SWK431 Social Work Practice with Groups

Wednesday 5:30 – 8:30 pm
Lab - Starting Week 4: Wednesday 1:00 – 2:00 pm; 2:15 – 3:15 pm; 3:30 – 4:30 pm
(Lab sections assigned in class)

Fall 2017
Professor: Deb Kostyk
Phone: 1 – 204 - 785 - 8175 or 1 – 204 – 799 - 8205
Email: debra_kostyk@boothuc.ca
Office Hours: Time and Location to be arranged with instructor

Voluntary Withdrawal Deadline: November 3, 2017
Request for Incomplete Date: November 24, 2017

Availability

Appointments can be scheduled during office hours on a day that is mutually satisfactory to both the student and the instructor. The best way to connect with me is via email if you have questions about the course. I will respond to email within 24 hours except on weekends and holidays.

COURSE DESCRIPTION

Social work practitioners are called upon to facilitate various types of groups in different environments. This course provides an overview of the basic elements of group process and practice including issues of group leadership and member roles, characteristics of effective leaders, skills required for effective leadership, stages of group development, and ethical considerations regardless of the types of groups you may lead or the theoretical orientation you prefer. Students will apply understanding of human development and practice theories learned in other courses to group practice. Attention is given to utilizing group methods in clinical social work practice with clients/client systems from high risk and vulnerable populations and from varying racial, cultural, socio-economic backgrounds. The student will become
familiar with a range of groups utilized in social work practice. The “person-in-environment” perspective comes to life for students as they witness group members' reactions to one another and how those reactions expedite or impede efforts to make positive changes. This course is taught from an experiential frame, culminating with students practicing their group work skills through facilitating a weekly role-played treatment group.

Booth University College Social Work Program Outcomes

Upon successful completion of the Social Work Program graduates will demonstrate the following:

1. **Identification as a Professional Social Worker and Use of Self**
   (CASWE # 1, 2; CSWE 2.1.1)
   - Demonstrate awareness of self, ability to use self professionally in achieving social work goals, and capacity to gauge the impact of self on practice.
   - Demonstrate professional demeanor including behaviour, appearance, communication, use of supervision and commitment to life-long learning.

2. **Adherence to the Social Work Code of Ethics and Adoption of Social Work Values in Professional Practice** (CASWE #1, 2; CSWE 2.1.2)
   - Practice within the values and ethics of the social work profession by applying the CASW Code of Ethics and MASW Standards of Practice and with an understanding of and respect for diversity (CASWE #1, 2)
   - Demonstrate awareness of one’s own values and their impact on professional relationships, keeping professional roles and boundaries (CASWE #2)
   - Use of appropriate strategies to resolve ethical dilemmas while managing ambiguity in resolving ethical conflicts

3. **Professional Practice Skills with Individuals, Families, Groups, Communities and Organizations, Applying knowledge of Human Behaviour and the Social Environment** (CASWE # 9,1,2; CSWE 2.1.7; 2.1.10)
   - Demonstrate the professional use of self and the ability to assume, as appropriate, a variety of helping roles such as broker, advocate, counsellor, case manager, mediator, facilitator, mobilizer, activist, and educator (CASWE #9)
   - Function effectively within the structure of organizations and service delivery systems, and understand organizational dynamics and change processes (CASWE #9)
   - Understand and apply knowledge and skills of generalist social work from engagement to termination (CASWE #9)
• Possess sufficient knowledge and competence in professional practice to provide service to a range of clients in different social work settings (CASWE #9)
• Use supervision and consultation appropriately to advance knowledge, skills and commitment to lifelong learning (CASWE #1, 2, 9)
• Build interventions on the strengths and assets of individuals, families, groups, organizations, and communities utilizing a range of theoretical orientations within secular and faith based organizations (CASWE #9)
• Readiness to work across disciplines and professions in collaborative ways

4. Identification of structural sources of oppression and inequity, and promotion of human rights and social justice at all client system levels (CASWE #3,4,8; CSWE 2.1.4, 2.1.5)
   • Recognize the value of diversity and difference in our society
   • Understand the responsibility of social work in promoting and engaging social systems to advance human rights and social justice goals
   • Understand the structural forms and mechanisms of oppression and discrimination that limit human rights, with particular attention to their impact on populations-at-risk and engage in strategies of change that advance social and economic justice (CASWE #3, 4, 8)
   • Engagement of individuals, families, groups, communities, organizations and society as a whole in addressing structural injustice

5. Employment of Critical Thinking in Professional Practice (CASWE #5,6; CSWE 2.1.3)
   • Demonstrate knowledge about multiple sources of knowledge and theoretical orientations and application to practice (CASWE #5)
   • Use effective oral and written communication skills demonstrating the capacity to conceptualize and analyze material (CASWE #5)
   • Critically analyze and reflect on knowledge, practice skills and outcomes at the client and program level (CASWE #5, 6)
   • Apply critical thinking to outcome evaluation and analyze the effectiveness of practice with clients on an individual, family, group, organizational and community level (CASWE #5, 6, 8)

6. Engage in Research (CASWE #6; CSWE 2.1.6)
   • Demonstrate understanding of the research process, evaluate research studies and apply findings to practice (CASWE #6)
   • Demonstrate ability to participate in and use the research process to assist in best practice service provision and policy development

7. Engage in Policy analysis and development to advance social and economic well-being and deliver effective social work services (CASWE #7, 8; CSWE 2.1.8, 2.1.9)
- Analyze the impact of social policies and legislation on client systems, workers, and agencies and contribute to program evaluation and program development (CASWE # 7)
- Identify and advocate for changes to policies that negatively impact client groups
- Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions
- Social work students develop ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels, and respond to changes in these contexts that shape practice

**COURSE OBJECTIVES**
By the end of the semester students will demonstrate the following knowledge, values and skills:

<table>
<thead>
<tr>
<th>Learning Objectives/Outcomes</th>
<th>Program Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the purpose and function of various types of task and treatment groups.</td>
<td>1, 3</td>
<td>Group Facilitation Role Play</td>
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<td>Knowledge and application of stages of group development.</td>
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<tr>
<td>Ability to identify and intervene with both content and process elements in groups, using group context and dynamics to encourage and facilitate member growth and development and group cohesion.</td>
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<tr>
<td>Integration of the experience of group membership and leadership, reflecting on intersection of theoretical knowledge with practical application.</td>
<td>1, 2, 3, 5</td>
<td>Group Facilitation - Self-Critique</td>
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<tr>
<td>Practice personal reflection and self-correction regarding one’s own practice skills, leadership style and outcomes to assure continual professional development.</td>
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</table>
### COURSE FORMAT

This course provides an opportunity for students to develop the knowledge, skills and abilities to function as a group facilitator. While we will be *studying about groups* – through lectures, readings, videos and assignments, you will also have the opportunity to *experience groups* in 3 different ways.

- **Role-played Facilitation Group** - each student will participate in a role-played treatment group both as a member and as a facilitator. This allows the opportunity to gain skills in leading and intervening with a group and to experience what it is like to be a member of a group.
- **Task Group** - secondly, students will be involved in a small task group to create a proposal for an 8 week treatment group. This provides the opportunity for experiential learning about how group dynamics are evident in a task group and the development of a group curriculum that can be later used in practice.
- **The Class as Group** - finally, our class itself will be another learning platform for us as we at times step back from our experiences to observe the group dynamics at play and identify some of the interventions that are used to help us develop as a group to enhance student growth and development in this content area.

### COURSE TEXTBOOKS


Textbooks may be purchased through the University of Winnipeg bookstore, Amazon.ca or through the publisher.

**On Reserve**


**Journal Articles**

For most journal articles, the course outline provides a link to the article, if not, articles can be found on the course website or on reserve at the library. Required readings are listed weekly. Some supplementary readings are found on the course website, others are listed by topic in the bibliography.

**Course Equipment Requirements:**

60 minute Rewritable DVD (DVD R works best, not DVD RW)

**TENTATIVE COURSE OUTLINE**

**Week 1 Sept 6**  
*Course Overview, Expectations & Assignments*  
“Group Work as a Method of Social Work Intervention”  
*Standards for Social Work Practice with Groups*

**Readings**


Week 2  Sept 13  Planning your Group; Group Dynamics and Stages of Group Development

Required Readings

Toseland & Rivas, Ch 3, 6 & Appendix  A p. 444-454


Supplementary Reading

Caplan, T., & Thomas, H. (2004). If we are all in the same canoe, Why are we using different paddles: The effective use of common themes in diverse group situations. Social Work with Groups, 27(1), 53-73. *

Chen, M., & Rybak, C.J. (2004). Chapter 3 “Creating a Group from Scratch: Program Planning and Member Preparation” *

First Participation Rubric Due

Week 3  Sept 20  Your First Session; Group Leadership and Use of Self; Ethics

Required Readings

Toseland & Rivas, Ch 4, 7


Supplementary Reading


Confirm Task Group Proposal Topics and Task Group Team Charter Due

Week 4 Sept 27 Task Groups

Required Readings

Toseland & Rivas, Ch 11 & 12


Outline of Lab Treatment Group Topics and Schedule of Facilitators for 8 sessions Due Monday
Group Labs Begin This Week

Week 5 Oct 4 Transition Stage, Dealing with Conflict

Required Readings


**Recommended**


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**FALL READING WEEK – OCTOBER 9 TO 13 – NO CLASS**

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**Week 6 Oct 18**

**Working Stage – Treatment Groups**

**Required Readings**

Toseland & Rivas, Ch 9


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**Week 7 Oct 25**

**Observing your Group – Assessment, Understanding Roles**

**Required Readings**

Toseland & Rivas, Ch 8

ON: Captus Press.


2nd Participation Rubric Due

Week 8 Nov 1 Advanced Skills with Groups, Use of Theory

Required Readings

Toseland & Rivas, Ch 10

2 Articles related to the theory you are using for your Group Project – see supplementary reading list for some examples.

Task Group Proposal Due

Week 9 Nov 8 Use and Facilitation of Activities in Group

Note: In preparation for this week’s class please read three articles on group activities. You can find some examples in the supplemental reading list, or find other articles that fit your interest.

Week 10 Nov 15 Termination and Evaluation

Required Readings

Toseland & Rivas, Ch 13 & 14


Week 11 Nov 22 Diversity & Cross Cultural Considerations, Spirituality in Group Work

Required Readings

Toseland & Rivas, Ch 5


Task Group Sessions Due

Week 12 Nov 29
Class Wind-Up – Celebration, Consolidation of Learning, Course Evaluation

Task Group Analysis Due
Final Participation Rubric Due

COURSE REQUIREMENTS

1. Preparation and Participation Value: 20 marks

This course is taught in a very practical way, with the classroom acting as a living example of group development. To that end, you will need to attend class prepared to identify goals for yourself and to work towards reaching those goals as they relate to developing your skill level and sense of professional identity as a Group Social Worker. **Students are required to attend classes, with the readings completed, and prepared to contribute to the work of the class through entering class discussion and participating in activities.** You will be expected to take risks in your learning and push yourself to engage at a high level with the material and with your peers.

All students are required to attend and participate in the assigned lab session each week starting in week 4. **It is crucial to the work of the group that you attend every session and come prepared to engage in the work of your peers.**

Students will be asked to complete a Participation Rubric in week 2, 7 and 13 (see weekly readings in syllabus for prompt). The rubric is located on the course website.

The rubrics will be graded based on the following criteria: Demonstrated application of the rubric categories, application of the rating scale, identified personal behaviors
that support a rating in each category, identified relevant goal for improved participation and comparison of outcomes observed in the second and third rubrics. Each rubric should be approximately one page. This along with the instructor’s perceptions of student participation will inform the final participation grade.

2. **Group Facilitation Role Play**  
   **Value: 70 marks**

Each student is required to participate in a 7-8 week role-played treatment group. Students will be assigned to a facilitation group based on group composition factors, and each will be responsible for facilitating one session and participating in all other sessions as a group member. *Each group will be assigned to a lab session which will start in Week 4.*

Prior to the first session, each group is responsible to determine the type of treatment group and the population involved. You will have some class time for this. Group members will develop character roles that relate to the group topic, and they will play these roles for the duration of the group. Each week, a different group member will take on the responsibility for facilitating the group, incorporating content and process elements as relevant to the topic, and the stage of group development. The first session should be led by someone with some experience with groups. **Provide your instructor with an outline of weekly topics and facilitators Monday before the first session.**

Using the template provided in class and on the course website, each facilitator will prepare an agenda for their particular session building on the work that the group has been doing in the preceding weeks. This means you will not be able to finalize your session plan until the week before. *This agenda (including handouts) is to be emailed to your professor Monday morning by 9 am, prior to your session on the Wednesday.* The instructor may provide feedback to you if changes are recommended.

The lab group will meet in the social work lab weekly for 60 minutes - 45 minutes for the session and 15 minutes for session debrief. The facilitator will ensure the lab is set up in the required way, and that needed supplies are there, including agenda and any handouts. The session and the debrief discussion is to be recorded on DVD. After the session, the previous week’s facilitator will lead the debrief of the session using the feedback form which is located in the Myboothonline course shell. The debriefing session discussion will also be reflected in the Group Facilitator Self Critique assignment. The group is responsible for leaving the room tidy and orderly. **It is your responsibility to ensure your DVD recorded – if there are problems with the recording you will be required to redo the session.**

**Mode of Presentation:** Group Leadership recorded on 60 minute rewritable DVD (DVD R - not DVD RW; DVD provided by the student)
**Due Date:** Group leadership as scheduled; submit your 60 minute DVD and the final copy of your agenda and handouts from the facilitation to the course instructor at the start of the class **one week after your facilitation.**

**Note:** **Students must achieve a minimum of C+ on this assignment to pass the course.**

3. **Group Facilitation - Self- Critique**  
   **Value:** 30 marks

After facilitating your assigned group session, you are required to submit a written critique of your skills in the session and of learning from the feedback received during the debrief discussion. While you do not need to respond to each question asked below, your critique should include reflections on your strengths and growing edges in each of the following five areas:

1. **Preparation:** Discuss your preparation for the session – what did you do to prepare both practically and mentally/emotionally?

2. **Structure:** Discuss the structure of the session – how did you balance time and flexibility to address your agenda and the needs that members brought to the session (task or content / process balance). How did you transition between elements and through beginning, middle and ending phases of the session?

3. **Group Development and Cohesion:** Reflect on the context of the overall history of the group. Identify aspects of group development and cohesion apparent in the session and how this links to past sessions. How did you encourage development of relationships and group cohesion? How does this relate to the relevant stage of group development? How did you manage any conflict or challenges that arose?

4. **Member Growth and Development:** Identify the work that happened in the session in terms of individual member growth and development – how did each member work towards reaching his or her goals? Reflect on how member participation this week reflects the context of participation and growth in past sessions. How did you give feedback to members that would encourage their growth? How did your interventions facilitate growth? Be as specific as possible in your examples.

5. **Facilitation Skills / Use of Self:** What facilitation skills did you use during the session? What skills would you like to further develop? How did you work differently to meet individuals’ needs and styles of participation? What aspects of yourself were evident in how you led the group? What did you learn about yourself as a group facilitator both in the session itself and
the debriefing? Note: You are required to indicate when you used a given skill throughout this paper with time stamp so your instructor can review. This is for both when you did a skill well and where you felt you could improve. In the latter, you are expected to write out a dialogue of what you could have said differently to get credit.

Mode of Presentation: 7-9 page typewritten critique - electronic submission via course drop box.

Due Dates: Critique & DVD as well as agenda and handouts due one week following your group facilitation

4. Group Proposal Project Value: 50 marks

The final project for the course is divided into two parts. The first is the development of a proposal for an 8 week closed treatment group. The second part involves the creation of the curriculum for this group. To do this project you will be required to operate as a task group, using the information on task groups from your textbook to guide your process. You are required to use the CATME Tools for Member Support – located on the course website – to assist you in your team work.

Students are required to form small groups of 4 people to develop a proposal for a treatment group. This group cannot duplicate an existing group but must incorporate new and original material. The proposal and curriculum must reflect knowledge of the stages of group development, the needs of the target population, and the chosen relevant theory base.

Submit a scanned copy of your task group’s CATME team charter and topic area in writing to the professor by Week 3, September 20, 2017.

Your proposal should contain the following sections (adapted from Appendix C page 466 Toseland & Rivas, 2012):

a) Title Page
b) Table of Contents with Page Numbers
c) Abstract (150 words) separate page
d) Literature Review (8-10 pages) – The literature review provides the rationale for your proposed group. Review the literature and summarize findings related to your target population. Use the model for literature reviews from your research methods class. Do not list in annotated bibliography format. Reflect on research in the following areas:
- Descriptive information about the population, their needs, and issues that are relevant to the population
- Best practices for treatment – theoretical orientations and interventions or techniques used
- Relevant group work practice – what are the benefits for group work with this population

Refer to at least 10 scholarly sources - journals and/or books, not including any classroom textbooks. List all references in APA style of documentation at the conclusion of your proposal.

e) Purpose and Type of Group - (1 paragraph). What is the purpose of the group, include naming the social issue and population, and why this population was chosen.

f) Agency Sponsorship (1 paragraph) - Include the agency name, mission, and relevant resources such as facilities, staffing, finances, and qualifications and background of facilitator.

g) Group Recruitment (1-2 paragraphs + poster/brochure) – what methods will you use to recruit members? Where will you recruit members? Provide a poster or brochure that provides enough relevant information for referral sources or potential participants to make informed decisions about participating.

h) Contract (1 paragraph) – number, frequency, length and time of meetings, location. (All groups should be 8 weekly 2 hour sessions).

i) Group Composition (2-3 paragraphs) - Include information on size of group, open or closed group, demographic characteristics, and criteria for member selection. On what factors will you screen applicants in or out of the group? How do issues of diversity and psychosocial development impact your group composition?

j) Orientation and Preparation of Group Members (1-2 paragraphs) - What procedures will you use to orient group members, when will this occur, what information will you provide, how will you address risk and informed consent?

k) Theoretical Framework (2-3 paragraphs) - Discuss the theoretical framework that will guide your group, and your rationale for this choice. Provide some information on the key theoretical principles and how they will be evident in the sessions. Choose only one theory to focus on and make it evident in every session.
l) Objectives (1 bulleted list) – Use bullet points to list specific, measurable and attainable objectives for your group. These become the basis for your evaluation instruments.

m) Topics for Group Sessions (1 bulleted list) - List 8 topics – one for each group session. Include the topic and a brief sentence describing it. Ensure your session topics show awareness of the stages of group development. Do not include agenda or materials for the sessions – this will come in the next assignment.

n) Environment / Practical Considerations (2-3 paragraphs) – related to physical arrangements (room, space etc.), financial, or special arrangements related to child care, transportation etc. Include a budget in chart form that reflects costs associated with space, advertising, session materials, refreshments, and facilitator time for prep and delivery.

o) Evaluation (1 page) – Include a copy of your evaluation instrument as it relates to the goals/objectives you have created for your group. Ensure your instrument reflects both process and outcomes, and that it reflects the developmental level of group members.

Mode of Presentation: no more than 20 pages (not including any appendices, title page and table of contents), typewritten and electronic submission via course drop box. Remember that proposals need to be clear and concise. One submission per group. Be sure to submit as a Word document. Students will be assigned one grade as a group.

Due Date: October 25, 2017

5. Task Group - Group Session Plans Value: 50 marks

a) Introduction: Provide a summary of your group topic, including purpose, population, membership composition, and the theory base you are using. Include a list of session topics, and reflect on how these topics incorporate appropriate stages of group development and the theory you are drawing on.

b) Objectives: List the overall objectives of the group in bullet points (these may have changed depending on feedback from your proposal).

c) Use the following format for stages of group development as you prepare your session outlines.
   - Beginning/ Initial Stage – 1 session
   - Transition or Storming Stage – 1 session
   - Middle/ Working Stage – 5 sessions
   - Ending/Termination Stage – 1 session
d) Session Plans: Begin each session on a new page. Ensure that your session plans reflect your overall group objectives, the theory you are drawing on, stages of group development, the developmental or diversity needs of your participants, and best practice for group work with that population and issue. Each session must be 2 hours in length including a break. Make sure you are concise. Each student must complete at least 2 session plans.

Format: 2-3 pages single spaced
- Name of session creator
- Session number and topic
- Stage of group development
- Objectives for session – listed in bullets
- Required materials/equipment – listed in bullets
- Agenda – use the following format:
  - Item/Activity #1 (include time allotted)
    - Instructions
    - Rationale – 1 paragraph - include connection to objectives, theory, diversity factors and stage of development
  - Item #2 – and so on
    - Instructions
    - Rationale – 1 paragraph include connection to objectives, theory, diversity factors and stage of development
  - Handouts (use appropriate citation for sources used or adapted)

e) References – using APA formatting cite your references for all sources used in the development of your group sessions. This includes sources used for activities that are adapted for use with your group or that you’ve seen used in other settings. Put a references section at the end of each session.

The maximum length for each session is 2-3 pages excluding copies of your handouts.

Mode of Presentation: Typewritten and electronic submission via course drop box. Submit one assignment per group. Be sure to submit as a Word document. Grades will be assigned individually, reflecting the ratio: 75% based on individual curriculum sessions created by the student, and 25% based on the overall grade for the curriculum as a whole.

Due Date: November 22, 2017

Grading Criteria for Proposal and Group Sessions
• Relevant and recent research, with older research only used to demonstrate the progression of evidence based practice in the subject area
• Clear articulation and evidence of theory integrated into objectives and activities of the group, and reflected in rationale
• Sufficient evidence is provided to support the need and composition of the group
• Evidence of critical thinking
• Originality and creativity in design of group/ group sessions
• Proposal and sessions are presented in a clear, concise and well organized manner
• Free of grammatical and spelling errors
• Uses APA citation style correctly in the body of the paper and reference list

5. Task Group Analysis  Value:  30 marks

This assignment asks each member to identify the dynamics as they were played out over the life of your task group and critique how these dynamics affected the accomplishment of the assigned task. Using your CATME meeting minutes and team charter as well as the Roles of Group Members and Survey of Group Development forms from Dimock, and other tools from this and the Toseland and Rivas texts, reflect on your experiences as a task group member and provide a summary of the functioning of your group. This is not an opportunity to vent about group members, but to think critically about what led to success and challenge in task accomplishment for your group. Reflect on the following topic areas:

• Group cohesion and stages of group development.
• Member roles and leadership and how this did or did not contribute to task accomplishment.
• Member relationships and communication patterns and the impact on the work of the group.
• Discuss how your group developed norms for behaviour, and how you handled decision-making and differences of opinion or other conflicts. How did this relate to task accomplishment?
• Summarize the functioning of your group on both task and relationship levels – what were the strengths, obstacles and challenges of the group? How did this impact the final product created. How could group functioning have been enhanced further?

Mode of Presentation:  5-6 pages typewritten and electronic submission via course drop box. Be sure to submit as a Word document.

Due Date:  November 29, 2017

COURSE MARKS
<table>
<thead>
<tr>
<th>Participation</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Facilitation</td>
<td>70</td>
</tr>
<tr>
<td>Group Facilitation Critique</td>
<td>30</td>
</tr>
<tr>
<td>Group Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Group Session Plans</td>
<td>50</td>
</tr>
<tr>
<td>Task Group Analysis</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250/2.5 = 100 marks</strong></td>
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**GRADING SCHEDULE:**

Here is the interpretation of the letter grades as per the College academic policies, and the percentage scores for this course that will normally correspond to those letter grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional Performance</td>
<td>94-100%</td>
</tr>
<tr>
<td>A</td>
<td>Excellent Performance</td>
<td>85-93%</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good Performance</td>
<td>78-84%</td>
</tr>
<tr>
<td>B</td>
<td>Good Performance</td>
<td>70-77%</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory Performance</td>
<td>65-69 %</td>
</tr>
<tr>
<td>C</td>
<td>Adequate Performance</td>
<td>60-64 %</td>
</tr>
<tr>
<td>D</td>
<td>Marginal Performance</td>
<td>50-59%</td>
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</tbody>
</table>
**Inadequate Performance** with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.

| F | 0-49 % |

*Students require a C+ to satisfy program requirements for this course.*

## COURSE STANDARDS AND ACADEMIC POLICIES

### Written Assignments

Effective written communication skills are essential to professional social work practice. All written assignments must be typed double-spaced with one inch margins on all sides and font size of 12. All pages must be numbered. The cover page does not count towards the required number of pages for the assignment. All assignments should include a title page i.e. name, title of project, and date submitted. Review your assignments for clarity, style, punctuation, grammar and spelling. Papers must be appropriately referenced using APA style 6th edition. All written assignments are submitted on-line via the course drop box as a Word document.

### Professional Conduct in the Classroom

We consider the Booth classroom environment to be a special place of focused engagement between professors and fellow students. Students are asked to engage in professional behavior in the classroom at all times. Turn off all cell phones and refrain from taking any calls unless you are “on call” and have cleared that with the professor prior to class. Under those circumstances, please sit close to a door, put the phone on vibrate, exit before you answer the phone, and conduct your phone call as quickly and quietly as possible. Re-enter the classroom as soon as possible. Refrain from personal “texting” or “IM-ing” while in class. This behavior is unacceptable in a university classroom and is considered unprofessional, regardless of how it is viewed in the larger culture. It is also destructive to the group learning environment, impeding intimacy with some, excluding others, and distracting the texter. All incidents of texting and other less technical distractions such as sidebar conversations and passing of notes will be immediately addressed in real time by the professor. Computers/laptops should be used appropriately for the purposes of note taking, or other course-related activities. During small group exercises, role plays, videos, presentations by other students or any other classroom activity, computers should be closed and placed away from the student if not needed. The use of the computer to “surf,” check email, or engage in non-course activity is distracting to the student, his or her classmates, and the professor. Surfing or reports of surfing from other students who are being distracted by it, will be immediately addressed by the professor and impact the participation grade. The use
of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the instructor.

**Booth UC Policy Statements**

Students are responsible for reviewing and abiding by all Booth UC academic policies in the current Academic Calendar.

**Academic Integrity**

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student’s response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President.
The student has the right to appeal the decision of the Academic Dean (see Academic Appeals page 19-20 academic calendar http://www.boothuc.ca/academics/calendar

**Timely Submission of Assignments**

As the BSW program is a professional degree, we as BUC Social Work Faculty pledge to equip students with the tools necessary to succeed in professional practice. In professional practice social workers are required to manage multiple deadlines, meeting expectations of various supervisors and stakeholders, and ensuring the needs of clients are not put into jeopardy. As a student, development of time management skills and the ability to prioritize projects are an important step towards professional social work identity. To this end, ensure you review your syllabi and make a plan for assignment completion for all of your courses.

Assignments are due at the commencement of class on the scheduled due date. Any assignment handed in after class has begun will be considered a day late and penalized as such. In professional practice it sometimes happens that you will need to negotiate an extension of a deadline with your supervisor. Similarly, should you experience extenuating circumstances you are required to notify the instructor before the assignment is due. Factors such as assignments for other courses, computer software difficulties, or printer malfunctions are not sufficient grounds for requesting an extension.

Again, in preparation for professional work where late or incomplete work will not only affect your performance review, but will jeopardize client well-being, late submissions will be penalized by 5% of the final grade each day, starting on the due date and including weekends (up to the value of the assignment). All assignments must be completed to receive a passing grade for the course. Assignments will not be graded (hence a failing grade of 0 assigned) beyond one week after the due date.

**Attendance Policy**

Class attendance is essential to the success of your professional preparation and understanding of course content. Students are required to attend all class sessions. This course requires that class time is maximized. Therefore, it is expected that students will arrive on time for class and be present for the entire class session.

Students should treat arriving for class on time or absence from class similar to being employed in the work force. This means students are expected to arrive for
class on time. If you expect to be absent from class, late or must leave early for any reason, please inform your professor ahead of time. A student who is late for class or leaves early for any portion of a class shall be considered absent and will be affected by the attendance policy, unless previously cleared with the professor.

Excused absences do not lower your overall grade in this class. Excused absences are those that are both valid and verifiable, i.e. illness, bereavement, etc. I will ask for verification and I expect that you will be responsible for getting any notes/materials that you missed. Three Hours of un-excused absences are permitted. Your instructor reserves the right to lower your final grade by 5 percent for each half class missed after one absence. If a special problem should arise, please see me. If an emergency occurs and you cannot notify me, leave a message with a number for me to contact you.

**Professional Unsuitability**

The Department of Social Work may require any student to withdraw from the Social Work Program if deemed to be unsuitable in aptitude for the profession of social work. The Department recognizes there are professional competencies and conduct not measurable by academic achievement alone, therefore the Social Work Department reserves the right to ongoing monitoring and evaluation of students on their professional behaviour demonstrated both in and out of the classroom. Continuance in the program is outlined in the Continuance Policy.

**Supplementary Reading/Bibliography:**

The bibliography for the course is posted on the course site.