Course Number SOWK 395	SOWK S02	Classroom SA 124	
Course Name	**Practice with Evaluation with Groups**		
Day(s)	**Tuesdays**	**Time 9-11:50**	
Instructor	**Jenn Wushke, MSW., RSW., Clinical Social Worker**	**Office Hours/Location**	**By appointment**
E-mail	**Jennifer.wushke@ucalgary.ca**	**Phone**	**403-969-5268**

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. Describe the purpose and use of groups in social work practice.
2. Articulate understanding of group theory, including the stages of group development, and its application to social work with groups.
3. Compare and contrast types of group work practice (i.e. treatment, task groups, work groups).
4. Identify and assess aspects of group functioning and group dynamics.
5. Design and implement a task or treatment-oriented group.
6. Apply, basic skills and use of self in facilitating group development.
7. Formulate and evaluate progress on individualized, specific learning goals related to social work group practice.

LEARNING RESOURCES

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 (links or PDFs posted in D2L):

Badenoch, B. & Gantt, S. (2013). *The interpersonal neurobiology of group psychotherapy and group process*. London: Karmac. (Chapter 1).

Butler, R. M., Boden, M. T., Olino, T. M., Morrison, A. S., Goldin, P. R., Gross, J. J., & Heimberg, R. G. (2018). Emotional clarity and attention to emotions in cognitive behavioral group therapy and mindfulness-based stress reduction for social anxiety disorder. *Journal of Anxiety Disorders*, *55*, 31-38.

Lenz, A. S., Hall, J., & Bailey Smith, L. (2016). Meta-analysis of group mindfulness-based cognitive therapy for decreasing symptoms of acute depression. *The Journal for Specialists in Group Work*, *41*(1), 44-70.

Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises*. London: Routledge. (Chapter 1).

Pederson, L. (2015) *Dialectical behavior therapy : A contemporary guide for practitioners*. Chichester, West Sussex ; Hoboken : John Wiley & Sons. (Chapter 19)

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

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 14, 2020	Setting the Context: Course Overview & Expectations **Lecture 1:** Introduction to group work. **Skill**: Introductions, helping group members connect.	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 21, 2020	**Lecture 2:** Beginning Stage of Group Development	Text Chapters 9 & 10

		Badenoch, B. & Gantt, S. (2013) (Chapter 1).
	Skill: Establishing safety in a group setting	
January 28, 2020	**Lecture 3:** Middle Stages of Group: Building Group Cohesiveness **Skill**: building connections and support within the group	Text Chapter 11 Yalom, Irvine. Group Psychotherapy. Chapter 1
Feb 04, 2020	**Lecture 4:** Middle stage of Group, cont: Differentiation and managing conflicts. **Skill:** Identifying rupture and building repair in groups	Text Chapter 5 & 12
Feb 11, 2020	**Lecture 5:** Designing Groups that Promote Inclusion, Diversity and Cultural Competency Facilitation **Skill:** Identifying ethical dilemmas and engaging in ethical decision making	Text Chapter 3 & 7 In class assignment on Ethical Decision making.
Feb 18, 2020		**Winter Break - No Class**
Feb 25,2020	**Lecture 6:** Utilizing One Smart World Techniques to Manage Decision Making and Problem – Solving in Groups	Guest Lecturer, Dan Holinda. Wiele, B. (2018) *One Smart World The 4D-i* Retrieved from: https://onesmartworld.com/about-the-4d-i/
March 03, 2020	**Lecture 7**: Dialectic Behaviour Therapy **Skill:** Teaching Distress Tolerance	Pederson, L. (2015)
March 10, 2020	**Lecture 8:** Emotions in groups. **Skill:** Learning to identify and use emotions in group settings.	Assignment #3 due March 09 at 11:50 p.m. Butler, R. M., Boden, M. T., Olino, T. M., Morrison, A. S., Goldin, P. R., Gross, J. J., & Heimberg, R. G. (2018).
March 17, 2020	**Lecture 9:** Addictions and Group Practice **Skill:** Building motivation for change in a group	Second part of the class , time to work on assignment #4

March 24, 2020	Co-facilitation presentations Lecture 10: Mindfulness in Groups Skill: leading mindfulness activities	Assignment 4: Co-facilitation (2 groups present their 45-minute group session) Lenz, A. S., Hall, J., & Bailey Smith, L. (2016). (Available online at U of C library)	
March 30, 2020	Co-facilitation presentations Creativity in Groups.	Assignment 4: Co-facilitation (2 groups present their 45 minute group session) Liebmann, M. (2004). (Chapter 1).	
April 7, 2020	End stages of groups. Skill – creating meaningful endings Co-facilitation presentation	Assignment 4: Co-facilitation (2 groups present their 45 minute group session) Text Chapter 13	

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.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Participation and Skills Practice	Part 1: Attendance of classes is mandatory and participation in small group activities practicing daily skill. 15% Part 2: Self -evaluation summary. Description of 3 skills and review of your knowledge of and competence using skill in a group setting. 15%		30% Total	Affiliated CLOs (1,2, 6 & 7) Grading Criteria outlined in Assignment #1 Rubric
Assignment 2: Ethics Case	**Purpose**: The purpose of this assignment is to increase awareness	Assignment #2 Steps 1&2	10%	Affiliated CLOs (4,7) Grading

Simulation & Analysis (Group Assignment)	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 28 **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.	due in class Discussion Paper Step 3: Submit to D2L drop box by 11:59 p.m, Feb 4. 10%		Criteria outlined in Assignment #2 Rubric
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 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.	Due: March 10, 2020 Submit to D2L drop box by 11:59 p.m.	30% All group members will receive the same grade for 25% with 5 percent being based on peer evaluation	Affiliated CLOs (1,3,5) Grading Criteria/ Rubrics: Criteria outlined in SOWK 395 Group Proposal/Group Session Rubric

		of each other.		
	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) 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 <u>model</u>. 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 <u>original work</u> 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	Co-facilitation Presentation (50 minutes) March 29 & April 06 o-facilitation Presentation (60 minutes) with 3 sets of co-facilitators presenting 20 minutes each Mar 24 – Apr 7	30%	Affiliated CLOs (4, 5,6) Grading Criteria/ Rubrics: Criteria outlined in SOWK 395 Group Proposal/Group Session Rubric

	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.			

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 make up option.

GUIDELINES
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 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.

ADDITIONAL SUGGESTED READINGS

Supplementary/optional readings/links may be posted on D2L.

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**