



**Winter 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 395 S02</b>	<b>Classroom</b>	<b>SA 124</b> <b>ONLINE VIA ZOOM</b> <b>JAN 10 – 24</b>
<b>Course Name</b>	<b>Practice and Evaluation with Groups</b>		
<b>Day(s) &amp; Time</b>	<b>Mondays 1 – 3:50 pm.</b>		
<b>Instructor</b>	<b>Jenn Wushke, MSW., RSW., Clinical Social Worker.</b>	<b>Office Hours</b>	<b>As Requested</b>
<b>UCalgary E-mail</b>	<a href="mailto:Jennifer.wushke@ucalgary.ca">Jennifer.wushke@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Please contact via email</b>

**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 is for University Transfer route students only.

## 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

#### ***Links and PDFs posted in D2L***

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

Baird, S.L., Alaggia, R. Trauma-informed groups: Recommendations for group work practice. *Clin Soc Work J* 49, 10–19 (2021).

Carr, T., Sedgewick, J. R., Roberts, R., & Groot, G. (2020). *The Sharing Circle method : understanding Indigenous cancer stories*. London : SAGE Publications Ltd.

Doel, M., & Sawdon, C. (1999). *The essential groupworker: teaching and learning creative groupwork*. Jessica Kingsley Publishers. (Chapter 8)

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2-3), 17–31.

France, H. (2020). Creative arts and the Indigenous healing circle within an Indigenous context/Les arts creatifs et le Cercle de guérison autochtone dans un contexte autochtone. *Canadian Journal of Counselling and Psychotherapy*, 54(3), 413.

Goodrich, K. M. (2015). Social justice, empowerment and advocacy groups. In *Group counseling with LGBTQI persons* (1st ed.). (pp 171 – 179). Wiley.

Greif, G. L. (2010). Ten steps in training volunteer support group facilitators. *American Journal of Alzheimer's Disease and Other Dementias*, 25(7), 562–565.

Landreman, L. M. (2013). Navigating triggering events. In *The art of effective facilitation: reflections from social justice educators*. (1<sup>st</sup> ed.). (pp. 151-172). Stylus Publishing.

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

McDermott, F. (2020). Leading: A series of tasks anyone can do. In *Inside group work: A guide to reflective practice*. Routledge. (Chapter 4)

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

Pelech, W., Basso, R., Lee, C. D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. (Chapter 13)

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

Zastrow, C. (2012). *Social work with groups: A comprehensive workbook*. Brooks/Cole, Cengage Learning. (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 10 – via zoom	Setting the Context: Course Overview & Expectations  <b>Lecture 1:</b> Introduction to group work.	Drumm, K. (2006). <i>The essential power of group work</i> . <i>Social work with groups</i> . 29(2-3), 17–31.

	<p><b>Skill:</b> Introductions, helping group members connect.</p>	<p>Greif, G. L. (2010). Ten steps in training volunteer support group facilitators. <i>American Journal of Alzheimer's Disease and Other Dementias</i>, 25(7), 562–565.</p>
Jan 17 – via zoom	<p><b>Lecture 2:</b> Beginning Stage of Group Development</p> <p><b>Skill:</b> Establishing safety in a group setting</p>	<p>Badenoch, B. &amp; Gantt, S. (2013) (Chapter 1).</p> <p>Zastrow, C. (2012). <i>Social work with groups: A comprehensive workbook</i>. Brooks/Cole, Cengage Learning.(Chapter 1)</p>
Jan 24 – via zoom	<p><b>Lecture 3:</b> Middle Stages of Group: Building Group Cohesiveness</p> <p><b>Skill:</b> building connections and support within the group</p>	<p>Yalom, Irvine. (2005). <i>Group psychotherapy</i>. Chapter 1</p>
Jan 31	<p><b>Lecture 4:</b> Leading Groups</p> <p><b>Skill:</b> Facilitation skills</p>	<p>Doel, M., &amp; Sawdon, C. (1999). <i>The essential groupworker: Teaching and learning creative groupwork</i>. Jessica Kingsley Publishers. (Chapter 8)</p> <p>McDermott, F. (2020). Leading: A series of tasks anyone can do. In <i>Inside group work: A guide to reflective practice</i>. Routledge. (Chapter 4)</p>
Feb 7	<p><b>Lecture 5:</b> Managing Conflict</p> <p><b>Skill:</b> Identifying rupture and building repair in groups</p>	<p>Landreman, L. M. (2013). Navigating triggering events. In <i>The art of effective facilitation: reflections from social justice educators</i>. (1<sup>st</sup> ed.). (pp. 151-172). Stylus Publishing.</p>
Feb 14	<p><b>Lecture 6:</b> Anti-Oppressive Practice in Groups</p>	<p>Goodrich, K. M. (2015). Social justice, empowerment and advocacy groups. In <i>Group counseling with LGBTQI persons</i> (1st ed.). (pp 171 - 179). Wiley.</p>
Feb 20 - 26	<p><b>Winter Break - No Class</b></p>	
Feb 28	<p><b>Lecture 7:</b> Indigenous Group Work</p>	<p>France, H. (2020). Creative arts and the Indigenous Healing Circle within an Indigenous context/Les arts creatifs et le Cercle de guerison autochtone dans un contexte</p>

		<p>autochtone. <i>Canadian Journal of Counselling and Psychotherapy</i>, 54(3), 413.</p> <p>Carr, T., Sedgewick, J. R., Roberts, R., &amp; Groot, G. (2020). <i>The Sharing Circle method: understanding Indigenous cancer stories</i>. SAGE Publications Ltd.</p>
March 7	<p><b>Lecture 8:</b> Trauma Informed Groups.</p> <p><b>Skill:</b> Being Trauma Informed in Group work.</p>	<p>Assignment #2 due March 12.</p> <p>Assignment 3: Cofacilitation</p> <p>Baird, S.L., Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work Practice. <i>Clin Soc Work J.</i> 49, 10–19,</p>
Mar 14	<p><b>Lecture 9:</b> Addictions and Group Practice</p> <p><b>Skill:</b> Building motivation for change in a group</p>	<p>Assignment 3: Co-facilitaiaon</p>
Mar 21	<p>Co-facilitation presentations</p> <p><b>Lecture 10:</b> Mindfulness in Groups</p> <p><b>Skill:</b> leading mindfulness activities</p>	<p>Assignment 3: Co-facilitation (2 groups present their 40-minute group session)</p>
Mar 28	<p>Co-facilitation presentations</p> <p><b>Lecture 11:</b> Creativity in Groups.</p>	<p>Assignment 3: Co-facilitation (2 groups present their 40 minute group session)</p> <p>Liebmann, M. (2004). (Chapter 1).</p>
April 4	<p><b>Lecture 12:</b> DBT Groups</p> <p>Cofacilitation Presentations</p>	<p>Assignment 3: Co-facilitation (2 groups present their 40 minute group session)</p> <p>Assignment 1: Due April 9.</p> <p>Pederson, L. (2015) <i>Dialectical behavior therapy : A contemporary guide for practitioners</i>. John Wiley &amp; Sons. (Chapter 19)</p>
April 11	<p><b>Lecture 13:</b> End stages of groups.</p> <p>Skill – creating meaningful endings</p> <p>Co-facilitation presentation</p>	<p>Pelech, W., Basso, R., Lee, C. D., &amp; Gandarilla, M. (2016). <i>Inclusive group work</i>. Oxford University Press. (Chapter 13)</p>

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

## **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**

#### **Assignment 1: Participation and Skills Practice (30%) – Ongoing, Paper due Apr 9**

Aligned Course Learning Outcomes: 1, 2, 6

Assignment Description: Part 1: Attending classes is essential to learning in the course and involves 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. 15%

Assessment Criteria: Grading criteria outlined in Rubric

#### **Assignment 2: Group Observation (20%) – Due Mar 20**

Aligned Course Learning Outcomes: 2, 3, 4

Assignment Description: Purpose: 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 U of C library. In a 3-4 page paper, Students will identify elements of the group based on course learnings and reflect on the effectiveness of the group.

Assessment Criteria: Grading Criteria outlined in Rubric

#### **Assignment 3a: Group Program Proposal (25%) – Due Mar 14 – Apr 11**

Aligned Course Learning Outcomes: 1, 2, 3, 5

Assignment Description: This assignment will require the application of group program design skills and knowledge of the stages of group development.

You will work with a group of 5 - 6 students to create a 15 minute Powerpoint presentation 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.
- Assessment Criteria: Grading Criteria outlined in Assignment #3a Rubric

### **Assignment 3b: Co-Facilitation Group Session (25%) – Due Mar 14 – Apr 11**

Aligned Course Learning Outcomes: 4, 5, 6

Assignment Description: This assignment will require the application of program design skills and knowledge of the stages of group development and stages of group sessions. Assignment 3b asks you to design a single session for the program you created in 3a and to deliver the session to the class.

Your group will present (30 minutes) one mini-session of your group designed in Assignment 3a. 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.

Assessment Criteria: Grading Criteria outlined in 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. Participation marks will be based on active participation in class activities and contributions to the class and a self-evaluation of class participation based on learning goals set by students in class at the beginning of the term.

### **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 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 if negotiated in advance with and at the discretion of 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. 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.

## ADDITIONAL SUGGESTED READINGS

Additional recommended readings may be provided in D2L depending on class discussions and needs.

## 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/](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 <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