



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.*

School Mission Statement: *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 9–December 2, 2022
Course Title	SOWK 305G: Social Work Practice with Groups
Course Value	3 credits
Course Schedule	Fridays, 10am-1pm
Course Location	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Office Phone	Email Address
Rhea Del Vecchio	Room 342, Jack Bell Building	n/a	rhea.delvecchio@ubc.ca
Office Hours	By appointment		

Teaching Assistant	Office Location	Email Address
Ann He	TBA	Annhe96@student.ubc.ca
Office Hours	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 or 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:

Handbook of Social Work Practice in Groups (2017) Charles D. Garvin, Lorraine Gutierrez & Maeda Galinsky.

This text is available through the UBC library. It is also available digitally through online sources such as Vital Source.

Supplemental readings will be posted to Canvas.

Course Schedule

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

Session 1:	September 9, 2022
Topic:	Introductions and Overview of course Group Formation stages and formation of class groups
Reading:	https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx

Session 2:	September 16, 2022
Topic:	Group Dynamics
Reading:	Introduction and Ch.1 (Garvin text)
Session 3:	September 23, 2022
Topic:	Perspectives on Group Practice
Reading:	Chapters 2 & 4
Session 4:	September 30, 2022 **No Class**
Topic:	Please take the time to recognize National Truth and Reconciliation Day. There are events at UBC as well as throughout the Lower Mainland.
Reading:	None
Session 5:	October 7, 2022
Topic:	Values and Ethics in Group Work
Reading:	Chapter 5
Session 6:	October 14, 2022
Topic:	Socially Just Group Work Practice
Reading:	Chapter 6
Session 7:	October 21, 2022
Topic:	Mutual Aid Model
Reading:	Chapter 7
Session 8:	October 28, 2022
Topic:	Intergroup Dialogue
Reading:	Chapter 22

Session 9:	November 4, 2022
Topic:	Evaluation
Reading:	Chapter 29
Session 10:	November 11, 2022 **MIDTERM BREAK- NO CLASS**
Topic:	None
Reading:	None
Session 11:	November 18, 2022
Topic:	Types of Groups
Reading:	Chapters 14 & 26
Session 12:	November 25, 2022
Topic:	Group Presentations
Reading:	None
Session 13:	December 2, 2022
Topic:	Group Presentations
Reading:	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: October 7, October 28 and November 18 (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 25th and December 2nd) 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.

Please note if you are absent from the group presentation you will receive a zero.

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 9

Assignment #4: Attendance 10%

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

Assignment Submission Process

Assignments to be submitted through Canvas. Each assignment will have a submission section.

All students will have five days during the term to use as extensions where needed for the various assignments. If a student has used their five days, they may request an additional exception through the instructor.

If an assignment is late beyond one week of the submission date, 10% will be deducted from the mark. If an assignment is submitted beyond two weeks of the submission date, 20% will be deducted from the mark and no comments or feedback will be provided.

SCHOOL/COURSE POLICIES

COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

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 may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

GRADING CRITERIA

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	83.5	
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

C	60-63	62.5	involvement in the work. Adequate use of literature.
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.