GROUP WORK PRACTICE HUS 3504

Section Number:
Instructor:
Email Address:
Office Hours:

Course Description:
Building upon the principles and theories of small group behavior established in HUS 1206- Group Dynamics. Student will apply theories in developing skills in group work practice in human services including group design and formation based upon the stages of group development. Special consideration is given to human services group models that will help the student to understand the impact of the group on the individual’s behavior.

Prerequisites: HUS 2305; Co-requisite with HUS 2405; CPE Pass

Credits: 3 Credits


Grading/Course Requirements: 

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Exam 2</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Homework/Quizzes</td>
<td>15%</td>
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<tr>
<td>Paper &amp; Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
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*passing grade is C or higher

Participation:
Student participation is evaluated by instructor, when computing the final course grade. Students are expected to participate in discussion and in-class activities, regularly administrated by the instructor. To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is not permitted.

Instructional/learning methods: Lectures, group projects, case studies, discussions, class presentations.

Attendance: Instructors are required to submit student attendance to Financial Aid and Registrar.
# COURSE OBJECTIVES:

## Knowledge:

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<tr>
<th>Goal</th>
<th>Evidence/Measure</th>
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<tr>
<td>Describe the stages of group development: such as the formation of the group; initial stage of the group; transition stage of the group; working stage of the group and the ending stage of the group.</td>
<td>-Correct/passing Exam I essay questions which address these concepts. -Correct completion of chapter homework -Passing Quiz</td>
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<tr>
<td>Describe the techniques for promoting effective decision-making in groups.</td>
<td>-Correct/passing Exam II essay questions which address these concepts. -Correct completion of chapter homework. -Passing Quiz</td>
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<tr>
<td>Identify and describe necessary skills for group leaders such as active listening; reflecting; clarifying; summarizing; facilitating empathizing, interpreting questioning initiating; evaluating and terminating.</td>
<td>-Correct/passing Final Exam essay question which address these concepts. -Passing Quiz</td>
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Value lifelong learning. Class exercises.

## Skills:

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<td>Recognize and deal effectively with issues of transference and counter- transference as it applies to individuals in the group, their relationship to each other and to the group.</td>
<td>-Correct/passing Exam I essay questions which address these concepts. -Passing Quiz -Correct completion of chapter homework.</td>
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<tr>
<td>Demonstrate advanced group leadership skills.</td>
<td>Successful participation in small group activities.</td>
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<tr>
<td>Demonstrate skills that help to sustain and maintain group process</td>
<td>Internet-researched Term Paper; Presentation</td>
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<tr>
<td>Communicate in diverse settings and groups, using written, oral, and visual means.</td>
<td>Successful participation in small group activities and term paper project.</td>
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## Values:

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<td>Become an active participate in specific class assignments</td>
<td>Practicing skills in small group exercises.</td>
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<tr>
<td>Adhere to professional ethics as well as values in relation to group work practice.</td>
<td>Incorporated in internet-researched term paper and presentation to class</td>
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<tr>
<td>Discern multiple perspectives.</td>
<td>Practicing skills in small group exercises</td>
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READINGS AND COURSE SCHEDULE:

SESSION NUMBER AND READING:

1. INTRODUCTION TO GROUP WORK
   Chapter 1

2. THE GROUP COUNSELOR – PERSON AND PROFESSIONAL
   Chapter 2

3. FORMING A GROUP
   Chapter 5

4. INITIAL STAGES OF A GROUP
   Chapter 6

5. EXAM 1 (Chapters 1, 2, 5)
   GROUP FOR CHILDREN
   Chapter 10

6. GROUPS FOR ADOLESCENCE
   Chapter 10

7. GROUPS FOR ADULTS
   Chapter 11

8. GROUPS FOR ELDERLY
   Chapter 11

9. EXAM 2 (Chapters 6, 10, 11)
   TRANSITION STAGE OF A GROUP
   Chapter 7

10. WORKING STAGE OF A GROUP
    Chapter 8

11. CO-LEADER PRESENTATIONS I

12. CO-LEADER PRESENTATIONS II

13. ENDING STAGE OF A GROUP
    Chapter 9

14. ETHICAL AND LEGAL ISSUES IN GROUP COUNSELING
    Chapter 3

15. FINAL EXAM (All course chapters)
COURSE ASSIGNMENTS

● **HOMEWORK/QUIZES**
Answer all questions of the topic(s)/chapter(s) assigned for that class. There may be additional short homework assignments as per the instructor.

You may be required to complete the assignments on Blackboard or the instructor will collect written assignments at the beginning of class. All Blackboard assignments are due before the next class starts.

Be prepared for a short quiz, randomly, at the beginning of class on the assigned chapter(s). There will be no make-up for quizzes or acceptance of late homework.

● **EXAMS**
All examinations are essay format. Questions will be derived from the text as well exercises, homework, and quizzes. The final exam is comprehensive.

● **PAPER/PRESENTATION**
You and another student are to co-lead and facilitate a 15-minute group session in class.

**Co-Leaders are to determine, with the instructor’s approval, the type of group:**
1. Population & any demographics of your group
2. Choose one type of group: Therapy, activity, socialization, education, art, music, movement etc.
3. Setting: Mental health agency, nursing home etc. It must be a social service agency.

The class members will be your group members. (apx. picked by the instructor on the day of the presentation)

The co-leaders have met with the group for 6 sessions, so instructions/ice-breakers, stating norms are not necessary.

Each group will be different so inform the instructor early. No group can be duplicated but a different variable is accepted – such as, female adolescents and depression in a therapy group, or female adolescents in socialization group.

**PAPER**
Each Co-Leader will submit his/her own paper.
The paper is to be 4-5 pages (not counting title or reference page). It is to be an analysis of the group dynamics that occurred in your group. (See HUS 1206 and HUS 3504 text for dynamics).

Also analyze your Co-leader and yourself, interventions, what went well, what could have been different, what was therapeutic etc.???

The paper should have **at least 3 references** in the body of the paper and a reference page. APA style is required.
ACADEMIC INTEGRITY STANDARDS
CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.
**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.


