student Learning Outcome (SLO) | Method of Assessment | Level of Assessment |
| Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. | Observation of Group & Demonstration of Groups Skills | Review |
| CSWE Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. | | |
| Student Learning Outcome (SLO) | Method of Assessment | Level of Assessment |
| Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | Observation of Group & Demonstration of Groups Skills | Review |

BU Educational Outcome #2
 Student will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field..

CSWE Competency #1
 Engage in ethical and professional behavior.

| Student Learning Outcome (SLO) | Method of Assessment | Level of Assessment |
|--|---|---------------------|
| Recognize personal values and the distinction between personal and professional values. Understand how personal experiences and affective reactions influence professional judgement and behavior. | Observation of Group & Demonstration of Groups Skills | Review |

BU Educational Outcome #4
 Student will understand and apply ethical standards in promoting justice and service to others.

CSWE Competency 1
 Engage in ethical and professional behavior.

| Student Learning Outcome (SLO) | Method of Assessment | Level of Assessment |
|--|---|---------------------|
| Recognize personal values and the distinction between personal and professional values. Understand how personal experiences and affective reactions influence professional judgement and behavior. | Observation of Group & Demonstration of Groups Skills | Review |

Discussion Board GRADING RUBRIC

| SW 306 - Discussion Board | Excellent (4) | Competent (3) | Developing (2) | Insufficient (1) | Points |
|---|--|--|---|--|---------------|
| Makes timely posts. (pts deducted for lateness) | Makes at least 1 original post in 300-350 words. | Makes 1 original post in 200-300 words. | Makes 1 original post in <200 words. | Does not make an original post. | |
| Timely responses to 2 other students on 2 separate days. (pts deducted for lateness) | Responds to at least 2 other students in at least 150 words for each post. | Responds to at least 1 student in 100-150 words for each post. | Responds to at least 1 other student in <100 words for each post. | Does not respond to another student or responds to 2+ students superficially. | |
| Knowledge | Demonstrates in-depth mastery of the material. | Demonstrates clear, accurate understanding of the material. | Demonstrates incomplete understanding of the material. | Does not demonstrate understanding of the material. | |
| Analysis | Considers the complexity of the situation/topic. Discusses multiple points of view. Makes connections to activities (audio, reading, interactive) or other learning. | Considers the complexity of the situation/topic. Discusses more than one point of view, but makes no (or superficial) connections to the activities (audio, reading, interactive) or other learning. | Considers the elements of the situation/topic in a concrete way. | Does not consider the various elements of the situation/topic or considers them solely-based upon personal opinion or anecdotal information ("I know a person . . ."). | |
| Grammar & Spelling | Virtually no errors. | 1 or 2 minor errors that do not distract from the message. | 2+ errors (assuming required length). | Either 2+ errors that significantly distract from the message OR post is so short that lack of errors does not demonstrate skill in this area. | |

Demonstration of Group Skills GRADING RUBRIC

| SW 306 - Demonstration of Group Skills | % | Excellent (4) | Competent (3) | Developing (2) | Insufficient (1) | Points |
|--|----------|--|--|--|---|---------------|
| Demonstrate professional demeanor in behavior, appearance, and communication. <ul style="list-style-type: none"> • Respectfulness • Integrity/honesty • Appropriate boundaries • Professional demeanor/ Presentation • Preparedness • Appearance (Comp. 1 S & 2 S) | 20 | Demonstrates all consistently and approximates professional behavior. | Demonstrates with a minor lapse in 1-2 of any of the areas. | Demonstrates with a significant lapse in any of the areas. | Demonstrates in a way that has a significant, negative effect on one or more group members. | |
| Demonstrates effective oral and written communication in engaging with clients and group. <ul style="list-style-type: none"> • Active listening skills • I-messages • Non-blaming • Non-verbal communication • Engages all members • Manages conflict (Comp. 6 S) | 20 | Uses all skills proficiently to engage group members in a professional manner. | Uses 3 skills proficiently with occasional minor lapses in engaging clients. | Uses 1-2 skills with minor lapses in engaging clients. | Use of skills appears to have a significant, negative effect on one or more group members. | |
| Demonstrates use of empathy and other interpersonal skills to assess clients and group. <ul style="list-style-type: none"> • Validates the perspective of clients • Gives thoughtful, sensitive feedback to peers. • Identifies the goal(s) of the group. (Comp. 7 S) | 20 | Accurately assesses client and group needs and identifies the goal of the group. | Uses some skills to assess the needs of the clients and the group as a whole | Uses skills with minor lapses in assessing the needs of the client and the group as a whole. | Unable to assess the needs of the client and the group as a whole, or assessment is inaccurate. | |
| Selects appropriate intervention strategies. <ul style="list-style-type: none"> • Uses strategies that meet this goal. • Facilitates transitions and endings in a group setting. (Comp. 8 S) | 20 | Goal is stated. Strategies are appropriate and executed correctly and skillfully, with effective group ending. | Goal is stated. Strategies are appropriate and most are executed correctly. | Goal may be stated or implied. Strategies appear unrelated to goal. | Does not state goal or does not meet goal. | |

| | | | | | | |
|--|-----------|--|---|---|--|--|
| <p>Demonstrates the use of self-evaluation to:</p> <ul style="list-style-type: none"> • Review ability to engage with clients. • Review assessment of the client • Determine efficacy of intervention strategy <p>(Comp. 9 S)</p> | <p>20</p> | <p>Thoroughly evaluates efficacy of self and group outcomes. Identifies areas for improvement.</p> | <p>Evaluates efficacy of self and group outcomes.</p> | <p>Able to evaluate some aspects of self and group.</p> | <p>Unable to evaluate self or group outcomes accurately.</p> | |
|--|-----------|--|---|---|--|--|