



Course & Session Number	SOWK 614.03 S01	Classroom	Blended Calgary SA119
Course Name	Clinical Work with Groups		
Dates and Time	Start of Classes: May 4 End of Classes: June 16 Dates and Time: Online Zoom – Mondays 6-8pm MST Online - Asynchronous learning activities In Person Residency June 14 – 15, 9am – 4pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> ¹ .		
Instructor	Jenn Wushke, MSW., RSW., RCSW	Office Hours	As requested
UCalgary E-mail	Jennifer.wushke@ucalgary.ca	UCalgary Phone	Provided in call

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.

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](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Examines issues in clinical practice with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are critiqued and examined in depth.

COURSE DESCRIPTION

This course will introduce group theory and advanced topics in group work with a blend of experiential and inquiry-based learning. The primary focus will be to learn about the theory of group practice and what makes it effective, to come to know the various types of groups that can be utilized for various purposes, and to offer many opportunities to practice group facilitation and related skills. Attention will be given to utilizing group methods in clinical social work practice with clients from high risk and vulnerable populations and work to learn to support those of varying racial, cultural, and socioeconomic backgrounds as well as those with diverse genders and abilities. Overview of the basic elements of group process and practice including issues of group leadership and member roles, characteristics of effective leaders, skills required for effective leadership, and interventions at different stages of group development.

Teaching methods will include multimodal instruction including lectures, case studies, role plays, video instruction, self-directed reading of course materials, group work and assignments. This course is blended with in person, (online) synchronous and asynchronous learning.

To best succeed in the course, students are encouraged to participate in the asynchronous learning task using the D2L learning environment and prior to synchronous zoom sessions. When unable to participate live due to unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow up online discussion). There will be 6 synchronous Zoom sessions throughout the term as indicated above, and class discussion in each will be recorded.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Articulate the theory that undergirds effective group formation and facilitation.
2. Identify the many types of groups that are used for various problem areas and populations.
3. Facilitate group conversations toward personal and interpersonal change. Upon completion of this course, students will be able to:

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required text for this course, instead, the course will utilize a diversity of chapters and readings.

Links and PDFs posted in D2L

- Baird, S.L., & Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. *Clin Soc Work J* 49, 10–19.
- Brandler, & Roman, C. P. (2016). *Group work: skills and strategies for effective interventions*. Routledge; 3rd edition. (Chapters 5 & 9).
- Carr, T., Sedgewick, J. R., Roberts, R., & Groot, G. (2020). *The Sharing Circle method: Understanding Indigenous cancer stories*. SAGE Publications Ltd.
- Lewis, E. A. & Gutiérrez, L. M. (2003). Intersections of gender, race and ethnicity in groupwork. In M. Cohen & A. Mullender (Eds), (2003). *Gender and groupwork*. (132 – 143) Routledge.
- Corey, M.S., Corey, G., & Corey, C. (2014). *Group process and practice, 8th edition*. Brooks/Cole. (Chapters 2 & 4)
- Danto, D., Walsh, R. & Sommerfeld, J. Learning from Those Who Do: Land-Based Healing in a Mushkegowuk Community. *Int J Ment Health Addiction* 19, 2131–2143 (2021).
- Drumm, K. (2006). The Essential Power of Group Work. *Social Work with Groups*, 29(2-3), 17–31.
- Fillingham, C. (2007). Friendship and groupwork. In T. Watson, *Music Therapy with Adults with Learning Disabilities*. (71 – 84) Routledge.
- Garret, K. & Berger B. (1999) Multiple intelligences in groupwork activities: Reaffirming our roots. In H. Bertcher, et al. (Eds). *Rebuilding communities: Challenges for Group Work*, (161 – 169) Taylor & Francis Group.
- Goodrich, K. M. & Luke, M. (2015). *Group counseling with LGBTQI persons* (1st ed.). (Chapter 13). Wiley.
- Guy, D. (2020) Paddling to enlightenment: an indigenous group work experience, *Social Work with Groups*, 43:1-2, 8-13.
- Kinouani. (2020). Silencing, power and racial trauma in groups. *Group Analysis*, 53(2), 145–161
- Northen, H. (1999) Ethical Dilemmas in Social Work with Groups, *Social Work with Groups*, 21:1-2, 5-17.
- Obear, K. (2013). Navigating triggering events. In L. Landreman (Ed). *The art of effective facilitation: reflections from social justice educators*. (1st ed.). (pp. 151-172). Stylus Publishing.

McDermott, F. (2020). *Inside group work: A guide to reflective practice*. Routledge. (Chapter 4)

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

Zastrow, C. (2012). *Social work with groups: A comprehensive workbook*. Brooks/Cole, Cengage Learning. (Chapter 1)

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

Clinical practice with groups fits in with the continuing series of the clinical practice courses designed for social workers to develop the understanding and skills for advanced clinical practice as part of the clinical social work specialization. This course is one of the four courses in the Clinical Practice with Individuals, Families, and Groups (IFG).

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Dates	Topics	Readings	Assignment Dates
May 9	Asynchronous: Introduction to groups Groupwork skills Synchronous: Introduction to course Skills practice activities	Zastrow Drumm Corey, Corey & Corey	Asynchronous posts are due on Wed of each week, responses by the following Saturday.
May 16	Asynchronous: Building safety in groups Trauma-informed groups Synchronous: Creating ground rules Trauma-informed practice	Baird, S.L., & Alaggia, R.	
May 23	Asynchronous: Conflict in groups AOP in Groupwork No synchronous class this week	Obear Goodrich & Luke Lewis & Gutiérrez Guy	
May 30	Asynchronous: Inquiry based Group observation	Brandler & Roman	

	Synchronous: Cohesiveness building skills Conflict skills		
June 6	Asynchronous: Viewing of presentations Synchronous: Psychoeducational groups Alternate group models	Kinouani Garret, K. & Berger B Fillingham	Assignment 2 Due June 4.
June 13	Asynchronous: Population / topic focused Ethics in groups Synchronous: Mindfulness in groups Creativity in groups	Danto & Sommerfield Northen	
June 14	Residency: Interpersonal group learning and practice Cofacilitation & Leadership	Yalom & Leszcz McDermott	
June 15	Sharing circle Expressive arts therapy Closing groups meaningfully	Carr	Assignment 3 - Due June 19

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Asynchronous Learning Activities (30%)

Aligned Course Learning Outcomes: 1, 2

Assignment Description: Students will be asked to complete various asynchronous learning activities. For example, you will be required to complete a 250 – 500 word post based on a question derived from course readings, lectures or another asynchronous activity. You will also be asked to engage in discussion with other students related to their posts (2 per week). Posts reflecting the learnings from asynchronous learning will be posted by Wednesday each week. Responses to others' posts will be due Saturday of that week.

Assessment Criteria: Posts will be reviewed and graded over the course of term according to description in rubric including detail and depth of response, relatedness to course materials, demonstrated reflective thinking and clear writing. All references to outside sources must be cited correctly using APA 7th edition.

Assignment #2: Group Design (45%)

Proposals: **Due June 4**

Presentation: **Posted for class review in D2L June 4**

Aligned Course: Meets CLOs: 1, 2, 3

Assignment Description: Group Design Proposal and Presentation

Assignment Description: Individually or in small groups, you will create a proposal for a group. You will identify a particular client population or focus and need that the group will be intended to address. Group proposals will follow the format outlined in Corey, et al, Ch 4 and will include a detailed description of the topic or population's unique needs in terms of group work as well as a well-laid out plan for group structure and topics. Students are encouraged to use the presentation and proposal as an opportunity to explore topics and group dynamics of individual or mutual interest. Presentations to be posted online will be 15 – 20 min. Written proposals to be submitted via D2L dropbox, 8-10 pages. Asynchronous class time may be used to work with group on proposal and presentation. Please see rubric on D2L for grading details.

Assignment 3: Reflective Journal

Aligned Course Learning Outcomes: 3

Assignment Description: Students are asked to reflect on synchronous and residency experiences of group facilitation, reflective conversation and participation in class. The reflective journal will include a minimum of 4 reflections (1 – 1.5 pages each) on experiences. These may include your experiences and insights from the perspective of your role as facilitator, participant or observer of group. Reflections will indicate self-reflection, personal growth and learnings in the course.

Assessment Criteria: Assignments will be evaluated for reflection, learning, self-awareness and integration of course learnings with the student as a social worker and the impact of these on practice. Several sample questions for reflection will be included in the rubric. This assignment will be evaluated on a pass/fail basis.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend and fully participate in activities. As the synchronous and residency classes are experiential and practice-based, it will be difficult to make up missed classes.

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

Students are expected to submit assignments on time due to the time-limited and cumulative nature of the course and assignments, late assignments will have an impact on others in the class. As such, extensions will only be granted for exceptional circumstances and may result in a reduction of the grade for these assignments at a rate of 5% per day.

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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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.

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