



Course & Session Number	SOWK 395	Classroom	
Course Name	Practice and Evaluations with Groups		
Dates and Time	Start of Classes: January 8 End of Classes: April 9 Dates and Time: Tuesdays, 1:00pm – 3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> ¹ .		
Instructor	Jolene Wright MSW, MHSX, RSW	Office Hours	As requested
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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 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](#).

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

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 concepts and skills. An understanding of group processes and methods in typical group, community, organizational and planning situations will be emphasized. This course prepares students to facilitate both task and interventive groups, with an emphasis on approaches that are congruent with core social work values and principles. Students will deepen their understanding of the subject matter through assigned readings, lecture material, assignment completion with an emphasis on experiential learning activities.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Describe and recognize the types and functions of groups in the profession of social work;
2. Demonstrate selected group work concepts and theories and be able to apply them in the assessment of small group functioning;
3. Reflect on what it is that group members bring into a group in terms of expectations and personal life experience, and how to encourage therapeutic contributions;
4. Demonstrate beginning skills in effective leadership of groups in social work practice;
5. Critically reflect on their professional skills and personal presence in group work;
6. Appreciate the cultural limitations of mainstream group work approaches; and
7. Demonstrate the ability to design a specific therapeutic group.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

Toseland, R. W., & Rivas, R. F. (2017). *An introduction to group work practice*. Pearson.

Additional Readings (found on D2L):

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.

Gardner. (2001). *Social Work Students and Self-awareness: How does it happen?* Reflective Practice. 2(1). 27–40. <https://doi.org/10.1080/14623940120035505>

Humphrey. (2013). *Using a Student-Led Support Group to Reduce Stress and Burnout Among BSW Students*. *Social Work with Groups* (New York. 1978), 36(1), 73–84. <https://doi.org/10.1080/01609513.2012.712905>

Rosenwald, M., & Baird, J. (2020). *An integrated trauma-informed, mutual aid model of group work*. *Social Work with Groups*, 43(3), 257-271.

Varghese, R. (2020). *Intergroup dialogue: Frequencies of social justice*. *Social Work with Groups*. 43(1-2).109-113.

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, as one of the methods-oriented required courses, provides an opportunity to apply concepts and skills learned in the Practice with Individuals course within a group context. There is no pre- or corequisite for this course. This course is only 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

Dates	Topics	Activities	Readings/Due Dates
January 9	Introduction to Groups /Group Theory	Instructor Lead: Whole Class Group	Course Outline Bastien, B. (2014)

			Toseland & Rivas, Chapter 1: Introduction
January 1	Planning Stage: Structure and Group Cultures	Small Group Work: Planning for Practice Groups	Toseland & Rivas, Chapter 2: Historical Developments Toseland & Rivas, Chapter 3: Understanding Group Dynamics Rosenwald, M., & Baird, J. (2020) Hand in schedule of Group Leaders
January 23	Beginning Stage: Practice Group	Practice Group A and B	Humphrey (2013) (on D2L) Toseland & Rivas Chapter 6: Planning the Group Toseland & Rivas Chapter 7: The Group Begins
January 30	Beginning Stage: Group Theory	Lecture on Leadership	Toseland & Rivas Chapter 4: Leadership, Toseland & Rivas Chapter 5: Leadership and Diversity
February 6	Middle Stage: Group Theory	Practice Group B and A	Varghese, R. (2020)
February 13	Transition Stories	Instructor Lead: Whole Class Process Group	Students need to come prepared to discuss a transition in their lives
Term Break: February 19 –February 23 No classes			

February 27	Middle Stage: Group Theory	Practice Group A and B	Toseland & Rivas, Chapter 9: Treatment Groups- Foundation Methods
March 5	Middle Stage: Practice Skills	Roles of Group members Task Group: Working on Assignments	Toseland & Rivas, Chapter 10: Treatment Groups – Specialized Methods
March 12	Ending Stage: Group Theory	Practice Group B and A	Toseland & Rivas Chapter 13: Ending the Group’s Work
March 19	Assessments	Lecture on Assessments Task Group: Working on Assignments	Toseland & Rivas, Chapter 8: Assessments
March 26	Groups in Diverse Contexts	Student Presentations	Group Presentation Due
April 2	Task Groups	Student/Instructor lead task group	Toseland & Rivas, Chapter 11: Task Groups Foundation Methods Toseland & Rivas, Chapter 12: Task Groups Specialized Methods
April 9	Ending Stage: Closing Class	Instructor Lead: Final Class Group.	Hand in any Final Reflections Toseland & Rivas Chapter 14: Evaluation

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom 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: Group Leadership (35% of total mark) – Due dates to be determined by student projects

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 7

Assignment Description:

The purpose of this assignment is to provide an opportunity for students to challenge their leadership skills. This assignment will help students develop their leadership skills as well as their ability to plan, implement and evaluate a plan for leading a group. Students will choose to lead (in groups of 2-3) one of the in-class practice groups or students can choose to lead a group of their choice in the community (alone or with a partner). Due dates will depend on the group a student chooses to lead.

Part A: Leadership-Initial Plan (20%)

Using the framework provided on D2L, students will plan a group of their choice using research, academic resources (at least 3) and the appropriate structure given the timing and type of group they will run. The plan will include a specific agenda/ schedule planned for the group including a beginning, middle and ending phase and will include an explanation grounded in theory as to the intention of the plan. This part of the assignment will be due prior to leading the group process.

Part B: Leadership -Self-evaluation/Reflection (15%)

After the group is complete the student will reflect on their performance as a leader, their initial plan and overall success of the group. This will be due 1 week after they complete their group. This reflection can be written (approximately 5 pages, APA 7) or submitted as an audio or video reflection (5-10 minutes max).

Assessment Criteria:

Assignments will be marked on connection to theory and clarity of thought. Assessment rubrics for Part A and Part B will be posted on D2L.

Assignment 2: Personal Reflection on Practice Group Process (20%) - Due one week after the group the student chooses to reflect on.

Aligned Course Learning Outcomes: 2, 3, 5

Assignment Description:

Students will reflect on one of the in-class practice groups that they participated in during class. This will be a reflection of the process, content of group and their personal reactions to the content of the group (5-7 pages) or a video/audio reflection (5-10 min). Students can choose to do their reflection on the practice group (A or B) the student is a part of, any of the instructor lead groups, in-class task groups or on the process of working on the group assignment in this class.

Reflections will not be accepted after the last class.

Assessment Criteria:

Assignments will be marked on connection to theory and clarity of thought. Assessment rubrics will be posted on D2L.

Assignment 3: In-class Observation Sheets (10%) – Due Dates (Jan 23, Feb 6, Feb 27, March 12)

Aligned Course Learning Outcomes: 1, 2, 5

Students will observe an in-class practice group and reflect on the content of the interactions from a theoretical framework. Sheets will be given out in class and completed before the end of class time. If you are unable to attend the class, please connect with your instructor to inquire about a possible exemption.

Assessment Criteria: This assignment is graded as a pass/fail. Observation sheet handed in at the end of class.

Assignment 4: Diverse Contexts of Group Work (35%)- Due date March 26

Aligned Course Learning Outcomes: 1, 6

The purpose of this assignment is to provide students with the opportunity to work as a team to assess a topic related to group work. In this assignment student groups will record and present on a topic of their choice. Students will self-select into groups of 4-6.

Potential topics could include:

- Group work in different cultural contexts
- Indigenous Ceremony and Circles
- Religious or spiritual group practices
- Specific group modalities (CBT groups, DBT Groups, Addiction Groups etc.)
- Youth Groups
- Senior's Groups
- Men's Groups/Women's groups
- Queer Groups (PFLAG, Pride, Gay Straight Alliances and others)
- Group theory as it relates to extremism
- Group theory and politics (Political movements, Elections, Freedom Convoy and others)
- Social Justice movements (Black Panthers, Black Lives Matter, Women's Movement, Pride and others)
- Cult behavior
- Group Dynamics in a Workplace (Interdisciplinary teams, office politics, toxic workplaces,)
- Family as a Group
- Other topics of student interest

Presentations will be approximately 20 mins in length, will be prerecorded and will be posted on D2L prior to the day of the presentation. The presentations will include:

- A case study/example related to the chosen topic
- Historical and/or cultural context of the topic
- Purpose and function of the group • Theoretical underpinnings of the group/movement
- Connection to group theories discussed in class using specific connections to reading and/textbook
- Exploration of the strengths and challenges of the topic as it relates to social work
- Ethical issues or concerns that arise as a result of the topic/group
- 8-10 references used to support the student's learning integrated into the presentation

Assessment Criteria: Assignments will be marked on connection to theory, clarity of thought, dynamics of presentation and relevance of the topic. A detailed rubrics will be posted on D2L

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format or video/ audio if specified. 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 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. 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

Additional reading to supplement student learning reading will be posted on 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'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 [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual 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