



Course & Session Number	SOWK 307 S09	Classroom	Medicine Hat Learning Circles Online
Course Name	Practice Skills in Context		
Day(s) & Time	Zoom classes: Saturdays, 9:00 a.m. - 3:50 p.m. on Jan 29, Mar 19, and April 2 Tutorial Office hours Tuesdays, 6:30 p.m. - 7:30 p.m. on Feb 8 and Mar 8 See Class Schedule below for specific information		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	Appointments available upon request
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	403-892-5491
Instructor	Dr. William Pelech	Office Hours	Appointments available upon request
UCalgary E-mail	pelech@ucalgary.ca	UCalgary Phone	403-461-7033

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

SYLLABUS STATEMENT

Focuses on theory and practice relating to social work with individuals, families, and groups in diverse communities. Emphasis will be paid to skill development, critical analysis, and practical application within rural, remote, and Indigenous contexts.

COURSE DESCRIPTION

Through a variety of learning activities, students will develop and enhance their skills in working with families and groups. Based on their prior learning from coursework and life experience, students will learn to reflect critically on their practice skills and their relevance for practice in local, rural, and Indigenous contexts. This course will be offered in a blended learning format involving coverage of theoretical content through readings and online discussions and in-class experiential learning. Students will be expected to attend the scheduled synchronous zoom classes and also participate in asynchronous online activities which includes simulated family group work activities. Pre-reading and pre-study are required for this course including preparatory activities and pre-session study for the Practice with Families and Groups modules. Specifically, students are asked to read the required texts in advance of the class meetings (see Course Schedule).

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. Scheduled course tutorial office hours will be held to field inquiry for course assignments and attendance is optional. See course schedule for more information.

COURSE LEARNING OUTCOMES

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

1. Be equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation for working with families and groups
2. Demonstrate interviewing and counseling skills to practice at individual, family, group, organization, community, and population levels.
3. Describe their self-knowledge and use of self in relationship with others;
4. Demonstrate additional skills in building and maintaining empowering social work relationships with families and groups with diverse populations in rural, northern, remote, indigenous and Francophone contexts;
5. Explain systemic concepts that form the foundation and paradigm for family work;
6. Describe the various purposes and uses of groups in social work practice; identifying and assessing the development of a group, including various aspects of group functioning and group dynamics groups

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

The required texts for SOWK 307 are:

Pelech, W., Basso, R., Lee, C. & Gandarilla, M. (2016). *Inclusive Group Work*. New York: Oxford University Press.

Thomlison, B. (2010). *Family Assessment Handbook: An Introductory Practice Guide to Family Assessment* (4th ed). 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. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 307: Practice Methods in Context is one of eight foundational core courses in the BSW Learning Circles Curriculum. It must be completed concurrent with or following SOWK 306: Social Work Methods Theme Course. With respect to the on-campus BSW curriculum, SOWK 307 features core material from Practice and Evaluation with Families (SOWK 393) and Groups (SOWK 395)

CLASS SCHEDULE

This Theme Course will be delivered in a series of 2 modules. Module 1: Practice with Families and Module 2: Practice with Groups. Following a brief orientation to the course, students will complete the following modules.

Tentative Schedule – subject to change

Dates	Module: Topics and Readings	Assignments & Due Dates
Jan. 10 to Feb. 10	Read course outline and family group conferencing resources on D2L site	
Sat. Jan. 29 9:00 a.m. to 3:50 p.m.	Module 1: Practice Skills in Context: Families Instructor: Heidi HeavyShield Introduction to Family Social Work Readings: Thomlinson., Chapters 1-6, and 11	Readings posted in D2L Simulated family group formation; Family Group Conference
Tutorial Tues. Feb. 8	Practice with Families course themes Instructor: Heidi HeavyShield	D2L Activities Jan. 31- Feb. 10

6:30 p.m. to 7:30 p.m.		
Tues. Feb. 22		Family of Origin reflective paper DUE: Feb. 22 Weight: 20%
Tutorial Tues. March 8 6:30 p.m. to 7:30 p.m.	Module 2: Practice Skills in Context: Groups Instructor: William Pelech Readings: Pelech et al., Chapters 4 to 13	D2L Activities Mar 7-18
Sat. March 19 9:00 a.m. to 3:50 p.m.	Practice Skills in Context: Module 2 Groups Instructor: William Pelech	Group Facilitation-Exercises and Debriefing
Sat. Apr. 2 9:00 a.m. to 1:00 p.m.	Family Group Conference Final Presentation Closing Circle	
Apr. 11		Community as Family Paper DUE: Apr. 11 Weight: 20%
Apr. 12		Participation in Online Learning Activities Survey Weight: 20%
Apr. 19		Group Facilitation Reflective Paper Weight: 10%

Please note important dates for Winter 2022:

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

MODULE DESCRIPTIONS

Module 1: Practice with Families (10 hours synchronous learning; 9.5 hours asynchronous learning)

This Families Practice Skills module will provide knowledge about family-centered social work practice with families. It will focus on diversity in relation to family development issues, the emergence of symptoms, family assessment techniques, and theories of family intervention.

Module 2: Practice with Groups (10 hours synchronous learning; 9.5 asynchronous learning)

This module is intended to provide an introduction to group work skills. Topics will include Group Design & Planning; Group Dynamics Assessment & Development; Group Facilitating Skills; Decision-making Working with Conflict; and Evaluation & Endings.

This module is designed to give students a foundational understanding of the concepts and trends in family social work practice. Systemic concepts that describe interpersonal interactions and dynamics as well as family development and assessment will be presented and supported with case material. All systemic ideas will be viewed through the lenses of smaller social (family) systems, language systems, and larger social systems. Students will also be introduced to the role of the family social worker in terms of relationship to clients, a relational approach to understanding clients, responsibility for change, and the self of the therapist.

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) for your best learning experiences. 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 - Assignments

Four major components will comprise the course grade:

1. Assignment 1: Family Group Conferencing Project (50%) – Due: See course schedule and below

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

Length: Presentation-15 mins; Simulated Family Group Conference-30 mins; Student-led Debriefing- 15 mins (60 minutes total)

Paper – 1200-1500 words

Students will be involved in conjoint theoretical and experiential learning process through the development and formation of a simulated family group. Through the use of role play this will provide an opportunity for students to examine and explore the dynamics of family and group systems. The simulated family group will develop roles, presenting problem (s), relationships of family members and participate in developing a family group conference. Construction of the family, including their needs and strengths, as well as exploring and identifying community responses to healing and improving family functioning will be expected. Use of family theories, concepts, themes, and approaches should be identified as well as emphasize the development of a practice framework for critically exploring and understanding family social work practice. There are three learning activities included in this assignment:

- 1) Simulated Family Presentation (Group graded - 30% of course grade).** Students will prepare a case presentation of their simulated family. The presentation is intended to provide an orientation to the family group conference and should include family member roles, presenting problem (s), relationships of family members as well as an assessment their needs and strengths, as well as exploring and identifying community responses to healing and improving family functioning will be expected. This presentation should not exceed 15 minutes including time for questions (facilitated by group members). Grading for this assignment will include instructor (20%) and student self-grade (10%).
- 2) Family Group Conference (ungraded)**-following the presentation of the family, group members will simulate a family group conference that includes family members and facilitators. This conference should not exceed 30 minutes and is to be followed by a 15-minute student led debriefing discussion.
- 3) Community as Family Paper (Individually graded - 20% of course grade).** For your paper, you are asked to identify a theme or issue that was evident in your simulated role play family and one issue that arose in your planning circle that prepared the final family group conference, explore these issues, and offer a restorative healing response from an Indigenous lens that views Community as Family. Specifically, what could you have done as a planning circle member that would have enhanced the functioning of your planning circle and what could community offer as a form of: intervention, support, healing, ceremony, identity, and ways to strengthening family functioning? Additional details concerning the grading of this paper will be available on the SOWK 307 D2L site

To receive a grade for this assignment, each student must complete/participate each of the three learning activities. Further details and resources relating to this project will be available on the SOWK 307 D2L site.

Assignment 2: Family of Origin Personal Reflective Paper (20%) – Due April 11th, 2022, by 11:59 p.m. via SOWK 359 course site dropbox

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

Length: 1200 to 1500 words

Recognizing that there are other contextual influences on families and ourselves as well, including culture, class, and other social and biological kinships, provide a written personal reflection of your understanding and experience of your own family of origin. Examine the processes occurring in the family system, including but not limited to: the foundation of knowledge and cultural transmission, impacts of trauma; historical and intergenerational and focusing on strengths and healing. Your paper should include an integration of key family themes and concepts as it relates to the course and your readings, including any outside reading and resources. In addition, the criteria for your Family of Origin reflective paper will include an exploration of:

- Significance of the impact of family of origin on personal identity, family roles and relationships, values, beliefs, and biases
- Alignment to Indigenous ways of knowing and cultural context (what are the implications to your view of Indigenous families and capacity for family functioning)
- Explore and develop responses to any family of origin problems you have experienced and reflect on healing opportunities which are restorative in nature and state how they acknowledge Indigenous ways of knowing and family relationships.

Assignment 3: Group Facilitation and Reflective Paper (10%) – Due April 19th, 2022, by 11:59 p.m. via SOWK 359 course site dropbox

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

Length: Exercise and debriefing -30 mins; Reflective Paper – 250 to 500 words (submitted via D2L Dropbox)

The class will form family group conferencing planning circles and construct a simulated family (See Assignment 1: Family Group Conferencing Project). Each of the family group conferencing planning circles will be asked to prepare and facilitate one group exercises in class. Each group exercise should not exceed 45 minutes including time for: set up; orientation of participants to the purpose and process of the exercise; conducting the exercise and debriefing. Each exercise is to be designed to be appropriate for one of the stages of group development. (e.g., students may demonstrate icebreakers appropriate for early group sessions, energizers or communication exercises for middle group stages, and reflective/evaluative exercises for later group stages). Working individually or in pairs, each planning circle will facilitate the exercise with members of each of the other teams. Each student who facilitates a group exercise and completes a 250-to-500-word reflection paper will receive a 10% participation grade. Each planning circle will be responsible for facilitation of the debriefing process for their respective exercise. Further information resources and information concerning this assignment will be available on the SOWK 307 D2L site.

Note Instructors and students are expected to always respect the wishes, perspectives and needs of their colleagues. For this reason, any class member may at any time ask to be excused from any learning activity or role play that trigger undue discomfort or distress.

Participation in Online Learning Activities (20%) – Due April 18th, 2022, at 11:59 p.m.

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

Students will be expected to participate actively in online learning activities. At the end of the course, students will be asked to complete an online survey to assess their online participation. Further details concerning the criteria utilized for student participation will be available on the SOWK 307 D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, 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

Grades are deducted for late submissions (one grade level per day will be deducted e.g., B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

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. This grading system overrides the grading system in D2L.

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.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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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