



<b>Course Number</b>	SOWK 393 S02	<b>Classroom</b>	SA 124
<b>Course Name</b>	Practice and Evaluation with Families		
<b>Day(s)</b>	Mondays	<b>Time</b>	9:00am to 11:50am
<b>Instructor</b>	Lola Emiko	<b>Office Hours/Location</b>	By appointment
<b>E-mail</b>	<a href="mailto:Olufunmilola.emiko@ucalgary.ca">Olufunmilola.emiko@ucalgary.ca</a>		

#### SYLLABUS STATEMENT

An introduction to theories and skills for family-centered social work practice with families. There will be an emphasis on diversity in relation to family development issues, the stresses families face, family assessment techniques, and theories and practices of family intervention.

#### COURSE DESCRIPTION

This course will provide students with an opportunity to develop a foundational understanding of the theoretical underpinnings that 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 are expected to reflect critically on the different family systems dynamics that contribute to dysfunctional processes in families. Classes will involve role plays, small group activities and experiential activities.

#### COURSE LEARNING OUTCOMES

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

1. Gain a strong foundational knowledge of a family systems practice approach and critically analyze the use of family theory as it pertains to practice issues;
2. Integrate practice theory with practice behaviours;
3. Apply family intervention theory and skills critically and in an analytical manner;
4. Prepare to work with families in a practice setting. Students will explain how their learning will transfer from the classroom to practice settings;
5. Demonstrate skills related to independent learning through a problem-based learning course format;
6. Acquire and demonstrate an understanding of diverse family groupings;
7. Demonstrate critically reflective processes while working with families that allow reflection to focus on issues such as power, oppression/privilege, and diversity.

#### LEARNING RESOURCES

**REQUIRED TEXTBOOKS AND/OR READINGS**

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work, (4<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning.

**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 and speaker/sound is required for D2L access.

**RELATIONSHIP TO OTHER COURSES**

Although this course is designed for the beginning family practitioner, a foundation in generalist social work methods is required. Social Work 393 is one in a series of required practice courses within the BSW curriculum. The content of Social Work 393 will provide social work students with theoretical and practice frameworks for critically exploring and understanding family social work practice.

**CLASS SCHEDULE**

Date	Topic	Readings/Assignments Due
Class 1: January 13	<p><b>Introductions</b>  <b>Course and Assignment Overview</b></p> <p><b>Role Play Instructions:</b> In this session, you will start to form your family. You need to decide on: Presenting Problem, family roles, who will be the social worker, agency, family composition, etc. Spend about 10 minutes at the end of the role-play just having a family conversation. The social worker will initiate the discussion by stimulating conversation.</p>	CH 1: Introduction to Generalist Family Social Work Practice
Class 2: January 20	<p><b>Diversity in Family</b></p> <p><b>Family Life Cycle</b></p> <p><b>Role-Play Instructions:</b> Today you will continue to develop your family. You will need to round out your family regarding diversity issues such as ethnicity, religion, family structure, sexual orientation, family history, etc. Spend some time outlining family of origin and previous generations.</p> <p>You will look at your family's development in the context of the Family Life Cycle.</p>	<p><b>Log due</b></p> <p>CH 2: Diversity: Defining Family, diverse family structures, cultural dimensions of family</p> <p>CH 4: Family Life Cycle and Development</p>

	<p>Again, spend the last 10 minutes just having a discussion as a family. The social worker can create a focal point for discussion such as what to have for dinner, what to do for family vacation, etc. The social worker should not do any intervention with the family at this point.</p>	
Class 3: January 27	<p><b>Family Systems</b></p> <p><b>Role-Play Instructions:</b> Today you will discuss the Presenting Problem that brought the family into this agency to see this social worker. The social worker will take a more active role with the family. In particular, the social worker will get the family to examine “Circular Causality” between two family members. This often occurs with the IP and one other family member. The social worker can depict the interactions on a white board or flip chart.</p>	<p><b>Log due</b></p> <p>CH 3: Family Systems: Theories and Concepts</p>
Class 4: February 3	<p><b>Practical Aspects of Family Social Work</b></p> <p><b>Engagement, Assessment, Goal Setting, and Contracting</b></p> <p><b>Guest Speaker: TBD</b></p> <p><b>Role-Play Instructions:</b> Today the Family Social Worker will take the lead and conduct a family interview based on the guidelines presented in class. The social worker might want to consider incorporating materials from the previous classes to obtain more assessment material</p>	<p><b>Log due</b></p> <p>CH 6: Practical Aspects of Family Social Work</p> <p>CH 7: The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting</p>
Class 5: February 10	<p><b>Qualitative Family Assessment</b></p> <p><b>Quantitative Family Assessment</b></p> <p><b>Role-Play Instructions:</b> The social worker will lead the family group in an exercise designed to collect data (Ecomaps and a Genogram)</p>	<p><b>Log due</b></p> <p>CH 8: Qualitative Family Assessment, Ecological Family Assessment, Ecomaps, Genograms</p> <p>CH 9: Quantitative Family Assessment Family Categories Schema</p> <p>Butler, J. F. (2008). The family diagram and</p>

		<p>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>
February 17	<b>NO CLASSES: Winter Break</b>	
Class 6: February 24	<p><b>Interventions at the Child and Parental Levels.</b></p> <p><b>Film: “The Trouble with Evan”</b></p> <p><b>Note:</b> This is a disturbing video and it might upset some students. The video is a Fifth Estate production that captures family interactions inside their home in an attempt to determine what has contributed to the child, Evan’s behavioural difficulties. There will be no role-play today and after the video the class will spend time debriefing what the video depicted and tie in the material with Behavioural Family Social Work and the research being done at the Oregon Social Learning Center (OSLC).</p>	<p>CH 12: Interventions at the Child and Parental Levels.</p> <p>Film: “The Trouble with Evan”</p>
Class 7: March 2	<b>GROUP PRESENTATIONS</b>	<b>Assignment 2</b>
Class 8: March 9	<b>GROUP PRESENTATIONS</b>	<b>Assignment 2</b>
Class 9: March 16	<p><b>Family Systems Interventions</b></p> <p>Guest Speaker: TBD</p> <p>Role Plays</p>	<p><b>Log due</b></p> <p>CH 10: Family Systems Interventions</p> <p>CH 11: Intervention Phase</p>
Class 10: March 23	<p><b>Couples and Gender-Sensitive Interventions</b></p> <p>Role Plays</p>	<p><b>Log due</b></p> <p>CH 13: Couples and Gender-Sensitive Interventions</p>
Class 11: March 30	<b>Termination Phase</b>	<b>Log due</b>

	Role Plays	CH 14: Termination Phase
Class 12: April 6	<b>LAST CLASS</b>  <b>Family Strengths and Resilience</b>	<b>Assignment 3</b>  <b>Log due</b>  CH 5: Family Strengths and Resilience

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>				
<b><u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u></b>				
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.				
<b><u>Media recording for assessment of student learning</u></b>				
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.				
<b>ASSESSMENT COMPONENTS</b>				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Weekly Logs	<b>Weekly log of experiential work and the integration and transfer of theory</b> Weekly logs require class participation and involve a written analysis detailing the experiential family’s work. This assignment will involve an independent weekly log of your family experience and relating it to the family theory and family simulation under study for that specific week. You are only required to submit 5 individual logs in order to earn a grade for this section.  The rationale behind this assignment is to engage in the integration of theory and practice: Students will work in teams of about <b>five or six students</b> (variable based on family design). Each family team will work together on weekly issues in a role-play format. The first step is to construct a	Weekly but only 5 logs in total are required. Logs must be handed in before the next class and must have the students’ name on any hard or electronic copy.	30% - 6.0 points per log, (total of 5 logs)	4, 5

	<p>family with which you will work with for the term. One student will play the role of family social worker and the other students will play a specific role in the family. Roles can be switched around at any point during this exercise. Family teams will spend the first two weeks “forming” their family. Each week, family teams will meet in the second half lab section of class and work with their family. Family structure and composition will be determined by each team. Family members will select a name and the family will develop a structure, dynamic, interaction patterns and history.</p> <p>Logs will be based on the simulated family experience and dynamics that occurred in each weekly session.</p> <p>Weekly logs will consist of <b>three brief sections</b>. Each weekly log shall identify the family members present (with the associated real names of the students) and when necessary identify the impact of missing family members upon the family session as well as what could be done to engage the missing family member better. <b>The first paragraph</b> will be a description of the family session and a brief overview of <u>what happened</u> in the day’s session. <b>The second paragraph</b> will include relevant theory from the text and classroom lectures and your reflection of how these ideas are relevant to the current dynamics of your family role play. <b>Your third paragraph</b> will include your thoughts on: What is working well? What would you do differently? Outside readings are not necessary to receive full marks for a log.</p> <p>Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>	Due at any point during weeks 2, 3, 4, 5, 9, 10, 11, 12		
<b>Assignment 2: Group Project</b>	<b>Group Project - Creation, Analysis and Assessment of a Genogram</b>  <b>Part A: Genogram</b>	<b>March 2 &amp; 9</b>	Total of 35% (Part A: 15% Part B: 20%)	1, 2, 6, 7

	<p>Students will work together to create a 3 generation genogram of family of choice which could be either real, fictional or a combination of both. This genogram should be created with a legend, reflecting on the 3 generational structure and relationship dynamic that exists amongst the members of your selected family.</p> <p>Please post a copy of your genogram on the dropbox on D2L</p> <p><b>Part B: Presentation – Assessment and Analysis</b></p> <p>Students are expected to analyze the family depicted in the genogram by providing a societal and historical context. While introducing the class to your family, identify the structure, dynamic, interaction patterns, presenting issues or areas of concern as well as a history of your family. Conduct an assessment while incorporating key family theories, concepts, themes and approaches discussed throughout the course. Creativity can be shown in the facilitation style and organization. Students will have 30 minutes to showcase their genogram and present their assessment to the class.</p> <p>Please post a copy of your powerpoint on the dropbox on the D2L</p> <p>Any references and images used in the presentation should adhere to APA 6<sup>th</sup> Edition.</p> <p>Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>		All group members will receive the same grade for the group assignment	
<b>Assignment 3: Analytical Paper - Intervention</b>	Select 1 or 2 family challenges, issues or key themes that were identified in your genogram. These issues could range from mental health, substance use, criminality, trauma, domestic violence, etc. Expand	<b>April 6 before 11:59 pm through D2L</b>	35%	2, 3, 6, 7

	<p>and build on this by developing a service/intervention plan that offers an alternative restorative and healing response. Comment on whether community and kinship supports are applicable forms of intervention in strengthening the family's overall functioning. Outline what modality or framework your intervention is centred upon. Explain your process of evaluation within your service plan and elaborate on a potential termination phase or transition plan. Also, discuss your self-care activities as a practitioner through this process. Students are required to utilize at least three external references.</p> <p>Length: 4-5 pages double-spaced (excluding title page and references) Format: APA 6<sup>th</sup> edition</p> <p>Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.</p>			

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**LATE ASSIGNMENTS**

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

Assignments submitted after the deadline may be penalized with a grade reduction of 5% per day, including weekends and holidays. There is a seven-day maximum limit by which to accept late assignments for which students have not asked for an extension.

**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

## 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-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/](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 ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**