



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline - SOWK 305 (001)

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.

Year/Term	2018 - 19 Winter
Course Title	SOWK 305: Social Work Practice with Groups
Course Schedule	Friday, 9:00 a.m. – 12:00 noon
Course Location	Jack Bell Building, Room 124

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Christiana Bratiotis Ph.D., MSW	JBB 236	By appointment	604-822-2460	Christiana.bratiotis@ubc.ca
TEACHING ASSISTANT	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Sara Fudjack, MSW	Room 215	By appointment	604-822-2460	sfudjack@mail.ubc.ca

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.

LEARNING OUTCOMES

1. Develop a conceptual framework that provides the student with the skills and strategies to begin to practice and evaluate her/his own practice working with groups.
2. Expand the student's conceptual base and to examine beliefs about:
 - a. self, people, and society, with a particular emphasis on culture, race, class and gender.
 - b. the dynamics of planned change
 - c. the helping process
3. Be aware of the potential implications of the student's own values for personal growth for practice.
4. Demonstrate the transferability of a generalist approach to a multiplicity of practice situations.

UNIVERSITY POLICIES

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

Academic Dishonesty: 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.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all 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.

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.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. 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, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

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.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

Complete 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.

REQUIRED TEXTBOOK:

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

**Additional course readings will be posted on the Canvas site.

COURSE SCHEDULE

SESSION 1:	7 September, 2018
TOPIC:	Introduction to course and each other Syllabus & assignment review Service Learning group formation
READING:	---
SESSION 2:	14 September, 2018
TOPIC:	Introduction to group work (in social work) History of group work Theoretical influences on group work **Service Learning Meeting 1**
READING:	Chapters 1 & 2

SESSION 3:	21 September, 2018
TOPIC:	Culturally responsive group work **Service Learning Meeting 2**
READING:	Chapter 5 Canvas
SESSION 4:	28 September, 2018
TOPIC:	Group dynamics **Service Learning Meeting 3**
READING:	Chapter 3 Canvas
SESSION 5:	5 October, 2018
TOPIC:	Group leadership **Service Learning Meeting 4**
READING:	Chapter 4 Canvas
SESSION 6:	12 October, 2018
TOPIC:	Planning the group **Service Learning Meeting 5**
READING:	Chapter 6 Canvas
SESSION 7:	19 October, 2018
TOPIC:	Beginning phase **Service Learning Meeting 6**
READING:	Chapter 7 Canvas
SESSION 8:	26 October, 2018
TOPIC:	Middle phase **Service Learning Meeting 7**
READING:	Chapter 9 Canvas
SESSION 9:	2 November, 2018
TOPIC:	Ending phase **Service Learning Meeting 8**
READING:	Chapter 13 Canvas
SESSION 10:	9 November, 2018
TOPIC:	Specialized groups: therapeutic/clinical **Service Learning Meeting 9**
READING:	Chapter 10 Canvas
SESSION 11:	16 November, 2018
TOPIC:	Specialized groups: task Evaluating groups
READING:	Chapter 11 & 14

SESSION 12:	23 November, 2018
TOPIC:	Service Learning Report-Outs
READING:	--
SESSION 13:	30 November, 2018
TOPIC:	Course Closure, Evaluation & Celebration!
READING:	---

ASSIGNMENTS

In this course, there are three primary assignments on which the course grade is calculated:

- Assignment 1: Group Observation: Critical Incident Analysis, 30%
- Assignment 2: Service Learning Leadership and Participation Reflection (2 parts), 30%
- Assignment 3: Service Learning Project and Process (2 parts), 40%

As a reminder, late assignments and re-writes **are not** accepted in this course. All assignments must be submitted as indicated by the Instructor and/or Teaching Assistant. Written assignments should adhere to the APA Writing Guide, 6th 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, per APA. 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:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Please note:

- *When referring to yourself in writing, use 3rd person (e.g. this writer, this student)*
- *When writing about a service user client/patient, please always write in past tense*

Detailed assignment sheets and rubrics will be distributed in class and posted on Canvas for your reference.

UBC 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	85-89	87	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-	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.