



Fall 2019

Course Number: SOWK 625 S01	Classroom: SA124
Course Name: Practice with Individuals, Families and Groups	
Day & Time: Thursdays 9am - noon	
Instructor: Natalie Marshall, RSW, MSW	Office Hours: By appointment
Telephone:	Email: natalie.marshall1@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

A basic understanding of social work practice theory with respect to working with individuals, families, and groups.

Course Description

This course will provide students with essential skills towards working effectively with individuals, families, and groups. Similarities and differences in working with these target populations will be discussed using content lectures, role plays, group presentations, discussions, and written assignments.

The purpose of this course is to develop micro-skills through experiential learning using role plays and simulated case scenarios. This approach is predicated on the assumption that students must first learn to integrate generalist social work skills in working with individuals, families, and small groups before going on to fields of specialization with client populations. Half of each class will be dedicated to content while the other half will involve students in practicing the learned skills.

Course Learning Objectives

Upon completion of this course, you will be able to (CLO):

1. Understand theories and assumptions related to interviewing practice skills with individuals, families, and groups
2. Demonstrate basic application of the gained skills in ways that distinguish the social work profession from others
3. identify basic knowledge and skills to evaluate social work interventions across fields and levels of practice using diverse and culturally relevant approaches
4. Demonstrate professional critical thinking about assessments and interventions with individuals, families, and groups
5. Conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups
6. Identify the links between direct practice, policy analysis, and research
7. Recognize diversity and justice issues and identify different theories that can be applied to meet the needs of diverse individuals, families and groups.

Foundation Objectives (FO)

1. Professional identity – Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.

2. Diversity/cultural – Students will critically examine and reflect on the various ways in which their language in their practices and in their interactions with other professionals and peers may be interpreted.
3. Social justice – Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

Program Learning Outcomes (PLO):

1. Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
2. Actively promote empowering and anti-oppressive practice.
3. Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.
4. Participate effectively in inter professional practice, community collaboration, and teamwork.
5. Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

Relationship to Other Courses

This is a required course in the MSW foundational year for students with prior undergraduate degrees in disciplines other than Social Work. This course is envisioned as building directly upon the skills and theories learned in SOWK 629: Professional Communication and Interviewing.

Course Text

Shulman, L. (2016). **The Skills of Helping Individuals, Families, Groups, and Communities**. 8th Ed. Boston, MA: Cengage.

Recommended Readings

Alberta College of Social Workers. (2013). *Standards of practice*. ACSW. Retrieved from <https://acsw.in1touch.org/document/2487/FINAL%20ACSW%20Standards%20of%20Practice%2003282019.pdf>

American Group Psychotherapy Association (AGPA). (2013). *AGPA practice guidelines for group psychotherapy*. New York, NY: AGPA. Retrieved from <https://www.agpa.org/home/practice-resources/practice-guidelines-for-group-psychotherapy>

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Canadian Association of Social Workers. (2005). *Code of ethics*. Ottawa, ON: CASW. Retrieved from https://www.casw-acts.ca/sites/default/files/documents/casw_code_of_ethics.pdf

Burlingame, G.M., Fuhrman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics: Theory, Research, and Practice*, 7(1), 3-12.
<https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00066945-200303000-00001&LSLINK=80&D=ovft>

Drumm, D.E. (2003). The essential power of group work. *Social Work with Groups*, 29(2-3), 17-31.
http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1300/J009v29n02_02

Shulman, L. (1986). The dynamics of mutual aid. *Social Work with Groups*, 8(4), 57-70.
http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1300/J009v08n04_06

Class Schedule – Subject to Change

Date	Topic(s)	Readings/Assignment Due Dates
September 5, 2019	Introduction, overview and work group organization.	Shulman, Chapter 1
September 12, 2019	Social work with individuals: Therapeutic alliance.	Shulman, Chapter 3
September 19, 2019	Social work with individuals	Shulman, Chapter 4 Student Facilitations
September 26, 2019	Social work with individuals	Shulman, Chapter 5 Student Facilitations
October 3, 2019	Social work with individuals	Shulman, Chapter 6 Student Facilitations
October 10, 2019	Social work with families	Shulman, Chapter 7 Student Facilitations
October 17, 2019	Social work with families Guest Speaker	Shulman, Chapter 8 Student Facilitations
October 24, 2019	Social work with families	Shulman, Chapter 9 Student Facilitations
October 31, 2019	Social work with groups	Shulman, Chapter 10 Student Facilitations
November 7, 2019	Social work with groups	Shulman, Chapter 11 Student Facilitations
November 14, 2019	No Class	Reading Week
November 21, 2019	Social work with groups	Shulman, Chapter 11
November 28, 2019	Social work with groups	Shulman, Chapter 12 Student Facilitations
December 5, 2019	Pulling it all together.	

Assignments

Standard of writing will be a factor in grading students work. There will be no final exam in this course.
 Guidelines for writing

- Use 12 point, Times New Roman font
- Use 1 inch margins at left, right, top and bottom
- Double space all assignments
- Include a title page for all assignments identifying: Course name and number, date, assignment name/title, your full name, your instructor's name
- Number the pages within the paper
- Include a title and reference page

1. Diversity Engagement Group Project - Value 20%

Due: October 3, 10,17,24,31, 2019

Your group totaling 5 -6 students will research the role of a social worker who works with individuals, families and/or communities for one country outside North America. (Example, Burkina Faso). You will be given a family case study. This group presentation should be approximately 30 mins. A minimum of 4 scholarly sources including the textbook are required for this assignment. **Rubric will be posted on D2L.**

1. Examine current issues affecting social workers in that country.
2. How is social work distinct from other helping professions in that country?
3. How does cultural perception affect your engagement, assessment and intervention strategies?
4. Is there any spiritual beliefs and practices that would enhance understanding of your client(s)?
5. How would you integrate the above knowledge into your work with clients who are from this country now living in Canada?
6. Where might you have any biases or favouritism toward this population? How might this affect your engagement? How would you address your biases or favouritism?
7. What are the resources you would provide your client(s)? How would you link your client(s) to the resources they need? (e.g. interpreter, transportation, paperwork)

Learning Objectives: Meets PLO 1, 2, 3: CLO 3, 5, 7: FLO 1, 2, 3

2. Group Observation and Process Reflection - Value: 30%

Due Date: Due November 25, 2019

Students will be provided a scheduled of available groups in the community that are available for observation. Each student will attend one 2-3, hour group and complete an observation. The written observation should be briefly summarized according to key themes and highlights (1000 words or 4 pages):

Themes for consideration could include:

1. How was the group session structured and how did the structure contribute to effectiveness or challenges?
2. How did the group process relate to our CASW Code of Ethics (2005) and/or ACSW standards of Practice (2013)?
3. How did the group session contribute to social justice for participants or address a social justice issue?
4. What was it like to be an observer in the group sessions?
5. Did the group members understand and or fulfill their responsibilities to the group?
6. What did group facilitators do to foster mutual aid in the group?
7. What skills did group facilitators demonstrate?
8. What facilitator skills were easier/more challenging?
9. What role did facilitator preparation play in the success of the sessions?
10. How did the group address conflict?
11. Were all group members able to contribute/participate equally?
12. What "types" of group member roles did you witness and how did the presence of those roles impact the group dynamic (quiet group member, dominating group member etc.)?

Students are invited to provide personal reflections and insights related to the facilitator or participant role and to make connections between what they observed during the group sessions and concepts featured in the text or class lectures.

Learning Objectives: Meets PLO 1, 2, 3: CLO 1,2, 3: FLO 1, 2, 3

3. Class Facilitation: Value: 30%.

Due date: According to topic and class schedule

Length: Maximum 1-hour (60 minutes) facilitation (includes class involvement and class discussion)

Learning Objectives: Meets PLO 1, 2, 3: CLO 1,2, 3: FLO 1, 2, 3

Framework for the Facilitations:

This is a class facilitation, not a presentation. This assignment is designed to actively engage your class colleagues in the learning process. Class facilitation will include a) presentation (PowerPoint or Prezi), b) a brief overview of key factors associated with the topic, c) learning activities (e.g., case studies, role plays, experiential/interactive exercises) that provide opportunities for class discussion and for the class to apply significant concepts in the selected topic area. The intent is for the class to experience techniques and processes unique to each theme and to further learning about each theme and its application. Please note that the presentations must be provided to the instructor at the end of the class and they will be made available to all students on D2L.

An introduction could briefly describe the key concepts and underlying assumptions of the theory, its historical context, its application to social work practice, and a brief critique (its strengths, its limitations, ethical and cultural implications, and empirical support for the theory). Explore how this social work approach addresses such influences as power, oppression, social justice, social change and community within the context of such factors as class, race, gender, sexual orientation, age and ability.

A group grade will be assigned after completion of the facilitation. The same grade will be assigned to each individual in the group; however, if you have not contributed to the group to the same extent as the other group members - a demonstration of professionalism and fair practice is required on your part – the instructor expects you, as an individual, to professionally state to the instructor the reasons for your reduced participation and then recommend to the instructor a lower grade for yourself individually than for your group peers.

Rubric will be posted on D2L. Grading criteria for class facilitation:

- quality clarity and creativity of facilitation;
- understanding of the generalist practice approaches;
- summarizing the most significant concepts;
- appropriate use of the theory;
- engaging the class in meaningful activities to facilitate learning

4. Participation: Value 20%

Each day of class students are expected to attend class and present a client experience, relevant to the course goal, to discuss with the class. Each student will bring a discussion question and discussion points once during the semester and link the client experience to the reading.

Students are expected to apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings. In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. It also includes using office hours as needed to ask for help, problem solve, and/or to clarify the assignments, or to identify individual learning needs. Above all, participation means demonstrating personal and

professional engagement in the learning process. If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class. Your absence deprives the class of your participation that day so if you must be absent, you will be expected to develop a way to "make up" the absence or to contribute in an extra way.

Learning Objectives: Meets PLO 1, 2, 3: CLO 1,2, 3: FLO 1, 2, 3

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. A student must achieve an A for each assignment to receive an A in the course.

The University of Calgary Graduate Grading System 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. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average 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. Note: 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

Late Assignments, Extensions and Assignment Modifications

To be fair to all class members, any extension in the class written assignment must be discussed with the instructor prior to the due date. Leaving voice messages, written notes or e-mails informing the instructor that you will not be able to make the deadline do not constitute a formal agreement that an extension for handing in the assignment has been granted. Assignments that are not received directly by the instructor via email or drop box in D2L or received and date stamped by the main office by 4:00 p.m. on the day the

assignment is due will be considered late unless other arrangements are made in consultation with the instructor. Assignments handed in late without prior approval will be deducted a half letter grade for each block-day late (e.g., A- becomes a B+).

Extensions will only be granted under exceptional circumstances, such as the death of an immediate family member or illness requiring treatment by a physician. Poor planning or lack of time management is not grounds for deadline extensions.

Special circumstances requiring modifications to assignment due date must be discussed and negotiated with the instructor well in advance of the due date. This holds for students formally requesting academic accommodation through Student Accessibility Services, as well as for students with other considerations. If modifications are not negotiated in advance, assignment expectations will be commensurate with those of other students.

Use of Laptops in the Classroom

The use of laptops in the class room is supported for the purposes of taking notes and class presentations. Students will be asked to shut down or remove their laptops if they are found chatting on IM tools, web-surfing, using Facebook or other social networking sites.

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.

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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): <https://acs.w.in1touch.org/uploaded/web/website/DRAFT%20ACSW%20Standards%20of%20Practice%20Bill%2021%20Implementation%2002282019.pdf>

Students are expected to ensure they are both familiar with, and comply with these standards.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

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

Writing Expectations

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

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.

Supports for Mental Health and Wellness

The UCalgary Student Wellness Centre <https://www.ucalgary.ca/wellness-services> is an on-campus student wellness centre offering a variety of medical services, mental health services, and drop in spaces and programs. The Centre is located on the third floor of MacEwan Student Centre (MSC 370).

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. For more information visit the Campus Mental Health Strategy website <https://ucalgary.ca/mentalhealth/>

The UCalgary Student Wellness Centre provides mental health support and education to University of Calgary students Monday to Friday from 9:00a.m. to 4:30p.m. Call 403-210-9355 to make an appointment, or use drop-in appointment times (weekdays at 10:00am and 2:00pm). Afterhours support is also available by calling 403.210.9355.

Students can also call the Alberta wide, 24/7 Mental Health Help Line 1-877-303-2642 (toll free within Alberta) for confidential, anonymous service; crisis intervention; information about mental health programs and services; and referrals to other agencies if needed.

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>

Technology

Students must use their ucalgary email address as the preferred email for university communications. Cell phones must be turned off in class unless otherwise arranged with the instructor.

Student Representatives

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/> for assistance with any academic and non-academic misconduct concerns.

FOIP Act

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.

Academic Accommodations

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 Jessica Ayala, the Faculty of Social Work's Associate Dean (Teaching & Learning) jayala@ucalgary.ca.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.