

The University of Tennessee
College of Social Work
BSSW Program
Spring 2018

Social Work 315: Social Work with Groups, Organizations and Communities

Instructor: Tony Murchison

Email: tmurchis@utk.edu

Section: 001

Phone: 865-974-2349 (w)

Class Times: 8:10 – 9:25 a.m., T & Th

Class Room: Henson Hall 322

Office hours: Tuesday 9:30 – 10:30 a.m. (422 Henson)

Prerequisite(s): SW 312. Social Work majors only.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate

means of self-care, and seeks supportive resources if necessary.

- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "*Hilltopics*". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of

diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

Course Description

Generalist practice with emphasis on groups, organizations and communities, including treatment theories, techniques, and issues.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Demonstrate the basic knowledge required for assessment, planning, intervention, and evaluation of group interventions, including facilitating effective transitions and endings that advance mutually agreed-on goals. 2.3, 7.1, 8.1, 8.5, 9.1
2. Demonstrate the basic skills needed for leading groups. 2.3, 8.1
3. Demonstrate the basic knowledge required for assessment and the development of mutually agreed-on goals, planning, intervention, and evaluation of organization- and community-level interventions, including facilitating effective transitions and endings that advance mutually agreed-on goals. 7.1, 7.3, 8.5, 9.1, 9.3
4. Demonstrate knowledge of diverse, oppressed, and at-risk populations found in groups, organizations, and communities, and interventions including engaging clients and constituencies as experts of their own experiences (see also the CSW Dimensions of Diversity Statement). 2.1, 2.2, 6.1, 6.2, 8.1, 8.2, 8.3, 8.4
5. Demonstrate an understanding of the influences of socio-economic characteristics – of clients and social workers—on social work service delivery. 8.2,
6. Demonstrate understanding of the role that social, personal, and professional power plays—and the capacity to promote social, economic, and environmental justice and access to services. 2.3, 3.1, 3.2
7. Identify other potential ethical conflicts for social workers. 1.1, 1.2
8. Identify evaluation findings in mezzo and macro system levels (i.e., groups, organizations, and communities) for a given problem and demonstrate how these findings improve practice effectiveness. 9.4

9. Identify evidence-informed prevention principles and approaches to well-being; social, economic and environmental justice; and human rights at the mezzo and macro system levels (groups organizations, and communities). 3.1, 3.2
10. Identify and select appropriate methods for evaluating practice outcomes at the mezzo, and macro levels. 9.1
11. Further develop practice skills relevant to social work practice with groups, organizations, and communities at the mezzo and macro system levels, including neighborhood, state, national, and international levels. 8.1, 8.2, 8.3, 8.4

CANVAS

Computer and internet access is required for this class. We use many Canvas features through *Online@UT* (<http://online.utk.edu>). Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Canvas, contact helpdesk@utk.edu or 974-9900.

Required Texts

Morgaine, K., & Capous-Desyllas, M. (2015). *Anti-Oppressive Social Work Practice: Putting Theory into Action*. Thousand Oaks, CA: Sage.

Cohen, M.B., & Hyde, C.A. (2014). *Empowering Workers & Clients for Organizational Change*. Chicago: Lyceum.

Recommended Texts

Several required readings are from the recommended texts of Gamble & Weil (2010) and Toseland & Rivas (2015). *You will find these readings in our Canvas site, yet I highly recommend having your own copies of these texts for transitioning into your professional social work practice.*

Gamble, D.N., & Weil, M. (2010). *Community Practice Skills: Local to Global Perspectives*. New York: Columbia University Press.

Toseland, R.W., & Rivas, R.F. (2012). *An introduction to group work practice* (7th Ed.). Boston, MA: Allyn and Bacon.

American Psychological Association. (2009). *Publication manual of the American Psychological Association, (6th ed.)*. Washington, DC: Author.

Additional Readings and Resources

National Association of Social Workers (NASW) Code of Ethics (NASW, 2017)
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

International Federation of Social Workers' (IFSW) Statement of Ethical Principles (IFSW, 2012)
<http://ifsw.org/policies/statement-of-ethical-principles/>

Required readings, other than required texts, from professional, peer reviewed journals, websites, and other sources are listed in the Course Outline below and are available in Course Materials on the Canvas site. Some required readings or other materials might be changed over the course of the semester.

Please also familiarize yourself with these additional, useful resources:

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

The University of Buffalo School of Social Work (2015). Self-Care Starter Kit. Retrieved from <https://socialwork.buffalo.edu/resources/self-care-starter-kit.html>

The University of Tennessee Libraries. (2015). Understanding Plagiarism. Retrieved from <http://libguides.utk.edu/c.php?g=188584&p=1246308>

The University of Tennessee Libraries. (2015). Endnote Citation Management Software. Retrieved from <http://libguides.utk.edu/endnote>

UC Berkeley Library. (2011). Evaluating Web Pages: Techniques to Apply & Questions to Ask. Retrieved from <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

Course Requirements

The course format will be a combination of lectures and class discussion, PowerPoint/Prezi, videos, online assignments, guest speakers, and class activities. Each class, the instructor will highlight main points and important issues. Students are expected to read, critically analyze, and discuss assigned readings and other materials. Grades will be based on individual and group assignments, two exams, and class participation.

Grading Scale

Grades reflect the number of total points earned. There are no extra credit options.

The grading scale is:

Grade	Course Points/% Hours of Credit	Performance Level	Quality Points Per Semester
A	94-100	Superior	4.0
A-	90-93.9	Intermediate Grade	3.7
B+	86-89.9	Very Good	3.3
B	83-85.9	Good	3.0
B-	80-82.9	Intermediate Grade	2.7
C+	76-79.9	Fair	2.3
C	73-75.9	Satisfactory	2.0
C-	70-72.9	Unsatisfactory	1.7
D+	66-69.9	Unsatisfactory	1.3
D	63-65.9	Unsatisfactory	1.0
D-	60-62.9	Unsatisfactory	.7
F	< 60	Failure	0.0

Grade Distribution

	<u>Points</u>
Attendance and Participation	10
Reflection (4 @ 5 pts each)	20
Exam 1	15
Community Observation Paper	10
Group Program/Project	25
Exam 2	20
Total	100

Attendance: Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the end of class sessions. If you miss a class, you are responsible for what you missed.

Preparation and Participation: You are expected to participate regularly, actively, and constructively in class sessions. To make meaningful contributions to class discussions, it is essential that you study assigned readings and other material prior to class. Communicating your critical thinking with the class as a whole is an important component in developing your understanding of course content. Group work is a significant part of the processes we use. Thus, working and sharing experiences with other class members in and outside of class time is also strongly encouraged.

Respect the ideas and thinking of other class participants by listening to their comments and constructively and critically questioning their thinking and reasoning, and asking for clarification or more information. Work cooperatively with others and fully contribute to the workload of each group in which you are a member.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, play games, use social media, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging or web surfing). Please silence cell phones and avoid use during class.

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made.

Assignments

Each assignment is linked with one or more of the course competencies (CCs). Assignment competencies are also linked with one or more of the Council on Social Work Education's (CSWE) Dimensions of Competence:

- Knowledge (K)
- Values (V)
- Skills (S)
- Cognitive and Affective Processes (CAP), which include:
 - Critical Thinking: Process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information
 - Affective Reactions: Emotions that influence thinking and subsequent behavior
 - Judgement: Capacity to perceive and discern multiple sources to form an opinion

You'll see these four measures (K, V, S, and CAP) identified in the syllabus as Dimensions of Competence Measures (DCMs).

Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating circumstances. Late assignments will be penalized 10% for each calendar day past the due date, unless alternative arrangements are made with the instructor in advance.

Well-written assignments that demonstrate good writing skills (e.g., critical thinking, conceptualization, organization, sentence and phrasing structure, grammar, punctuation, spelling) and adherence to APA-style guidelines for paper structure (e.g., running head with page numbers, 12 pt. font size, double-spacing, appropriate referencing) will receive higher grades.

All written assignments must be submitted through the course Canvas site and (1) MUST be submitted as Word documents, (2) MUST be named using the format of "Lastname Firstname Assignment.docx" (e.g., "Addams Jane Treatment Group Observation"), and (3) MUST include a RUNNING HEAD and page numbers, or points will be deducted.

In-class Group Project Work: Student Reflection Assignments

Students will be divided quasi-randomly into groups of approximately three individuals. These small groups will work together, both in and outside of class over the course of the semester. We'll have several in-class exercises in which your small groups will explore aspects of the course material and develop your group program/project assignment.

Each student will complete four reflection assignments based on course material and submit them through Canvas. Students reflect on their own professional development and knowledge of the content presented.

Individual Paper Assignment: Community Engagement and Reflection

[Course Competencies (CCs) 1, 2, 5, 6, 8, 10, 11; DCM: K, V, CAP]

Find and attend an event where people are engaged in groups / community. This may include a campus event, local community event, meeting of local government or UTK student government, multicultural organization in Knoxville, etc. You will attend the group / event / meeting and pay special attention to the dynamics of the group and the ways in which communities come together and engage with one another.

Students can attend a group meeting together, but NO MORE THAN FOUR students can attend a meeting or event together. The purpose of this assignment is to practice your observational skills and expand your knowledge of community interaction and groups. (CC 1, CC 2).

Locate at least two relevant, peer review articles about community engagement and critically integrate information from those two articles into your paper. Use APA format to reference your resources in the body of your paper and in a reference page. Your paper should be no more than three pages in length (not including title page or reference page).

As you conduct your critical observations and develop your paper, consider the following questions: What is the purpose of the event or group? Who are the leaders? Who has authority? How does this event resonate with or reflect any of the theories we have discussed in class so far this semester? Was the group engaged in assessment, planning, intervention, evaluation, or more than one stage of planned change? (CC 1) What leadership skills (CC 2), power dynamics (CC 7), or potential ethical issues or conflicts (CC 7) did you observe? What other impressions about and reactions to the group did you experience?

Group Program/Project Proposal and Presentation Assignment

[Course Competencies (CCs) 1—11; DCM: K, S, V, CAP]

Each small group will develop and propose a plan for a new social service program or social change project that addresses a community-based need for one or more populations-at-risk in the East Tennessee region. Proposal development will include a research-based literature review; local, regional, or national data; a force field analysis, and other aspects of service delivery, community, and group assessment and intervention. Proposals must detail the use of at least one type of treatment and one type of task group.

Groups will identify an existing organization that could take on the proposed program/project and specify why that organization is a good fit. To identify a host organization for their program/project, each group *must* interview at least two knowledgeable individuals who are employed in the prospective host organization or other organizations that perform relevant services. You may certainly interview more than two individuals, but at least two *must* be social

work professionals who have at a minimum a bachelor's degree in social work. You must document the educational credentials, licensing if available, job titles, and contact information of the individuals you interview.

Presentations should be creative, engaging, and professional. Presenters should use didactic and evidence-based information to communicate key concepts and components of the program/project. Each group should plan for 20 minutes to present its proposal to the class. Audience members should prepare to question presenters and evaluate proposals as if they were serving as potential funders (think United Way or other grant agency).

The rubric/feedback worksheet for the group presentation will be posted on Canvas. Each student is responsible for printing feedback worksheets, bringing them to class, signing and completing them for each group (other than your own). The worksheets will be collected after each group presentation and reviewed by the instructor as part of class participation. Then, names will be removed and the worksheets given to the presenting group for feedback.

Exams

There will be two open-book, timed exams, which you'll access online through Canvas. Exams will be comprised primarily of approximately 20-30 multiple-choice items and potentially 1-3 short essays. If you need accommodations for the exam, please contact student disability services (see above). Missed examinations will be recorded as a "0". Only in the case of a verified emergency will make-up examinations be permitted. You may use your readings and notes but you may not consult other people. Your answers are to be your own.

The first exam will cover course materials in the first half of class, including:

- Empowerment, anti-oppressive practice, planned change, and ethical considerations in *community practice* (CCs 4, 5, 6, 7; DCM: K, V, CAP)
- Small group processes and leadership with *task groups* (CCs 1, 2, 11; DCM: K, CAP)
- *Community practice* models, theory, and evidence-informed prevention principles and approaches (CCs 1, 3, 9; DCM: K, CAP)
- Understanding, assessing, evaluating, and creating effective practice interventions in *communities* (CC 3, 8, 10; DCM: K, V, CAP)

The second exam covers course materials in the second half of class, including:

- Empowerment, anti-oppressive practice, planned change, and ethical considerations in *organizations and service delivery* (CCs 4, 5, 6, 7; DCM: K, V, CAP)
- Small group processes and leadership skills with *treatment groups* (CCs 1, 2, 11; DCM: K, CAP)
- *Organizational and small group practice* models, theory, and evidence-informed prevention principles and approaches (CCs 1, 3, 9; DCM: K, CAP)
- Understanding, assessing, evaluating, and creating effective practice interventions in *organizations and service delivery systems* (CC 3, 8, 11; DCM: K, V, CAP)

Course Outline

We might have guest lecturers join us for some class sessions, and might include additional or alternative videos, readings, or exercises related to the week's topics. Study required material before each class and bring required readings to each class (hard or electronic copy). Failure to demonstrate preparation for class sessions can result in lowered participation grades. Contact the instructor well in advance of a class session if you have any difficulty accessing materials.

Week 1**Thursday, January 11****Course Introduction and Welcome!**

Review Course Syllabus, SW315

Participation Activity: For each of the following three resources, please identify and be prepared to share in-class one specific resource or learning that is new to you and relevant to this class.

1. KU Community Toolbox, at <http://ctb.ku.edu/en>
2. Mind Tools, at <http://www.mindtools.com/fulltoolkit.htm>
3. National Coalition on Dialogue and Deliberation, at <http://ncdd.org/>

Week 2**Tuesday, January 16**

Morgaine, K.

- Introduction, pp. xxi-xxxi
- Ch. 1, Intersections of Social Work and Social Justice, pp. 1-27

Thursday, January 18

Morgaine, K.

- Ch. 3, Theoretical Perspectives on Social Work, pp. 95-117.

Week 3**Tuesday, January 23**

Toseland, R.W.

- Ch. 1, Introduction, pp. 3-44

Thursday, January 25

KU Community Toolbox (2016), Ch: 17, Analyzing Community Problems and Solutions, at <http://ctb.ku.edu/en/table-of-contents/analyze/analyze-community-problems-and-solutions>

Recommended: Community Toolbox (2016). Toolkit 2, Assessing Community Needs and Resource, at <http://ctb.ku.edu/en/assessing-community-needs-and-resources>

Reflection #1 is DUE by 8:00 a.m. on Monday, January 29**Week 4****Tuesday, January 30**

Morgaine, K.,

- Ch. 8, Anti-Oppressive Practice with Communities, pp. 297-341.

Thursday, February 1

Gamble, D.N.

- Ch. 1, Communities and Community Practice in Local to Global Contexts, pp. 5-23.

Week 5

Tuesday, February 6

Gamble, D.N.

- Ch. 2, Conceptual Frameworks and Models for Community Practice, pp. 24-46.

Thursday, February 8

Gamble, D.N.

- Ch. 6, Organizing Functional Communities, pp. 173-208.

Week 6

Tuesday, February 13

Morgaine, K.

- Ch. 7, Anti-Opressive Practice within Organizations, pp. 264-296.

Thursday, February 15

Community Tool Box. (2016). Ch. 2, Section 1, Developing a Logic Model or Theory of Change, at <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>

Reflection #2 is DUE by 8:00 a.m. on Monday, January 19

Week 7

Tuesday, February 20

Exam Review and Preparation

For today's class, as part of preparation for Exam 1:

- Create your own "mind map" of key concepts, ideas, and practice methods you've learned about thus far in our class. Use the basic ideas in the short video below to organize and create your own, individualized map.
- Review before class: Video on Mind Mapping at <http://www.youtube.com/watch?v=MlabrWv25qQ>
- Bring a signed, hard copy of your mind map to class (use either a free-hand drawing or software mentioned in the video). Be prepared to share and compare your map in class.

Thursday, February 22

EXAM 1 (we do NOT have class today)

EXAM 1 will be available to take online in Canvas from 8:00 a.m., Thursday, February 22 through 10:00 p.m., Sunday, February 25.

Week 8

Tuesday, February 27

Cohen, M.B.

- Ch. 1, Characteristics and Culture of Human Service Organizations, pp. 3-19.

Thursday, March 1

Cohen, M.B.

- Ch. 2, Power and Empowerment in Human Service Organizations, pp. 20-33.

Week 9

Tuesday, March 6

Cohen, M.B.

- Ch. 3, Organizational Assessment for Change, pp. 34-72.

Community Toolbox (2016). Analyzing Problems and Goals, "6. Identify Restraining and Driving Forces...", at <http://ctb.ku.edu/en/analyzing-problems-and-goals>

Thursday, March 8

Cohen, M.B.

- Ch. 4, Social Justice and the Ethics of Organizational Change from Below, pp. 52-72.

Community Toolbox, Toolkit 15, Improving Organizational Management and Development, at <http://ctb.ku.edu/en/improve-organizational-management-and-development>

Reflection #3 is DUE by 8:00 a.m. on Monday, March 12

Week 10

Tuesday, March 13 and Thursday, March 15

SPRING BREAK!

Week 11

Tuesday, March 20

Cohen, M.B.

- Ch. 8, Rebecca's Place: Women Experiencing Homelessness Changing Organizational Structure and Attitudes about Them, pp. 124-134.

Thursday, March 22

Morgaine, K.

- Ch. 6, Anti-Oppressive Practice with Groups, pp. 235-263.

Week 12

Tuesday, March 27

Kirst-Ashman, K.K.

- Ch. 2, Using Micro Skills with Organizations and Communities

Review: National Coalition on Dialogue and Deliberation, at <http://ncdd.org/>

Thursday, March 29

Kirst-Ashman, K.K.

- Ch 3, Group Skills for Organizations and Communities

Reflection #4 is DUE by 8:00 a.m. on Monday, April 2

Week 13

Tuesday, April 3

Toseland, R.W.

- Ch. 9, Treatment Groups: Foundation Methods, pp. 266-293.

Thursday, April 5

Toseland, R.W.

- Ch. 10, Specialized Methods pp. 294-330.

Community Observation Paper is Due by 10 p.m. on Sunday, April 8

Week 14

**Tuesday, April 10
Thursday, April 12**

**Group 10 and 9 Present
Groups 8 and 7 Present**

Week 15

**Tuesday, April 17
Thursday, April 19**

**Groups 6 and 5 Present
Groups 4 and 3 Present**

Week 16

**Tuesday, April 24
Thursday, April 26**

**Groups 2 and 1 Present
Exam Review and Course Wrap-up!**

Online Course Evaluation Confirmation is Due BEFORE CLASS BEGINS Thursday, April 26

EXAM 2 will be available to take online in Canvas from 8:00 a.m., Friday, April 27 through 10:00 a.m., Tuesday, May 8.

Additional Resources

Community Toolbox, from <http://ctb.ku.edu/en>

Mind Tools, at <http://www.mindtools.com/fulltoolkit.htm>

National Coalition on Dialogue and Deliberation, at <http://ncdd.org/>

Information for Practice, from <http://blogs.nyu.edu/socialwork/ip/>

The Social Work Podcast, from <http://socialworkpodcast.blogspot.com/>

Living Proof Podcast Series, University of Buffalo School of Social Work, from <http://www.socialwork.buffalo.edu/podcast/>

The New Social Worker Online, from <http://www.socialworker.com/>