



Course & Session Number	SOWK 625 S01	Classroom	HNSC330
Course Name	Practice with Individuals, Families and Groups		
Dates and Time	Start of Classes: September 6, 2022 End of Classes: December 6, 2022 Dates and Time: In-person instruction, every Tuesday, 9am to 11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Dora Tam	Office Hours	By appointment
UCalgary E-mail	dtam@ucalgary.ca	UCalgary Phone	403-210-8812

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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 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; and
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. (2020). *The Skills of Helping Individuals, Families, Groups, Communities, Enhanced*. 8th Ed. Cengage.

E-Book is available through the bookstore.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

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

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Date	Topic(s)	Readings/Assignment Due Dates
Sept 6, 2022 Week 1	Introduction, overview and workgroup organization	Shulman, Chapter 1 An Interactional Approach to Helping
Sept 13, 2022 Week 2	Social work with individuals: Therapeutic alliance	Shulman, Chapter 3 The Preliminary Phase of Work
Sept 20, 2022 Week 3	Social work with individuals	Shulman, Chapter 4 Beginnings and the Contracting Skills
Sept 27, 2022 Week 4	Social work with individuals	Shulman, Chapter 5 Skills in the Work Phase Assignment 1 due on Sept 27 before 11:30pm
Oct 4, 2022 Week 5	Social work with individuals	Shulman, Chapter 6 Endings and Transitions

Date	Topic(s)	Readings/Assignment Due Dates
Oct 11, 2022 Week 6	Social work with families	Shulman, Chapter 7 The Beginning Phases in Family Practice
Oct 18, 2022 Week 7	Social work with families	Shulman, Chapter 8 The Middle and Ending Phases in Family Practice
Oct 25, 2022 Week 8	Social work with families	Shulman, Chapter 9 Variations in Family Practice Assignment 2 due on Oct 25 before 11:30pm
Nov 1, 2022 Week 9	Social work with groups	Shulman, Chapter 10 Preliminary Phase in Group Practice
Nov 8, 2022	No Class	Term Break
Nov 15, 2022 Week 10	Social work with groups	Shulman, Chapter 11 Beginning Phase with Groups Student Facilitation: Group 1
Nov 22, 2022 Week 11	Social work with groups	Shulman, Chapter 12 The Middle Phase of Group Work Student Facilitation: Group 2
Nov 29, 2022 Week 12	Social work with groups	Shulman, Chapter 13 Working with the Individual and the Group Student Facilitation: Group 3
Dec 6, 2022 Week 13	Social Work with groups Course Wrap-up	Shulman, Chapter 14 Endings and Transitions with Groups Student Facilitation: Group 4 Assignment 4 due on Dec 9 before 11:30pm

ASSESSMENT COMPONENTS

There are four assignments on this course. Detailed assignment instruction and assessment criteria will be provided in this first week of the class.

Assignment 1: Family Case Background (20%) – Due September 27, 2022 on or before 11:30pm

Aligned Course Learning Outcomes: 2, 4, 7

Assignment Description: Working in pairs, students are required to develop a family case background. This must be a family case created by the pair instead of any real case situation. This family case background should include the followings sub-sections: 1) presenting concern; 2) family composition, and socio-cultural and economic information; 3) family relationship and functioning; and 4) family resources. This case background should be written in professional language which is fact based with good enough details for inter-professions to understand the case situation. Excluding the cover page, the length of this family case background should be approximately 8 to 10 pages double line spacing with good sub-headings.

Assignment 2: Role Play – Case Interview (35%) – Due Oct 25, 2022 on or before 11:30pm

Aligned Course Learning Outcomes: 1, 3, 5, 6, and 7

Assignment Description: Every two pairs from Assignment 1 will form a small social worker team, which will be assigned a “case,” which could be an individual or a family. The social worker team will complete the following tasks: 1) prepare a one-page pre-interview work plan with the case that reflects course materials related to the intervention phase and a proposed intervention approach for this case interview; 2) conduct and record an interview with the case (40 minutes max); and 3) write up an integrated assessment of this interview together with a preliminary intervention plan with the case. The written work needs to reflect course related materials. The integrated assessment of the interview including preliminary intervention plan, should be approximately 12 to 15 pages double line spacing with good sub-headings.

Assignment 3: Class Facilitation (30%) – Presentation material due at the end of the class facilitation

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, and 6

Assignment Description: The class will be divided into four small groups. Each group will be responsible for facilitating one group work class (i.e., approximate 2.5 hours) between week 10 and week 13. Class facilitation activities will include: 1) presentation on key contents of the assigned topic; 2) facilitation of a 15 - 20 minutes group session to demonstrate the group work skills discussed on the assigned topic; and 3) debriefing of learning after the mock group session. The presentation content should cover the designated reading(s) for the assigned class and last for 40 - 45 minutes. The presentation (PowerPoints or a pdf file) must be provided to the instructor at the end of the class facilitation and the instructor will make them available to the cohort through D2L.

Assignment 4: Participation (15%) – Due on Dec 9, 2022 before 11:30pm

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Students are expected to participate actively in class and/or group activities. Active participation involves both quantitative and qualitative components. For the quantitative part, which refers to attendance in class, involvement in class discussion, and attendance in group project

meetings and activities; whereas, the qualitative part refers to constructive contributions to class/group discussion and linkage of learned theories or concepts from this/other courses to discussion, self-awareness and candidness. Each student will be asked to provide a one-page self-reflection on participation (approximate 300 words, single line spacing), and to complete a peer-participation assessment.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each 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 submit your assignments in Word format. Assignments should have a file name as follows: "Last Names of Students, and assignment number" (e.g., Smith & Jones, Assignment 2). Assignments are due by 11:30pm 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

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline is subject to a sub-grade reduction per day.

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 7th edition 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

The University of Calgary [Graduate 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	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

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.

ADDITIONAL SUGGESTED READINGS

Will be posted on D2L site.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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