



Course Number	SOWK 393 S04	Classroom	Online
Course Name	Practice & Evaluation with Families		
Day(s) & Time	Zoom sessions on: Monday, 9:00 – 11:00 am		
Instructor	Kealey Dube, MSW, RSW		
U of C E-mail	kdube@ucalgary.ca	Phone	Please contact instructor by email.

SYLLABUS STATEMENT

An introduction to theories and skills for family-centred 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

Students will develop a knowledge base, including practical skills, for family centered social work practice. Students will have the opportunity to develop their understandings of family centered social work using online discussions, practice scenarios, and video clip analysis. Students will have the opportunity to identify a specific area of inquiry pertaining to social work practice with families. Discussions throughout the course and formal assessments, are designed to help students further develop effective learning and research strategies that can be applied to family centered social work as well as other areas of social work practice.

COURSE LEARNING OUTCOMES

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

1. Develop and demonstrate an understanding of the relationship between social work theory and social work practice with families. Special attention will be paid to the historical and social contexts of families.
2. Identify an area of inquiry related to social work practice with families that is rooted in an anti-racist, anti-colonial and anti-oppressive understanding.
3. Demonstrate an understanding of assessment and intervention techniques pertaining to families generally and to specific areas of inquiry. Specific techniques will be demonstrated through experiential learning.
4. Reflect on experiences of practitioners and family members through role play activities, self-reflection exercises and analysis of video clip segments.
5. Further develop research and learning strategies for use in social work practice with families.
6. Develop a critically reflexive practice framework that is congruent with social work ethics and values.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Collins, D., Jordan., C. & Coleman, H. (2013). *An introduction to family social work* (4th ed.). 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, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is one of the required courses for after-degree and university-transfer students in the Bachelor of Social Work program in Edmonton.

CLASS SCHEDULE

Date	Topic	Readings / Assignments Due
January 11, 2021	Course Review Family Group Formation	
January 18, 2021	Family Social Work	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 1 & 2.
January 21, 2021: Last Day to Withdraw from A Class with No Penalty		
January 25, 2021	Family Systems	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 3.
February 1, 2021	Family Strengths and Resilience	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 5.
February 8, 2021	Diversity	Readings will be posted to D2L
February 15, 2021: Term Break - No Class		
February 22, 2021	The Beginning & Assessment Phase	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 7, 8 & 9
March 1, 2021	The Assessment Phase: Family Group Practice Scenarios	
March 7, 2021		Assessment 1 Due
March 8, 2021	The Intervention Phase	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 10 & 11

March 15, 2021	The Intervention Phase	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 12 & 13.
March 22, 2021	The Intervention Phase: Family Group Practice Scenarios	
March 29, 2021	The Termination Phase	Collins, D., Jordan., C. & Coleman, H. (2013). Chapter 14.
April 1, 2021		Assessment 2 Due
April 5, 2021: Easter Monday - No Class		
April 12, 2021	Review	Assessment 3 Due
April 15, 2021: Last Day to Withdraw from a course: There will be a "W" recorded for the course and tuition will not be refunded.		

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

Assessment rubrics are posted to D2L.

Assignment 1: Practice Scenario Reflection in the Assessment Phase (Individual Assignment)

Due date: March 7, 2021

Weight: 20%

Aligned Course Learning Outcomes: 3,4,6

Assessment Description & Criteria

At the beginning of the semester students will be assigned to groups that they will work with for this assessment which is focused on the assessment phase of family social work practice. Each group will create a family structure and reason for engaging with social work services. The family structure and identified challenge may change with each social worker. Students will take turns in the role of the social worker. In their role as social worker, students will submit a video recording of their practice scenario during the assessment phase. Students will submit a 4 -5 page paper highlighting their strengths and areas for growth in the practice scenario. Alternate methods of demonstrating knowledge, such as an oral submission, are welcome and encouraged.

Assignment 2: Practice Scenario Skill Demonstration & Analytic Paper in the Intervention Phase (Partnered Assignment)

Due date: April 1, 2021

Weight: 40% (15% Practice Scenario Skills/25% Analytic Paper)

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

Assessment Description & Criteria

Students will be placed in new groups for this assessment. This assessment is focused on the intervention phase of family social work practice. This is a partnered assessment based on a practice scenario in which two students are the social workers working collaboratively in the intervention phase. Students will submit a 30 -40-minute video recording of the practice scenario along with a 10 -12 page analytic paper that describes, critiques and substantiates the interventions used based on family social work theory and intervention approaches. This assessment will be marked on both the family social work skills demonstrated and the analytic paper. This will be shared mark between both students.

Assignment 3: Brain Story Certification OR Research Paper (Individual Assignment)

Due date: April 12, 2021

Weight: 30%

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

Assessment Description & Criteria

The Alberta Family Wellness Initiative has created an online certification program to share information on early childhood experiences and their impact on health and substance abuse.

Students who have not yet completed the Brain Story Certification and are interested in doing so can complete the certification as part of this course. This evidence-based course is 19 modules and will take approximately 30 hours. There is no cost to this certification.

Many human service organizations in Alberta are requiring staff to have this certification. The marks for completion of this course will be on sliding scale so that even if you start but don't finish you will receive partial marks.

Students who have already completed the brain story certification or are choosing not to do it will be required to provide a 10 - 12 page research paper on a topic of inquiry related to family social work practice.

Further detailed information will be provided in D2L.

Assignment 4: Participation

Due date: ongoing

Weight: 10%

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

Assessment Description & Criteria:

This class has a significant experiential component and active participation is required in order to practice and integrate the skills. Assessment of participation will be determined through a range of activities. These may include an exit ticket at the end of each synchronous class, a self-reflective checklist, instructor observations and metrics retrieved from D2L. This mark is not meant to be a barrier to student success and students are strongly invited to connect with the instructor to problem solve any potential barriers to active and ongoing participation.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

The synchronous class time will be a mixture of lectures, experiential exercises and small group discussions. Participation in the synchronous sessions is important as time has been allocated for students to complete their practice scenarios needed for their assessments.

If students, are unable to attend and or have barriers that make it difficult, please connect with the instructor so alternate arrangements can be made.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments are due by 11:59pm 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.

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

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

WITHDRAWAL

Consult your Student Centre for the drop and withdrawal dates for this winter course.

COURSE EVALUATION

Student feedback will be sought midway and 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 readings will be available 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/. 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>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

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)**

- **Counselling & Clinical Services (Edmonton)**
- **ACCESS Open Minds @ UA (Edmonton)**