



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

SOWK 5333: Social Work Theory and Practice with Groups

CRN: 16319

TERM: Fall, 2024

MEETING TIMES: 6:00 – 8:50PM Tuesdays, UGLC 334

Professor: Hyejin Jung

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Phone: 915-747-5453

Office Hours: Wed 11:30AM -1:00 PM, by appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

This course expands students' knowledge and practice skills in social work group theory and practice. Students will build upon theory, knowledge and practice skills covered in SW Practice and Theory with Individuals to include group work methods and skills. Students will critically examine how race, culture, gender, class, and stressors influence the group process. Using an evidence-based practice lens, students will expand practice skills and knowledge with clients with diverse challenges and in various professional social work settings with attention given to group work in the border region.

DIVERSITY STATEMENT

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

COURSE GOALS

At the end of this course, students will increase their knowledge and practice skills in social work group theory and practice and expand their competency to work with diverse social work group populations/settings.

COURSE OBJECTIVES

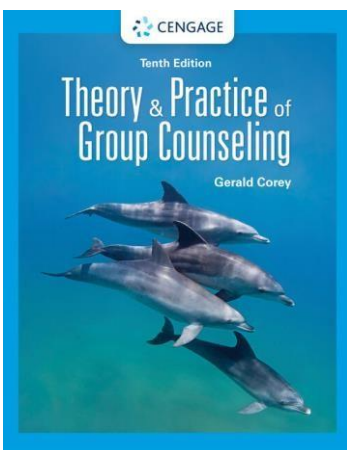
Students, at the end of the semester, will:

- Demonstrate understanding and applicability of the various types of groups to meet the needs of specific populations.
- Demonstrate ability to reflect on group experiences to develop self-awareness and understanding about one’s strengths and weaknesses as group facilitator.
- Identify ethical and legal issues related to group work within the context of a border region.
- Describe and demonstrate various group processes, methods and group members’ roles that inform group experiences.
- Understand the types and stages of group
- Demonstrate skills in facilitating and planning groups.
- Describe and demonstrate methods to evaluate group work social work.
- Develop awareness of the influence that cultural, race, language, gender, class, and sexual orientation have on group and family social work in a bicultural border region.

Competencies	Assignment(s)
1: Demonstrate ethical and professional behavior	1
2: Advance human rights and social, racial, economic, and environmental justice	
3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice	1, 3
4: Engage in practice-informed research and research-informed Practice	3
5: Engage in policy practice	
6: Engage with individuals, families, groups, organizations, and communities	1, 3
7: Assess individuals, families, groups, organizations, and communities	1, 2, 3
8. Intervene with individuals, families, groups, organizations and communities	1, 2, 3
9: Evaluate practice with individuals, families, groups and organizations and communities.	3

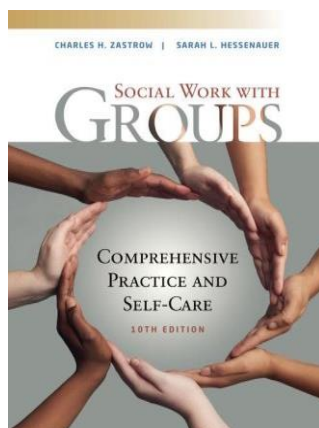
REQUIRED MATERIALS

Required Text: Students will need access to MindTap of the following two books/ebooks.



Corey, G. (2023). *Theory & practice of group counseling* (10th ed.). Cengage Learning.
<https://www.cengage.com/c/theory-and-practice-of-group-counseling-10e-corey/9780357622957/>

MindTap for Corey's Theory and Practice of Group Counseling



Zastrow & Hessenauer (2019). *Social work with groups: Comprehensive practice and self-care* (10th ed.). Cengage Learning.

<https://www.cengage.com/c/empowerment-series-social-work-with-groups-comprehensive-practice-and-self-care-10e-zastrow/9781337567916PF/>

MindTap Social Work, Zastrow/Hessenauer's Empowerment Series: Social Work with Groups: Comprehensive Practice and Self-Care, 10th Edition

Supplemental Texts and Articles:

Students will be required to read and critically evaluate articles from the professional literature related to the course theory and practice. Detailed instructions will be provided for preparing evidence-based practice assignments based on this critical reading.

Publication manual of the American Psychological Association (7th ed.). (2019). Washington, DC: American Psychological Association.

Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

COURSE ASSIGNMENTS & GRADING

Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.” Grades for the course will be assigned based on the total number of points earned out of a total of 1000 points available. Points correspond to the following course assignments:

1) In class Exercises & Participation (40%) or 400 pts

Students will be expected to fully participate in various class activities to practice and demonstrate their emerging social work practice skills and knowledge on group work. Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the material. Your class attendance and active participation is vital not only to your learning, but to your classmates’ learning as well. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions. Class exercises and participation include completion of weekly readings, quizzes, MindTap activities, discussion on Blackboard, small group discussion, and role plays. Students will earn the points for their participation based on their participation and completion on these activities. **Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

- Attendance & Participation (15%, 60pts)
- MindTap Activities (20%, 80pts)
- Leading Education Group Discussion (20%, 80pts) - Students will lead an education group discussion assigned to the theoretical model.
- Exercise Demonstration/Role Play (30%, 120pts)
- Session Planning Day (15%, 60pts) – Students will plan a session for one of the following groups: support group, counseling, treatment/therapy, or psychoeducation group

2) Quizzes (30%) or 300 pts

Each student will complete quizzes available on **blackboard by due date/time listed in the Course Outline**. The quizzes are based on the assigned readings each week. This will support your learning and understanding of class materials. **Because quizzes are designed to contribute to your learning each week, they cannot be made up after their due date has passed.**

3) Evidence-Based Practice Group Project (30%) or 300 pts

As a generalist in Social Work, you will be faced with many different macro and clinical challenges in your career. Using both, micro and macro skills, a group of classmates will develop from beginning to end (all stages) session plans and resource materials that will help any social worker carry out and prepare to run a group.

The goal of the Evidence-Based Practice Group Project is to develop an electronic group session binder that will include all instructions, session plans, flyers, materials, and resources to carry out in group settings. Students will utilize evidence-based resources and existing research literature to understand the population assigned, identify group therapies/interventions/resources that are proven to be effective for the population, develop session plans, and discuss their learning from this project.

Your electronic binder/portfolio should include the following:

- A one-page introduction demonstrating students' understandings of the target population from the existing academic literature and stating the goal for the group
- Pre-group planning section. Make sure you discuss the process and preparation for group (e.g., member selection, location, type of group, any other components for consideration etc.) and provide your rationale for your decision. Your pre-group planning section includes the following:
 - Who is the target population and what is the purpose of the group?
 - Why did you choose this population and want to focus on this specific purpose?
 - What kind of group this will be?
 - How big this group will be?
 - How many sessions will the group meet?
 - How long a session would last?
 - When will the group meet?
 - Where will the group meet?
 - Who should be included in the group? How will the members be screened (Explain the screening process)? Are there any specific qualifications for membership?
 - Explain how you will ensure diversity, equity and inclusion of vulnerable populations
 - What theories covered in the course will be applicable to this population?
 - What are the possible topics that this group will cover?
 - How would you prioritize the topics (Prioritize the topics that could be addressed during the beginning, early middle, and middle stages of the group)?
 - How would you evaluate the success of the group?
 - What other factors should be considered in preparing a group for the target population?
- Flyers
- Sample rules for group
- Group session topic and session plans. Your group session should include the first/beginning session, middle stage sessions, and the closing session of the group.
- Activities and exercises (a minimum of one activity/exercise per session plan)
- Resources (a minimum of 5 resources) that can be used by clients
- Explore at least three EBPs that can be used with your population of choice; explain each EBPs (e.g., a quick reference of what this EBP is, why this EBP is applicable to your population, what are strengths and limitations of this EBP) and then select one and explain why you selected this one.
- A reference list of a minimum of 5 peer-reviewed journal articles that help you in prepping to work with this population in APA format

Group Project Proposal Presentation (Week 6 & 7)

Group Project Binder/Submission (Week 14)
Group Project Presentation (Week 15)
Group Project Reflection Paper (Week 15)

Grading

A (Exceptional, Superior mastery) = 100 - 90 %
B (Adequate mastery) = 89.9 - 80 %
C (Limited mastery) = 79.9 - 70 %
D (Deficient mastery) = 69.9 - 60 % F = 59 %

TECHNOLOGY REQUIREMENTS

Course content is delivered via internet through the Blackboard learning management system. Ensure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [MicrosoftOffice365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** Wed 11:30AM -1:00 PM, by appointment
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.

UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements. Students are expected to use their UTEP accounts and are responsible to keep the university informed about changes

to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with course-related communications, some of which may require responses within specific time limits.

- **Phone:** 915-747-5453
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-toface situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Tips for Online Participation/Discussion

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your

message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

- **Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities and course discussions. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers on the discussion boards and during course meetings
- Other activities as indicated on Blackboard

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course, the instructor may drop the student from the class with a grade of 'W' before the course drop deadline and with a grade of 'F' after the deadline."

Students who miss more than **TWO** class meetings will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion. **Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Deadline for this semester is November 1st. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to nonperformance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an 'F' for the course.

PROFESSIONAL CONDUCT IN CLASS

Students are expected to act like professionals in class. This means arriving at class room on time, being prepared to participate in the class discussion, paying attention during class activities and discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the class (e.g., texting, emailing, dominating discussions, disrespectful behavior) and showing respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

CLASSROOM CIVILITY

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Any assignment that is not turned in by the due dates/times specified in the course syllabus (See Course Outline) will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due three days are not accepted. **No late assignments are allowed for in-class exercises and participation and quizzes because these activities are designed to contribute to your learning each week and they cannot be made up after their due date has passed.**

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me –in advance if possible– and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, MyLab activities, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

'INCOMPLETE' GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

CONFIDENTIALITY

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act

(ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-7475148, or email them cass@utep.edu or apply for accommodation online via [CASS portal](#)

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Community Standards for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is permitted in this course for *identifying resources*, which must be noted or cited. However, you should not use AI tools to MindTap activities, Quizzes, *any write-up part of the assignments (e.g., reflection paper, introduction of Group Project, pre-group planning section, session plans, etc.)*.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

This syllabus serves as our guiding contract agreement for the term. You are responsible for reading it thoroughly prior to our second class session. You are also responsible for reading assignment instructions/grading rubrics and self-monitoring assignment due dates.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#): Provides food and support for students and staff who are experiencing food insecurity.

- [Foster Homeless Adopted Resources](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line 988

- National Suicide Prevention Hotline 988
- Veterans Crisis Line 988, then Press 1

- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.



WEEKLY SCHEDULE

(Fall 2024)	Assigned Readings & Course Outline	Topics and/or Assignments	Competencies Addressed and/or Measured
Week 1 Aug 27	<p>The association for the advancement of social work with groups:</p> <p>Standards for social work with groups web site http://www.iasw.org/</p> <p>Corey, ch. 1</p> <p>Zastrow & Hessenauer, ch. 1 & 2</p>	<ul style="list-style-type: none"> • Introductions • Syllabus & Course expectations • Introduction to group practice • Group Project Discussion <p><u>Assignments Due by 11:59pm on 09/01</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES (Practice) 	1, 3
Week 2 Sep 3	Zastrow & Hessenauer, ch. 3, 4 & 5	<ul style="list-style-type: none"> • Group Project Discussion <p><u>Assignments Due by 11:59pm on 09/01</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings (Practice) 	1, 3, 4, 6
Week 3 Sep 10	Corey, ch. 2&3 Zastrow & Hessenauer, ch. 7	<ul style="list-style-type: none"> • Group Project Discussion <p><u>Assignments Due by 11:59pm on 09/08</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	1, 3, 4, 6
Week 4 Sep 17	Corey, ch. 4& 5	<ul style="list-style-type: none"> • Group Project Discussion <p><u>Assignments Due by 11:59pm on 09/15</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	3, 4, 6, 7, 8, 9
Week 5 Sep 24	Zastrow & Hessenauer, ch. 12, 13 & 14	<ul style="list-style-type: none"> • Group Project Discussion • Session Planning Day <p><u>Assignments Due by 11:59pm on 09/22</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	3, 4, 6, 7, 8, 9

Week 6 Oct 1	Zastrow & Hessenauer, ch. 6, 8 & 11	<ul style="list-style-type: none"> • Session Planning Day • Group Project Proposal Presentation & Feedback <p><u>Assignments Due by 11:59pm on 09/29</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES • QUIZZES on assigned readings 	3, 6, 7, 8, 9
Week 7 Oct 8		<ul style="list-style-type: none"> • Group Project Proposal Presentation & Feedback • Mid-term evaluation: How are we doing so far? <p><u>Assignments Due by 11:59pm on 10/06</u></p> <ul style="list-style-type: none"> • QUIZZES on assigned readings 	3, 6, 7, 8, 9
Week 8 Oct 15	Corey, ch. 6 & 7	<ul style="list-style-type: none"> • Leading Education Group discussion • Exercise Demonstration & Role Play <p><u>Assignments Due by 11:59pm on 10/13</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES 	1, 3, 4, 6, 7, 8
Week 9 Oct 22	Corey, ch. 9 & 10	<ul style="list-style-type: none"> • Leading Education Group discussion • Exercise Demonstration & Role Play <p><u>Assignments Due by 11:59pm on 10/20</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES 	1, 3, 4, 6, 7, 8
Week 10 Oct 29	Corey, ch. 11 & 12	<ul style="list-style-type: none"> • Leading Education Group discussion • Exercise Demonstration & Role Play <p><u>Assignments Due by 11:59pm on 10/27</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES 	1, 3, 4, 6, 7, 8
Week 11 Nov 5	Corey, ch. 13, 14, & 15	<ul style="list-style-type: none"> • Leading Education Group discussion • Exercise Demonstration & Role Play <p><u>Assignments Due by 11:59pm on 11/03</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES 	1, 3, 4, 6, 7, 8
Week 12 Nov 12	Corey, ch. 16	<ul style="list-style-type: none"> • Group Project Discussion <p><u>Assignments Due by 11:59pm on 11/10</u></p> <ul style="list-style-type: none"> • MIND TAP ACTIVITIES 	1, 3, 4, 6, 7, 8
Week 13 Nov 19		<ul style="list-style-type: none"> • Group Theory Quiz 	

Week 14 Nov 26		• Group Project Submission	1, 3, 4, 6, 7, 8, 9
Week 15 Dec 3		• Group Project Presentation & Wrap-Up	1, 3, 4, 9

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS