Course Number	SOWK 614.03 S03	Classroom	Blended
Course Name	Clinical Work with Groups		
Schedule	Asynchronous learning using D2L	Face to face residencies Feb 7-9 & Mar 20-22 Rm SA 124	Synchronous Zoom Sessions: Jan 14, Mar 3, 17 & 31 at 7pm MST
Instructor	Monica Sesma, PhD, RSW	Office Hours Location	By appointment
E-mail	msesmava@ucalgary.ca	Phone	403.918.6509

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.

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is one of four courses in the Clinical Practice with Individuals, Families and Groups Certificate.

CLASS SCHEDULE

Date	Topic—Focus and Practice	Preparations/Readings/Assignments Due
January 14 **Zoom Session** **from 7-8pm MST** Join using this link: https://zoom.us/j/130409310 Complete Weekly Discussion Board Work (Details of weekly expectations located on D2L)	**Focus:** Getting familiar with the course, activities, and requirements (Opening Group Circle and develop group rules) **Focus:** Start the conversation about groups, ethical considerations in group work, types of groups and purposes *(Psychoeducation Group)* **Practice:** Task Groups Established *(Task Group)*	**Preparation:** Preview the cluster outline as well as the Clinical Practice with Other Professionals outline **Preparation** Based on your work and practicum so far, name the groups with which you have had interactions and what you know/understand about them **Reading: Chapters 1, 3**
January 21 Complete Weekly Discussion Board Work (Details of weekly expectations located on D2L)	**Focus:** Group leadership – attributes, skills and characteristics**,** issues and problems group leaders encounter, co-leadership - advantages and disadvantages, attitude & self-assessment *(Psychoeducation Group)* **Practice:** Task Group Work *(Task Group) – To be arranged with task group members weekly*	**Preparation**: 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? **Reading: Chapter 2**
January 28 Complete Weekly Discussion Board Work (Details of weekly expectations located on D2L)	**Focus:** Theoretical Approaches in Group Work *(Psychoeducation Group)* **Practice:** Task Group Work *(Task Group) – To be arranged with task group members weekly*	**Assignment #1 Due** **Preparation:** What is your theoretical stance? **Reading: Chapter 4**

RESIDENCY **February 7 (6pm-9pm)** **February 8 (9am-4pm)** **February 9 (9am-4pm)** Interactive group activities, role plays and simulations	**Focus:** Group Formation, pre-post group *(Psychoeducation Group)* **Focus:** Stages of Group – Initial Stage **Practice:** Group Simulations with all four teachers morning and afternoon (Description of the day's activities will be posted on D2L) **Focus:** Working across value bases (including the clients') **Focus:** More on system mandates and agendas **Focus:** The ethics of working together **Focus:** Attending to micro, mezzo, and macro **Focus:** Supervision **Practice:** With all four teachers **Practice:** The banana exercise continued **Practice:** "As if" listening exercise **Practice:** Scenarios	**Preparation:** What are your strengths and weaknesses as a group facilitator? How will you communicate these to your co-facilitator? **Reading: Chapter 5 & 6**
February 11 Complete Weekly Discussion Board Work (Details of weekly expectations located on D2L)	**Focus:** Stages of Group – Transition Stage *(Psychoeducation Group)* **Practice:** Task Group Work *(Task Group)– To be arranged with task group members weekly*	**Preparation:** Continue to work in task groups. **Reading: Chapter 7**
February 18	**No Class—Winter Break**	
February 25 Complete Weekly Discussion Board Work (Details of weekly expectations located on D2L)	**Focus:** Stages of Group – Working Stage *(Psychoeducation Group)* **Practice:** Task Group Work *(Task Group) – To be arranged with task group members weekly*	**Preparation:** Continue to work in task groups. **Reading: Chapter 8**
March 3 **Zoom Session** **from 7-8pm MST** Join using this link: https://zoom.us/j/130409310	**Focus:** Stages of Group – Final Stage *(Psychoeducation Group)* **Practice:** Task Group Work *(Task Group) – To be arranged with task group members weekly*	**Preparation:** Continue to work in task groups. **Reading: Chapter 9**

March 10 Complete Weekly Discussion Board Work (Details of weekly expectations located on D2L)	**Focus:** Group Application & Setting *(Psychoeducation Group)* **Practice:** Task Group Work *(Task Group) – To be arranged with task group members weekly*	**Preparation:** Prepare to lead a portion of the Psychoeducation group **Reading: Chapter 10**
March 17 **Zoom Session** **from 7-8 pm MST** Group Simulations - Academic Portion (Groups 1,2 and 3) Join using this link: https://zoom.us/j/130409310	**Focus:** Group Application & Setting *(Psychoeducation Group)* **Practice:** Academic Presentations	**Preparation:** Group Discussion – Task Group Academic Portions **Assignment #2 (Written Proposal power point) Due** **Reading: Chapter 11**
RESIDENCY **March 20 (6pm-9pm)** **March 21 (9am-4pm)** **March 22 (9am-4pm)** Interactive Group Activities, role plays and simulations	**Focus:** Conflict in Groups *(Psychoeducation Group)* **Practice:** Task Group Presentations & Simulations **Focus:** Debriefing and getting out of conflicts **Focus:** Discourses and mapping social worlds/professional notetaking and reporting **Focus:** Social Justice—what social workers bring to the table **Practice:** Using your scenarios from practicum let's identify and practice how we might prevent or rectify conflictual situations. **Practice:** Map-making from a situation from practicum. **Practice:** Collaging and interviewing	**Preparation:** Group Presentations & Simulations **Assignment #2 –All Groups Present** **Group Simulations (ungraded)**
March 31 **Integrated Zoom Session** **from 7-9 pm MST** Use this link https://zoom.us/j/2199162886	**Focus:** Group Closure & Evaluation **Practice:** Speeches (Brief 3 minute student speeches)	**Preparation:** Speeches and Reflections **Assignment #3 Due (Participation Self-Assessment)**

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.

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*
Twelve-Step Group Experience Analysis and Reflection	Students will locate and attend an OPEN group such as Alcoholics Anonymous, Narcotics Anonymous, and Gamblers Anonymous. Based on your experience, submit a 3-page paper (excluding title page and references) analyzing your experience.	Tuesday January 28, 2020 by 11:59pm	30%	Meets CeLOs – 1, 2 Meets CoLOs – 1
Group Design Proposal, Presentation and Simulation (Simulation Ungraded)	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 presentation and simulation as an opportunity to explore topics and groups dynamics of mutual interest. 1. Group Proposal and Presentation (Value: 40%): Due: March 17th, 2020. 2. The proposal should be in power point format with approximately 20-30 slides (5 per student). The presentation will be posted on D2L and the presentations will occur via Zoom; the simulations will occur during the face to face days March 20th-	Tuesday March 17, 2020 by 9am	40%	Meets CeLOs: 1, 2, 3, 4, 5, 6 Meets CoLOs: 1, 2, 3

	22nd. This presentation is not to exceed 30 minutes in duration. 3. Group Presentation: Based on your group power point, members will provide a 20-25-minute presentation with 5-10 minutes reserved for questions and answers (maximum 30 minutes total). 4. Group Simulation - Each group will design and role-play one session of their proposed interventive group at a specified stage of development. Each simulation will be between 45 to 60 minutes in duration. Thus, each task group will be responsible for a presentation and a simulation totaling approximately 90 minutes in duration.			
Participation	Using the self-assessment tool provided on D2L, students will provide evidence from classroom experiences and suggest an overall grade for their participation.	March 31, 2020 by 11:59am	30%	Meets CeLOs: 1, 2, 3, 4, 5, 6 Meets CoLOs: 1, 2, 3
*ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION **Certificate Learning Outcomes = CeLOs** **Course Learning Outcomes = CoLOs**				

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. **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.

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.

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/ . 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**