



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

| | | | |
|------------------------------------|---|-----------------------|---|
| Course & Session Number | SOWK 605 S01 | Classroom | Calgary & Online Blended (see D2L site) |
| Course Name | Clinical Work with Groups | | |
| Dates and Time | <p>Start of Classes: May 7, 2025</p> <p>End of Classes: June 13, 2025</p> <p>Dates and Time: Online Zoom sessions-Wednesdays – May 7, 14, 21 & 28, 2025 – 5:30 to 8:30 pm MT. On-campus residency June 10 to 13, 2025 – 9:00 am to 4:00 pm MT (see D2L for location)</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p> | | |
| Instructor | William Pelech, PhD, RSW | Office Hours | Via Zoom - Mondays noon to 1 pm MT or by appointment (see D2L site) |
| UCalgary E-mail | pelech@ucalgary.ca | UCalgary Phone | See D2L site |

SYLLABUS STATEMENT

Examines issues in clinical practice with diverse populations, including Indigenous, Francophone and newcomer populations. Specific treatment modalities and techniques are critiqued and examined in depth.

COURSE DESCRIPTION

This course will introduce you to group theory and advanced topics in group work with a blend of experiential and project-based learning. You will learn about the theory of group practice and what makes it effective, you will come to know the various types of groups that can be utilized for various purposes, and you will be offered many opportunities to practice group facilitation and related skills. Attention will be given to utilizing group methods in clinical social work practice with clients from high risk and vulnerable populations and work to learn to support those of varying racial, cultural, and socioeconomic backgrounds as well as those with diverse genders and abilities. 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, and interventions at different stages of group development. Teaching methods will include multimodal instruction including lectures,

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

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.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Understand the theory of effective group formation and facilitation.
2. Formulate their own philosophy for working with groups.
3. Develop self-awareness as a group leader to enable sustained impact in facilitating groups.
4. Improve their skills as a diversity-competent group counselor.
5. Increase their awareness of ethical issues that arise in leading groups.
6. Increase their skill level in the various stages of group development.
7. Identify which types of groups are appropriate for various problem areas and populations.
8. Facilitate group conversations toward personal and interpersonal change.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

Links & PDF's posted in D2L

- Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. (Available via the University of Calgary Bookstore (via Verba Connect) and directly from Oxford University Press)
- Bastien, B. (2014). Sacred science of circles: An inclusive approach to social work practice. Pelech, W., Ring, K., & LaRocque, S. (Eds.). *Unity in diversity: Embracing the spirit of group work*. Whiting & Birch Ltd. (p. 1-18).
- Brandler, & Roman, C. P. (2015). *Group work: skills and strategies for effective interventions*. Routledge. (3rd ed., p. 26-46).
- Greene, L. R., Barlow, S., & Kaklauskas, F. J. (2020). Therapeutic Factors. In *Core Principles of Group Psychotherapy* (1st ed., pp. 56–70). Routledge. <https://doi.org/10.4324/9780429260803-4>
- Yalom, I. & Leszcz, M. (2020). *The Theory & Practice of Group Psychotherapy*. Basic Books. (6th ed., p. 477-520).

Supplementary readings including links and pdfs are available in the SOWK 605 D2L site.

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

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

Important Dates for Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 1
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

| Date | Topics | Readings | Assignments |
|---------|---|---|-------------|
| May 7 | <ul style="list-style-type: none"> • Course Orientation • What Makes a Group Therapeutic? • Group Dynamics of a Group • Group Formation • Planning Time | Pelech et al. Chapter 1 Greene, Barlow & Kaklauskas, 2020 | |
| May 14 | <ul style="list-style-type: none"> • History of Clinical Group Interventions • Inclusive Practice with Groups • Indigenous Group Work • Formative Evaluation • Planning Time | Pelech et al. Chapters 2, 3 & 4 | |
| May 21 | <ul style="list-style-type: none"> • Planning a Group • Diversity of Purposes • Ethics and Standards • Planning Time | Pelech et al. Chapters 5, 6 & 7 | |
| May 28 | <ul style="list-style-type: none"> • Group Development & Assessment • Beginnings & Goal Setting • Planning Time | Pelech et al. Chapters 8 & 9 | |
| June 5 | <ul style="list-style-type: none"> • Optional Class: Planning time for Residency • Online Presentations: Group Evaluation | Pelech et al. Chapter 11 | |
| June 10 | <ul style="list-style-type: none"> • Overview of Residency • Group Facilitation Skills • Group Process • Professional Use of Self • Working with Ambivalence | Pelech et al. Chapter 10 Brandler & Roman Chapter 3 | |

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|---------|--|---|---|
| | <ul style="list-style-type: none"> • Planning Time | | |
| June 11 | <ul style="list-style-type: none"> • Problem-solving & Decision-Making • Challenging Behaviour in Groups • Clinical Group Practice Exercises • Planning Time | Pelech et al. Chapter 11 Yalom & Leszcz Chapter 12 | Clinical Group Practice Exercises (Sessions 1, 2, 3 & 4) |
| June 12 | <ul style="list-style-type: none"> • Using Conflict Therapeutically • Group Presentation & Simulation • Working with Endings | Pelech et al. Chapter 12 & 13 | Group A Presentation & Simulation |
| June 13 | <ul style="list-style-type: none"> • Group Proposals & Simulations • Evaluation • Closing Circle | | Groups B, C & D Presentations & Simulations; Self-Assessments Completed |
| June 20 | | | My Use of Self in Groups Assignment via Dropbox at 5:00 pm MDST |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays. In case of emergency prior to or during the residency, I may be reached at the phone number listed on the D2L site.

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.

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

There are three major graded learning activities in this course:

Assignment 1. Clinical Group Practice Exercise (30% - Session Plan grade 20%, Due : Monday, June 2, 2025 at 5:00 pm MDST)

Aligned Course Learning Outcomes: 1, 2, 3, 5, 6, 7 & 8

Students will work in pairs to prepare a session plan for a session that could be included in a clinically focused group. They will take one exercise from their session plan to practice with a small group during the residency. This exercise shall not exceed 30 minutes in duration followed by a 10-minute evaluative session where the student facilitators will solicit feedback from their group members.

Session Plans – Things to include (see also examples posted on SOWK 605 D2L site):

- Session ID: Session number, session name, group workers names, session date, session duration;
- Context for Use: including a brief (150 words max) statement of sessional objectives, applicable group phase(s), and population(s) with whom this exercise could be utilized;
- Theoretical Rationale for the Exercise-supported by related references;
- Exercise Objectives: identifying the sessional objectives operationalized by this exercise;
- Process: Activity descriptions/instructions;
- Time required for various activities;
- Roles & Responsibilities: who will facilitate different elements of the exercise (if applicable);
- Materials needed;
- Check-in; and,
- Check-out.

Students will submit a copy of their session plans to the instructor on or before **June 2nd, 2025**, to provide time for feedback. Students are also asked to remember to bring all materials that will be needed for each planned activity. There will be between 7 and 8 participants in each group, including the co-workers. Evaluation forms will be provided. A rubric for relating to the session plan grade is included on the SOWK 605 D2L site.

Assignment 2: Participation in Clinical Group Practice Exercises (10% Self-Assessment; submitted in-class on Friday June 13 2025 during residency)

Aligned Course Learning Outcomes: 1, 2, 3, 5, 6, 7 & 8

Students will receive up to 10% for their participation in all available group exercises during residency. Students will complete a self-assessment at the end of residency focusing on their participation, contributions to the learning of others, and the provision of constructive feedback (a rubric is included on the SOWK 605 D2L course site). Appreciating a trauma-informed lens, while

participation as a group member is expected by all students, students may withdraw from participation in a group exercise at any time. Students who withdraw from participation will not be penalized in any way for their withdrawal.

Assignment 3: Group Proposal and Simulation (40%) - Variable Deadlines: June 12 & 13, 2024, in-class by 9:00 a.m.

Aligned Course Learning Outcomes: 1, 2, 3, 5, 6, 7 & 8

Assignment Description:

The class will form small planning groups (5-7 members). The purpose of these groups will be to prepare and present a group proposal, as well as plan and simulate a 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 groups dynamics of mutual interest. Planning time will be set aside at the end of each class. Breakout rooms (see SOWK 605 D2L site) will be made available for group work prior to the presentation for development of group proposals and simulation planning. Group members are encouraged 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.

1) Group Proposal/Presentation

To prepare and orient the class to the issues to be addressed in each simulation, each planning group is expected to prepare and present a proposal for group work, which focuses on a specific population and need. The proposal shall not exceed 2000 words (not including evaluation forms and references). The proposal will be presented to the class prior to the simulation. This presentation is not to exceed **30 minutes** in duration. Each group should choose a specific population and need that is amenable to a group work approach and describe some of the basic characteristics of the proposed group, as outlined in the text (see Chapter 6: Planning a Group with a Focus on Diversity, and Appendix: B Group Planning Checklist) including but not limited to:

- Needs assessment - the population, problem, and needs that the group is intended to address;
- Purpose - purpose statement, goals and objectives, and group name;
- Group Structure - size, open/closed, sessional topics/themes, group rules, scheduling, number, and duration of meetings;
- Recruitment and selection of members - advertising, recruitment strategies and selection criteria;
- Content and activities - theoretically informed content for group's sessions including, where appropriate the organization of topics or themes
- Location, Time, and Accommodations - appropriate and accessible time, location, and meeting space; necessary equipment and materials;
- Evaluation of progress achieved by the group or its members.

The proposal must include a session plan for the session (see criteria above and on the SOWK 605 D2L site) that will be simulated in class and that is appropriate for a specified stage of the group. Each session should be between one and two hours in duration.

Each student in the group will prepare individual client's scenarios and roles in relation to the group members served in their group simulation. These scenarios will include that member's history that brought them to the group, challenges, and strengths of the member; and how they could benefit from the group experience. These will be handed in with the proposal. A session planning template will be available on the SOWK 605 D2L site.

Assessment Criteria:

The grade for this assignment will be derived from two sources:

Planning Group Members - Group self-grading – 10% - distributed by group members (focusing on each member's overall contributions to the planning, implementation, and effectiveness of the presentation/proposal). A group grading form must be completed by each member.

Instructor – 30% - group grade derived from the proposal presentation. Presenters are asked to submit a copy of the slides from their presentation to the instructor.

Note: Group simulations will not be graded.

Grading Criteria for Group Proposals (see also SOWK 605 D2L site for rubric)

Group Proposals will be graded according to the following criteria:

- Comprehensiveness - to what extent are the major elements of the group design described?
- Theoretical Integration - Is rationale for the group explained and is the proposed design supported by related references? Related references include references which focus on the population, group context and problem/issue addressed by the proposed group supplemented by relevant course readings and handouts.
- Clarity - how clearly are the major elements of the group design presented?
- Use of Group work - to what extent is the planning group utilized in the presentation?
- Authenticity - the extent to which the class understands the roles, identities, needs, and experiences, strengths, and challenges that workers and members bring to this group.
- Additional criteria - see rubric on the SOWK 605 D2L site

2) Group Simulation

Each group will design and role-play one meeting of their proposed interventive group at a specified stage of development. Though there is a wide range of potential social work groups to simulate, each group simulation must allow for extensive interaction between participants. Depending upon the size of their group, planning group members will choose one or two group members who will serve as workers for their simulations. Other group members should choose an identity and role to be acted out during the simulation. Each simulation will be no longer than 60 minutes in duration. Thus, each planning group will be responsible for a presentation and a simulation totaling no more than 90 minutes in duration.

Assignment 4: My Use of Self in Groups (30%) – Friday, June 20th at 5:00 pm MST.

Aligned Course Learning Outcomes: 1, 2, 3, 5, 6, 7 & 8

You are asked to reflect on online and residency experiences of group facilitation and participation in class. This critical self-reflective appraisal will explore how you used your self in the various group experiences offered in this course and the implications of your experience for your ongoing professional

development in working with groups. This appraisal will focus on your emerging style of group facilitation including a discussion of two strengths, as well as two aspects for further development, and three goals for furthering their skills with specific plans for improvement. Thus, a major focus of this analysis will be on your role as a group worker during various group experiences during the residency (with special emphasis on your facilitation of the group practice exercise, and if applicable, your facilitation of the group simulation). You are also asked to integrate your experiences and insights from your participation as a member and an observer of various group activities during residency. Your critical self-analysis will culminate with an articulation of SMART (see Pelech et al., p. 104) professional development goals relating to clinical group practice including a specific plan to achieve these goals.

Assessment Criteria include:

- Comprehensiveness-includes reflections for each week of the course, with particular emphasis on the in-person residency (see the assignment rubric on the SOWK 605 D2L site.
- Specificity - identifies specific examples (e.g., behaviours, interactions, interventions) from your group experience;
- Critical Self-Appraisal-this appraisal will include articulation of at least two strengths, as well as two growth edges for further development;
- Integration of Theory & Practice-integrates the literature and readings to support your sense-making and gain further insight into your strengths and growth edges as a group worker;
- Implications for Professional Development- three goals for furthering your skills with specific plans for improvement are outlined in the analysis;
- Evidence of a Distillation Process – this assignment should not exceed 1500 words; it offers a concise and focuses explorations rather than a general description;
- Technical Merit – Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure; and
- Meets Deadline – assignment is submitted via the SOWK 605 D2L Dropbox on or before the specified due date, unless otherwise contracted (prior to the original due date).

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above.” Please refer to the Ucalgary calendar for more information on [attendance](#).

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All written assignments (i.e., session plans, group proposals, My Use of Self in Groups assignment) are to be submitted electronically through their respective SOWK 605 Dropbox in D2L. Assignments must be submitted in MS Word 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 pm 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.”

MISSED OR LATE ASSIGNMENTS

Given the time-sensitive nature of the assignments in this course (e.g., group exercises, class presentations, and proximity to grade submission deadline) late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).

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](#).

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

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. This grading system overrides the grading system in D2L. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

| Grade | Grade Point | Description | Percentage Range |
|-------|-------------|-------------|------------------|
|-------|-------------|-------------|------------------|

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|----|------|---|----------|
| A+ | 4.0 | Outstanding performance | 95-100 |
| A | 4.0 | Excellent performance | 95-100 |
| A- | 3.7 | Very good performance | 90-94 |
| B+ | 3.3 | Good performance | 85-89 |
| B | 3.0 | Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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 |
| 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 EXPERIENCE FEEDBACK

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. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Where available the suggested readings will be available on the SOWK 605 D2L site:

- Baird, S.L., & Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. *Clin Soc Work J* 49, 10–19.
- Burnes, T.R. and Ross, K.L., (2010) Applying social justice to oppression and marginalization in group process: Interventions and strategies for group counselors. *The Journal for Specialists in Group Work*, 35(2), pp.169-176.
- Camacho, S. (2002). Addressing conflict rooted in diversity: The role of the facilitator. *Social Work with Groups*, 24(3-4), 135-152. https://doi.org/10.1300/J009v24n03_10
- Chang-Caffaro, S., & Caffaro, J. (2018). Differences that make a difference: Diversity and the process group leader. *International Journal of Group Psychotherapy*, 68(4), 483-497. <https://doi.org/10.1080/00207284.2018.1469958>
- Yalom, I. & Leszcz, M. (2020). *The theory and practice of group psychotherapy*. (6th ed.). Basic Books.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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