Course Number SOWK 395	SOWK S01	Classroom TRA 101	
Course Name	Practice & Evaluation with Groups		
Day(s)	Monday	Time 9-11:50 am	
Instructor	Dan Holinda	Office Hours/Location	By appointment
E-mail	daniel.holinda@ucalgary.ca dan.holinda@cancer.ab.ca	Phone	403-478-5390

SYLLABUS STATEMENT

An introduction to theories and skills for working with groups within a context of practice and assessment frameworks.
Course Hours: *3 units; (3S-0)*
Notes: University Transfer route only.

COURSE DESCRIPTION

This course provides an introduction to social work with groups, including basic group work theories, concepts and models of practice
This course emphasizes a collaborative learning process, meaning that student attendance and active engagement strongly contributes to building a meaningful and valuable learning experience. 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

Upon completion of this course, students will be able to:
1. To describe the purpose and use of groups in social work practice.
2. To articulate understanding of group theory, including the stages of group development, and its application to social work with groups.
3. To compare and contrast types of group work practice (i.e. treatment, task groups, work groups).
4. To identify and assess aspects of group functioning and group dynamics.
5. To design and implement a task or treatment-oriented group.
6. To apply, basic skills and use of self in facilitating group development.
7. To formulate and evaluate progress on individualized, specific learning goals related to social work group practice.

REQUIRED TEXTBOOKS AND/OR READINGS

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

Required Readings:

Burlingame, G. M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice, 7*(1), 3-12.
http://ovidsp.ovid.com.ezproxy.lib.ucalgary.ca/ovidweb.cgi
T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00066945-200303000-00001&LSLINK=80&D=ovft

Caplan, T., & Thomas, H. (2002). The forgotten moment: Therapeutic resilience and its promotion in social work with groups. *Social Work with Groups, 24*(2), 5-26.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v24n02_02

Drumm, K. (2008). The essential power of group work. *Social Work with Groups, 29*(2-3), 17-31.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1300/J009v29n02_02

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.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F1049731512443288

Will use excerpts from: Strom-Gottfried, K. (2015). *Straight talk about professional ethics* (2nd Ed.*)* Chicago, Illinois: Lyceum Books

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access or A laptop, desktop or mobile device with Internet access, microphone and speaker is required for 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

Date	Topic	Readings/Assignments Due
January 13, 2020	Setting the Context: Course Overview & Expectations Lecture 1: Introduction to Mutual Aid, Attributes/Dynamics of Group and Creating a Group Charter	Text: Chapter 1 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.

January 20, 2020	Lecture 2: Overview of Types of Groups, Micro-skills and Stages of Group Development. Lecture 2: Beginning Stage of Group Development	Text Chapters 9 & 10 **In Class Assignment #1: Assessing Your Leadership Style (Worth7.5%)** Retrieved from: Okarma, Tom. (2015). *What is Your Non-profit Leadership Style?* https://tomokarma.com/s=what+is+your+nonprofit+leadership+style
January 27, 2020	Lecture 3: Middle Stages of Group. Lecture 3: Professional Role, Ethics & Ethical Decision Making in Group Practice (Case review)	Text Chapter 5 & 12 **Assignment #2: Steps1 & 2 due in class**
Feb 03,2020	Lecture 4: End Stages of Group Lecture 4: Managing Conflict in Groups	Text Chapter 13 **Assignment #2 Discussion Paper Step 3: Submit to D2L drop box by 11:59 pm Feb 03, 2020** **In Class Assignment 2: Conflict Management Styles (Worth 7.5%)** Retrieved from: Reginald (Reg) Adkins, PhD, Elemental Truths http://elementaltruths.blogspot.com/2006/11/conflict-management-quiz.html/
Feb 10,2020	Lecture 5: Designing Groups that Promote Inclusion, Diversity and Cultural Competency Facilitation	Text Chapter 3 & 7
Feb 17,2020		**Winter Break No Class**
Feb 24,2020	Lecture 6: Utilizing One Smart World Techniques to Manage Decision Making and Problem – Solving in Groups	**In Class Assignment #3: Assessing Your Predominant One Smart World Dimension (Worth 7.5%)** Retrieved from: Wiele, B. (2003). *Smart for Life.* Collingwood, Ontario Fearless Diamond Press

March 02,2020	Lecture 7: Dialectic Behaviour Therapy & Trauma Based Practice	Guest Speaker: Jennifer Wushke Retrieved from: Pederson, L, (2015). Dialectical *Behavior Therapy: A Contemporary Guide for Practitioners*, Chapter 19, Wiley Blackwell
March 09,2020	Lecture 8: Managing Emotional Intelligence	**Assignment #3 due March 09 at 11:50 p.m.** **In Class Assignment 4: Emotional Intelligence Self-Assessment (Worth 5%)** Retrieved from: Bradbery, T & Greaves, J. The Emotional Intelligence Quickbook, Talent Smart, 2003. Second part of the class, time to work on Assignment #4
March 16,2020	Lecture 9: Addictions and Group Practice	Second part of the class, time to work on Assignment #4
March 23,2020	Lecture 10: Using a Logic Model Outcome Based Approach to Evaluating Group Work Practice	Handout from: Adapted for the Canadian Cancer Society by Steve Montague taken from Patton, Q P, (1997), *Utilization: Focused Evaluation:* The New Century Text, Thousand Oaks, California, p 235 Second part of the class, time to work on Assignment #4
March 29,2020	Co-facilitation presentations	**Assignment #4: Three 50-minute co-facilitation presentations**
April 6,2020	Co-facilitation presentation	**Assignment # 4: Three 50-minute co-facilitation presentations**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION
USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time. **Media recording for assessment of student learning** The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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				
Assessment Method	**Assessment Description & Criteria**	**Due Date**	**Weight**	**Aligned Course Learning Outcome**
Assignment 1: Four In Class Reflective Assignments (7.5% each)	The objective of these assignments is for the student to demonstrate active learning through course materials, self-reflection, problem solving, and in class peer interaction. These interactions will be the cornerstone for practicing professional social work standards, At the conclusion of the classes identified above, students will receive an assessment tool or reflection activity and be provided with class time to complete. These are to be handed in at the end of class. Learning Objective(s): #1,2 Please refer to assessment rubrics that will be provided in class/posted on D2L	**Due Date: Jan 20, Feb 03/24 Mar 09**	**30% Total**	Affiliated CLOs (1,2) Grading Criteria outlined in Assignment #1 Rubric
Assignment 2: Ethics Case Simulation & Analysis (Group Assignment)	**Purpose:** The purpose of this assignment is to increase awareness of the ethical considerations for social work practice with groups and to apply the CASW Code of Ethics (2005) and the ACSW (2013) Professional Practice Standards to group social work practice scenarios in a case-based learning activity	**Jan 27 Assignment #2, Steps 1 & 2 due in class** **Discussion Paper Step 3: Submit to D2L drop box by 11:59 p.m. February 03**	10% **All group members will receive the same grade**	Affiliated CLOs (4,7) Grading Criteria outlined in Assignment #2 Rubric

	Description:
	 In groups of 5-7, you will be provided with a fictional case that involves an ethical dilemma that might arise in a group practice situation. In class and in your assigned group you will discuss and present a simulation of the ethical dilemma in group, demonstrating how a facilitator might respond in a group setting
	Then you will answer the following questions which will be the basis of your 500- word paper to be submitted to drop box by 11:50pm on February 3rd
	
	Your summary should address the following:
	   1. Describe what was the ethical dilemma and why.
	   2. Identify what option s/tasks/choices were available to the group facilitator to manage it.
	   3. Describe, citing 3 examples what you would do if faced with this situation in the future.			

ASSIGNMENT 3: Group Program Proposal (Group assignment)	**Purpose:** This assignment will require the application of group program design skills and knowledge of the stages of group development. **Description:** You will work with a group of 6-7 students to create a sketch of a group proposal for a group program (6 to 8-week program) that includes the following components. 1. Overview of the proposed group program. 2. Rationale substantiated by relevant scholarly literature that explains why the group program 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).	**Due: March 09, 2020 Submit to D2L drop box by 11:59 p.m.**	**30%** **All group members will receive the same grade**	Affiliated CLOs (1,3,5) Grading Criteria/ Grading Criteria outlined in Assignment #3 Rubric

	3. Brief description/characteristics of target participants. 4. Theory of change statement. 5. 3 - 4 program objectives. 6. Outline of sequence of individual sessions included in the program (list of topics or themes that will be covered during the program). Please note: You may use an existing program as a model. If you choose this option, ensure that the program you are basing your proposal on is clearly cited and that the outline and detailed session plan are original work and not extracted directly from an existing program.			
ASSIGNMENT 4: Co-Facilitation Group Session Plan Development and Delivery	**Purpose:** This assignment will require the application of program design skills and knowledge of the stages of group development and stages of group sessions. **Description:** Assignment 4 asks you to design a single session for the program you created in Assignment 3 and to deliver the session to the class. Utilizing the 6 components identified in Assignment 3 present a 10-minute PPT overview of your group inclusive of your single session. Working as co facilitators you will present (30 minutes) one mini-session of your previous design in Assignment 3. You can swap various group members in and out of the co facilitators role if you choose to. Make sure you leave 10 minutes at the end of the presentation for class and instructor feedback. Class members will provide feedback to you on your design and the Instructor will complete the grading as outlined in the rubric.	**Assignment #4 Co-facilitation Presentation (50 minutes)** **March 29 & April 06**	**30%**	Affiliated CLOs (4, 5,6) Grading Criteria Outlined in Assignment #4 Rubric

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend classes, participate in class discussions and small groups exercises be prepared to ask questions, share experiences, and provide respectful feedback to others during class.

In the event a student misses an in-class assignment the instructor will set a makeup option.

GUIDELINES
Please submit all assignments electronically through their respective drop box 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 before midnight 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 only in exceptional circumstances negotiated in advance with and at the discretion or the instructor.

EXPECTATIONS FOR WRITING
Written 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 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
Recommended: "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

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.

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.

U 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 Calendar
http://www.ucalgary.ca/pubs/calendar/current/k-2.html

Students and staff are also expected to demonstrate professional behavior 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 behavior 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). Both can be found online at: https://acsw.ab.ca/site/practice-resources?nav=sidebar

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . 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. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

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 (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) 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 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 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. Please see the policy available at
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines 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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**