



<b>Course Number</b>	SOWK 614.03 S01	<b>Classroom</b>	SA 124A
<b>Course Name</b>	Clinical Work with Groups		
<b>Day(s)</b>	Thursdays	<b>Time</b>	9am-11:50am
<b>Instructor</b>	Jason Stein	<b>Office Hours/Location</b>	by appointment
<b>E-mail</b>	<a href="mailto:jason.stein@ucalgary.ca">jason.stein@ucalgary.ca</a>	<b>Phone</b>	587.224.4295

#### **SYLLABUS STATEMENT**

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

#### **COURSE DESCRIPTION**

In this course we will concentrate on keeping the interpersonal process as the medium of change at the forefront. Students will focus on relational dynamics and seeing what is occurring among people to address problematic and change processes. We will create experiences for facilitating these powerful conversations for all kinds of problem areas and populations. We will include learning to speak to the discourses and (in)justices that contribute to keeping problems in place well as ways to study one's own clinical work with groups.

The primary focus we hold for this course is 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.

#### **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.

#### **LEARNING RESOURCES**

##### **REQUIRED TEXTBOOK**

Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Pacific Grove, CA: Brooks/Cole.

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials.

**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 understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization.

**CLASS SCHEDULE**

<b>Date</b>	<b>Topic—Focus and Practice</b>	<b>Preparations/Readings/Assignments Due</b>
January 16 a.m. SOWK 614.03 S01 will be a full day today	<p><b>Focus:</b> Getting familiar with the course, activities, and requirements (Opening Group Circle and developing group rules)</p> <p><b>Focus:</b> Start the conversation about groups, ethical considerations in group work, types of groups and purposes (<i>Psychoeducation Group</i>)</p> <p><b>Practice:</b> Task Groups Established (<i>Task Group</i>)</p> <p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	<p><b>Preparation:</b> Preview the cluster outline, Groups outline as well as the Clinical Practice with Other Professionals outline</p> <p><b>Preparation</b> Based on your work and practicum so far, name the groups with which you have had interactions and what you know/understand about them</p> <p><b>Reading: Chapters 1, 3</b></p>
January 16 p.m. SOWK 614.03 S01 will be a full day today	<p><b>Focus:</b> Group leadership – attributes, skills and characteristics, issues and problems group leaders encounter, co-leadership - advantages and disadvantages, attitude &amp; self-assessment (<i>Psychoeducation Group</i>)</p> <p><b>Practice:</b> Task Group Work (<i>Task Group</i>)</p>	<p><b>Preparation:</b> What does it take to be an effective group leader? What groups have you been a part of? What made these groups successful or unsuccessful?</p> <p><b>Reading: Chapter 2</b></p>

	<b>Practice:</b> Class Reflection & Closing Group Circle ( <i>Process Group</i> )	
January 23 PLEASE NOTE: There will be no SOWK 614.03 S01 class today. Students will be in a full day of classes for SOWK 616.03 S01		
January 30	<b>Focus:</b> Theoretical Approaches in Group Work ( <i>Psychoeducation Group</i> )  <b>Practice:</b> Task Group Work ( <i>Task Group</i> )  <b>Practice:</b> Class Reflection & Closing Group Circle ( <i>Process Group</i> )	<b>Preparation:</b> What is your theoretical stance?  <b>Reading: Chapter 4</b>
February 6 a.m. and p.m.	<b>Focus:</b> Practice with all 4 teachers	<b>Assignment #1 Due</b>  <b>Preparation:</b> What are your strengths and weaknesses as a group facilitator? How will you communicate these to your co-facilitator?  <b>Reading: Chapter 5 &amp; 6</b>
February 13	<b>Focus:</b> Stages of Group – Transition Stage ( <i>Psychoeducation Group</i> )  <b>Practice:</b> Task Group Work ( <i>Task Group</i> )  <b>Practice:</b> Class Reflection & Closing Group Circle ( <i>Process Group</i> )	<b>Preparation:</b> Prepare to lead a portion of the Psychoeducation group  <b>Reading: Chapter 7</b>
February 20	<b>No Class—Winter Break</b>	
February 27	<b>Focus:</b> Stages of Group – Working Stage ( <i>Psychoeducation Group</i> )  <b>Practice:</b> Task Group Work ( <i>Task Group</i> )	<b>Preparation:</b> Prepare to lead a portion of the Psychoeducation group  <b>Reading: Chapter 8</b>

	<p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	
March 5	<p><b>Focus:</b> Stages of Group – Final Stage (<i>Psychoeducation Group</i>)</p> <p><b>Practice:</b> Task Group Work (<i>Task Group</i>)</p> <p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	<p><b>Preparation:</b> Prepare to lead a portion of the Psychoeducation group</p> <p><b>Reading: Chapter 9</b></p>
March 12	<p><b>Focus:</b> Group Application &amp; Setting (<i>Psychoeducation Group</i>)</p> <p><b>Practice:</b> Task Group Work (<i>Task Group</i>)</p> <p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	<p><b>Preparation:</b> Prepare to lead a portion of the Psychoeducation group</p> <p><b>Reading: Chapter 10</b></p>
March 19	<p><b>Focus:</b> Special Populations (<i>Psychoeducation Group</i>)</p> <p><b>Practice:</b> Task Group Work (<i>Task Group</i>)</p> <p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	<p><b>Assignment #2 Group Proposals Due for all 3 groups 9:00 a.m.</b></p> <p><b>Preparation:</b> Prepare to lead a portion of the Psychoeducation group</p> <p>Assignment #2 - Group 1 <b>Presentation and Simulation</b></p>
March 26	<p><b>Focus:</b> Conflict in Groups (<i>Psychoeducation Group</i>)</p> <p><b>Practice:</b> Task Group Presentations &amp; Simulations – Group #2</p> <p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	<p><b>Preparation:</b> Group Simulations</p> <p><b>Assignment #2 – Group 2 Presentation and Simulation</b></p>

April 2	<p><b>Focus:</b> Group Closure &amp; Evaluation</p> <p><b>Practice:</b> Task Group Presentation &amp; Simulations – Group #3</p> <p><b>Practice:</b> Class Reflection &amp; Closing Group Circle (<i>Process Group</i>)</p>	<p><b>Preparation:</b> Group Simulations</p> <p><b>Assignment #2 – Group 3 Presentation and Simulation</b></p> <p><b>Assignment # 3 Due – Participation Self-Assessment</b></p>
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<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>				
<b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b>				
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.				
<b>ASSESSMENT COMPONENTS</b>				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome*
<b>Twelve-Step Group Experience Analysis and Reflection</b>	Students will locate and attend an OPEN group such as Alcoholics Anonymous, Narcotics Anonymous, and Gamblers Anonymous etc. Based on your experience, submit a 5-page paper (excluding title page and references) analyzing your experience utilizing the outline below. The paper should have an introduction and conclusion and be written in 12-point font, double spaced with APA referencing as appropriate. The purpose of this paper is to analyse your experience in the group; academic references can be utilized but this is not a requirement. Please see rubric on D2L for grading details.	February 6th, 2020 by 11:59pm	30%	Meets PLOs – 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.3, 9.2, 9.3  Meets SLOs – 1, 2  Meets CLOs – 1
<b>Group Design Proposal, Presentation and Simulation</b>	The class will form three small task groups (4-6 members). The purpose of these groups will be to prepare and present a group proposal, as well as plan and simulate a group session from the proposed group. Each group will identify a particular client population and need that the group will be intended to address. Students are encouraged to use the	Group Proposals Due March 19, 2020 by 9:00am Presentation and simulation	40%	Meets PLOs: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4,

	<p>presentation and simulation as an opportunity to explore topics and group dynamics of mutual interest. Between 30-45 minutes will be set aside during classes prior to the presentation for proposal preparation and simulation planning. Task group members are expected to take turns as facilitators of planning group meetings. Additional planning time may be arranged by group members after class or when classes are not meeting. To prepare for the Task Group Analysis assignment, task group members are strongly encouraged to journal and/or keep records of their meetings. Please refer to the rubric for additional grading details.</p>	<p>dates will be assigned in class and will occur on March 19, 26 &amp; April 2 during class time</p>		<p>9.1, 9.2, 9.3, 9.4, 9.5</p> <p>Meets SLOs: 1, 2, 3, 4, 5, 6</p> <p>Meets CLOs: 1, 2, 3</p>
<b>Participation</b>	<p>Using the self-assessment tool provided on D2L, students will provide evidence from classroom experiences and suggest an overall grade for their participation. Since this class is designed to be highly interactive and practice based, participation in the form of group facilitation (facilitator and group member), small group work and class discussions is expected in all classes. Examples of evidence would be regular contributions in process groups and active participation in group simulations.</p>	<p>April 2, 2020 by 11:59pm</p>	<p>30%</p>	<p>Meets PLOs: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>Meets SLOs: 1, 2, 3, 4, 5, 6</p> <p>Meets CLOs: 1, 2, 3</p>
<p><b>*ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>  <b>Program Learning Outcomes = PLOs</b>  <b>Specialization Learning Outcomes = SLOs</b>  <b>Course Learning Outcomes = CLOs</b></p>				

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Due to the very interactive focus of this course, your attendance and active participation in class will be a key ingredient in your learning. Critical discourse, student reflections, guest lectures and experiential learning (e.g., role plays) will all contribute to the learning structure to acquire knowledge and skills for working ethically and effectively in group work. Therefore, your class attendance and participation in class, on line and on D2L are essential.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L in Word format. 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**

We ask that you handle this professionally and speak with us.

### **EXPECTATIONS FOR WRITING**

Grading will be based on the depth of analysis and reflections and the level of clinical understanding demonstrated. The paper should be 12 font, double spaced and use APA formatting. Marks will be deducted if any of the areas listed for the assignment are not clearly identified and addressed in your paper. 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**

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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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.

#### ADDITIONAL SUGGESTED READINGS

- Brown, N. W. (2011). *Psychoeducational groups: Process and practice* (3rd ed.). New York, NY: Bruner-Routledge.
- DeLucia-Waack, J. L., Kalodner, C. R., & Riva, M. (2014). *Handbook of group counseling and psychotherapy* (2nd ed.). Thousand Oaks, CA: Sage.
- Kottler, J. A., & Englar-Carlson, M. (2015). *Learning group leadership: An experiential approach* (3rd ed.). Thousand Oaks, CA: Sage.
- Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work*. Chicago, IL: Lyceum Books.
- Yalom, I., & Leszcz, M. (2006). *The theory and practice of group psychotherapy* (5th ed.). New York, NY: Basic Books.



## 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 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). 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/](http://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](http://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**