Winter 2023

Course & Session Number	**SOWK 395 S01**	**Classroom**	HNSC 330
Course Name	**Practice and Evaluation with Groups**		
Dates and Time	Start of Classes: Tuesday, January 10 End of Classes: Tuesday, April 11, 2023 Dates and Time: In-person instruction Tuesdays 9:00 – 12:00 January 10 – April 11. Please see class schedule. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Cari Gulbrandsen, PhD, RSW Assistant Professor (Teaching)	**Office Hours**	Tuesdays 12-1
UCalgary E-mail	carolyncari.gulbrand@ucalgary.ca	**UCalgary Phone**	403-220-4310.

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](), the work of the faculty's [Anti-Black Racism Task Force](), and the university's [Indigenous Strategy.]()

SYLLABUS STATEMENT

An introduction to theories and skills for working with groups within a context of practice and assessment frameworks.

COURSE DESCRIPTION

This f2f course provides an introduction to social work with groups, including basic group work theories, concepts and models of practice. The course will include a combination of lectures and experiential learning activities and involve completing individual and group assignments related to lectures, readings and experiential activities. Students will have the opportunity to develop and apply group facilitation, communication and helping skills by participating in experiential learning activities during class time. Planning and implementing group programming that is congruent with the principles and values outlined in the CASW Code of Ethics (2005) will be emphasized.

COURSE LEARNING OUTCOMES

Course Specific Learning Objectives (CLOs)
By the end of the course, learners will be able to…

1. Define mutual aid and apply the tenets of mutual aid in group practice.

2. Assess aspects of group functioning, group development, and group dynamics.

3. Design, implement, and evaluate group sessions that represent social work values and principles and foster mutual aid.

4. Apply use of self and essential helping and communication skills to facilitate group development.

5. Address equity, racial justice, diversity, inclusion, and reconciliation considerations when planning for, leading, and participating in group social work practice.

6. Interpret and apply principles and values from CASW Code of Ethics (2005) and ACSW Standards of Practice to social work practice with groups.

LEARNING RESOURCES

Week by week links to course readings will be provided in D2L in Leganto Reading List (access under My Tools menu in D2L)

REQUIRED READINGS

Baird, S. L., & Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. *Clinical Social Work Journal*, *49*(1), 10-19.

Barkaskas, P., & Gladwin, D. (2021). Pedagogical talking circles: Decolonizing education through relational Indigenous frameworks. *Journal of Teaching and Learning*, *15*(1), 20-38.

Denborough, D. (2012). The Team of Life with young men from refugee backgrounds. *International Journal of Narrative Therapy & Community Work*, (2), 44-53.

Herland, M. D. (2022). Emotional intelligence as a part of critical reflection in social work practice and research. *Qualitative Social Work*, *21*(4), 662-678.

Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, *62*(2), 105-113.

Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice, 22*(5), 578-589.

Muskat, B., Greenblatt, A., Garvin, C., Pelech, W., Cohen, C., Macgowan, M., & Roy, V. (2020). Group workers' experiences of mutual aid: Stories from the field. *Social Work with Groups*, *43*(3), 241-256.

Rosenwald, Mitchell, and Jennifer Baird. (2020). An integrated trauma-informed, mutual aid model of group work. *Social Work with Groups, 43*(3), 257-271.

Steele, J. M., & Lee, T. K. (2022). Recognizing and addressing microaggressions in addiction treatment groups: An integrated approach. *Journal of Addictions & Offender Counseling*, *43*(1), 50-61.

Skyberg, H. L. (2022). Diversity, friction, and harmonisation: an ethnographic study of interprofessional teamwork dynamics. *BMC Health Services Research*, *22*(1), 1-12.

Steinberg, D. M. (2014). *A mutual-aid model for social work with groups*. Routledge. (available as an e-book from the University of Calgary library).

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy.* (5th ed.). Basic Books. (Chapter 1)

See page 14 for supplementary/optional readings.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 395 is one of five social work practice courses available to students in the University Transfer route.

CLASS SCHEDULE

Important Dates for Winter 2023
- o Start of Term: Tuesday, January 3, 2023
- o End of Term: Friday, April 28, 2023
- o Fee Deadline: Friday, January 27, 2023
- o Alberta Family Day, no classes: Monday, February 20, 2023
- o Good Friday, no classes: Friday, April 7, 2023
- o Easter Monday, no classes: Monday, April 10, 2023
- o Term Break: Sunday, February 19 – Saturday, February 25, 2023

Date	Topic	Required preparation, guest speakers & assignment due dates
January 10	Course orientation day • Review of course outline • Mutual aid and social work ethics • Beginning and middle stages of group development • Applying trauma-informed practice principles to group practice • Creating class charter for group practice • Organizing Assignment 1	Read: Muskat, B., Greenblatt, A., Garvin, C., Pelech, W., Cohen, C., Macgowan, M., & Roy, V. (2020). Group workers' experiences of mutual aid: Stories from the field. *Social Work with Groups*, *43*(3), 241-256. Rosenwald, Mitchell, and Jennifer Baird. "An integrated trauma-informed, mutual aid model of group work." *Social Work with Groups* 43, no. 3 (2020): 257-271. Steinberg, D. M. (2014). *A mutual-aid model for social work with groups*. Routledge. Chapter 1 (The Mutual Aid Model of Social Work with Groups)
January 17	• Structure of social work group programs and sessions • Skills for responding to emotional experience in group practice	Read: Herland, M. D. (2022). Emotional intelligence as a part of critical reflection in social work practice and research. *Qualitative Social Work*, *21*(4), 662-678.

	• Research informed practice and responding to emotional experience in group social work practice (emotional agility, emotional literacy emotional regulation) • Group work session and schedule sign up	Steinberg, D. M. (2014). *A mutual-aid model for social work with groups*. Routledge. Chapter 2 (The Nine Dynamics of Mutual Aid and Their Implications for Practice).
January 24	• Group program and group session planning • Group program work session (Assignment 1)	Read: Steinberg, D. M. (2014). *A mutual-aid model for social work with groups*. Routledge. Chapter 4 (Pre-group Planning with Mutual Aid in Mind)
January 31	• Giving and receiving feedback • Growth mindset • Creation of feedback form for group facilitation/group session planning • Work session (Assignment 1)	Read: Jug, R., Jiang, X. S., & Bean, S. M. (2019). Giving and receiving effective feedback: A review article and how-to guide. *Archives of Pathology & Laboratory Medicine*, *143*(2), 244-250.
February 7	Evaluation of group practice sessions and programs • Measurement tools • Questionnaires and surveys	Co-facilitated group session from 10:15 am - 12:00 Read: Coholic, D. A., Eys, M., McAlister, H., Sugeng, S., & Smith, D. (2018). A mixed method pilot study exploring the benefits of an arts-based mindfulness group intervention with adults experiencing anxiety and depression. *Social Work in Mental Health*, *16*(5), 556-572.

February 14	Clinical approaches to group work • Group therapy: Therapeutic factors • Stages of change • Motivational interviewing and group practice	Co-facilitated group sessions from 10:15 am - 12:00 Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy.* (5th ed.). Basic Books. (Chapter 1)
February 21	**Winter semester break**	
February 28	• Ethics and group social work practice • Interprofessional practice as professional group work • Case discussion	Co-facilitated group sessions from 10:15 am – 12:00 Read: Skyberg, H. L. (2022). Diversity, friction, and harmonisation: an ethnographic study of interprofessional teamwork dynamics. *BMC Health Services Research*, *22*(1), 1-12.
March 7	Clinical approaches to group work: Narrative therapy	Co-facilitated group sessions from 10:15 am - 12:00 Read: Denborough, D. (2012). The Team of Life with young men from refugee backgrounds. *International Journal o Narrative Therapy & Community Work*, (2), 44-53.
March 14	• Equity, racial justice, diversity, inclusion, and intersectionality in group practice • Cultural humility and group practice • Assignment 4 – overview and preparation	Co-facilitated group sessions from 10:15 am - 12:00 Read: Miles, J. R., Anders, C., Kivlighan III, D. M., & Belcher Platt, A. A. (2021). Cultural ruptures: Addressing microaggressions in group therapy. *Group Dynamics: Theory, Research, and Practice*, *25*(1), 74. Steele, J. M., & Lee, T. K. (2022). Recognizing and addressing microaggressions in addiction

		treatment groups: An integrated approach. *Journal of Addictions & Offender Counseling*, *43*(1), 50-61.
March 21	Grief and loss and social work group practice	Co-facilitated group sessions from 10:15 am – 12:00
March 28	• Endings with groups • Equity, racial justice, diversity, inclusion, and intersectionality in group practice small group discussions	
April 4	• Sharing research informed practice recommendations related to equity, inclusion, and intersectionality in practice • Talking Circle and Indigenous approaches to group practice • Celebration of learning	Read: Barkaskas, P., & Gladwin, D. (2021). Pedagogical talking circles: Decolonizing education through relational Indigenous frameworks. *Journal of Teaching and Learning*, *15*(1), 20-38.
April 11	Reserved for self-evaluation interviews	This class is reserved for self-evaluation interviews (for those that choose that option) and/or any individual meetings with instructor. A schedule of meeting times will be posted in D2L.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR CLASS PARTICIPATION

Students are expected to participate actively in all classes and group practice simulations. If you are unable to attend a class, please contact your instructor to arrange an alternative activity for the missed session.

Assignment #1: Planning and Delivery of 2 Group Sessions (Group assignment)

Value: Parts 1 and 2 are worth 30% total

Aligned Course Learning Outcomes: 1 - 6

Assignment Description:

This group assignment has 2 parts. The assignment emphasizes the potential of group social work practice to apply anti-oppressive practice, foster mutual aid and contribute to social justice. It involves experiential learning in the design and delivery of thoughtfully planned group sessions that could be realistically implemented in group practice to support or provide interventions for service users or with colleagues or community groups to work towards social justice in response to an issue or topic. The group sessions can have a psychoeducational (teaching or instructional) element, but they must emphasize experiential learning and active engagement. In other words, group sessions will involve more than delivering an informational presentation to group participants and planning for your peers to assume an active role. At least 70% of the group session time should actively engage peer participants in exercises, dialogue, experiential learning etc.

Part 1: Two Related Group Session Plans and Framework (Group assignment)

Due Date: February 7th by 11:59 p.m.

Value: 20%

Affiliated CLOs (1,3,5)
Grading Criteria/ Rubrics: Criteria outlined in SOWK 395 Group Proposal/Group Session Rubric

Purpose: This assignment will require the application of group session design skills and knowledge of the stages of group development.

Description:
You will work with a group of 3 to create 2 detailed group session plans that could be part of a cohesive group program. Components 1 and 2 can apply to both group sessions.

1. Overview of the proposed group sessions. The overview must include a rationale substantiated by relevant scholarly literature that explains why the group sessions may be effective with the population of interest and how the group aligns with social work priorities and principles. (e.g., social justice, consciousness-raising, anti-oppressive practice, empowerment focused practice). If you choose professional development or social justice focused group sessions, explain how the topic is relevant to social work practice, professional development or community social justice and support your rationale with scholarly literature (250-300 words – providing background/overview for both group sessions)

2. Brief description/characteristics of target participants that would provide a framework for inclusion criteria during a group program intake process.

3. Detailed plans for 2 group sessions. Group sessions should be designed to emphasize and foster mutual aid among participants and create inclusive, trauma-informed, and supportive spaces to engage in dialogue or experiential learning about topics/sensitive topics. Your 2 group session plans should include titles and detailed descriptions of beginning (5 minute), middle (20 minute) and ending (5 minute) exercises/activities for an approximately /maximum 30-minute group session. "Exercises" can include discussion, experiential, arts-based or role play activities. The 2 group session plans should be related and the second should build on the first. Group session structure and examples will be covered in class. A group session planning template will be provided in class and posted in D2L.

4. Evaluation Plan: A description of how, if you were running a group program that included your 2 group sessions, how you would evaluate the participants' experience and the impact of the group program (e.g., to assess participants participation, experience with the group session, progress or learning, capture participants' reflections, to identify participants who are experiencing distress etc.). Evaluation of participation for group sessions can include pre/post-tests with an existing measurement tool, and the same evaluation tool can be used for both sessions. If you choose to use a measurement tool, please provide a rationale for choosing the tool. You may also develop your own survey or questionnaire or devise another evaluation tool or activity.

5. A brief summary of how the work involved in completing the assignment was divided among group members. A brief chart or checklist is acceptable. Equal distribution among group members will result in same grade for all group members. However, limited contribution by one or more group members may result in the assignment of different grades to individual group members. If necessary, this will be determined at the discretion of the instructor based on consultation with all group members.

Please note: You can use an existing group program as a model for your group sessions. If you choose this option, ensure that the program you are basing your group sessions on is clearly cited and that the outline and detailed session plans are original work and not extracted directly from an existing program.

Part 2: Co-facilitation – Delivery of 2 related social work group practice sessions (Group assignment):

Due Date: Will vary according to group delivery schedule

Value: 10%

This part of the assignment will be graded based on participation. Full participation (fully contributing to the delivery of both group sessions and demonstrating reasonable effort) will allow each learner to earn the full 10%.

Affiliated CLOs: 1-6

In groups of 3, you will co-facilitate two group sessions based on the group session plans your group developed. Each group of 3 should ensure that all 3 group members have <u>at least one</u> opportunity to co-facilitate one of the two group sessions. All 3 group members should be involved in and present for both group sessions. A group member who is not actively co-facilitating can prepare and organize materials (if applicable), create a recording, participate in the session, administer evaluations, or otherwise support their group members with co-facilitation.

Group members who miss either of the scheduled times to deliver their group's sessions will be required to complete an independent assignment to receive credit for the 10%.

Your group of 3 will implement 2 related brief group sessions (maximum of 30 minutes each) for a group of 12-15 peers on two separate dates (the group session schedule will be created when the groups are created). You are encouraged to implement exercises or activities that will simulate actual group practice, that foster and reinforce the value of mutual aid, and/or that provides colleagues practice discussing topics that may be sensitive or challenging to generate dialogue about (e.g., mental health, loneliness, grief and loss, mental health, relationships, estrangement, grief and loss, death and dying, social justice). Your group can also be a professional development group for social workers or a social justice action group (community or professional). Group facilitators may ask peers who are fulfilling the roles of "group members" to assume the roles of a participant who has had a specific type of experience or who has experienced specific circumstances. An important part of the facilitation experience will be giving and receiving constructive peer feedback.

An important note: Groups are encouraged choose a topic or issue that your peers will be able to relate to or that is relevant to social work practice. However, it is crucial to refrain from planning and implementing therapeutic interventions or exercises in your group sessions that demand that participants share personal experiences (this should always be a choice for participants) or that otherwise risk inducing distress or triggering trauma. Group participants should be given the option of role-playing using fictional experiences or sharing personal experiences they feel comfortable with.

Grading Criteria: Grading and feedback will be combined with Part A and will be aligned with a grading rubric posted on D2L.

Assignment #2: Self-evaluation of group facilitation, group practice skill development and learning in the course

Due Date: March 28th

Value: 35%

Affiliated CLOs: 1,2, and 7

Grading Criteria/ Rubrics: A grading rubric will be posted on D2L.

Purpose:

There are 3 parts to this assignment

1. Identify 3 specific skills from the McGowan Inventory that you have developed during the course and through your experiences facilitating the course. (5%)
2. Complete a brief course survey about your learning experiences during the course (5%)
3. For part 3 (25%), you can choose one of the following: (you may propose other alternatives to the instructor. Alternatives must emphasize reflective practice and self-evaluation)
   a. Compose a brief written reflective paper (approximately 750 words or 3 double spaced pages) highlighting and elaborating on key learning moments related to social work group practice in the course and how you developed or improved the skills you identified in question 1.
   b. Create an audio or video narrated reflection highlighting and elaborating on key learning moments related to social work group practice in the course. Specific examples should be provided, and commentary should reflect on and elaborate on these.
   c. Attend a ceremony, group workshop, webinar or professional development (in person or online) offered by the Faculty of Social Work Indigenous Circle and Lodge or other University of Calgary or community event or ceremony hosted by an Indigenous Elder, community or educator. Your reflective paper should discuss how what you experienced and learned will inform your future social work practice with groups and what you learned about incorporating or honouring Indigenous ways of knowing, doing, being and connecting into group practice.
   d. Participate in a reflective discussion with the instructor where you will discuss and elaborate on your key learning moments and skill development related to social work group practice in the course. If you choose this option, you should prepare some examples or artifacts that you will focus your reflections and commentary on and explain the significance to your learning in the course. 1:1 discussions will be scheduled for the final class.

Guiding questions and grading criteria for Part 3 will be provided in D2L. You can refer to or include quotes from your co-facilitated group sessions or from the peer feedback you received.

Assignment #3: Constructive Peer Feedback

Due Date: Will vary according to group delivery schedule. A schedule indicating who will provide feedback to each group for each date will be posted in D2L. Please send the group members and the instructor the completed feedback within one week of delivering their group session

Value: 10%

Affiliated CLOs: 1,2, and 7

Grading Criteria/ Rubrics: Criteria will be posted in D2L.

Each learner will be assigned a group session to provide feedback for one other group (schedule will be created and posted in D2L in advance of when group session delivery begins). Assignment 3 will involve:

1. Facilitating a brief feedback circle following the delivery of the group session (10 minutes), using questions provided by the group on the feedback form they created. Guidelines for facilitating a feedback circle will be outlined in class.
2. Using the feedback form created by the group you are assigned to evaluate, you will complete the feedback form for the group providing specific, constructive feedback, including strengths and suggestions for growth. Your feedback should include your own commentary on how you experienced the session as a participant and a summary of peer feedback from the feedback circle. Please email the feedback to the group members and the course instructor.
3. This assignment will be pass/fail. The group receiving the feedback will indicate to the instructor if the constructive feedback is useful and meaningful to their group (yes or no). Based on the group's evaluation, the instructor will determine if the individual who provided the feedback will earn the 10% for the assignment. To be eligible for the 10%, the feedback must be coherent, specific, meaningful, and ultimately useful to the group and applicable to their future group practice.

Criteria for constructive and meaningful peer feedback will be formulated by our class, posted in D2L and used as a basis for grading.

Assignment #4: **Equity, Diversity, Racial Justice, and Inclusion Considerations for Group Social Work Practice**

This assignment will be directly connected to an in-class learning activity and time will be provided in class to work on this assignment.

Due Date: Posters or infographics will be shared and submitted on April 4th
Value: 25%

Affiliated CLOs: 5,7

Grading Criteria/ Rubrics: Grading criteria will be posted on D2L

You will prepare for a peer discussion with a group of 4 and formulate at least 3 recommendations for practice by:

a. Reviewing the literature and identifying 1 scholarly reading/article that illuminates the lived experience, characteristics or barriers experienced by a specific population and that will be valuable in informing social work group practice. Since the assignment focuses on research informed practice, the reading should be a peer reviewed, practice-focused journal article. The reading should be posted in D2L for your group members to read in advance of your discussion.
b. Briefly summarizing and critically analyzing the article using annotated bibliography style (structure for annotations will be provided on D2L) – to be submitted with poster
c. Prepare 2 questions for discussion with your group of 3-4 colleagues. Discussion will take place in class on March 28th.

d. Based on what you learned from the reading and your small group peer discussion, identify 3 recommendations to guide group practice with the population or group of interest. Please consider intersectionality and how the characteristics and experiences of the population may be influenced by intersecting identities. For example, planning groups for older adults will necessarily involve considering how age intersects with other identities, including older adults' mental and physical health, income etc. Your recommendations should be meaningfully related to practice literature. You can also include a recommendation based on your own practice experience that is supported by literature.

e. Capture your 3 recommendations for group practice with the population in an infographic or poster (a PDF PPT slide is acceptable, or you can use Canva or a similar tool) that you can share with the class. The reference/s should be included on the poster or infographic.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions.
Please notify the instructor and other group members in advance if there are exceptional circumstances that will prevent you from attending class on the days you are to lead a group session and to arrange for a make-up assignment.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor. Please notify the instructor in advance or as close as possible to the deadline date to discuss submitting an assignment after the date it is due.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

Course grades will not be rounded up or down.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

Recommended Readings and Resources: (these will be posted in D2L)

Comer, E., & Rao, S. (2016). Transforming social group work learning into competencies for interprofessional teams. *Social Work with Groups*, *39*(1), 62-75.

Grant, L., Kinman, G., & Alexander, K. (2014). What's all this talk about emotion? Developing emotional intelligence in social work students. *Social Work Education*, *33*(7), 874-889.

Hung, E. N., Lee, T. T. T., & Cheung, J. C. S. (2021). Practising social work groups online: Practitioners' reflection on the COVID-19 outbreak. *International Social Work*, *64*(5), 756-760.

Lin, T. J., Ko, H. C., Wu, J. Y. W., Oei, T. P., Lane, H. Y., & Chen, C. H. (2019). The effectiveness of dialectical behavior therapy skills training group vs. cognitive therapy group on reducing depression and suicide attempts for borderline personality disorder in Taiwan. *Archives of Suicide Research*, *23*(1), 82-99

Pelech. W., Basso, R., Lee, C.. & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press.

   Note: The course instructor will introduce lecture material from this text.

Seo, M., Kang, H. S., Lee, Y. J., & Chae, S. M. (2015). Narrative therapy with an emotional approach for people with depression: Improved symptom and cognitive-emotional outcomes. *Journal of Psychiatric and Mental Health Nursing*, *22*(6), 379-389.

Sjølie, H., Binder, P. E., & Dundas, I. (2017). Emotion work in a mental health service setting. *Qualitative Social Work*, *16*(3), 317-332.

Wagner, C., & Ingersoll, K. (2013). *Motivational interviewing in groups*. The Guilford Press. (e-book available from the University of Calgary library – limited chapter downloads but can be read online).

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to

building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information