Winter 2017

Course Number:	SOWK 395 S01	**Classroom:**	M1004
Course Name:	PRACTICE & EVALUATION WITH GROUPS		
Day & Time:	Mondays, January 9 to April 10 1:00 pm to 4:00 pm (no class February 20 – Mid-term Break)		

Instructor:	Dr. William Pelech	**Office Hours:**	Mondays 4:00 p.m. to 5:00 p.m.
Telephone:	(403) 332-5246	**Email:**	pelech@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

Introduction to theories and skills for working with groups within a context of practice and assessment frameworks.

Course Description

This course provides an introduction to social work with groups including basic group work concepts and skills. An understanding of group processes and methods in typical group, community, organizational and planning situations will be emphasized. This course prepares students to facilitate both task and interventive groups through its use of task groups in the planning of an interventive group.

Learning Objectives

1. To acquire knowledge of the purpose and use of groups in social work practice.

2. To build an understanding of group theory, including the stages of group development, and its application to social work with groups.

3. To gain knowledge of various types of group work practice (i.e., interventive, task groups).

4. To acquire knowledge of, and the ability to identify and assess, various aspects of group functioning and group dynamics.

5. To demonstrate the ability to design and implement a task or interventive oriented group.

6. To obtain knowledge of, and ability to apply, basic skills and use of self in facilitating group development.

Relationship to Other Courses

SOWK 395 is one of five social work practice courses available to students in the University Transfer route. SOWK 201 or equivalent is a prerequisite for this course.

Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). *Inclusive group work.* New York: Oxford University Press.

Class Schedule

Date	Class	Readings	Assignments
Jan 9	• Opening Circle • Course Orientation • What is Group Work? • Attributes & Dynamics of a Group • Group Planning Time	Pelech et al. Chapter 1	Form Task Groups
Jan 16	• History of Group Work Approaches • Planning a Group with a Focus on Diversity • Group Planning Time	Pelech et al. Chapters 2 & 6	
Jan 23	• Diversity: A Strengths-based Approach • Principles of Inclusive Group Work • Group Planning Time	Pelech et al. Chapters 3 & 4	Plan Group Exercises/Group Proposal Development
Jan 30	• Diversity of Purposes • Ethics and Standards • Group Development & Analysis • Group Planning Time	Pelech et al. Chapters 5, 7, & 8	Plan Group Exercises / Group Proposal Development
Feb 6	• Beginnings • Meetings Bloody Meetings • Group A Learning Activities • Group Planning Time	Pelech et al. Chapter 9	Group A Learning Activities/Group Proposal Development
Feb 13	• Group Leadership • Facilitating Skills • Group B Learning Activities • Group Planning Time	Pelech et al. Chapter 10	Group B Learning Activities/Group Proposal Development
Feb 20	**Mid-term Break – No Class**		
Feb 27	• Middle Stage of Group Work • Decision-making & Diversity • Group C Learning Activities • Group Planning Time	Pelech et al. Chapter 11	Group C Learning Activities/Group Proposal Development

Mar 6	• Advanced Skills • Conflict Resolution • Professional Use of Self • Group D Learning Activities • Group Planning Time	Pelech et al. Chapter 12	Group D Learning Activities/Group Proposal Development
Mar 13	• Evaluation & Endings • Group Planning Time	Pelech et al. Chapter 13	
Mar 20	• Group A Presentation & Simulation • Class Selected Topics		Group A Presentation & Simulation
Mar 27	• Group B Presentation & Simulation • Class Selected Topics		Group B Presentation & Simulation
Apr 3	• Group C Presentation & Simulation • Class Selected Topics		Group C Presentation & Simulation
Apr 10	• Group D Presentation & Simulation • Closing Circle • Course Evaluation		Group D Presentation & Simulation

Assignments

There are four major graded learning activities included in this course.

A. Group Proposal and Simulation

The class will form four small task groups (6-8 members). The purpose of these groups will be to prepare and present a group proposal, as well as plan and simulate a session from the proposed group. Each group will identify a particular client population and need that the group will be intended to address. Students are encouraged to use the presentation and simulation as an opportunity to explore topics and groups dynamics of mutual interest. Between 45-60 minutes will be set aside during classes prior to the presentation for proposal preparation and simulation planning. Task group members are encouraged to take turns as facilitators of planning group meetings. Additional planning time may be arranged by group members after class or when classes are not meeting. To prepare for the Task Group Analysis assignment, task group members are strongly encouraged to journal and/or keep records of their meetings.

1. Group Proposal (Value: 40%): Due: March 20, 27, April 3 or 10, 2017

In order to prepare and orient the class to the issues to be addressed in each simulation, each task group is expected to prepare and present a proposal for group work which focuses on a specific population and need. The proposal shall not exceed 2000 words. The presentation will be presented to the class prior to the simulation. This presentation is not to exceed 30 minutes in duration. Each group should choose a specific population and need that it thinks is amenable to a group work approach and describe some of the basic characteristics of the proposed group, as outlined in the text (see Chapter 6: Planning a Group with a Focus on Diversity, and Appendix: B Group Planning Checklist) including but not limited to:

- **Needs assessment** - the population, problem, and needs that the group is intended to address;
- **Purpose** - purpose statement, goals and objectives, and group name;
- **Group Structure** - size, open/closed, sessional topics, group rules, scheduling, number and duration of meetings;
- **Recruitment and selection of members -** advertising, recruitment strategies and selection criteria;
- **Content and activities** - theoretically informed content for group's sessions;
- **Location, Time, and Accommodations** - appropriate and accessible time, location and meeting space; necessary equipment and materials;
- **Evaluation** of progress achieved by the group or its members; and,
- **Budget and budget narrative**.

Arrangements can be made with the instructor for copying of materials for use during class presentations.

2. **Group Simulation**

Each group will design and role-play one meeting of their proposed interventive group at a specified stage of development. Group A will present a beginning group session, Groups B and C will present middle group sessions and Group D will present an ending session. Though there is a wide range of potential social work groups to simulate, each group simulation must allow for extensive interaction between participants. Depending upon the size of their task group, task group members will chose one or two group members who will serve as workers for their simulations. Other group members should chose an identity and role to be acted out during the simulation. **Each simulation will be between 45 to 60 minutes in duration**. Thus, each task group will be responsible for a presentation and a simulation totaling no more than 90 minutes in duration.

The grade for this assignment will be derived from two sources:

Task Group Members - Group self-grading – 15% - distributed by group members (focusing on each member's overall contributions to the planning, implementation, and effectiveness of the presentation/proposal). A group grading form must be completed by each member.

Instructor - 20% - group grade derived from the proposal and presentation. Presenters are asked to submit a copy of the proposal and slides from their presentation to the instructor.

Note: Group simulations will not be graded.

Grading Criteria for Group Proposals (see also rubric below)

Group Proposals will be graded according to the following criteria:

- **Comprehensiveness** - to what extent are the major elements of the group design described?
- **Theoretical Integration** - Is rationale for the group explained and is the proposed design supported by related references? Related references include references which focus on the population, group context and problem/issue addressed by the proposed group supplemented by relevant course readings and handouts.
- **Clarity** - how clearly are the major elements of the group design presented?
- **Use of Group work** - to what extent is the task group utilized in the presentation?
- **Authenticity** - the extent to which the class has an understanding of the roles, identities, needs, and experiences, strengths and challenges that workers and members bring to this group.
- **Additional criteria -** see rubric below

Rubric for Group Proposal/Presentation Assignment

Criteria	Outstanding (5 points)	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Poor (1 point)
Comprehensive	More than the required elements are thoroughly addressed	All of the required elements are thoroughly addressed	All elements are addressed to some extent	Nearly all of the elements are addressed to some extent	Two or more elements are not addressed
Theoretical Integration	References are included for all of the required topics plus other practice related topics	References are included for all of the required topics	References are included for nearly all of the required topics	References are included for some of the required topics	References are included for few of the required topics
Clarity	All aspects of the presentation are clear and the presenters actively solicit questions to add greater clarity	All aspects of the presentation appear to be clear and the presenters respond well to questions	All aspects of the presentation appear to be clear	One or more elements of the presentation are unclear or require additional elaboration	Many elements of the presentation are unclear or require additional elaboration
Authenticity	The presentation provides the class with deep understanding	The presentation provides the class with a good understanding	The presentation provides the class with a general understanding	The presentation provides the class with some understanding	The presentation provides the class with little or no understanding
Use of Group	All task group members are creatively engaged in the presentation	All members of the task group are engaged in the presentation	Nearly all of the task group members are engaged in the presentation	Some of the task group members are engaged in the presentation	Few of the task group members are engaged in the presentation
Distillation	The proposal meets the specified length and does not require further elaboration	The proposal exceeds by no more than 250 words (one page) the specified length or requires minor elaboration at one or two points	The proposal exceeds by 250 to 500 words (1 to 2 pages) the specified length or requires minor elaboration at various points	The proposal exceeds the specified length by over 500 words (over two pages) or requires extensive elaboration	The proposal is either too long or too short to be acceptable in its current form
Technical Merit	The proposal is clearly written and well-organized. It is also free of spelling and grammatical errors. It utilizes consistent APA referencing style throughout	The proposal is clearly written, and well-organized. It has a few spelling or grammatical errors or has a few errors in APA formatting or is missing some references in its bibliography	The proposal is unclear at one or two points or needs some reorganizing or has many spelling and grammatical errors or has some errors in APA formatting or is missing some references in its bibliography	The proposal is unclear at three or more points or needs extensive reorganizing or has many spelling and grammatical errors or has many errors in APA formatting and/or is missing many references in its bibliography	The proposal is generally unclear, requires extensive reorganization or has many spelling and grammatical errors or has many errors in APA formatting and/or is missing many references in its bibliography

B. Leading Classroom Learning Activities (Value: 20%) Due: February 6, 13, 27 and March 6, 2017

Each of the task groups will be asked to prepare and facilitate two group exercises in class. This exercise is not to be used in the group simulation. Each group exercise should not exceed 15 minutes including time for

set up and debriefing. Each exercise is to be designed to be appropriate for one of the stages of group development (e.g. students may demonstrate icebreakers appropriate for early group sessions, energizers or communication exercises for middle group stages, and reflective/evaluative exercises for later group stages). Working individually, or in pairs, each team will facilitate the exercise with members of each of the other teams. Each student who facilitates a group exercise will receive a 10% participation grade for each exercise.

Note Instructors and students are expected to, at all times, respect the wishes, perspectives and needs of their colleagues. For this reason, any class member may, at any time, ask to be excused from any learning activity or role play that triggers undue discomfort or distress.

C. Task Group Analysis (Value: 30%) Due: April 17, 2017 (11:59 pm) via Dropbox

This assignment asks each student to identify the dynamics as they were played out over the life of their task group and critique how these dynamics affected the accomplishment of the assigned task – namely the presentation and simulation by the group. Students are strongly encouraged to work on this assignment throughout the course. Reflecting on each planning group session may be helpful in terms of the final analysis. Below are some aspects that may be addressed in the analysis and some questions that may be explored for each aspect:

- Member relationships & interaction patterns
- Member roles and leadership
- Group norms
- Group decision-making and use of differences
- Expression and resolution of conflicts

Questions to ponder:

- How did the dynamics contribute to the development of an empowering group process?
- How do you think the dynamics influenced the group product/presentation?
- What emerged as the strengths, obstacles, and challenges for your group?
- If you encountered some of these obstacles or challenges in future as a group worker, how would you deal with them in a way that would enhance the functioning and effectiveness of your group?

This assignment should not exceed 1500 words.

Grading Criteria for the Task Group Analysis (see also rubric below)

- **Specificity** - identifies specific examples (e.g. behaviours, interactions, interventions) from the task group in support of the analysis;

- **Integration of Theory & Practice** - statements made about the strengths and limitations of the task group are supported by references;

- **Constructive Criticism** - limitations are supplemented with suggestions drawn from the literature about how specific situations or obstacles could have been addressed more effectively in the group;

- **Evidence of a Distillation Process** - the paper should not exceed 1500 words; it offers a concise and detailed analysis rather than a general description (use of sociograms are required);

- **Technical Merit –** Format - well organized with clearly delineated structure, double-spaced, follows APA guidelines; Clarity - in terms of language, syntax, spelling, punctuation, sentence structure;

- **Meets Deadline** – assignment is handed in on time, unless otherwise contracted (prior to the original due date).

Criteria	Outstanding (5 points)	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Poor (1 point)
Specificity	10 or more specific behavioural examples are included	7 to 9 specific behavioural examples are included	4 to 6 specific behavioural examples are included	2 to 3 specific behavioural examples are included	Fewer than 2 specific behavioural examples are included
Theoretical Integration	10 or more citations are included	7 to 9 citations are included	4 to 6 citations are included	2 to 3 citations are included	Fewer than 2 citations are included
Constructive Criticism	At least 6 specific suggestions are offered from the literature	At least 4 specific suggestions are offered from the literature	At least 2 specific suggestions are offered from the literature	At least 1 specific suggestion is offered from the literature	No specific suggestions are offered from the literature
Distillation	The analysis meets the specified length and does not require further elaboration. It includes at least 3 sociograms	The analysis exceeds by no more than 250 words (one page) the specified length, or requires minor elaboration at one or two points, or it integrates 2 sociograms	The analysis exceeds by 250 to 500 words (1 to 2 pages) the specified length, or requires minor elaboration at various points, or it integrates one sociogram	The analysis exceeds the specified length by over 500 words (over two pages), or requires extensive elaboration, or no sociograms are integrated	The analysis is either too long or too short to be acceptable in its current form and no sociograms are integrated
Technical Merit	The analysis is clearly written and well-organized. It is also free of spelling and grammatical errors. It utilizes consistent APA referencing style throughout	The analysis is clearly written, and well-organized. It has a few spelling or grammatical errors, or has a few errors in APA formatting, or is missing some references in its bibliography	The analysis is unclear at one or two points or needs some reorganizing, or has many spelling and grammatical errors, or has some errors in APA formatting, or is missing some references in its bibliography	The analysis is unclear at three or more points or needs extensive reorganizing, or has many spelling and grammatical errors, or has many errors in APA format and/or is missing many references in its bibliography	The analysis is generally unclear, requires extensive reorganization, or has many spelling and grammatical errors, or has many errors in APA format and/or is missing many references in its bibliography
Meets Deadline	The analysis is submitted on or before the due date with the students name included in the file name	The analysis is submitted on or before the due date	The analysis is submitted 1 to 3 days after the due date	The analysis is submitted 4 to 7 days after the due date	The analysis is submitted more than 7 days after the due date

Recommended Readings

Galinsky, M. & Schopler, J. (1989). The social work group. In J. Shaffer & D. Galinsky (Eds.). *Models of group therapy.* (2nd ed.). (Chapter 2: pp. 18-32).

Toseland, R.W. & Rivas, R.F. (2014). *An introduction to group work practice.* (7th ed.) (Chapter 1: pp. 3-44) Toronto: Allyn and Bacon.

Toseland, R., Jones, L., Gellis, Z. (2004). Group dynamics. In C. Garvin, L. Guitierrez & M. Galinsky (Eds.), *Handbook of social work with groups.* (Chapter 1: pp. 13-31). New York: The Guilford Press.

Additional Readings: Students are encouraged to examine these, as well as other texts, and select those that seem most related to their interests in group intervention. Any of those listed below will make useful additions to a professional library.

Corey, M., Corey, G. & Corey, C. (2013). *Groups: Process and Practice*. (9th Edition). Monterey, Ca.: Brooks/Cole.

Dimock, H. (1997). *Assessing Group Dynamics.* (3rd Edition). North York, ON: Captus Press.

Moyse Steinberg, D. (2014). A Mutual-Aid Model for Social Work with Groups. New York: Routledge.

Bibliography by Topic Area

Social Work with Groups - Theoretical/Practice Models

Alissi, A. (Ed.). (1980). *Perspectives on social group work practice: A book of readings*. New York: The Free Press.

Balgopal, P. & T. Vassil. (1983). *Groups in social work: An ecological perspective*. New York: Macmillan Publishing.

Bertcher, H. & Maple, F. (1996). *Creating Groups* (2nd Edition). Newbury Park, CA: Sage Publications.

Bernstein, S. (Ed.). (1973). *Explorations in group work: Essays in theory and practice*. Boston: Charles River.

Breton, M. (1995). The potential for social action in groups. *Social work with groups, 17*(3), 23-37.

Brandler, S. & Roman, C. (1999). *Group work skills and strategies for effective intervention*. New York: Haworth Press.

Brown, A. (1987). *Groupwork* (2nd Edition). Boston: Gower Publishing.

Conyne, R. (1989). *How personal growth and task groups work*. Newbury Park, CA: Sage Publications.

Dimock, H. (1987). *Groups, leadership and group development*. San Diego, CA: University Associates.

Douglas, T. (1979). *Group process in social work: A theoretical synthesis*. New York: John Wiley & Sons.

Buker, E., A. Leiserson & J. Rinehart. (Eds.). (1994). . Lanham *Taking parts: Ingredients for leadership, participation and empowerment.* MD: University of America Press.

Ephross, P. (1996). Gro*up work with populations at risk.* New York: University Press.

Falk, H. (1988). *The membership perspective*. New York: Springer.

Fatout, M. (1992). *Models for change in social group work.* New York: Aldyne de Gruyter.

Garland, J. (Ed.). (1992). *Group work reaching out: People, places and power*. New York: Haworth Press.

Glassman, U. & Kates, L. (1990). *Group work: A humanistic approach.* Newbury Park, CA: Sage Publications.

Hartford, M. (1972). *Groups in social work.* New York: Columbia University Press.

Heap, K. (1985).*The practice of social work with groups: A systematic approach*. Boston: Allen & Unwin.

Henry, S. (1991). *Group skills in social work: A four dimensional approach.* (2nd Edition). Pacific Grove, CA: Brooks/Cole Publishing.

Konopka, G. (1983). *Social group work: A helping process.* (3rd Edition). Englewood Cliffs, NJ: Prentice Hall.

Lee, J. (1994). *The empowerment approach to social work practice*. New York: Columbia University Press.

Middleman, R. & Goldberg Wood, G. (1990). *Skills for direct practice in social work*. New York: Columbia University Press.

Northen, H. (1988). *Social work with groups.* (2nd Edition). New York: Columbia University Press.

Papell, C. & Rothman, B. (1962). Social group work models-possession and heritage. *Journal of Education for Social Work, 2*, 66-77.

Roberts, R. & H. Northen, (Eds.). (1976). *Theories of social work with groups*. New York: Columbia University Press.

Shulman, L. (1992). *The skills of helping: Individuals, families, groups and communities* (7th Edition). Belmont CA: Brooks/Cole.

Schwartz, W. & Zalba, S. (1971). *The practice of group work*. New York: Columbia University Press.

Sundel, M. , Glasser, P. , Sarri, R. & Vinter, R. (1985). *Individual change through small groups*. (2nd Edition). New York: Free Press.

Vinter, R. (1967). *Readings in group work practice*. Ann Arbor, MI: Campus Publications.

Zastrow, C. (1993). *Social work with groups*. (3rd Edition). Chicago: Nelson-Hall Publishers.

Group Counselling, Psychotherapy and Group Dynamics - General References

Johnson, D & Johnson, F. (2014). *Joining together: Group theory and group skills*. (11th Edition). London: Pearson Education.

MacKenzie, R. (1990). *Introduction to time-limited group psychotherapy*. Washington, D.C.: American Psychiatric Press

Vannicelli, M. (1992). *Removing the roadblocks: Group psychotherapy with substance abusers and family members*. New York: Guilford.

Whitaker, D. (1989). Group focal conflict theory: Description, illustration and evaluation. *Group, 13* (3&4), 225-251.

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5th Edition). New York: Basic Books.

Gender and Diversity

Brody, C. (1987). (Ed.) *Women's therapy groups: Paradigms of feminist treatment.* New York: Springer.

Brown, A. Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social work with groups*, *17(3),* 5-21.

Butler, S. & Wintram. (1991). *Feminist group work.* Newbury Park, CA: Sage Publications.

Cartledge, G. (1996). *Cultural diversity and social skills instruction: Understanding ethnic and gender differences.* Champaign, Ill: Research Press.

Chau, K. (Ed.). (1990). *Ethnicity and biculturalism: Emerging perspectives of social group work.* Binghamton, NY: Haworth Press.

Davis, L. (Ed.). (1984). *Ethnicity in social group work practice.* New York: Haworth Press.

Davis, L. & Proctor, E. (1989). *Race, gender and class: Guidelines for working with individuals, families and groups.* Englewood Cliffs, NJ: Prentice Hall.

Dechant, B. (Ed.). (1996). *Women and group psychotherapy: Theory and practice.* New York: Guilford Publications.

Feit, M. , Ramey, J., Wodarski, J. & Mann, A.(Eds.). (1995). *Capturing the power of diversity.* New York: Haworth Press.

Flynn Saunier, C. (2000). Incorporating feminist theory into social work practice: Group work examples. *Social Work with Groups, 23*(1), 5-29.

Kauth, B. (1992). *A circle of men: The original manual for men's support groups*. New York: St. Martin's Press.

Kurland, R. & Salmon, R. (1995). *Group work in a troubled society.* New York: Haworth Press.

Lee, J. (1990). *Group work with the poor and oppressed.* New York: Haworth.

Lum, D. (1992). *Social work practice and people of color: A process-stage approach.* (2nd Edition). Pacific Grove, CA: Brooks/Cole.

Mindell, A. (1992). *The leader as a martial artist: An introduction to deep democracy*. New York: Harper Collins.

Reed, B. & Garvin, C. (Eds.). *Group work with women, group work with men: An overview of gender issues in social group work practice*. Binghamton, NY: Haworth Press. (see also Social Work with Groups, (1983). vol.6 (3 &4).

Groups by Selected Fields of Practice - Some Examples

Elderly

Burnside, I. & M. Schmidt. (Eds.) (1994) *Working with older adults: Group process techniques.* Boston: Jones & Bartlett.

Bornat, J. (Ed.). (1993). *Reminiscence Reviewed: Perspectives, Evaluations, Achievements*. Bristol, PA: Taylor & Francis.

Cox, E. & Parsons, R. (1994). *Empowerment-oriented social work practice with the elderly*. Pacific Grove, CA: Brooks/Cole.

Violence Prevention

Brown, A. & Caddick, B. (1993). *Groupwork with offenders*. London: Whiting and Birch.

Pence, R. & Paymar, M. (1993). *Education groups for men who batter: The Duluth model*. New York: Springer.

Russell, M. (1995). *Confronting abusive beliefs: Group treatment for abusive men*. Thousand Oaks, CA: Sage Publications.

Children & Adolescents

Carrell, S. (1993). *Group exercises for adolescents: A manual for therapists*. Thousand Oaks, CA: Sage Public.

Coyle, G. (1948). *Group work with American youth*. New York: Harper Row.

Dwivedi, K. (1993). *Group work with children and adolescents: A handbook*. London: Jessica Kingsley Publishers.

Garland, J. & Kolodny, R. (1980). *The treatment of children through social group work: A developmental approach*. Boston: Charles River Books.

Rose, S. (1998). *Group therapy with troubled youth*. Newbury Park, CA: Sage Publications.

Wilson, G. & Ryland, G. (1949). *Social group work practice*. Boston: Houghton Mifflin.

Support Groups

Galinsky, M. & J. Schopler, J. (Eds.). (1995). *Support groups: Current perspectives on theory and practice*. New York: Haworth.

Toseland, R. (1995). *Group work with the elderly and family caregivers*. New York: Springer.

Task & Administrative Groups

Baron, J. (1994). *Thinking and deciding*. (2nd Edition). New York: Cambridge University Press.

Bradford, L. (1976). *Making meetings work: A guide for leaders and group members*. La Jolla, CA: University Associates.

Brill, N. (1976). *Team-work: Working together in human services*. Philadelphia: J.B. Lippincott.

Carnes, W. (1980). *Effective groups for busy people*. New York: McGraw-Hill.

Clemen, R. (1991). *Making hard decisions: An introduction to decision analysis*. Boston: PWS-Kent.

Conrad, W. & Glenn, W. (1976). *The effective voluntary board of directors: What is it and how it works*. Chicago: Swallow Press.

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services http://www.ucalgary.ca/access/ (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

University of Lethbridge SAFEWALK (403) 380-1888 or (403) 329-2345
For more information - http://www.uleth.ca/security/content/safe-walk

IMPORTANT INFORMATION

Students are expected to regularly check and use their University of Calgary email address for all academic related correspondence.

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at http://www.ucalgary.ca/ombuds/

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Cell phones and other electronic equipment may be used for activities directly related to the class and for learning purposes only.

Assignment Guidelines
Faculty members in the Southern Alberta Region expect and insist that assignments:
• Be typed (or in legible handwriting);
• Be free of grammatical, spelling and typing errors;
• Incorporate correct usage of referencing set forth by the current edition of the American Psychological Association (APA).

Professional Conduct
Social Work students are held to professional standards at all times while in the program. Class and field settings are considered to be professional work settings and students are expected to perform and behave accordingly. Class attendance is an expectation in a professional program.

Handing in of Course Assignments
All assignments are to be handed in at or before the date and time as specified in the course outline. Grades are deducted for late submissions (one grade level per day will be deducted e.g. B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.