

Course Number	SOWK 625 S01	Classroom	Online
Course Name	Practice with Individuals, Families and Groups		
Day(s) & Time	Zoom Sessions: Tuesdays: 9:00 – 11:50, September 8 – December 8. Asynchronous activity: will be posted in D2L (approx. 6 hours)		
Instructor	Dr. Robbie Babins-Wagner		
U of C E-mail	<a href="mailto:rwagner@ucalgary.ca">rwagner@ucalgary.ca</a>	Phone	Click or tap here to enter text.

**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, roles play, 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 OUTCOMES**

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

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. Acquire 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. Be able to conceptualize social justice

- issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups
6. Demonstrate 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.

**LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

Shulman, L. (2016). **The Skills of Helping Individuals, Families, Groups, and Communities.** 8<sup>th</sup> Ed. Cengage. E-Book can be rented through the bookstore.  
*E-book for rent/purchase and download from the following apps*  
[BookShelf \(VitalSource\)](#) ; [Google Play Books](#)

**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**

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.

**CLASS SCHEDULE – Subject to Change**

<b>Date</b>	<b>Topic(s)</b>	<b>Readings/Assignment Due Dates</b>
September 8, 2020	Introduction, overview and work group organization.	Shulman, Chapter 1
September 15, 2020	Social work with individuals: Therapeutic alliance.	Shulman, Chapter 3 Student Facilitations. Group 1
September 22, 2020	Social work with individuals	Shulman, Chapter 4 Student Facilitations, Group 2
September 29, 2020	Social work with individuals	Shulman, Chapter 5 Student Facilitations, Group 3

October 6, 2020	Social work with individuals	Shulman, Chapter 6 Student Facilitations, Group 4
October 13, 2020	Social work with families	Shulman, Chapter 7 Student Facilitations, Group 5
October 20, 2020	Reading Week – no classes	Shulman, Chapter 8 Student Facilitations, Group 6
October 27, 2020	Social work with families	Shulman, Chapter 9 Student Facilitations, Group 7
November 3, 2020	Social work with groups	Shulman, Chapter 10 Student Facilitations, Group 8
November 10, 2020	No Class	Term Break
November 17, 2020	Social work with groups	Shulman, Chapter 11 Student Facilitations, Group 9
November 24, 2020	Social work with groups	Shulman, Chapter 12 Student Facilitations, Group 10
December 1, 2020	Group Debriefs	Shulman, Chapter 13
December 8, 2020	Pulling it all together	

#### **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 (e.g., to review a recorded 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 session.

##### **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**

### **Assignment 1: Group Project**

Due date: According to topic and class schedule

Value: 40%.

Learning Outcomes: 1, 2, 4, 5

Length: Maximum 45-minute facilitation & 15 minutes for Q & A (class involvement and class discussion)

#### **Framework for the Group Project:**

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 the instructor make them available to all students on D2L.**

An introduction could briefly describe the key concepts and underlying assumptions of the topic or 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: 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

**Assignment 2: Individual Observations of Groups and Process Reflection**

Due date: Observation Groups: TBD, Reflection due within two weeks of group observation

Value: 40%.

Learning Outcomes: 1,2,3

Students will be provided a schedule of available groups in the community that are available via Zoom or Microsoft Teams 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.

Reflection to be posted to D2L dropbox within two weeks of observation.

Instructor will provide a selection of groups for observation. Student are free to find groups to observe as well but must review the choice with the instructor in advance of the observation.

**Assignment 3: Participation**

Due date: Ongoing

Value: 20%.

Learning Outcomes: 1,2,3

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.

## **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." Students will have access to any zoom class recordings if they miss a class.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word 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**

Any extension in the class written assignment must be discussed with the instructor prior to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

### **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. A student must achieve an A for each assignment to receive an A in 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

#### 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 suggested references/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.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**