



Winter 2020

Course Number	SOWK 393 S05	Classroom	3-282
Course Name	Practice & Evaluation with Families		
Day(s)	Monday	Time	9:00 am – 12:00 pm
Instructor	Kealey Dube, MSW, RSW	Office Hours/Location	As per appointment
E-mail	kdube@ucalgary.ca		

SYLLABUS STATEMENT

- This course provides an introduction to family centered social work practice. This course will provide a framework for working with families with a focus on assessment and intervention strategies grounded within a theoretical framework. There will be an emphasis on reflexive practice.

COURSE DESCRIPTION

- This course will provide students an opportunity to develop an understanding of the theoretical underpinnings which inform family centered social work practice. Families will be understood within the larger social and historical context and themes such as reconciliation, power, oppression and privilege will be explored. Students will have an opportunity to develop their understandings and skills using small group activities, classroom discussions, practice scenarios, guest speakers, and video clip analysis. The majority of the classes will be a mixture of instruction and skills practice.

COURSE LEARNING OUTCOMES

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

1. Develop and demonstrate an understanding of the relationship between social work theory and family centered social work practice
2. Develop an understanding of how families develop and respond to the historical and social locations in which they are embedded
3. Demonstrate an understanding of assessment intervention and termination techniques pertaining to family centered social work practice
4. Develop a critically reflexive practice framework that is congruent with social work values
5. Further develop research and evaluation strategies for use in social work practice with families
6. Evaluate traditional and alternative understandings of families and models of practice.

As this is largely an experiential based course, it is imperative that students attend and actively participate in class on a regular basis

LEARNING RESOURCES		
<p>REQUIRED TEXTBOOKS AND/OR READINGS</p> <ul style="list-style-type: none"> • There is no required textbook • Required readings can be found in the University of Calgary library system <p>LEARNING TECHNOLOGIES AND REQUIREMENTS</p> <ul style="list-style-type: none"> • A D2L site is set up for this course which contains required readings and other relevant class resources and materials 		
RELATIONSHIP TO OTHER COURSES		
<ul style="list-style-type: none"> • This course is one of the required courses for after-degree and university-transfer students in the Bachelor of Social Work program in Edmonton 		
CLASS SCHEDULE		
Date	Topic	Readings/Assignments Due
January 13, 2020	Course Introductions and Syllabus Review Family Centered Social Work Practice	Espe-Sherwindt, M. (2018). Family-centred Practice: Collaboration, Competency and Evidence. <i>Support for Learning</i> 23(3), 136-43. Miller, G. (2012). Application of theory to family –centered care: A role for social workers. <i>Social Work in Health Care</i> , 51(2), 89 – 106. Walsh, A. (2016). Applying a family resilience framework in training, practice and research: Mastering the art of the possible. <i>Family Process</i> , 55(4), 616 – 632. doi: 10.1111/famp.12260.
January 20, 2020	Policy Implications for Family Social Work	Kruk, E. (2016). Child and family social work in Canada: Issues and challenges within a neo-liberal political context. In Palattiyil, G., Sidhva, D. & Chakrabarti, M. (Eds.), <i>Social work in a global context: Issues and challenges</i> (pp. 74-90), London: Routledge. Nixon, K. (2011). Children’s exposure to intimate partner violence in Alberta, Canada: The Construction of a policy problem. <i>Journal of Policy Practice</i> , 10(4), 268 – 287. Ryser, L., & Halseth, G. (2017). Opportunities and challenges to address poverty in rural regions. A case study from Northern BC. <i>Journal of Poverty</i> , 21(2), 120 -141. Semanchin Jones, A., Bowen, E., & Ball, A. (2018). “School definitely failed me, the system failed me”: Identifying opportunities to impact educational outcomes for homeless and child welfare-involved youth. <i>Children and Youth Services Review</i> , 91, 66-76.
January 27, 2020		Brain Story Modules or movie review. There will be no formal class as each student will watch the movie on their own and submit a reflection.

February 3, 2020		<p>Guest Speakers</p> <ul style="list-style-type: none"> • Signs of Safety Program • MLA Rakhi Pancholi, Children Services Critic
February 10, 2020	Family Systems, Trauma Informed & Attachment Theory	<p>Gatfield, E. (2017). Augmenting Bowen Family of Origin Work: Using the genogram and therapeutic art based activities. <i>Australian and New Zealand Journal of Family Therapy</i>, 38(2), 272 – 282.</p> <p>Gareven , R. & White, H. (2013). Systemic Ideas as Seen Through the Eyes of First-Year Trainees. <i>Australian and New Zealand Journal of Family Therapy</i>, 30(2), 196 – 215.</p> <p>Haefner, J. (2014) An application of Bowen Family Systems Theory. <i>Issues in Mental Health Nursing</i>, 35(11), 835-841.</p> <p>Mackay, L. (2012). Trauma & Bowen Family Systems Theory: Working with adults who were abused as children. <i>Australian and New Zealand Journal of Family Therapy</i>, 33(3), 232 – 241.</p>
February 17, 2020		Reading Week – No Class
February 24, 2020	Engaging with Families	<p>Goh, E. (2015). Vulnerable families as active agents of their own change process: A bidirectional perspective. <i>Social Work</i>, 60(2), 145 -154.</p> <p>Fisher, P., Balfour, B., & Moss, S. (2018). Advocating co-productive engagement with marginalized people: A specific perspective on and by survivors of childhood sexual abuse. <i>British Journal of Social Work</i>, 48(7), 2096–2113.</p> <p>Valba E., Toros K., & Tiko A. (2017). Family engagement within the context of assessment in child protection practice: The case of Estonia. <i>Child & Family Social Work</i>, 22(4), 1506-1514.</p>
March 2, 2020	Genogram & EcoMaps	<p>Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. <i>The American Journal of Family Therapy</i>, 36(3), 169-180.</p> <p>Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. <i>Counselling Psychology Quarterly</i>, 26(3-4), 386-405.</p> <p>Symonds, J., Williams, V., Miles, C., Steel, M., & Porter, S. (2018). The social care practitioner as assessor: People, relationships and professional judgement. <i>British Journal of Social Work</i>, 48(7), 1910–1928.</p> <p>Warde, B. (2012) The Cultural Genogram: Enhancing the Cultural Competency of Social Work Students, <i>Social Work Education</i>, 31(5), 570-586.</p>
March 9, 2020	Trauma Informed & Attachment Based Interventions	<p>Champine, R., Matlin, S., Michael J., Strambler, M. & Kraemer, J. (2018). Trauma-Informed Family Practices: Toward Integrated and Evidence Based Approaches. <i>Journal of Child and Family Studies</i>, 27(9), 2732–2743.</p> <p>Diamond, G., Russon, J. & Levy, S. (2016). Attachment – Based Family Therapy:</p>

		<p>A review of the empirical support. <i>Family Process</i>, 55(3), 595–610.</p> <p>Harris M. (2018). Incarcerated mothers: Trauma and attachment issues. <i>Smith College Studies in Social Work</i>. 87(1), 26-42.</p>
March 16, 2020	Collaborative Problem Solving	Epstein, T., & Saltzman-Benaiah, J., 2010. Parenting children with disruptive behaviours: evaluation of a collaborative problem solving pilot program. <i>Journal of Clinical Psychology Practice</i> , 1(1), 27-40.
March 23, 2020	Narrative Family	<p>Dallos, R. (2006). <i>Attachment Narrative Therapy</i>. New Berkshire, England: McGraw-Hill Education. (Chapter 4).</p> <p>May, J. C. (2005). Family attachment narrative therapy: healing the experience of early childhood maltreatment. <i>Journal of Marital and Family Therapy</i>, 31(3), 221–237.</p>
March 30, 2020	Practice Scenario Recording Session	No readings
April 6, 2020	Family Group Conferencing	<p>Chandler, S. M. (2013). The application of collaboration models to family group conferencing. <i>Journal of Policy Practice</i>, 12(1), 3–22.</p> <p>de Jong, G., & Schout, G. (2013). Breaking through marginalisation in public mental health care with family group conferencing: Shame as Risk and protective factor. <i>The British Journal of Social Work</i>, 43(7), 1439–1454.</p>

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.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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
Brain Story Certification or Movie Reviews	<p>The Alberta Family Wellness Initiative has created to share information on early childhood experiences and their impact on health and substance abuse. Students who have not yet completed the Brain Story Certification and are interested in doing so can complete the certification as part of this course. This evidence based course is 19 modules and will take approximately 30 hours. There is no cost to this certification. Many human service organizations in Alberta are requiring staff to have this certification. The marks for completion of this course will be on sliding scale so that even if you start but don't finish you will receive partial credit.</p> <p>Students who have already completed the brain story certification or are choosing not to do it will be required to watch two movies (or their equivalent). After each movie, students will provide a 6 page paper on each movie.</p>	April 7, 2020	30%	2, 5
Policy Critique	Students will identify an area of interest in Family Social Work. Within this domain, students will research how policy is impacting families. Students will create a plan to highlight the impacts of this policy and advocate for change so that the policies are in alignment with social justice and family centered principles. This can be in the form of a Newspaper Op-Ed, poster, short video clip, letter to a policy maker etc.	February 13, 2020	25%	2,4,5
Family Interview & Critical Analysis	You will interview a 'family' that will be created with students in the class. Family groups will be created at the beginning of the semester and will be the basis for this assignment. The interview will be between 30-45 minutes and will provide you the opportunity to translate your theoretical understandings of family centered social work into practice. The analysis will include a family genogram, linkages between theory and practical skills, a reflection on what went well, areas for growth and examples of how you demonstrated social work values.	April 13, 2020	25%	1,2,3,4,5

Participation	As this class has a large experiential learning component it is critical that students come prepared for class, have regular attendance and actively participate in discussions and activities.	Ongoing	20%	
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and may be penalized.

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 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 **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

WITHDRAWAL DATES

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap winter session half-courses is January 24, 2020. The last day to withdraw with permission from winter session half-courses is April 15, 2020.

The Undergraduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/index.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.

ADDITIONAL SUGGESTED READINGS

- Additional readings will be posted on D2L.

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.

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>

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**