



Course & Session Number	SOWK 395 S01	Classroom	Online via Zoom, links provided in D2L
Course Name	Practice and Evaluation with Groups		
Day(s) & Time	Tuesdays 1:00 to 3:00 pm MST January 11 th , 25 th , February 8 th , 15 th , March 8 th , 29 th , and April 5 th		
Instructor	Carla Bertsch MSW, RSW	Office Hours	As Requested
UCalgary E-mail	carla.bertsch@ucalgary.ca	UCalgary Phone	Please contact instructor via email.

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

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.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor.

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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

The textbook is available at the University of Calgary bookstore. The textbook is also available in the University of Calgary VitalSource where students can rent the e-textbook if you don't wish to purchase a print copy using the link below.

<https://calgary-store.vitalsource.com/products/inclusive-group-work-william-pelech-robert-basso-v9780197567166>

Obear, K. (2013). In L. M. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators*. (pp. 151–172). essay, Stylus Publishing.

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	Zoom Sessions	D2L Module Topics/Course Readings/Assignments
January	<p>Zoom Session 1: Tuesday, January 11th 1:00 - 3:00PM MST</p> <ul style="list-style-type: none"> ➤ Opening Circle ➤ Course orientation ➤ What is group work? <p>Zoom Session 2: Tuesday, January 25th 1:00 - 3:00 PM MST Guest lecturer – Mindfulness Practice with Groups</p> <ul style="list-style-type: none"> ➤ Establishing safety in a group setting 	<p>January 11th – 31st</p> <p>Zoom Session 1 and 2 are Instructor Lead</p> <p>Read: Pelech et al. Chapter 1 & 2</p> <p>Read: Obear, K. (2013). In L. M. Landreman (Ed.), The art of effective facilitation: Reflections from social justice educators (pp. 151–172). essay, Stylus Publishing.</p>
February	<p>Zoom Session 3: Tuesday, February 8th 1:00 - 3:00 PM MST</p> <ul style="list-style-type: none"> ➤ Peer consultation and dedicated group work: Assignment 3a & b with partner <p>Zoom Session 4: Tuesday, February 15th 1:00 - 3:00 PM MST</p> <ul style="list-style-type: none"> ➤ Guest lecturer – Healing Circles 	<p>February 1st – 28th</p> <p>Zoom Session 3 is an opportunity for you connect with your partner to work on Assignment 3a and 3b. You will create the zoom link to meet privately with your partner.</p> <p>Zoom Session 4 is Instructor Lead</p> <p>Read: Pelech et al. Chapter 6 & 7</p> <p>Complete Discussion Post #1</p>

	<ul style="list-style-type: none"> ➤ Planning a Group with a Focus on Diversity ➤ Ethics and Standards 	
<p><i>Reading Break: February 20-26th No Classes</i></p>		
March	<p>Zoom Session 5: Tuesday, March 8th 1:00 - 3:00 PM MST</p> <ul style="list-style-type: none"> ➤ Peer consultation and dedicated group work: Assignment 3a & b with partner <p>Zoom Session 6: Tuesday, March 29th 1:00 - 3:00 PM MST</p> <ul style="list-style-type: none"> ➤ Co-Facilitation Group Session and Delivery – paired presentations 	<p>March 1st – 31st</p> <p>Zoom Session 5 is an opportunity for you connect with your partner to work on Assignment 3a and 3b. You will create the zoom link to meet privately with your partner.</p> <p>Read: Pelech et al. Chapter 12 & 13</p> <ul style="list-style-type: none"> - Advanced skills and conflict resolution - Ending a group and Evaluation <p>Complete Discussion Post #2</p> <p>Zoom Session 6 will be spent on Co-Facilitation Group Session and Delivery Assignment 3b.</p>

April	Zoom Session 7: Tuesday, April 5 th 1:00 - 3:00 PM MST ➤ Co-Facilitation Group Session and Delivery – paired presentations	April 1st – 12th Zoom Session 7 will be spent on Co-Facilitation Group Session and Delivery Assignment 3b.
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Important dates for Winter 2022

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- End of Classes: Tuesday, April 12, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022
- End of Term: Friday, April 29, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Attending Zoom sessions is strongly encouraged. Your attendance and participate in all the Zoom sessions for the course benefit your learning experience as well as understanding full the content of this course. 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. If any reasons, you must miss a session, please contact the instructor prior to the session to notify them.

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

Please note:

- There is no final exam in this course.
- Standard of writing will be a factor in grading students' work. Sources used in work must be properly documented and referenced in APA 7th edition format APA

Summary of SOWK 395 Assignments

Assignment 1: Participation and Skills Practice (20%) – Due February 28th by 11:59pm and March 31st by 11:59pm

Aligned Course Learning Outcomes: 1, 2

Assignment Description: Part 1: Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade. Also included are participation in small group activities and discussion posts practicing group skills.

For discussion boards, minimum participation for each module will involve completing:

- 1-2 main posts (250-300 words) – the number of required main posts will be indicated in each module
- 2 responses to peers (150 - 200 words each)

Assessment Criteria: Grading Criteria Assignment #1 Rubric will be posted on D2L.

Assignment 2: Observe a group of your choice (20%) – Due February 18th by 11:59pm

Aligned Course Learning Outcomes: 1, 3, 5

Assignment Description: This assignment will require students to observe or participate in a community or campus group from a list provided by instructors or a recording of a group from the University of Calgary library. In a 3-4 page paper, students will identify elements of the group based on course learnings and reflect on the effectiveness of these elements within the group.

Assessment Criteria: Grading criteria outlined in Assignment #2 Rubric on D2L.

Assignment 3a: Group Program Proposal Paper – Paired assignment (30%) – Due March 18th by 11:59pm

Aligned Course Learning Outcomes: 4, 5, 6

Assignment Description: This assignment will require the application of group program design skills and knowledge of the stages of group development. You will work in pairs to create to create an 8-10 page written proposal of a group program (6 to 8 week program) that includes the following components.

- What evidence is there that such a group is needed? Rationale (substantiated by relevant scholarly literature)
- Who is the target population? What would a needs assessment include?
- Program design: 3 - 4 learning goals or program objectives.
- Draft curriculum. How many sessions will there be? What is the focus of each session based on the learning outcomes that arose from the needs assessment and literature review?
- What is the proposed program implementation and delivery method? Why?
- Recruitment and retention strategies.
- What evaluation and framework tools will you use?

Assessment Criteria: Grading Criteria outlined for Assignment #3a Rubric on D2L.

Assignment 3b: Co-Facilitation Group Session and Delivery (30%) – Due either March 29th or April 4th during scheduled class time

Aligned Course Learning Outcomes: 4, 5, 6

Assignment 3b asks you to design a single session for the program you and your partner created in 3a and to deliver the session to the class.

As a pair, you will present (30 minutes) one mini-session of your group designed in Assignment 3a. There is no written component to this assignment, as you will be pulling it from the written plan in assignment 3a.

Assessment Criteria: Grading Criteria Assignment #3 Rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

Students who must miss Zoom sessions due to exceptional circumstances should contact the instructor in advance of a session or as soon as possible.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due by 11:59pm 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 and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All 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 7th edition 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.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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