

School of Social Work

# Course Outline

## SOWK 305G

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](https://arts.ubc.ca)

## UBC COVID-19 Protocols for in-class learning

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms, and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

- UBC Respectful Environment Statement

## 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

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.

## Course Info

<b>Year/Term</b>	Term 1, Winter 2021-22, September 10–December 3, 2021
<b>Course Title</b>	SOWK 305G: Social Work Practice with Groups
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Fridays, 9am–12pm
<b>Course Location</b>	Room 124, Jack Bell Building

<b>Instructor</b>	<b>Email Address</b>	<b>Office Hours</b>
Rhea Del Vecchio	rhea.delvecchio@ubc.ca	By appointment
<b>Teaching Assistant</b>	<b>Email Address</b>	<b>Office Hours</b>
Darryl Gray	dgray08@mail.ubc.ca	By appointment

## Prerequisite and/or Corequisite

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

## Course Description

Social Work 305G (Groups) 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.

## Course Structure and Learning Activities

During most class sessions, we will review course readings, explore the topic of the week, and spend time examining questions that arise from course readings and lecture for approximately half the class session.

Students will also spend approximately half of each class session in small groups. On the first week of the course, the instructor will assign you to a group of 6 to 7 students. Members of each group will be facilitating/participating in exercises, providing/accepting feedback, and completing a group assignment.

## 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

There is one required text for this course:

*Socially Just Practice In Groups* (2019) Robert M. Ortega & Charles D. Garvin

Supplemental readings will be posted to Canvas.

## Assessment of Learning

Assignment 1: Critical Reflection Journal 30%

Assignment 2: Peer Support Group 30%

Assignment 3: Creative Analysis of Group Work 30%

Assignment 4: Attendance 10%

All Assignments are to be submitted via Canvas.

## Course Schedule

Topics and readings subject to change at instructor's discretion.

<b>Session 1:</b>	September 10, 2021
<b>Topic:</b>	Introductions and Overview of course Formation of groups
<b>Reading:</b>	None
<b>Session 2:</b>	September 17, 2021
<b>Topic:</b>	History of Group Work & Socially Just Group Work
<b>Reading:</b>	Chapters 1 & 2 (Ortega and Garvin text)
<b>Session 3:</b>	September 24, 2021
<b>Topic:</b>	Models and Purposes of Group Work
<b>Reading:</b>	Chapters 3 & 4
<b>Session 4:</b>	October 1, 2021
<b>Topic:</b>	Roles and Leadership
<b>Reading:</b>	Chapters 7 & 8
<b>Session 5:</b>	October 8, 2021
<b>Topic:</b>	Group Processes and Preparation
<b>Reading:</b>	Chapters 9 & 10
<b>Session 6:</b>	October 15, 2021
<b>Topic:</b>	Beginning stages
<b>Reading:</b>	Chapter 11 & 12
<b>Session 7:</b>	October 22, 2021
<b>Topic:</b>	Middle stages

<b>Reading:</b>	Chapter 13
<b>Session 8:</b>	October 29, 2021
<b>Topic:</b>	Task Groups
<b>Reading:</b>	Chapter 15
<b>Session 9:</b>	November 5, 2021
<b>Topic:</b>	Termination
<b>Reading:</b>	Chapter 17
<b>Session 10:</b>	November 12, 2021 <b>MIDTERM BREAK- NO CLASS</b>
<b>Topic:</b>	None
<b>Reading:</b>	None
<b>Session 11:</b>	November 19, 2021
<b>Topic:</b>	Evaluation
<b>Reading:</b>	Chapter 18
<b>Session 12:</b>	November 26, 2021
<b>Topic:</b>	Group Presentations
<b>Reading:</b>	None
<b>Session 13:</b>	December 3, 2021
<b>Topic:</b>	Group Presentations and celebration of course completion
<b>Reading:</b>	None

## Assignments

### Assignment #1: Critical Reflection Journal 30%

---

This assignment consists of three journal entries highlighting personal and group process reflections, showing an awareness of four interrelated levels of learning: cognitive, emotional, physical, and spiritual learning.

Journals are to be 3-4 pages long and are reflecting on the experience within the peer support group.

Entries are to be posted on in the Critical Reflection Journal space provided in CANVAS.

Due Dates: September 24<sup>th</sup>, October 22<sup>nd</sup> and November 19<sup>th</sup> (10% each).

### 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 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.

2) Group presentation to the class. 10%

During the last two class sessions (November 26<sup>th</sup> and December 3<sup>rd</sup>) 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%

---

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 further detail in Canvas 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.



Due date: December 10, 2021

Assignment #4: Attendance 10%

---

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

## School/Course Policies

### Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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.

### 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/>

### 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>

## 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

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students are not permitted to record class without prior approval from the instructor.

## UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	90-100 85-89 80-84	95 87 82	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.
<b>B+</b> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 69.5	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>C+</b> <b>C</b> <b>C-</b>	64-67 60-63 55-59	65.5 62.5 57	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.