

	<p>THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline – SOWK 305G – Social Work Practice with Groups 3 Credits</p>
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Year/Term	2020 Winter Term 1, September 11-November 27, 2020
Course Title	SOWK 305G: Social Work Practice with Groups
Credit Value	3
Course Schedule	Fridays, 9:00 a.m. to 12:00 noon (Vancouver time)
Course Location	Online - Zoom

Instructor	Office Location	Office Phone	e-mail address
Marie Nightbird, M.S.W. (pronouns: she/her)	virtual	604-822-3520	Marie.Nightbird@ubc.ca
Office hours	By appointment		
Teaching Assistant	Office Location	Office Phone	e-mail address
Darryl Gray	virtual		

PREREQUISITE AND/OR COREQUISITE

This course is a co-requisite to SOWK 310A, SOWK 315 and SOWK 316.

COURSE DESCRIPTION

Social Work 305 is a required course and is open only to students accepted to the School of Social Work.

The course is an exploration of the core elements of social work practice methods and the corresponding development of fundamental competencies necessary to prepare the student for entry-level generalist practice in a variety of settings.

Students will develop introductory knowledge, skills and awareness of values necessary for the provision of professional services to groups within the framework of generalist practice; the change process; and the impact of diversity and oppression (issues related to culture, race, class, gender, sexual orientation and disability).

Generic principles and generalist practice will serve as an organizing function for the course. Generalist practice methods are developed through understanding and developing innovative problem solving skills: discovering, utilizing and making connections to arrive at unique, responsive solutions. The key components of the change process in generalist practice will be addressed.

The course will reinforce the development of basic competencies in practice theory underpinning the skills necessary to the generalist helping role. Specific theories of working with groups will form the foundational theory development in this course.

This section of Social Work 305 is designed to introduce the theories, concepts and experiences necessary to develop an understanding of group dynamics and effective group skills. Emphasis is placed on the group work continuum from individual to social change goals, the mutual-aid, relational-cultural and empowerment models, and the specific skills and strategies for effective facilitation.

This course is a co-requisite to SOWK 310A, SOWK 315 and SOWK 316.

COURSE STRUCTURE AND LEARNING ACTIVITIES

The entire class will meet on Zoom on Fridays from 9:00 to 10:30 a.m. In addition, students will be assigned to small groups of 6 - 7 to form a Peer Support Group and each Peer Support Group will meet at an agreed upon time; one suggestion is between 11:00 and noon on Fridays. Groups will be given an individual room in Collaborate Ultra.

The entire class sessions on Fridays will consist of a review of course materials, exploration of the topic of the week, general discussions about Peer Support Group activities, as well as some guest presentations. Small group discussions and activities using breakout rooms will take place.

The Peer Support Group activities include facilitation of a group session, participation as a member and a

group presentation to the entire class during the last two sessions of the course.

LEARNING OUTCOMES

At the end of this course students will:

Have developed a conceptual framework of skills, strategies, and knowledge to begin to practice and evaluate their practice working with groups.

Be able to identify the breadth of group work practice within the profession of social work.

Be able to articulate how the BCCSW/BCASW Social Work Code of Ethics applies to group work and ethical dilemmas that may present in group work.

Have developed skills in self-reflection and self-awareness in relation to the knowledge, skills and values necessary for professional group work in social work practice.

Have developed an understanding of trauma-informed, strengths-based, anti-oppressive perspectives to group work practice.

Be able to recognize and embrace diversity in all of its dimensions within group work including age, culture, race, gender, diverse gender identities, mental and physical abilities, Indigeneity, sexual identities, socio-economic standing, etc.

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS

Toseland, R. W., & Rivas, R. F. (2012). *An Introduction to group work practice* (7th ed.). Pearson.

Additional course readings will be posted on CANVAS.

ASSESSMENT OF LEARNING

Students will receive a grade based on the following:

Assignment #1: Critical Reflection Journal 30%

Assignment #2: Peer Support Group 30%

There are two parts to this assignment:

- Facilitation of one peer support group session and a critical reflection 20%
- Group presentation to the class 10%

Assignment #3: Creative Analysis of Group Work 30%

Assignment #4: Attendance 10%

A “Detailed Outline of Assignments” will be discussed during the first class and will be posted on CANVAS.

COURSE SCHEDULE

SESSION 1:	September 11, 2020
TOPIC:	Introductions Overview of course and assignments Peer Support Groups introduced
READING:	
SESSION 2:	September 18, 2020
TOPIC:	Introduction to group work Theoretical influences on group work; Indigenous approaches to group work
READING:	Chapters 1 & 2
SESSION 3:	September 25, 2020
TOPIC:	Culturally responsive group work • Peer Support Group Session #1
READING:	Chapter 5
SESSION 4:	October 2, 2020
TOPIC:	Group dynamics • Peer Support Group Session #2
READING:	Chapter 3
SESSION 5:	October 9, 2020
TOPIC:	Group leadership • Peer Support Group Session #3
READING:	Chapter 4
SESSION 6:	October 16, 2020
TOPIC:	Planning groups • Peer Support Group Session #4
READING	Chapter 6

SESSION 7:	October 23, 2020
TOPIC:	Beginning phase <ul style="list-style-type: none"> • Peer Support Group Session #5
READING:	Chapter 7
SESSION 8:	October 30, 2020
TOPIC:	Middle phase <ul style="list-style-type: none"> • Peer Support Group Session #6
READING:	Chapter 9
SESSION 9:	November 6, 2020
TOPIC:	Ending phase <ul style="list-style-type: none"> • Peer Support Group Session #7
READING:	Chapter 13
SESSION 10:	November 13, 2020
TOPIC:	Specialized groups: Therapeutic/clinical groups <ul style="list-style-type: none"> • Peer Support Group Session #8 (last one)
READING:	Chapter 10
SESSION 11:	November 20, 2020
TOPIC:	Specialized groups: Task groups Evaluating groups Peer Support Group Presentations
READING:	Chapter 11 & 14
SESSION 12:	November 27, 2020
TOPIC:	Peer Support Group Presentations Course Completion Celebration
READING:	

ASSIGNMENTS

Assignment #1: Critical Reflection Journal 30%

This assignment consists of weekly journal entries highlighting personal and group process reflections, showing an awareness of four interrelated levels of learning: cognitive, emotional, physical, and spiritual learning. Entries are to be posted on your individual Critical Reflection Journal space provided in CANVAS.

Assignment #2: Peer Support Group 30%

This assignment provides students with the opportunity to experientially learn about group membership and group facilitation. It also provides students with a means of peer support for a shared and agreed upon area – groups choose their area with one possibility being the completion of the BSW program. Students will be assigned to a group by the Instructor. There are two parts to this assignment: 1) Group facilitation and critical reflection and, 2) Group presentation to the class.

- Group facilitation and critical reflection 20%
Every student will facilitate one session of their Peer Support Group and then provide an audio recorded reflection about their facilitation experiences. The recording is to be a maximum of 10 minutes. Students are being marked on the depth and breadth of their critical reflection not on their facilitation skills. Submission date is within 7 days of facilitation and uploaded to CANVAS.
- Group Presentation to the class 10%
During the last two synchronous/class sessions each Peer Support Group will provide an oral presentation about their group activities and collective and individual highlights, challenges and most significant learnings. The presentation is to be 12 – 15 minutes long. Members of a group receive the same mark.

Assignment #3: Creative Analysis of Group Work 30% Due December 11th

In this assignment students draw upon existing or potential groups in their field placement as a means to apply and enhance their knowledge about group work practice in social work. Topics such as confidentiality and sources of information will be discussed in class. Students are to address the topics provided in the “Detailed Outline of Assignments” and submit a paper 4 to 5 pages in length (not including references). Papers are to be uploaded to CANVAS and to adhere to the APA 7th Edition.

Assignment #4: Attendance 10%

Attendance is essential for successful learning and individual and group assignments and will be recorded for this mark.

A “Detailed Outline of Assignments” will be reviewed during the first session and posted on CANVAS. Rubrics for all assignments will be posted on Canvas.

NAMES AND GENDER PRONOUNS

Class rosters are generally provided to the instructor with students' legal names; however, the Instructor and Teaching Assistant will respect your request to address you by the name and/or gender pronoun(s) you use for yourself. If you need general support around this issue, please be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. <https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>

SCHOOL/COURSE POLICIES

Attendance

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the Instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

LEARNING RESOURCES

UBC Learning Commons has a variety of tools and information such as borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

APA CITATION STYLE GUIDE

<https://guides.library.ubc.ca/apacitationstyle>

WELLNESS SUPPORTS

<https://students.ubc.ca/health/counselling-services>

UNIVERSITY POLICIES

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

Academic Honesty and Integrity: All work submitted in this course must be your own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of the Instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own. Violations of academic honesty will be taken seriously. Please review the UBC Calendar "Academic regulations" for the University policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation. Consequences may include failure in the course and suspension from your academic program.

Access and Disability Accommodations: UBC School of Social Work and the Instructor/Teaching Assistant for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility. Students with accommodations approved through the Centre for Accessibility Office are responsible for contacting the course Instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Centre for Accessibility should do so immediately:
<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/>

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

COPYRIGHT

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UBC GRADING CRITERIA:

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Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.