



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOWK 229 Group Dynamics & Interviewing Skills

Course CRN # and Section: CRN 20207, Section 01

Semester Taught (including year): Spring

Credit Hours: 3

Prerequisites: None

Course Time (if applicable): TR 9:30-10:45

Building and Room Number (if applicable): Admin 300

Professor: Dr. Ida Mills

Office Location: Marsh Hall, A210

Office Hours: MW 11-12 TR 1-2:30

Email: idadmills@concord.edu

Phone: 304-384-6083

Office Fax: 304-384-6091

**College/Department Website:
www.concord.edu/sws**

Course Description/Rationale:

Integrates theoretical-conceptual perspectives about group communications and interviewing skills, applying this information to practical problems and situations, focusing on behavior of individuals and groups with an emphasis on effective individual and group skills for both intrapersonal and interpersonal growth and development.

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word Software

Text requirements: Recommended

Harris, T. E. & Sherblom, J. C. (2011). *Small group and team communication (5th Ed.)*. Allyn & Bacon/Pearson: Boston.

Kadushin, A. & Kadushin, G. (2013). *The social work interview: A guide for human service professionals, (5th Ed.)*. Columbia University Press: New York

Szuchman, L. T. & Thomlison, B. (2010). *Writing with style: APA style for social work, (4th ed.)*. New York: Cengage.

Perrin, R. (2007). *Pocket guide to APA style*. Houghton Mifflin: Boston.

OR

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Concord University Educational Goal(s):

This course addresses the following Concord University Educational Goals:

Skills: 1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse.

Knowledge: 7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning styles(s).

Attitudes: 3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.

National Standards:

Concord University Social Work Program

Core Competencies and Operationalized Practice Behaviors are as follows:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

- Engage in practices that advance social, economic, and environmental justice

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

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

- Apply knowledge of human behavior and social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specific Learning Outcomes:

1. Critically analyze the different role functions and role performances within small groups of others and self; (Competency 6 & 7)
2. Develop and demonstrate observational skills which will facilitate knowledge development of this important human behavior component; (Competency 6 & 7)
3. Be able to identify the basic structural components of groups from a social systems perspective; (Competency 6 & 7)
4. Be knowledgeable of group communication processes; (Competency 7)
5. Identify and experience utilizing various styles of group leadership; (Competency 8)
6. Be knowledgeable about the types of groups and their uses in professional generalist social work (e.g. empowerment, support, intervention, didactic etc.); (Competency 8)
7. Examine and critically analyze the academic literature and research with regard to small group dynamics; (Competency 4)
8. Increase sensitivity to the role of culture (including rural Appalachia) on group participation and the differential use of groups; (Competency 2)
9. Understand small group dynamics and the application to issues in regard to human rights issues, and social and economic justice and populations at risk; (Competency 3)
10. Be knowledgeable of the verbal and nonverbal components of group communication; (Competency 6 & 7)
11. Increase his/her comfort for functioning in small groups by participating in small groups; (Competency 1)
12. Examine social work values and ethics as they apply to small group dynamics; (Competency 1)
13. Understand the role of social group work among the various intervention methods of professional generalist social work practice. (Competency 8)

Course Requirements:

Professional classroom behavior is expected of students at all times. This involves being respectful to others in the class and not acting in ways disruptive to the learning of other students. While in the classroom, all electronic digital communication devices must be turned off and out of sight. Laptop computers may be used only for course-related activities with instructor permission. There may be no conversations via electronic digital communication device, whether audible or text-messaging. In an emergency situation, the instructor may give a student permission to use an electronic digital communication device. Failure to comply with this policy will result in removal from the class.

Smokeless tobacco is not allowed during class time.

4-5 Quizzes	varied points
Non-verbal Communication Observation	20
Informal Interview	20
Recorded Dating Interview and Paper	100
Annotated Bibliography	60
APA quizzes	varied points
Small Group Analysis	
Meeting #1	20
Content Analysis Meeting #2	20
Process Analysis Meeting #3	20

Interview and Final Paper	100
Attendance/Participation 4 X 28 classes	112
Final Exam	100

Quizzes:

There will be 5 quizzes. They will be a combination of multiple choice and short answer.

Non-verbal Communication Observation: To be explained in class.

Informal Interview: To be explained in class.

Recorded Dating Interview and Paper: Students will interview a person 65 years or older about what dating was like when he/she was young. This interview will be recorded. Both the recorded interview and a written summary/self-evaluation will be graded. Details will be explained in class and a grading rubric provided.

Annotated Bibliography:

Choose a topic relating to group dynamics that is of interest to you. You will research the topic using professional refereed journals

Three different articles/sources will be reviewed. Write a one page summary for each professional/refereed article. At the top of each article summary you are to put the reference (APA style) for your source. Include a title page and an abstract, explaining your topic and why it is of interest to you. Use Szuchman & Thomlison's text for guidance on writing.

APA Quizzes:

APA writing style is required for all social science and social work papers. It is critical that all students have the APA manual or pocket guide. The instructor will be providing short lessons on APA throughout the course. Brief APA quizzes will be given to ensure that students understand concepts.

Small Group Participation and Analysis Project:

You are to locate and participate in a formal ongoing small group or organization of your choice. This group needs to be approved by your instructor. This project is designed to help you learn to be a participant observer so that you can increase your own awareness of small group dynamics and to apply the concepts and theories we read about and discuss in class. You will also enhance your observational and analysis skills.

Attend the same group/organization meeting at least 4 times.

1. Write up an analysis of each group you attended, applying concepts from class as appropriate (concepts we have learned up to the date of the group session/meeting you observed). A total of 3 write-ups.
2. At the 2nd or 3rd group meeting, conduct a process observation (you will learn this technique in class) and include it plus a written analysis with your write up.
3. At the 3rd or 4th group meeting conduct a content observation (you will learn this technique in class) and include it, plus a written analysis, with your write up.
4. Interview the leader or a member of the group. Audio-record the interview. Complete a tabulation sheet of the skills used in the interview. This final paper will include a title page, a general summary of the group experience and your interview, the tabulation sheet and the audio-recording. A grading rubric will be provided.

Attendance/Participation:

Regular class attendance is expected. This is a critical thinking class. Critical thinking clarifies goals,

examines assumptions, discerns hidden values, evaluates evidence, accomplishes actions, and assesses conclusions **Absence from class does not excuse students from assignments due that class period.**

Students may earn 4 “attendance” points per class period. Points are awarded for being in class on time, general respect to fellow students and the instructor, not using the cell phone during class, listening quietly when another person is speaking, and participation in class discussions. Attendance and participation is worth 112 points (28 classes X 4)

Final Exam:

The final exam is comprehensive and is worth 100 points. Thursday, May 9, 0900

Grading Policy and Scale, Make-up Policy, Late Work:

90-100% - A, 80-89% - B, 70-79% - C, 60-69% - D, Below 60% - F

Any assignment turned in late will be deducted 10% per day up to 50%.

Writing Expectations for Social Work Courses

The following writing expectations will be required in SOWK 161 and all subsequent courses in the social work program.

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical, succinct, non-judgmental written language have little benefit for social workers. The reports that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect the important work that we do with clients. Written reports are a reflection of the agency and of the worker’s competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding, and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord’s Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling and grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Dates	Topics
-------	--------

January 15, 17	Introductions, Syllabus Observations, Non-verbal Communication
January 22, 24	Kadushin 1-5 Observation Paper Due 1/24
January 29, 31 (no class)	Harris 1-2 Informal Interview Due 1/31 Topic & Group Approvals
February 5, 7	What we know about the brain & interviewing
February 12, 14	Harris 3-4 Quiz
February 19, 21	Kadushin 6-7 1st Small Group Analysis due
February 26, 28	Harris 5-7

March 5, 7	Kadushin 8-10 Quiz
March 11-15	Spring Break
March 19, 21	Harris 8-9 Dating Interview Due 3/21
March 26, 28	Kadushin 11 How to conduct research APA Quiz 1
April 2, 4	Harris 10-11 Quiz APA Quiz 2
April 9, 11	Harris 12-13 APA Quiz 3 Group Content & Process Analysis Due 11/1
April 16, 18	Harris 14, Kadushin 12 Cross Cultural Interviewing Annotated Bibliography Due
April 23, 25	Cross Cultural Interviewing continued Quiz
April 30, May 2 (no class)	Kadushin 13 Final Paper Due 4/30
Thursday, 5/9 0900	Final Exam

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus

Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty:

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code:

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy:

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System:

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information:

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy:

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct:

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault:

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services:

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):

Bibliography

Brizendine, L. (2007). *The female brain*. New York. Random House.

Brizendine, L. (2010). *The male brain: A breakthrough understanding of how men and boys think*. New York. Random House.

Covey, S. (2009). *Principle centered leadership*. New York: Rosetta Books.

Ivey, A., Ivey, M.B., & Zalaquett, C. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society (8th ed.)*. Belmont, CA: Brooks/Cole.

Kouzes, J.M. & Posner, B.Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations*. New York: Jossey-Bass.

