



<b>Course Number</b>	<b>SOWK 699.35 S01</b>	<b>Classroom</b>	Zoom links for all classes will be on the D2L site Communication tab.
<b>Course Name</b>	<b>Advanced Clinical Practice with Families: The Narrative Approach</b>		
<b>Day(s) &amp; Time</b>	Schedule: Sept 25/26, Oct 16/17, Nov 13/14 and 27/28, 2020 Friday evening 6-9pm, Saturday 9-4pm (breaks TBA) Zoom links can be found on D2L Communication tab		
<b>Instructor</b>	<b>Ninetta Tavano</b>		
<b>U of C E-mail</b>	<a href="mailto:ninetta.tavano@ucalgary.ca">ninetta.tavano@ucalgary.ca</a>	<b>Phone</b>	Available from the Instructor

**SYLLABUS STATEMENT**

This course will examine narrative therapy with families in clinical social work with an emphasis on theory and practice. There will be a focus on post-structural and literary theories within the context of diversity, anti-oppressive practices and decolonizing ideas that shape this model.

**COURSE DESCRIPTION**

This course will provide students with an introduction to the theory and practices of narrative therapy with particular attention on skill development. Detailed descriptions and illustrations of the maps of narrative practice will be reviewed including externalising the problem, highlighting unique outcomes and re-authoring conversations. Learning will be extended through skill-based exercises, examining transcripts, viewing recorded sessions and sharing clinical stories. This virtual course will consist of zoom lectures, break-out times & small group work.

**COURSE LEARNING OUTCOMES**

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

- Understand the historical overview and context to developments in the field of family therapy particularly the emergence post-structuralist understandings;
- Consider various epistemological positions particularly those congruent with social work values and ethics;
- Competency with narrative therapy theory and micro-maps;
- Integrate theory and skills involved in the practice of narrative therapy.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Malinen, T., Cooper, S., & Thomas, F. (2012). *Masters of narrative & collaborative therapies*. Routledge.

White, M. (2007). *Maps of narrative practice*. W.W. Norton and Company Inc.

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

## RELATIONSHIP TO OTHER COURSES

Narrative therapy will be considered within the broader context of social work theory and methods. Students will be expected to integrate learning and experiences from completed classes and field education.

## CLASS SCHEDULE

### **September 25<sup>th</sup>: 6:00 p.m. to 9:00 p.m.**

Situating family therapy in epistemological and historical contexts; introduction to narrative therapy theory and concept of therapeutic maps

Readings: Maps of narrative practice Chapter 1 – M. White

### **September 26<sup>th</sup>: 9:00 a.m. to 4:00 p.m.**

Post-structuralist ideas; internalizing vs externalizing discourses; Map I: statement of position map

### **October 16<sup>th</sup>: 6:00 p.m. to 9:00 p.m. Witten Assignment A Due**

Unique outcomes; Statement of position map II

Readings: Maps of narrative practice, Chapters 5 & 2 - M. White; Masters of Narrative & Collaborative Therapies, Ch 4 - Malinen et.al.

### **October 17<sup>th</sup>: 9:00 a.m. to 4:00 p.m.**

Re-authoring conversations: Literary theory

### **November 13<sup>th</sup>: 6:00 p.m. to 9:00 p.m. Witten Assignment B Due**

Guest speaker Amber Young: Critical disability theory (CDT) and deconstruction

Readings: Maps of narrative practice, Chapters 3, 4 & 6 – M. White

### **November 14<sup>th</sup>: 9:00 a.m. to 4:00 p.m**

Creating & thickening new storylines

**November 27<sup>th</sup>: 6:00 p.m. to 9:00 p.m. Witten Assignment C Due**

Course review / reflections; Scaffolding conversations & concept development

Readings: Maps of narrative practice, Chapter 6 – M. White

**November 28<sup>th</sup>: 9:00 a.m. to 4:00 p.m. Group Presentation Due today**

Group presentations all day

### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

#### **GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the sessions.

#### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A lap-top, desktop or mobile device with internet access, microphone and speaker is required for D2L and Zoom access.

### **ASSESSMENT COMPONENTS**

#### **1. Written or Video Assignments (75% total)**

Three mini-papers or video format presentations are intended to facilitate reflection on the major narrative therapy concepts & skills discussed in class and the course readings. Individual papers should be no longer than five pages in length (excluding cover and bibliography) and include at least three appropriate references using APA formatting. The videos can be created using any of the web-based or mobile multi-media apps available and include three appropriate references.

Paper #1) Discuss externalizing the problem: what does it mean; how does it differ from internalizing; give an example of externalizing the problem questions.

**Due date: October 16, 2020 6pm (25%)**

Paper #2) Discuss the concept of unique outcomes: what does it mean; what is the potential significance of a unique outcome; give examples of unique outcome questions.

**Due date: November 13, 2020 6pm (25%)**

Paper #3) Discuss storylines and storyline development in relation to narrative therapy: what is a storyline and what is its significance? what is the landscape of action? what is the landscape of identity? Give an example of landscape of action and landscape of identity questions.

**Due date: November 27, 2020 6pm (25%)**

## **2. Group presentation and discussion**

Each group will select an aspect of narrative therapy and engage in a lively and creative demonstration of some aspect of narrative theory or select a practice situation and simulate a session(s) with an individual, couple or family to demonstrate a narrative approach / style of engagement. The group will also be required to critique the narrative approach in the example they present as part of the discussion. Class time will be provided to allow groups to discuss and plan their presentation.

**Due date: November 28, 2020 (25%)**

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

- Submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

#### **LATE ASSIGNMENTS**

- Assignments submitted after the deadline will be accepted only in exceptional circumstances and may be penalized with a grade reduction.

#### **EXPECTATIONS FOR WRITING**

- All assignments will be assessed partly on writing skills which include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Sources used in papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, 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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

## WITHDRAWAL

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

## **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.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/](http://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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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>

### **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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**



