



# 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 xʷməθkʷəyəm (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

<b>Year/Term/Dates</b>	2023 Winter, Term 1, September 5 – December 7, 2023
<b>Course Title</b>	SOWK 305G: Social Work Practice With Groups
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Fridays, 10am -1pm
<b>Course Location</b>	<a href="#">IBLC 261</a> - Irving K Barber Learning Centre, Room 261

Instructor	Office Location	Office Phone	Email Address
Rhea Del Vecchio	TBA		<a href="mailto:rhea.delvecchio@ubc.ca">rhea.delvecchio@ubc.ca</a>
<b>Office hours</b>	By appointment (in person and over Zoom)		
Teaching Assistant	Office Location	Office Phone	Email Address
Trevor Gray		778.229.1904	<a href="mailto:tkgray1@mail.ubc.ca">tkgray1@mail.ubc.ca</a>

## Pre-requisites

There are no pre-requisites for this course.

## 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. During the second 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:

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

This text is available to purchase through the UBC Bookstore, as well as through the UBC library and other online resources.

Supplemental readings will be posted to Canvas.

## Course Schedule

<b>SESSION 1:</b>	<b>Friday September 8, 2023</b>
<b>TOPIC:</b>	<ul style="list-style-type: none"> <li>• Introductions and Overview of course</li> <li>• Group Formation stages</li> </ul>
<b>TO DO BEFORE THIS SESSION:</b>	Read <a href="https://www.wcupa.edu/~tuckman/">Tuckman's Stages of Group Development - WCU of PA (wcupa.edu)</a>
<b>SESSION 2:</b>	<b>Friday September 15, 2023 **Note this class will be virtual**</b>
<b>TOPIC:</b>	<b>Group Dynamics</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Read Introduction and Ch 1 of Garvin et al text</li> </ul>
<b>SESSION 3:</b>	<b>Friday September 22, 2023</b>
<b>TOPIC:</b>	<b>Perspectives on Group Practice</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Read Ch 2 &amp; 4</li> </ul>
<b>SESSION 4:</b>	<b>Friday September 29, 2023</b>
<b>TOPIC:</b>	<b>Values &amp; Ethics in Group Work</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• .Read Ch 5</li> </ul>

<b>SESSION 5:</b>	<b>Friday October 6, 2023</b>
<b>TOPIC:</b>	<b>Socially Just Group Work Practice</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Read Ch 6</li> </ul>
<b>SESSION 6:</b>	<b>Friday October 13, 2023</b>
<b>TOPIC:</b>	<b>Mutual Aid Model</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Read Ch 7</li> </ul>
<b>SESSION 7:</b>	<b>Friday October 20, 2023</b>
<b>TOPIC:</b>	<b>Intergroup Dialogue</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Ch 22</li> </ul>
<b>SESSION 8:</b>	<b>Friday October 27, 2023</b>
<b>TOPIC:</b>	<b>Guest Speaker: TBD</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Reading will be shared prior to class.</li> </ul>
<b>SESSION 9:</b>	<b>Friday November 3, 2023</b>
<b>TOPIC:</b>	<b>Evaluation</b>

<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Read Ch.29</li> </ul>
<b>SESSION 10:</b>	<b>Friday November 10, 2023</b>
<b>TOPIC:</b>	Guest Speaker- TBD
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Reading to be shared in advance of class</li> </ul>
<b>SESSION 11:</b>	<b>Friday November 17, 2023</b>
<b>TOPIC:</b>	<b>Types of groups</b>
<b>TO DO BEFORE THIS SESSION:</b>	<ul style="list-style-type: none"> <li>• Read Ch.14 &amp; 26</li> </ul>
<b>SESSION 12</b>	<b>Friday November 24, 2023</b>
<b>TOPIC:</b>	<b>Group presentations</b>
<b>TO DO BEFORE THIS SESSION:</b>	
<b>SESSION 13</b>	<b>Friday December 1, 2023 <b>**Last class**</b></b>
<b>TOPIC:</b>	<b>Group presentations and Wrap-up</b>
<b>TO DO BEFORE THIS SESSION:</b>	

## Assignments

### Assignment 1 – Critical Reflection Journal 30%

This assignment consists of three journal entries highlighting personal and group process reflections, showing an awareness of multiple levels of learning- cognitive, emotional and physical. This reflection is not based on an evaluation of facilitation, it is the experience of being

part of a peer support group. This reflection is not intended to be a summary of what has happened during the group sessions.

Journals are to be 3-4 pages long, double spaced and referenced APA style.

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

Due Dates: September 29<sup>th</sup>, October 27<sup>th</sup> and November 17<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 10-12 minutes in length. 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 24<sup>th</sup> and December 1<sup>st</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 the group receive the same mark.

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

Due Dates: November 24<sup>th</sup> and December 1<sup>st</sup>

## **Assignment 3 - Creative Analysis of Group Work 30%**

In this final 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), double spaced, APA style.

Papers are to be uploaded to CANVAS.

Due date: December 8<sup>th</sup>

Assignment 4: Attendance 10%

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

Ongoing absence from the Peer Support Group will also be reflected in this mark.

## Assignment Submission/ Late Assignments

Assignments are 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

### 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/>

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when



an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

## Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy

to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## 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>

## Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

## 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 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.