

Course Number	SOWK 393 S02	Classroom	Online
Course Name	Practice and Evaluation with Families		
Day(s) & Time	Zoom sessions: Wednesdays 9AM – 11:50 AM MST		
Instructor	Joaquin Gaete		
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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 systems theories informing 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 may have an impact on presenting concerns. Classes will involve brief expositions, group discussions, role plays and reflective practice, collective film analysis and other small group/experiential activities.

COURSE LEARNING OUTCOMES

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

1. Understand foundational knowledge within a family systems practice approach, including relevant culturally-mediated understandings of diverse family groupings;
2. Critically analyze the relevance and use of family systems theory to understand patterned behavior embedded in sociocultural relationships/discourses;
3. Critically apply genograms and other evaluation tools informed by family systems theory
4. Develop foundational distinctions and conversational skills relevant in building collaborative alliances with clients and their families;
5. 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

Textbook:

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

Articles:

Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, 36(3), 169-180.

Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. *Counselling Psychology Quarterly*, 26(3-4), 386-405.

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, 27(1), 1-15.

Tomm (2014). Introducing the IPscope: A systemic assessment tool for distinguishing interpersonal patterns. In K. Tomm, D. Wulff, S. Saint-George & T. Strong (Eds.), *Interpersonal Patterns: Inviting relational understandings for therapeutic change* (pp. 13-35). Routledge.

All articles are available at UofC library in the following links:

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01926180701291055>

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09515070.2013.820172>

<https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/j.1545-5300.1988.00001.x>

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1691406&ppg=38>

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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

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/Assignment Due
Class 1: January 13	Introductions Course and Assignment Overview	CH 1: Introduction to Generalist Family Social Work Practice

	<p>Role Play Instructions: 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>	
Class 2: January 20	<p>Diversity in Family</p> <p>Family Life Cycle</p> <p>Role-Play Instructions: 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>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>	<p>Log submission</p> <p>CH 2: Diversity: Defining Family, diverse family structures, cultural dimensions of family</p> <p>CH 4: Family Life Cycle and Development</p>
Class 3: January 27	<p>Family Assessment</p> <p>Role-Play Instructions: The social worker will lead the family group in an exercise designed to collect data (Genogram)</p>	<p>Log submission</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).</p> <p>Goodman, R. D. (2013).</p>
Class 4: February 3	<p>Family Systems</p>	<p>Log submission</p>

	<p>Role-Play Instructions: 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 “Interpersonal Patterns” and other forms of circular causality between two or more family members.</p>	<p>CH 3: Family Systems: Theories and Concepts</p> <p>Tomm (2014)</p>
Class 5: February 10	<p>Practical Aspects of Family Social Work</p> <p>Interventive Interviewing Framework.</p> <p>Role-Play Instructions: Today the Family Social Worker will take the lead and conduct a family interview based on the guidelines presented in class re: interventive interviewing framework revised. The social worker might want to consider incorporating materials from the previous classes to obtain more assessment material</p>	<p>Log submission</p> <p>Tomm (1988)</p> <p>CH 6: Practical Aspects of Family Social Work</p> <p>CH 7: The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting</p>
February 17	No class: term break	
Class 6: February 24	<p>Family Systems Interventions</p> <p>Behavioral problems: a case study</p> <p>Film: “The Trouble with Evan”</p> <p>Note: 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 Systems theory (e.g., IPscope)</p>	<p>CH 12: Interventions at the Child and Parental Levels.</p> <p>Film: “The Trouble with Evan”</p> <p>https://wipscope.ca/</p>
Class 7: March 3	<p>Family Systems Interventions</p> <p>Role-Play Instructions: Practicing interventive interviewing conversational skills. Guidelines will be presented in class</p>	<p>Assignment 2 due</p> <p>Log Submission</p> <p>CH 10: Family Systems Interventions</p>

		CH 11: Intervention Phase
Class 8: March 10	Family Strengths and Resilience Role Plays	Log submission
Class 9: March 17	Termination Phase Role Plays	Log submission
Class 10: March 24	Movie: Fences Learning Activity/Debrief on family systems, power, systemic injustice, and overall themes from the movie	Log submission
Class 11: March 31	GROUP PRESENTATIONS	
Class 12: April 7	GROUP PRESENTATIONS	
Class 13: April 14	Emergent topics and final learning reflection	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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: Weekly logs (Individual Assignment)

Weight: 20%

Due: Weekly (Group members will decide who will submit a log and when: each group can submit only one log per week, and each member of the group is only required to submit one log in order to earn a grade for this section. Most probably due at any point during weeks 2, 3, 4, 5, 7, 8, 9 and 10 (planned dates for role plays may change: consider that you can only submit a log reporting your work in role plays if there was an actual role play activity in class).

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

Assignment Description & Criteria:

Weekly logs require class participation and involve a written analysis detailing the experiential family's work. This assignment will involve a collective weekly log of your family experience and relating it to the family theory and family simulation under study for that specific week.

The rationale behind this assignment is to engage in the integration of theory and practice: Students will work in teams of about five or six students (variable based on family design and randomly assigned). Each family team will work together on weekly issues in a role-play format. The first step is to construct a family with which you will work with for the term. One student per week will play the role of family social worker and the other students will play a specific role in the family. Members will take turns every week performing as social workers (other roles may be switched around at any point). 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, history, and presenting concern.

Logs will be based on the simulated family experience and dynamics that occurred in each weekly session.

Weekly logs will consist of **three brief sections**. 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. **The first paragraph** will be a description of the family session and a brief overview of what happened in the day's session. **The second paragraph** 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. **Your third paragraph** 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.

Grading: Students will receive a grade individually (for their submitted log). The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Assignment 2: Genogram and Reflective Paper (Group Assignment)

Weight: Total of 40% (Part A: 20%, Part B: 20%)

Due: March 3 by 11:59pm through D2L

Aligned Course Learning Outcome: 2,4,6

Assignment Description & Criteria:

Part A: Genogram

In pairs or trios, students will create a 3 generation genogram of their 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.

Part B: Paper – Reflection

Students are expected to provide an overview of the family depicted in the genogram by identifying the structure, dynamic, presenting issues or areas of concern. Choose three systemic-informed concepts that you think may be relevant in generating (co-producing) presenting concerns.

Include a brief transcription of the interview process: a dialogue extract, while commenting on how such extract displays relevant conversational skills (e.g., reflexive questions) facilitating a working alliance (e.g., agreement on relational descriptions of problems or solutions; or clients' engagement and motivation to work together). Comment on what this process of information gathering was like for the interviewer, including how their social location and approach to anti-oppressive practice might have influenced the evaluation/intervention process. Reflect on what you did well and what could have been done differently.

Please post a copy of your genogram and paper on the dropbox on D2L.

Length: 3-4 pages double-spaced (excluding title page and references)

Format: APA 7th edition

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Assignment 3: Group Presentations - Intervention

Weight: 40%

Due: March 31 or April 7

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

Assignment Description & Criteria:

Students are expected to collectively showcase their family (depicted in the log exercises) to the class.

Select 1 family challenge, indicating how you think it might be shaped by “context” (e.g., IPs).

Expand 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.

Based on the interventive interviewing framework (revised), use 5-10 minutes of your presentation to *perform* part of an interview with the family, showcasing conversational skills (e.g., reflexive questions and family members’ answers) the social worker used to invite new possibilities and/or initiatives.

Creativity can be shown in the facilitation style and organization. Students will have maximum 30 minutes to present (including performance), leaving 5-15 minutes to facilitate discussion with the whole class. Please prepare questions and other cues to facilitate: the quality of discussion facilitation will be included withing the evaluation criteria for this assignment.

Please post a copy of your powerpoint on the dropbox on the D2L

Any references and images used in the presentation should adhere to APA 7th Edition.

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

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
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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.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.

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 (Calgary)**
- **Safewalk (Calgary)**