



<b>Course &amp; Session Number</b>	<b>SOWK 614.03 – S01</b>	<b>Classroom</b>	Blended SA 124
<b>Course Name</b>	Clinical Work with Groups (15277)		
<b>Day(s) &amp; Time</b>	<p>January 13 – February 17, 2022            Day(s): Thursdays            Time: 9:00 am – 4:00pm</p> <p><b>In person classes:</b> January 13, January 27, February 10, 2022</p> <p><b>Online via Desire 2Learn (D2L) and Zoom classes:</b>            January 20, February 3, 17, 2022</p> <p>Synchronous component from 9 - 12 am (or portion thereof) and            Asynchronous component from 1 – 4pm for the remainder of the class time</p>		
<b>Instructor</b>	Natalie Marshall, RSW, MSW	<b>Office Hours</b>	Office hours: Virtual – by appointment
<b>U Calgary E-mail</b>	<a href="mailto:natalie.marshall1@ucalgary.ca">natalie.marshall1@ucalgary.ca</a>	<b>U Calgary Phone</b>	

**SYLLABUS STATEMENT**

Examine 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 a medium of change at the forefront. Students will focus on relational dynamics and seeing what is occurring among people to address problematic change processes in a group setting. We will create experiences for facilitating

these powerful conversations for all kinds of diverse populations and challenging areas. We will include learning to speak to the discourses and injustices that contribute to keeping problems in place as well as ways to study one's own clinical work with groups. Attention is given to utilizing group methods in clinical social work practice with clients/client systems from high risk and vulnerable populations and from varying racial, cultural, socioeconomic backgrounds. Overview of the basic elements of group process and practice including issues of group leadership and member roles, characteristics of effective leaders, skills required for effective leadership, stages of group.

The primary focus we hold for this class 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. Teaching methods will include multimodal instruction including lectures, case studies, role plays, video instruction, self-directed reading of course materials, group work and assignments.

This course is blended with in person, (online) synchronous and asynchronous learning. The in-person classes will be on January 13, January 27, February 10, 2022, from 9:00am – 4:00pm. The online via Desire2Learn (D2L) and Zoom learning component will be on January 20, February 3, 17, 2022 from 9:00am – 4:00pm. To best succeed in the course, students are encouraged to participate in the asynchronous learning task 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 in advance and propose an implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow up online discussion).

### **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 TEXTBOOKS**

Corey, M.S., Corey, G., & Corey, C. (2014). Groups: Process and practice (10<sup>th</sup> ed.). Brooks/Cole.

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course, which contains required, recommended 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. 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.

## 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 understanding and skills for advanced clinical practice as part of the clinical social work specialization. This course is one of the four courses in the Clinical Practice with Individuals, Families, and Groups (IFG)

## CLASS SCHEDULE

Week	Date	Topic	Readings	Assignments and Due Dates
1	JAN 13  IN PERSON	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Review the syllabus and assignments</li> <li>• Time in class to meet with your group for the presentation assignment</li> </ul> <p>Introduction to Group Work and developing group rules</p> <p>Ethical considerations in group work, types of groups and purposes (Psychoeducation Group)</p> <p>Group leadership, co-leadership (Psychoeducation Group) and Ethics</p>	<p>Preparation: Preview</p> <p>Cluster outline Groups outline Clinical Practice with Other Professionals outline</p> <p><b>Reading: Chapters 1,2,3</b></p>	
2	JAN 20 ONLINE  9am – 12pm Synchronous  1pm – 4:00pm Asynchronous	<p>9am – 12pm Theoretical Approaches in Group Work (Psychoeducation Group) Forming Group</p> <p>1 – 4pm Initial Stage of Group Asynchronous Activity on D2L Group Work</p>	<p>Reading: Chapter 4 Reading: Chapter 5 &amp; 6</p> <p>Prepare to lead a portion of the Psychoeducation Group</p>	

3	JAN 27 IN PERSON	Stages of Group – Transition Stage (Psychoeducation Group)  Stages of Group – Working Stage (Psychoeducation Group)  Stages of Group – Final Stage (Psychoeducation Group)  Group Work	Reading: Chapter 7 Reading: Chapter 8  Reading: Chapter 9  Prepare to lead a portion of the Psychoeducation Group	Assignment #1 Twelve – Step Group Experience  <b>Due: Jan 27, 2022, by 11:59pm</b>
4	FEB 3 ONLINE  9am –12pm Synchronous  1pm – 4:00pm Asynchronous	9am – 12pm Group Application and Setting (Psychoeducation Group)  Special Populations Psychoeducation Group)  1-4pm Asynchronous Activity on D2L Diversity, Cross-Cultural considerations, and Spirituality in Group Work	Reading: Chapter 10  Prepare to lead a portion of the Psychoeducation Group	
5	FEB 10 IN PERSON	All Groups (30 minutes per group)  Presentation and Simulation	Presentation and Simulation	Assignment #2 Group Proposals  <b>Due: Feb 9, 2022, by 11:59pm</b>
6	FEB 17  ONLINE 9am – 12pm Synchronous  1pm – 4:00pm Synchronous	9am – 12pm Working with Tension, Conflict and Mediation in Groups (Psychoeducation Group)  Group Closure and Evaluation  1-4 pm - Closure Asynchronous Activity on D2L		Assignment #3 Participation  <b>Due: Feb 17, 2022, by 11:59pm</b>

Please note 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
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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### **EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION**

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, 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 into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

### **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) for your best learning experiences. 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.

### **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

### **Assignment #1: Reflection Paper (30%) – Due January 27, 2022, by 11:59pm**

**Aligned Course:** Meets CLOs – 1

**Assignment Description:** 12 step group experience analysis and reflection

**Assessment criteria:** 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 Version 7 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

### **Assignment #2: Group Design (40%)**

Proposals: **Due February 9, 2021, by 11:59pm**

Presentation and Simulation: **Due February 10, 2021, in class.**

**Aligned Course:** Meets CLOs: 1, 2, 3

**Assignment Description:** Group Design Proposal, Presentation and Simulation

**Assignment Description:** 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 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 see rubric on D2L for grading details.

### **Assignment #3: Participation (30%) – Due February 17, 2022, at 11:59pm**

**Aligned Course:** Meets CLOs: 1, 2, 3

**Assignment Description:** Participation

**Assessment criteria:** 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. Please see rubric on D2L for grading details

Course Learning Outcomes = CLOs

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Because of the participatory nature of this seminar, attendance and punctuality for synchronous Zoom sessions are expected. Please connect via email with the instructor ahead of class if you are unable to attend class, will be late, or required to leave early. Students are encouraged to see this participation assignment to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers. Students' active participation in thoughtful; small and large group discussions will be evaluated along with their class attendance in assessing the class participation final grade. To acquire knowledge and skills for working ethically and effectively in Group work period therefore, your class attendance and participation in class, online an on D2L are essential. If for some unforeseen reason a class is not attended, please contact the instructor for alternate makeup options.

### **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 by 11:59 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 and assignments submitted after the deadline may be penalized with a grade reduction. The assignments in this course are designed to lead you through several practice issues and learning processes. While grades will naturally be important to you; and grading is a part of assignments – students are encouraged to think of assignments in terms of your learning. Each assignment demands some research, some reflection, and something of "you" - your feelings, opinions, and learning process.

The matter of late assignments is often a concern. The hope is that the class relates as closely as possible to "real life" concerns; that is, to social work practice realities. Meeting commitments and deadlines is always important, and it is often important ways to your client's wellbeing (not to mention your own credibility). We expect, then, that you will take responsibility for letting your instructor know *in advance of the due date* if you expect to have difficulty meeting the due date. Failure to make arrangements may result in your assignment not being accepted. Once an extension is approved, the usual grade penalty for such *pre-arranged* extensions is usually 5% per day. Instructors reserve the right

to make individual arrangements with students. Instructors reserve the right not to accept late assignments if not pre-arranged.

**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 (7<sup>th</sup> 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. It is not necessary to pass each assignment separately 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 Range
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

Suggested readings are provided to students 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/](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