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.

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

COURSE INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 6-November 29, 2022
Course Title	SOWK 528A: Social Work Practice with Groups
Course Value	3 credits
Course Schedule	Tuesdays, 5-8pm
Course Location	Jack Bell Building, 2080 West Mall, Room 222

Instructor	Office Location	Office Phone	Email Address
Christiana Bratiotis, PhD	Jack Bell, Room 236	604.822.2460	christiana.bratiotis@ubc.ca
Office Hours	Virtual office hours, by appointment		

Course Description

This course provides knowledge of and experience in working with groups as systems. It includes assessment of dynamics as well as developing skills in intervention modalities appropriate for working with various types of groups. This course aims to prepare advanced graduate students to provide psychotherapeutic and psycho-educational group interventions. The focus of the course will relate primarily to services for those who are dealing with mental health disorders and/or psychosocial stressors.

Course Structure and Learning Activities

This course incorporates a combination of lecture, large and small group discussion, experiential activities, and the use of film and other media.

Student participation is expected and you are asked to complete all required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Aboriginal ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the Master's level. It is the student's responsibility to secure assistance on assignments **ahead of** their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected. Details on course assignments and evaluation are described in detail below.

Learning Outcomes

The course is designed to assist you in developing as a social work group worker. You are invited to learn how to position yourself as a facilitating force when working with groups. Specifically, the course will focus on helping you:

1. Describe the dynamics and developmental stages of groups in broadly defined social work settings.

2. Describe theoretical explanations of group process in clinical social work practice.

3. Identify and use significant research findings on the use of group theories and practice modalities in clinical social work practice.

4. Analyze the impact of the group worker's social location on participants in the clinical practice of group work and adapt approach accordingly.

5. Demonstrate skill in selection of appropriate interventions using groups in a clinical setting.

6. Examine the components of effective group design.

7. Demonstrate leadership skills and ability to facilitate a group, including an awareness of the consequences of group interaction.

8.   Analyze and evaluate the outcomes of various group experiences.

9. Discuss ethical and legal complexities associated with the use of group theory and practice in social work settings.

Required Textbook(s) and Learning Materials

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

All other required readings and media-based learning materials will be posted/linked on the course Canvas site.

Course Schedule

SESSION 1:	September 6, 2022
TOPIC:	Introduction to course and each other Syllabus review
READ-WATCH-LISTEN: asynchronous learning	--
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm
SESSION 2:	**September 20, 2022**
TOPIC:	Therapeutic factors in groups Interpersonal learning
READ-WATCH-LISTEN: asynchronous learning	Yalom: Preface, Appendix (p. 567-571); Chapters 1 & 2 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm

SESSION 3:	September 27, 2022
TOPIC:	Group cohesiveness
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapter 3 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm
SESSION 4:	**October 4, 2022**
TOPIC:	Tasks of the group therapist
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapters 5 & 6 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 1
SESSION 5:	**October 11, 2022**
TOPIC:	Transference and transparency Co-facilitation
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapter 7 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 2
SESSION 6:	**October 18, 2022**
TOPIC:	Client selection and group composition
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapters 8 & 9 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 3
SESSION 7:	**October 25, 2022**
TOPIC:	Creating a group: Logistics Beginning phase of a group
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapters 10 & 11 Canvas postings

DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 4
SESSION 8:	**November 1, 2022**
TOPIC:	Middle phase of group
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapter 11 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 5
SESSION 9:	**November 8, 2022**
TOPIC:	Ending phase of group
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapter 12 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 6
SESSION 10:	**November 15, 2022**
TOPIC:	Member roles and specialized therapy groups
READ-WATCH-LISTEN: asynchronous learning	Yalom: Chapters 13 & 15 Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 7
SESSION 11:	**November 22, 2022**
TOPIC:	Specialized therapy groups: Indigenous and On-line
READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm In-class support group 8
SESSION 12:	**November 29, 2022**
TOPIC:	Wrap Up, Review & Celebration!

READ-WATCH-LISTEN: asynchronous learning	Canvas postings
DO TOGETHER: synchronous learning	In person class meeting, 5-8 pm

Assignments

Evaluation of student performances will be based on assignment completion and weighted in the following way:

Assignment 1: In-class Support Group Critical Analysis of Other   50%
Assignment 2: In-class Support Group Critical Analysis of Self   50%
_____
Total   100%

All written assignments must be submitted through the course Canvas site as a Word document (this is the only format that will be accepted). As a reminder, late papers and re-writes **_are not_** accepted in this course. Assignments should be submitted using the following file naming convention: Last name_Assignment #

Papers should adhere to the APA Writing Guide, 7th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be: 1) relevant and understandable with logical flow and organizational structure; 2) smooth and clear with transitions between/among ideas and cohesive; 3) interesting, independent and creative, salient and appropriately use the literature in support of your arguments. Please note: when referring to yourself in writing, use 3rd person (e.g. this writer, this student) and when writing about a client/patient, please always write in past tense.

Assignment 1: In-class Support Group Critical Analysis of Other

The purpose of this assignment is to develop skills of analyzing others group work practice and understanding how theory guides practice in order to enhance your own. The exercise involves identifying, studying and generalizing the actions of the social work facilitator and preparing peer consultation feedback. This assignment is based on the In-class Support Group.

The assignment should be no more than 7 pages, using the format offered and APA 7th edition. Citation of relevant course readings is expected in Part 3.

Part 1: Introduction

Use the following outline for your ~1/2-page introductory paragraph (double spaced):

- Facilitator name

- Meeting #____of 8

- Purpose of group

- Member description

- Facilitator significant identifying information

- Context of excerpt (brief statement of relevant events, issues or themes surrounding the process piece)

Part II: Excerpt for Analysis (single spaced)

Present a process recording excerpt from the group during which the facilitator tried to provide specific help to group members during a defined segment of the group session. The excerpt should be only one or two paragraphs long and should consist of 4 *sequential actions* by the facilitator. Underline the things the facilitator said and did. Where silence was the response, note this as an action. Number all the actions 1-4.

Part III: Critical Analysis (single spaced)

Analyze each intervention 1-4 (including the active silences) using the following format:

a. Stimulus. What happened in the group immediately before the facilitator responded (the stimulus could be internal or external to the facilitator).

b. Interpretation of Stimulus. How do you think the facilitator interpreted the meaning of the behavior at the time? Do you think the facilitator would see the situation differently now?

c. Valued Outcome. At the time, what immediate result the facilitator hoped might result from the action?

d. Underlying Propositions. What propositions support your analysis?

The use of three relevant citations is required for each analysis. Make a connection between the idea cited and the facilitator's action. Draw from the course readings; citations should be diverse and represent a range of theoretical supports.

e. Summary of Thoughts. Include a brief (one paragraph) summary of your thoughts about each analysis.

Part IV: Reflection (double spaced)

In 1-2 paragraphs, present a general summarizing statement about the facilitator's actions in this chosen process excerpt. Include reflection on your own feelings, insights, lessons learned for your practice, areas for your own professional development.

Part V: Peer Consultation Feedback (double spaced)

In 1-2 paragraphs, provide peer feedback to the facilitator. Imagine that you were giving them feedback in a peer consultation session. Craft these paragraphs using course concepts and language, noting their areas of strengths and opportunities for growth.

Example of Part II: Excerpt for Analysis and Part III: Critical Analysis

<u>Excerpt for Analysis</u>*:*

Darren began the conversation by stating that he has struggled a lot with suicidal thoughts in the past. He mentioned that he has tried to kill himself numerous times. Kathy related to what Darren was saying as she talked of also having had past suicide attempts. She spoke of being in a coma for a week, a couple of years ago, after overdosing on bottles of prescription sleeping pills. Cheri related to what was being said by discussing the time she had tried to jump off a bridge and had broken several bones in her body. After a slight pause, she hesitantly stated that she too had been in a coma after this attempt. <u>The facilitator said that it sounded like a frightening experience. (1)</u> Cheri responded by nodding. <u>The facilitator then asked the group what warning signs, if any, preceded their suicide attempts. (2)</u> Kathy said that she feels more depressed and hopeless. She talked of feeling like she was in a dark endless tunnel. Al mentioned that he feels an intense feeling of doom. Jason mentioned that when he isolates, it's usually a sign that something is definitely wrong. He continued to say how he is usually a "people person" and that it is dangerous for him when he starts to avoid friends and family. The group continued to share warning signs.

After a lull in the conversation, <u>the facilitator asked the group what clients usually did upon recognition of their warning signs (3).</u> Connie stated that when she starts dwelling on suicide, she gets herself immediately to the hospital emergency room as her impulsivity is often out of control during those times. Al said that when he feels suicidal, that he obsesses on a suicide plan and almost always attempts it. Although he was talking of a previous suicide plan, I saw that members of the group were visibly getting upset. The facilitator <u>intervened in the discussion by mentioning that it seemed like some clients were having a difficult time with the material being discussed (4)</u> Darren said that though he thinks that suicide is hard to talk of, that it is important to discuss. He continued by saying that groups are a place where they're supposed to talk of issues that affect them.

<u>Critical Analysis:</u>

   (a) STIMULUS: Cheri's hesitancy in sharing a past suicide attempt.

   (b) INTERPRETATION OF STIMULUS: Cheri was feeling vulnerable and ambivalent about sharing her experiences with the group.

   (1) Facilitator said that it sounded like a frightening experience.

   (c) VALUED OUTCOME: Facilitator hoped that by empathizing with Cheri and by responding to her hesitation, she would feel validated and supported.

   (d) UNDERLYING PROPOSITIONS:

* "Once the client experiences acceptance and affirmation from the worker, the likelihood of productive work increases" (DeJong & Miller, 1995, p. 61).
*"The worker's gentle restatement of the client's feelings has communicated to the client the worker's understanding and compassion" (Shulman, 1999, p. 159).
*"…The practitioner may convey understanding of the client's feeling state and verbalize the feeling explicitly through a reflective response that attends to the emotion suggested in the client's nonverbal expressions" (Hepworth, Rooney, & Larson, 1997, p. 116).

(e) SUMMARY OF THOUGHTS: It was apparent by Cheri's hesitation and body language that she was feeling ambivalent in sharing. The facilitator wanted to acknowledge the difficult content of the conversation and to support her in having shared with the group. Her silent response of nodding back and looking down showed the facilitator that she did not want to elaborate anymore. The facilitator could have affirmed the members' courage and strengths in sharing their stories of such a difficult topic.

Note: Continue as shown in #1 with an analysis of each of the actions of the facilitator (#s 2-4). Although most underlying propositions in the example above are direct quotes, you may want to paraphrase an author or refer to an idea of an author (cite the author's name & date nonetheless). You may need to add a sentence explaining how you are connecting the concept or theory to the action taken (rationale for it).

<div align="right">Due: November 30, 11:59 pm, Canvas submission</div>

Assignment 2: In-class Support Group Critical Analysis of Self

You are provided an opportunity to participate in an in-class support group this semester. The purpose of the group is to offer you an in vivo experience of being a group member as well as an opportunity to enhance your group facilitation skills. This assignment is designed to promote reflection on your group facilitation experience.

There are two parts to this assignment. Part I should be completed before your facilitation. Part II should be completed after the facilitation. Because you will have two opportunities to facilitate, you may complete this assignment based on either (but not both) of your facilitation sessions.

Part I: Using no more than 2 pages, prepare a session plan prior to your facilitation. Use the language and concepts of the course in your document. This document can be formatted to your needs and should include your name and the date. The session plan should evidence your careful attention to the following:

- Planning and flexibility

- Timing

- Group norms

- Process

- An articulated goal for the group session that advances the overall aim of the group, the stage of group development and the context of the session (i.e. what happened last week in group)

- Specific materials, activities, communication strategies

- On-line delivery and other group-specific considerations/needs

<div align="right">Due: 5:00 pm on day of facilitation, Canvas submission</div>

Part II: Prepare a self-reflexive narrative of no more than 4 pages, APA 7th edition format. You do not need to include citations for this reflection, though you should use course concepts and language throughout. The narrative can be written using the first person 'I'.

Please respond to these questions as completely and honestly as possible. You are not being graded on the quality of your practice, but an in-depth, thoughtful critical analysis of your effort is essential as is your extension of the current experience to future practice.

Narrative Elements

- Your name

- Session ____ of 8

- Was this your first or second facilitation? Why did you select this day for your reflexive analysis?

- Briefly summarize the session

- How did you prepare for this session? Reflect on your session plan. What went as intended and what required your flexibility? Was your preparation adequate?

- What was the group tone and atmosphere? What process factors were at work? Did you see any bonding/ connections? Between whom? Was there any conflict? What was the source?

- What group member roles did you see played out in this session? (e.g. silent member, dominating, clown, peacemaker…)?

- How well did you manage time in the session? What were the notable facilitators or detractors to time management?

- What work (growth) was accomplished during this session? Consider individual and collective as well as member and facilitator growth.

- Select two interactions from the session--one, that upon reflection, you feel went well and where your intervention worked for the group. What was your goal? Why do you think it went well? AND select one that you would like to be able to go back in time and do over. What would you have done differently? How might you have been more effective? What (exact words) could you have said or actions taken?

                                   Due: 11:59 pm Tuesday following facilitation, Canvas submission

Course Resource Material

Assigned readings also include articles from journals such as *Social Work with Groups, Small Group Behavior, Social Work, Journal of Marriage and the Family, Social Caseworker,* and other journals and reading materials having to do with group process, systems, and modalities used in groups.

American Psychiatric Association. (2015). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington D.C.: American Psychiatric Association.

Anderson, D. (2007). Multicultural group work: A force for developing and healing. *Journal for*

Specialists in Group Work, 32, 224-244.

Asner-Self, K. K. (2009). Research on groups. *Journal for Specialists in Group Work, 34,* 195-201.

Association for Specialists in Group Work. (2008). Guidelines for best practice. *Journal for Specialists in Group Work, 33,* 111-117.

Brown, N. (2009). *Becoming a group leader.* Columbus: Merrill.

Capuzzi, D., & Gross, D. R. (2009). *Introduction to group counseling* (5th ed.). Denver, CO: Love.

Corey, G. (2008). *The theory and practice of group counseling* (7th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M. S., Callahan, P., & Russell, J. M. (2010). *Group techniques* (4th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., Corey, M. S., & Haynes, R. (2006). *Groups in action: Evolution and changes.* Belmont, CA: Thomson Brooks/Cole.

Corey, M. S., & Corey, G. (2005) *Groups: Process and practice* (6th ed.). Belmont, CA: Thompson Brooks/Cole.

Greif, G. L. & Ephross, P. H. (Eds.). (2005). *Group work with populations at risk.* New York: Oxford University Press.

Jacobs, E. E., Masson, R. L., Harvill, R. L., & Schimmel, C. J. (2009). *Group counseling: Strategies and skills* (7th ed.). Belmont, CA: Brooks/Cole.

Malekoff, A. (2004). *Group work with adolescents* (2nd ed.). New York: Guilford Publications.

National Association of Social Workers. (2008). *Code of ethics.* Washington D.C.: Author. (This is available in the School of Social Work on-line Handbook and the Practicum Manual and is required through the MSW program.)

Pennell, J., & Anderson, G. R. (Eds.). (2005). *Widening the circle: The practice and evaluation of family group conferencing with children, youths, and their families.* Washington, DC: NASW Press.

Sullivan, N., Mesbur, E. S., Lang, N. C., Goodman, D., & Mitchell, L. (Eds.). (2003). *Social work with groups: Social justice through personal, community, and societal change.* New York: Hawthorne Press.

Zastrow, C. H. (2009). *Social work with groups: A comprehensive worktext* (8th ed.). Belmont, CA: Brooks/Cole.

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).

Protecting Confidentiality

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics (https://casw-acts.ca/en/Code-of-Ethics). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+ A A-	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-	76-79 72-75 68-71	77.5 83.5 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.
C+ C C-	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.
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.