Course Number	SOWK 395 S01	Classroom	Online via Zoom, links provided in D2L
Course Name	**Practice with Groups**		
Day(s) & Time	Wednesdays 1-3:50pm		
Instructor	**Jennifer Wushke, BSW., MSW., Clinical Social Worker**		
U of C E-mail	Jennifer.wushke@ucalgary.ca	**Phone**	**TBA in class**

SYLLABUS STATEMENT

An introduction to theories and skills for working with groups within a context of practice and assessment frameworks.

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.

REQUIRED TEXTBOOKS AND/OR READINGS
Pelech, W., Basso, R., Lee, C. & Gandarilla, M. (2016). *Inclusive group work.* 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).
Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises*. Routledge. (Chapter 1).
Pederson, L. (2015) *Dialectical behavior therapy : A contemporary guide for practitioners*. John Wiley & Sons. (Chapter 19)
Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. Basic Books, 5th Edition. (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
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
Jan 13	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.
Jan 20	**Lecture 2:** Beginning Stage of Group Development **Skill:** Establishing safety in a group setting	Text Chapters 9 & 10 Badenoch, B. & Gantt, S. (2013) (Chapter 1).
Jan 27	**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 03	**Lecture 4:** Middle stage of Group, cont: Differentiation and managing conflicts.	Text Chapter 5 & 12

	Skill: Identifying rupture and building repair in groups	
Feb 10	**Lecture 5:** Managing Conflict 2 **Skill:** Identifying your conflict management style	
Feb 17		**Winter Break - No Class**
Feb 24	**Lecture 6:** Designing Groups that Promote Inclusion, Diversity and Cultural Competency Facilitation	Text Chapter 3 & 7
March 03	**Lecture 7**: Dialectic Behaviour Therapy **Skill:** Teaching Distress Tolerance	Pederson, L. (2015)
March 10	**Lecture 8:** Emotions in groups. **Skill:** Learning to identify and use emotions in group settings.	Assignment #2 due March 12. Butler, R. M., Boden, M. T., Olino, T. M., Morrison, A. S., Goldin, P. R., Gross, J. J., & Heimberg, R. G. (2018).
Mar 17	**Lecture 9:** Addictions and Group Practice **Skill:** Building motivation for change in a group	
Mar 24	Co-facilitation presentations **Lecture 10:** Mindfulness in Groups **Skill:** leading mindfulness activities	Assignment 3: Co-facilitation (2 groups present their 40-minute group session) Lenz, A. S., Hall, J., & Bailey Smith, L. (2016). (Available online at U of C library)
Mar 31	Co-facilitation presentations **Lecture 11:** Creativity in Groups.	Assignment 3: Co-facilitation (2 groups present their 40 minute group session) Liebmann, M. (2004). (Chapter 1).
April 7		Assignment 3: Co-facilitation (2 groups present their 40 minute group session) Assignment 1: Due April 9.

April 14	End stages of groups. Skill – creating meaningful endings Co-facilitation presentation	Text Chapter 13

EQUITY, DIVERSITY AND INCLUSION
The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

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: Participation and Skills Practice	Part 1: Attendance of classes is mandatory, including participation in small group activities practicing daily skills. Written assessment of participation and proposed grade will be a separate section of self-evaluation summary. 15% Part 2: Self -evaluation summary. Description of 3 skills and review of your knowledge of and competence using skill in a group setting. 20%	Ongoing, paper due April 9, 2020	35% Total.	Affiliated CLOs (1,2, 6 & 7) Grading Criteria outlined in Assignment #1 Rubric

	See rubric for further details			
ASSIGNMENT 2: 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 5 - 6 students to create an 8 – 10 page written paper proposing a group program (6 to 8 week program) that includes the following components. • Overview of the proposed group program. • Rationale (substantiated by relevant scholarly literature) • Brief description/characteristics of target population. • 3 - 4 program objectives. • Outline of sequence of individual sessions included in the program). See rubric for further details.	Due: March 12, 2020	35% All group members will receive the same grade for 30% with 5 percent being based on peer evaluation of each other.	Affiliated CLOs (1,3,5) Grading Criteria/ Rubrics: Criteria outlined in SOWK 395 Group Proposal/Group Session Rubric
ASSIGNMENT 3: 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 3 asks you to design a single session for the program you created in 2 and to deliver the session to the class. Your group will present (30 minutes) one mini-session of your group designed in Assignment 2. An additional 10 minutes will be provided at the end of the presentation for class and instructor feedback. Class members will provide feedback to you on your design and	Co-facilitation Presentation (50 minutes) March 24, 31 & April 07 co-facilitation Presentation Mar 24 – Apr 7	30%	Affiliated CLOs (4, 5,6) Grading Criteria/ Rubrics: Criteria outlined in SOWK 395 Group Proposal/Group Session Rubric

	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; participate in group facilitation and role plays; and provide respectful feedback to others during class.

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
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

Additional recommended readings will be provided in 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.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 (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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 (Calgary)**
- **Safewalk (Calgary)**