UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

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 307 S01	Classroom	Refer to Course D2L site
Course Name	Practice Skills in Context		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: **On Site** Residency - February 18th to 22nd; 9am to 5pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Audrey Cochrane MSW RSW	**Office Hours**	As Requested
UCalgary E-mail	audrey.cochrane@ucalgary.ca	**UCalgary Phone**	(780) 639-7113

SYLLABUS STATEMENT

Focuses on theory and practice relating to social work with individuals, families and groups in diverse communities. Particular emphasis will be paid to skill development, critical analysis and practical application within rural, remote and Indigenous contexts.

COURSE DESCRIPTION

This course provides an introduction to social work with groups including 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 through its use of task groups in the planning of an interventive group. Students will engage in interactive class discussions, presentations, critical reading, group work, brainstorming sessions, group tasks and online discussion. Active participation is a requirement in this course.

This course will take place **face to face** in the block week residency and **online** via Desire2Learn (D2L). To best succeed in the course, students are to participate in the asynchronous learning tasks using the D2L learning environment and to be fully present in the residency.

COURSE LEARNING OUTCOMES

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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.

Upon completion of this course, you will be able to:
1. Describe the various purposes and uses of groups in social work practice;
2. Understand group theory, including the stages of group development, and its application to social work with groups;
3. Identify various types of group work practice (i.e., interventive, task groups);
4. Design and implement a task or interventive oriented group;
5. Critically reflect on your professional skills and presence in group work;
6. Identify and assess various aspects of group functioning and group dynamics;
7. Demonstrate basic skills for facilitating group work.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Zastrow, C., & Hessenauer, S. L. (2019). *Empowerment series: Social work with groups: Comprehensive practice and self-care* (10th ed.). Cengage Learning.

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 307: Practice Methods in Context is one of eight core courses in the BSW Learning Circles Curriculum. It must be completed concurrent with or following SOWK 306: Social Work Methods Theme Course.

CLASS SCHEDULE

Important Dates for Winter 2025
- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025

Date	Topic	Readings
Tuesday, February 18th	Ethics, leadership, & planning	Chapters 1, 2, 3

Wednesday, February 19th	Stages of group development, group dynamics, and communication.	Chapters 4, 5
Thursday, February 20th	Group membership, task groups, community groups, and goal-setting	Chapters 6, 7, 10, 11
Friday, February 21st	Treatment/Intervention Groups	Chapters 8, 9, 12, 13
Saturday, February 22nd	Evaluation and Termination	Chapter 14

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

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

Assignment 1: Self Assessment of Working Style in Groups (20%) – Part A due February 3rd by 11:59pm; Part B due Sunday, February 16th by 11:59pm.

Aligned Course Learning Outcomes: 5, 6

Part A: Self-Assessment: Students will complete the self-assessment questionnaire posted on the course D2L site. Reflections should be thoughtful and reflect the student's current self, not how they would like to develop in the future. Upon completion of the questionnaire, students

will calculate their score and post a saved copy of your assessment to the course drop box. **Value: 5%**

Part B: Discussion Forum: Students will start a thread in the forum title where they had their highest score. This post will reflect upon their thoughts about the self assessment and its outcomes. Reflections should highlight the strengths and challenges of the student's identified working style when participating or leading groups. Students will then provide substantive responses to at least four other threads. **Value: 15%**

Please see D2L for rubric.

Assignment 2: Group Facilitation Exercise (10%) – Due during Residency Week (check Schedule)

Aligned Course Learning Outcomes: 2, 3, 4, 6, 7

Each day, five students will have ten minutes EACH to facilitate a group activity with the rest of the class. Students will consult the schedule posted to D2L to identify which day they will be presenting and what topic area should be explored in their activity. Presentation instructions should include a discussion of who the target population for this activity would be, what type of group it would be used in, and the purpose of the activity.

Students will post a copy of the activity instructions to the discussion board on D2L by February 25th to receive a grade for this activity. This discussion board will serve as a repository of activities so students may start to build their own resource bank from which they may draw upon in the future.

Assignment 3: Participation Self-Assessment (10%) – Due February 25th by 11:59pm

Aligned Course Learning Outcomes: 5, 6, 7

At the end of the residency, students are to complete the participation self-assessment. They will reflect upon statements highlighting different areas of positive contributions to group dynamics during the residency and assign themselves up to ten (10) points for each statement. A rationale for the points allocated will be provided for each statement. Rationale should include concrete examples of behaviours that contributed to the score, or behaviours they felt were lacking.

Note: The instructor reserves the right to scale this grade up or down dependent upon observed behaviours throughout the week.

Assignment 4: Reflective Paper on Group Membership (30%) – Due Monday, March 9th by 11:59pm

Aligned Course Learning Outcomes: 2, 5, 6, 7

Students will complete a 6-8 pages reflective paper in APA format demonstrating critical awareness of self in relation to various areas of group work. Students will reflect on their experiences and learning during the Residency week while answering the questions outlined in the assignment specifications posted to the course D2L site. Students will draw connections

between their residency experiences and theoretical content from the course and text in their reflections.

Assignment 5: Integrative Assignment: Group Proposal (30%) – Due Monday, March 16th by 11:59pm

Aligned Course Learning Outcomes: 1, 2, 3, 4, 6, 7

Students will create a group proposal demonstrating the integration of the knowledge from the residency AND from the text. Areas of consideration for the group proposal include type of group, group leadership, membership, theory applications, diversity, goal setting, activities, etc. Students will do additional research to provide evidence to support the choices made in their proposals. See D2L site for specific assignment criteria, instructions, and rubric.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Student are expected to have completed all readings and assignments prior to attending classes.

Students are expected to be present and fully engaged during residency. Participation in group activities and providing feedback to group facilitations is part of the student's grade as described 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 other file format if noted in D2L). 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.

MISSED OR LATE ASSIGNMENTS

Extension requests 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). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

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: https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Restricted use
The use of generative AI, including the use of work created by generative AI tools and applications in course assignments and assessments may be considered in accordance with the university's academic misconduct policy. https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf

If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

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 Experience 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

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

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 (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

"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