Course & Session Number	SOWK 395 S01	Classroom	Calgary – see D2L shell for location
Course Name	Practice and Evaluation with Groups		
Dates and Time	Start of Classes: January 10,2024. End of Classes: April 03,2024. Dates and Time: Wednesday 9 to 12 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dan Holinda MSW	Office Hours	As Requested by appointment.
UCalgary E-mail	daniel.holinda@ucalgary.ca dan.holinda@telus.net	UCalgary Phone	By email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion, and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work. Please refer to our full statement of our [Commitment to Equity, Racial Justice,](#) [Diversity, Inclusion and](#) [Decolonization,](#) our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task](#) [Force,](#) our [Statement on Anti-Asian Racism,](#) 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.

COURSE LEARNING OUTCOMES

Upon completion of this course, you 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 various 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.
7. Address, equity, racial justice, diversity, inclusion, and reconciliation considerations when planning for, leading, and participating in group social work practice.

LEARNING RESOURCES

RECOMMENDED TEXTBOOKS AND/OR READINGS

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

The following Readings can be found on D2L site.

Reginald (Reg) Adkins, PhD, Elemental Truths https://facultyombuds.ncsu.edu/files/2015/11/Conflict-management-styles-quiz.pdf

Barkaskas, P., & Gladwin, D. (2021). Pedagogical talking circles: Decolonizing education through relational Indigenous frameworks. *Journal of Teaching and Learning*, 15(1), 20-38

Goleman, D. (1995)."*6 Leadership Styles*
https://www.personio.com/hr-lexicon/six-goleman-leadership-styles/

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

Miles, J.R., Anders, C., Kivlighan III, D.M., & Belcher Platt, A.A. (2021). Cultural ruptures: Addressing microaggressions in group therapy. *Group Dynamics: Theory, Research, and Practice*,25(1),74
https://www.ncbi.nlm.nih.gov/books/NBK64211/

Pennock, S, F., (2021) *17 Emotional intelligence exercises*.
https://pro.positivepsychology.com/download-17-emotional-intelligence-exercises/

Montague, S. (1997). *The three Rs of performance: Core concepts for planning, measurement, and management*, Performance Management Network Inc., p 1-4.

Pederson, L, (2015). Dialectical b*ehavior therapy: A contemporary guide for practitioners*, Chapter 19, Wiley Blackwell.

Strom-Gottfried (2015). Chapter 2 - Ethical Decision-Making
From Strom-Gottfried, K. (2015). Straight talk about professional ethics (2nd ed.). Lyceum Books

Padilla, Y., McRoy, R. & Rocío C. (2019). Rethinking practice with multicultural communities: Lessons from research-based applications, *Journal of Ethnic & Cultural Diversity in Social Work*, *28*(1), 1-6, DOI: 10.1080/15313204.2019.1570895

LEARNING TECHNOLOGIES AND REQUIREMENT

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

Important Dates for Winter 2024
- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

Date	Topic	Readings/Assignments Due
January 10, 2024	Setting the Context: Course Review/Assignments/Expectation & Expectations Lecture 1: Introduction to Groups/Attributes/Dynamics of Groups	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), 578589
January 17, 2024	Lecture 2: Group Facilitation Skills, Stages of Groups, Beginning Stages and Leadership styles	Text: Chapters 9 & 10 https://www.personio.com/hr-lexicon/six-golemanleadership-styles/ **Students assigned to Groups for In class discussion and Course Assignments. Students Complete Student Working Group Charter**
January 24, 2024	Lecture 3: Middle Stages of Group Lecture 4: End Stage of a Group	Text: Chapter 11 & 13 **In Class Assignment 1: Assessing Your Leadership Style – (Worth 12.5%)**
January 31, 2024	Lecture 4: Managing Conflict in Groups	Text: Chapter 12 Reginald (Reg) Adkins, PhD, Elemental Truths https://facultyombuds.ncsu.edu/files/2015/11/Conflict-management-styles-quiz.pdf **In Class Assignment 2: Conflict Management Styles (Worth 12.5%)**

February 07, 2024	Lecture 5: Managing Emotional Intelligence in Groups	Pennock, S, F., (2021). 17 *Emotional intelligence Exercises*. https://pro.positivepsychology.com/download-17emotional-intelligence-exercises/ **In Class Assignment 3: Emotional Intelligence Self-Assessment (Worth 12.5%)**
February 14, 2024	Lecture 6: Professional Role, Ethics, and Ethical Decision Making in Group Practice (Case review)	Text: Chapter 5 & 7 Strom-Gottfried (2015). Chapter 2 - Ethical Decision Making From Strom-Gottfried, K. (2015). Straight talk about professional ethics (2nd ed.). Lyceum Books **In Class Assignment 4: Ethical Decision Making in Social Work Groups (Worth 12.5%)**
February 18-24, 2024		**Winter Break No Class**
February 28, 2024	Lecture 7: Ways to Evaluate Groups and How to Use a Logic Model Outcome Based Approach for Evaluating Group Work Practice	Text: Chapter 13 Montague, S. (1997)., *The three Rs of performance: Core concepts for planning, measurement, and management*. Performance Management Network Inc., p 1-4.
March 06, 2024	Lecture 8: Designing Groups that Promote Racial Justice, Diversity, and Inclusion in Group Practice	Text: Chapter 3, & 4 Miles, J.R., Anders, C., Kivlighan III, D.M., & Belcher Platt, A.A. (2021). Cultural ruptures: Addressing microaggressions in group therapy. *Group Dynamics: Theory, Research, and Practice*,25(1),74

		Padilla, Y., McRoy, R. & Calvo, R. (2019). Rethinking practice with multicultural communities: Lessons from research-based applications, *Journal of Ethnic & Cultural Diversity in Social Work, 28*(1), 1-6, DOI: 10.1080/15313204.2019.1570895 **Assignment 2: Group Proposal Due (Worth 25%)** **Submit to D2L drop box by 11:59 pm March 06, 2024**
March 13, 2024	Lecture 09: Talking Circles and Indigenous Approaches to Group Practice	Barkaskas, P., & Gladwin, D. (2021). Pedagogical talking circles: Decolonizing education through relational Indigenous frameworks. *Journal of Teaching and Learning*, *15*(1), 20-38
March 20, 2024	Lecture 10: Trauma Based Practice and Overview of a DBT Group	Pederson, L, (2015). Dialectical b*ehavior therapy: A contemporary guide for practitioners*, Chapter 19, Wiley Blackwell.
March 27, 2024,	Co-facilitation presentations	**Assignment #3: Two 60-minute co-facilitation presentations (Worth 25%)** Students and Instructor provide feedback
April 03, 2024	Co-facilitation presentations Course Evaluation	**Assignment #3: Two 60-minute co-facilitation presentations (Worth 25%)** Students and Instructor provide feedback

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR CLASSROOM CONDUCT AND RELATED INFORMATION

Students are expected to participate actively in all classes and group practice simulations. If you are unable to attend a class, please contact your instructor to arrange an alternative activity for the missed session.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Four In Class Reflective and Connection to Self-Learning and Practice Assignments. Each assignment worth 12.5% (Total 50%)

Assignment Description:
The objective of these assignments is for the student to demonstrate active learning through course materials, self-reflection, problem solving, and in class peer interaction. These interactions will be the cornerstone for practicing professional social work standards. At the conclusion of the classes identified above, students will receive an assessment tool or reflection activity and be provided with class time to complete. These are to be handed in at the end of class.

Learning Objective(s): #1,2,3,5
Please refer to assessment rubrics that will be provided in class/posted on D2L Assessment

Criteria:
Students are asked to critically reflect on their engagement with learning activities. Your responses must demonstrate an in-depth reflection on the question being asked. Your viewpoint and interpretations are insightful, and well supported with multiple examples. Your writing is clear, concise, and well organized with excellent sentence/paragraph construction. Your thoughts are presented in coherent and logical manner.

Assignment 2: Group Program Proposal (Group Assignment)

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 4-5 students to create a group proposal (6 to 8-week program) that includes the following components.
1. Overview of the proposed group program design.
2. Rationale substantiated by relevant scholarly literature that explains why the group program may be effective with the population of interest and how the group aligns with social work priories and principles (e.g., social justice, consciousness-raising, an-oppressive practice, empowerment focused practice).

3. Brief description/characteristics of target population.
4. Theory of change statement.
5. Four to five measurable program objectives for the group proposal.
6. Outline of sequence of individual sessions included in the program (list of topics or themes that will be covered during the group).

Please note: You may use an existing program as a model. If you choose this option, ensure that the program you are basing your proposal on is clearly cited and that the outline and detailed session plan are original work and not extracted directly from an existing program.

Assessment Criteria:
- All required group proposal and session components are included and clearly described and substantiated by scholarly literature.
- Group proposal and session plans are consistent with guiding principles or structure for social work group practice and as identified in text and class lectures.
- Group proposal and session plans specifies and describes distinct stages of group development, theory of change and identifies 3-4 programs objectives.

Due date: Submit to D2L drop box by 11:59 pm March 09, 2024
Weight: **25%**
Aligned Course Learning Outcomes: Learning Objective(s): # 1,3,5,6,7
Grading Criteria outlined in Assignment #3 Rubric:
Please refer to assessment rubrics that will be provided in class/posted on D2L

Assignment 3: Co-facilitation Group Session Plan and Delivery (Group Assignment)
Assignment Description:
Assignment 4 asks you to design a single session for the program you created in Assignment #2. At the beginning of your presentation, provide a (15 minute) PPT that provides an overview of your group design, inclusive of the session you are facilitating. Working as co-facilitators you will present the session (30 minutes). At the halfway point swap facilitators so every member of your group gets to co-facilitate. Leave 10 minutes at the end of your co-facilitation for student and instructor feedback. The instructor will complete the grading as outlined in Rubric #3.

Assessment Criteria:
- Presentation is well organized and coherent, with clear introduction and statement of the goals. Students capture audience with clear voice and eye contact. Presentation is professionally delivered, and it is evident students are well prepared.
- Presentation addressed all the requirements inclusive of characteristics of the target population, theory of change statement, 3-4 objectives, and purpose of the individual session.
- Co-facilitation demonstrated preparedness and effective management of group dynamic Group exercise relevant to session outcomes.

Due date: March 27, & April 03, 2024
Weight: **25%**
Aligned Course Learning Outcomes: Learning Objective(s): # 4,5,6
Grading Criteria outlined in Assignment #3 Rubric:
Please refer to assessment rubrics that will be provided in class/posted on D2L

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, and provide respectful feedback to others during class. In the event a student misses an in-class assignment the instructor will set a makeup option.

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 11:59pm 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 or the instructor or "assignments submitted after the deadline may be penalized with a grade reduction."

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

Course grades will not be rounded up or down.
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 performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84

B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. In W. Pelech, K. Ring, & S. LaRocque (Eds.), *Unity in diversity: Embracing the spirit of group work* (pp. 20-42). Whiting & Birch Ltd.

Burlingame, G. M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice, 7*(1), 3-12.

Caplan, T., & Thomas, H. (2002). The forgotten moment: Therapeutic resilience and its promotion in social work with groups. *Social Work with Groups, 24*(2), 5-26.

Drumm, K. (2008). The essential power of group work. *Social Work with Groups, 29*(2-3), 17-31.

Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realize the power of emotional intelligence*. *Harvard Business School.*

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's Code of Conduct.

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).

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. 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. Please refer to the full policy on Student Accommodations.

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 before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar

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 and requirements of the Copyright Act 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 NonAcademic 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 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 and Gender-based 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.

Other Important Information

Please visit the Registrar's website 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