

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Social Work</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>SCWK 1305</u>
<b>COURSE TITLE</b>	<u>Group Work Intervention</u>
<b>COURSE CREDIT HOURS</b>	<u>3        3    :    0</u> Credits   Lec    Lab

**I. Catalog Description**

Examines the various stages and theories of the group work with emphasis on roles, tasks, and challenges. Includes topics on the fundamentals of group function, group structure, communication patterns within groups, effective group facilitation skills, and techniques used to address populations. (3:0).

**II. Course Objectives**

**A. Unit I. Group Therapy and Group Counseling**

1. Compare and contrast group therapy and group counseling.
2. Demonstrate the written ability to develop a marketable group work proposal that includes a clear, concise statement of purpose; appropriate review of the literature; an appropriate theoretical foundation; and measurable, observable goals and objectives.
3. Utilize state-of-the-art social science publications for knowledge building and practice with groups and families, particularly in relation to gays, lesbians, ethnic minorities, women, race, culture, stigmatization, victimization, oppression, and discrimination.

**B. Unit II. Basic Issues in Group Work**

1. Define group work theory
2. Explain professional competence and training in group work.
3. Identify major ethical issues, including confidentiality.
4. Explain and demonstrate the role of the leader's values in the group.

**C. Unit III. Group Process: Stages of Development**

1. Discuss different methods of forming a group.
2. Explain the transition stages of the group, including problem behaviors within the group and the concepts of resistance, transference, and counter transference
3. Discuss the characteristics of the working stage and the therapeutic factors in groups.
4. Explain group process and practice in perspective, presenting an overview of the group's development and combining research and practice in group work.
5. Identify guidelines for the tasks of ending the group, including the final stage and post group stage.

**D. Unit IV. Group Practice; Some Specific Groups**

1. Describe various types of groups for children as well as the guidelines for group work with children and adolescents.
2. Explain the special needs and problems of adolescents and how they can be helped in the group experience.
3. List the various kinds of groups for adults, including groups for special target populations, i.e., alcoholics, incest survivors, AIDS victims, and substance abusers.
4. Discuss concepts and ideas relating to groups for the elderly, including groups for institutionalized elderly people as well as bereavement groups.

**III. THECB Learning Outcomes (WECM)**

1. Define roles and functions of group leaders.
2. Demonstrate group management skills.
3. Interpret communication patterns within a group.
4. Identify unique needs of diverse groups.

**IV. Evaluation**

The course may be taught using lecture, class discussion, in-class group exercises, videos, and guest speakers. The instructor may place articles on reserve at the Library for students to read. Additional handouts and materials may be provided by the instructor.

**A. Evaluation**

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructors may choose those evaluation methods she/he determines as most appropriate for the particular course she/he is teaching. Evaluation methods may include, but are not limited to: written exams, individual or group projects demonstrations, oral presentations, a written journal, quizzes, and written assignments.

**B. Grading Scale**

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points \*
- F = 59 and below \*

\* If these grades are earned, the student is encouraged to seek consultation with the Instructor.

**V. Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.