



Course Number	SOWK 307	Classroom F2002	Medicine Hat BSW Learning Circles
Course Name	Practice Skills in Context		
Day(s)	Friday evenings 6-9pm & Saturdays 9am-4pm unless online	Time	As indicated in the Class Schedule
Instructor	Linda Boksteyn	Office Hours/ Location	By appointment
E-mail	linda.boksteyn@ucalgary.ca	Phone	403-504-3678
Instructor	Heidi HeavyShield	Office Hours/Location	By appointment
E-mail	hheavysh@ucalgary.ca	Phone	Toll free 1-866-329-2794

SYLLABUS STATEMENT

Focuses on theory and practice relating to social work with families and groups in diverse communities. Particular emphasis will be paid to skill development, critical analysis and practical application within rural, local, and Indigenous contexts.

COURSE DESCRIPTION

Through a variety of learning activities, students will develop and enhance their skills in working with families and groups. Based on their prior learning from coursework and life experience, students will learn to reflect critically on their practice skills and their relevance for practice in local, rural, and Indigenous contexts. This course will be offered in a blended learning format involving coverage of theoretical content through readings and online discussions and in-class experiential learning.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Demonstrate interviewing and counseling skills to practice at individual, family, group, organization, community, and population levels.
2. Describe their self-knowledge and use of self in relationship with others;
3. Demonstrate additional skills in building and maintaining empowering social work relationships with families and groups with diverse populations in rural, northern, remote, indigenous and Francophone contexts;
4. Critically examine their use of self in relation in building and maintaining empowering relationships;
5. Explain systemic concepts that form the foundation and paradigm for family work;

6. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion;
7. Describe the various purposes and uses of groups in social work practice;
8. Identify and assess the development of a group, including various aspects of group functioning and group dynamics;
9. Work more effectively in a task oriented groups;
10. Encourage participants to be equal partners in the collaboration of group goals
11. Implement interventions that enhance client capacities within a group setting
12. Demonstrate basic skills for facilitating group work; and
13. Demonstrate skills and knowledge in working with advocacy and social action groups.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. Assigned reading material and resources will be made available on the course D2L site. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and databases to support their learnings and coursework.

LEARNING TECHNOLOGIES AND REQUIREMENTS

Desire to Learning (D2L) Course Site Address: <http://d2l.ucalgary.ca>
ZOOM web conferencing as indicated by Instructors

RELATIONSHIP TO OTHER COURSES

SOWK 307: Practice Methods in Context is one of eight foundational core courses in the BSW Learning Circles Curriculum. It must be completed concurrent with, or following SOWK 306: Social Work Methods Theme Course.

CLASS SCHEDULE

Tentative schedule - subject to change

Date	Topic	Readings/Assignments Due
January 31 & February 1 Instructor: Heidi HeavyShield	Working with Families	Readings posted in D2L Family of Origin reflective paper due Feb. 3 at 9pm
Online February 3 – 13 Instructor: Heidi HeavyShield	Working with Families	Readings posted in D2L Online zoom session scheduled Feb. 5 6pm
March 20 & 21 Instructor: Linda Boksteyn	Working with Groups	Readings posted in D2L Part one: Pre-facilitation preparation
April 3 & 4 Instructor: Linda Boksteyn	Working with Groups	Readings posted in D2L Part 2,3,4 Group facilitation, observation and participation

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

Zoom recordings of online classes

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
<p>Assignment: Family: Part 1. Family of Origin Personal Reflective Paper</p>	<p>Recognizing that there are other contextual influences on families and ourselves as well, including culture, class, and other social and biological kinships, provide a written personal reflection of your understanding and experience of <i>your own family of origin</i>. Examine the following processes occurring in your family system, <i>including but not limited to</i>:</p> <ul style="list-style-type: none"> • the foundation of knowledge and cultural transmission, impacts of trauma; (historical and/or intergenerational) • family strengths, healing and resiliency • Significance of family of origin on personal identity, family roles and relationships, values, beliefs and biases • Explore and develop responses to any family of origin problems you have experienced, reflecting on opportunities for healing, reconciliation or restorative in nature (4-5 pages max. double spaced, written in first person) To be submitted via e-mail to hheavysh@ucalgary.ca 	<p>Feb 3 at 9pm</p>	<p>15%</p>	<p>2, 3, 4, 5,6</p>

<p>Part 2. Family Issue Inquiry and Research Project</p>	<p>Based on your practice experience or interest, identify an issue that impacts families. Your project should include an integration of <i>key family themes and concepts</i> as it relates to course content and readings, including any outside readings and resources. In addition, the criteria for your paper will include an exploration of:</p> <ul style="list-style-type: none"> • Relevant family theory and approaches • Implications to social work practice and social work systems • Impacts of oppression, colonization and structural impacts • Alignment to Indigenous ways of knowing and cultural context • Alignment to diversity and social justice <p>Project may be in the form of: a written paper 8-10 pages, powerpoint 30-35 slides or other presentation form to be posted to D2L</p>	<p>Feb 13 at 9pm</p>	<p>30%</p>	<p>2,3,4,5,6</p>
<p>Participation</p>	<p>In class attendance and online participation</p>		<p>5%</p>	
<p>Assignment: Group work in social work practice</p> <p>Part 1: Pre-facilitation Preparation</p>	<p>Working in groups of four students will create and prepare a simulated group for a vulnerable population. The facilitation skills utilized in the simulated activity will integrate trauma informed practice within a strength based empowering and anti-oppressive approach. In addition one theoretical model/framework of each group's choice will be utilized/demonstrated during the middle phase/action stage of group facilitation. The assignment will be divided into four separate parts:</p> <p>Part One: Pre-facilitation preparation: A pre-facilitation worksheet will be handed out in class and must be completed prior to facilitating your group. The worksheet will explain the group activity, objectives, theory used as well as information regarding group formation and facilitation. The worksheet will identify topics for 8 sessions and select one of the sessions to simulate.</p> <p>Part One: To be completed in class.</p>	<p>March 21</p>	<p>10%</p>	<p>1,2, 3,6,11, 12</p> <p>3,6,7,11,12</p>

<p>Part 2: Simulated group facilitated and paper</p>	<p>Part Two: Student groups of four shall facilitate a simulated group for a vulnerable population. The group process shall be 20-25minutes long. The written portion of this assignment will consist of empirical research supporting the activity and anticipated outcome of the session. The written portion will be six pages. In addition a 1-2 page discussion evaluating the strategies/activities/leadership used for the overall group process. Each paper should include 6-8 references.</p>	<p>April 03&04th Written paper: April 10</p>	<p>Total 20%</p>	<p>1,2,3,4,6,7,8, 9,10,11,12,</p>
<p>Part 3&4</p>	<p>Part three and four: Participation and Observation: Each group of four will peer review one group session. Each group will observe the group and participants from the observation area. The written portion will consist of a written summary of the overall progress of the group functioning and group dynamics observed as well as a discussion of skills demonstrated by the facilitators that contributed to an atmosphere conducive to the characteristics of group trust and cohesiveness. The written paper will also identify strengths and limitations to the simulated group process. This paper shall be 6-8 pages in length with a minimum of 6 references.</p>	<p>Observation: April 03&04 Written paper: April 10</p>	<p>15%</p>	<p>1,2,3,4,6,7,8, 9,10,11,12</p>
<p>Participation:</p>	<p>Additional in class activities, in addition to participation and observation.</p>	<p>March 20 &21</p>	<p>5%</p>	<p>2,4,7</p>

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

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).

LATE 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.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Writing Support Services at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

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.

The University of Calgary **Undergraduate Grading System** and 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

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.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations

for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

RESEARCH ETHICS

“If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

MEDICINE HAT COLLEGE BUILDING EVACUATIONS

The fire alarm bells mean all users must evacuate the building immediately. Emergency wardens will direct you to the nearest exit and ask that you move away from exit doors and to the assembly areas. The Emergency Broadcast System (EBS) will give direction to evacuate if an event occurs that is not fire related (for example, a chemical spill). Once the nature of the event has been found, you will be given further direction using the EBS. You are encouraged to get acquainted with the MHC Emergency website: <https://www.mhc.ab.ca/AboutMHC/CampusSafety/EmergencyResponse>

Medicine Hat College SAFEWALK 403-529-3911

To request a safe-walk, contact security at 403-529-3911. One of the security officers will meet you at your location and escort you to your requested destination on campus. Campus Security is on duty 24 hours a day, 365 days a year. Security is available to support students, employees and visitors, and is located in the main entrance across from the bookstore.

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**