



Course & Session Number	SOWK 307 S01/S02/S07	Classroom	Online
Course Name	Practice Skills in Context		
Day(s) & Time	<p>Group Online Zoom sessions are</p> <p>S01: January 3-4 from 9 am to noon and 1-4 pm and January 5, 9-noon. See schedule for pertinent details.</p> <p>S02: January 5 (1-4pm), January 6 from 9 am-4pm and January 7 from 9-noon and 1-4 pm. See schedule for pertinent details.</p> <p>S07: February 24 (1-4pm), Feb 25 and 26 from 9 am- 4pm. See schedule for pertinent details.</p>		
Day(s) & Time	<p>Practice with Families Module (S01, S02, & S07) Synchronous Zoom Sessions are:</p> <p>S01: Jan 6 (Thurs) and Jan7 (Fri) from 9am – Noon and 1pm – 4pm</p> <p>S02: Jan 3 (Mon) and Jan 4 (Tues) from 9am – Noon and 1pm – 4pm</p> <p>S07: Feb 22 (Tues) and Feb 23 (Wed) from 9am – Noon and 1pm – 4pm</p> <p>Each module will have 3 hours of asynchronous learning</p>		
Instructor	<p>E-mail and Phone:</p> <p>Practice with Groups: Dr. Carol Ing, SCC. Dip, BA, MSc, Ed. D. Jason Stein, BSW, MSW, RSW</p>	Office Hours	<p>Dr. Carol Ing Office hours by appointment – please email.</p> <p>Jason Stein Office hours by appointment – please email.</p>
Instructor	<p>E-mail and Phone:</p> <p>Practice with Families Module (S01, S02, & S07): Dr. Dora Tam, PhD, MSW, BSW, RSW</p>	Office Hours	<p>Dr. Dora Tam: Office hours by appointment – please email.</p>
UCalgary E-mail	<p>Email: Ing: cing@ucalgary.ca</p>	UCalgary Phone	Please use email to contact

Stein: jason.stein@ucalgary.ca		
Tam: dtam@ucalgary.ca		

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. Particular 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 rural remote and Indigenous contexts. Learning will occur in both synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, readings etc.) contexts. This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

Module 1: Practice with Groups

This module is intended to introduce group work skills. Topics will include group design and planning; group dynamics assessment and development; group facilitation skills; decision-making; working with conflict; and evaluation and endings. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, group task group work and online discussions. The *online synchronous portion* of the course will occur over 2.5 days. Being a very short block course (residency requirement), students will be expected to attend the full two and a half days and be active participants throughout 2.5 days. The asynchronous (i.e., students complete on their own time such as

discussion boards, watching videos, will include some pre-course preparation readings. Active participation is an expectation of this course.

Module 2: Practice with Families

This 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. 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 person-of-the-social-worker.

COURSE LEARNING OUTCOMES

Upon completion of the Practice with Groups module, students will be able to:

1. Describe the various purposes and uses of groups in social work practice;
2. Identify knowledge gaps in group practice based on the IASWG standards of practice and engage in self-directed learning;
3. Critically reflect on their professional skills and personal presence in group work;
4. Identify and assess the development of a group, including various aspects of group functioning and group dynamics;
5. Demonstrate basic skills for facilitating group work;
6. Define the stages of group development and group worker tasks during each stage; and
7. Demonstrate the ability to participate in, observe and evaluate group dynamics.

By the end of the Practice with Families module, students will be able to:

1. Demonstrate interviewing and counselling skills to practice with diverse families;
2. Describe their self-knowledge and use of self in relationship with others;
3. Demonstrate additional skills in building and maintaining empowering social work relationships with families with diverse populations in rural, northern, remote, Indigenous/Francophone/all marginalized communities;
4. Critically examine their use of self in relation to building and maintaining empowering relationships;
5. Demonstrate the integration of theory into practice;
6. Explain systemic concepts that form the foundation and paradigm for family work; and
7. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Zastrow, C., & Hessenaur, S. L. (2018). Empowerment series: Social work with groups: Comprehensive practice and self-care. Brooks/Cole Publishing

Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice*, 22(5), 578-589. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049731512443288>

Required Textbook for Practice with Families Module

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

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. Students will also need a U of C Zoom account.

RELATIONSHIP TO OTHER COURSES

SOWK 307: Practice Methods in Context is one of eight 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 AND READING SCHEDULE

Practice with Groups Module

To ensure the development of awareness of self and one's own group facilitation skills students are expected to complete *all assigned readings (textbook and activities) are due at the beginning of the first day of class*. This is a practice skill development course, as such, attendance and skill practice are central to skill development.

We will be using the text and applying content and skills during our Zoom synchronous sessions. Reading and completing the assignment will provide for increased knowledge and skill development to lead, facilitate and work with and in groups or teams. These readings are to be completed prior to the first day of class.

NOTE: *Assignments One: B and C is to be completed prior to the first class of the Practice with Groups module for all sections*. Learning activities and lectures will assume that students have completed the following readings before the beginning of the first class. (see Assignment 1A.) for the Practice with Groups module.

Zastrow, C., & Hessemaier, S. L. (2018). *Empowerment series: Social work with groups: Comprehensive practice and self-care*. Brooks/Cole Publishing

Read Chapters 1 to 6 (pp. 1 to 31 and 72 to 216) to be completed prior to the first class not including Chapter 2 and if never taken an interviewing course highly suggested to read Chapter 5.

Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice*, 22(5), 578-589.

Module Block Week Schedule

Practice with Groups Schedule		
S01: January 3-4 from 9 am to noon and 1-4 pm and January 5, 9-noon.		
Date	Topic	Readings/Assignments Due
Practice with Groups Module (S01)	Group practice: Theory and Skills Topics	All pre-course assignments due by 9:00 am the first day of the Practice with Groups module (See Assignment 1 A, B, and C.).
Day 1	Introductions, course outline review	First day learning activities and lectures will assume that students have completed the required readings seen in Assignment 1 A. before the Practice with Groups module begins.
Zoom sessions 9-4 pm	<ul style="list-style-type: none"> Overview of group types, functions, and mutual aid processes Professional uses of self in group Stages of group development Group facilitation skills, stages of group process, conflict in groups. Group design and planning Preparation for group facilitation Experiential learning activities with skills development and practice and feedback. Introduction and Planning for Group Proposal and Session Plan 	Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice Chapter 3: Group Dynamics: Leadership Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication
Day 2	Group practice: Theory and Skills	Chapter 4: Group Dynamics and Norms
Zoom 9-4 pm	<ul style="list-style-type: none"> Group design and planning Mutual aid dynamics Conflict in groups Experiential learning of group process Preparation for group facilitation Experiential Learning activities with skill development and practice and feedback Introduction and Planning for Group Proposal and Session Plan 	Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation

	<ul style="list-style-type: none"> Co-Facilitation Group Simulations/Presentation 	
Day 3: Zoom 9-noon	<ul style="list-style-type: none"> Preparation for group facilitation Co-Facilitation Group Simulations/Presentation and Debrief 	
Practice with Groups: Schedule S02: January 5 (1-4pm), January 6 and January 7 from 9- 4 pm. S07: February 24 (1-4pm), Feb 25 and 26 from 9 am- 4pm.		
Date	Topic	Readings/Assignments Due
Practice with Groups Module (S02) (S07) Day 1 Zoom sessions 1-4 pm	<i>Group practice: Theory and Skills Topics</i> Introductions, course outline review <ul style="list-style-type: none"> Overview of group types, functions, and mutual aid processes Professional uses of self in group Stages of group development Group facilitation skills, stages of group process, conflict in groups. Group design and planning Preparation for group facilitation Experiential learning activities with skills development and practice and feedback. 	All pre-course assignments due by 9:00 am the first day of the Practice with Groups module (See Assignment 1 A, B, and C.). First day learning activities and lectures will assume that students have completed the required readings seen in Assignment 1 A. before the Practice with Groups module begins. Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice Chapter 3: Group Dynamics: Leadership Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication
Day 2 Zoom 9-4 pm	Group practice: Theory and Skills <ul style="list-style-type: none"> Group design and planning Mutual aid dynamics Conflict in groups Experiential learning of group process Preparation for group facilitation Experiential Learning activities with skill development and practice and feedback Introduction and Planning for Group Proposal and Session Plan Tentative Co-Facilitation Group Simulation Activities/Presentation 	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation
Day 3 Zoom 9-4 pm	<ul style="list-style-type: none"> Preparation for group facilitation 	

	<ul style="list-style-type: none"> • Experiential Learning activities with skill development and practice and feedback • Co-Facilitation Group Simulation Activities/Presentation and Debrief 	
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Practice with Families Module (S01, S02, and S07)		
Date	Topic	Readings/ Assignments Due
Day 1: S01: Jan 6 (Thurs) S02: Jan 3 (Mon) S07: Feb 22 (Tues)	– (Morning) Introduction to the field of generalist family social work practice, defining family, challenges to traditional family discourse, family diversity	Ch. 1 & 2 (Collins et al., 2013)
	– (Afternoon) Family Systems Theory, Family Strengths and Resilience	Ch. 3 & 5 (Collins et al., 2013)
Day 2: S01: Jan 7 (Fri) S02: Jan 4 (Tues) S07: Feb 23 (Wed)	– (Morning) Practical Aspects of Family: The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting	Ch. 6 & 7 (Collins et al., 2013)
	– (Afternoon) Intervention Phase, and Termination	Ch. 11 & 14 (Collins et al., 2013)
Asynchronous Learning (3 hours)	Read 1-2 suggested readings at your own pace	See Suggested Reading List

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions and to attend all Zoom sessions as this is a part of Block week residency expectations. 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 expected to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session for more information see Groups Module.

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

PRACTICE WITH GROUPS MODULE (50%)

Assignment 1: Class Participation, Skills Practice, Development, and Integration (20%) Due Date: S01 9:00 am, January 3, 2022; S02 1:00 pm, January 5, 2022; and S07 1:00 pm, February 24, 2022.

Aligned Course Learning Outcomes: 2, 3, 4, 5, 6, 7

Assignment Description:

This assignment prepares students for skill development through deep reflections within both the book chapters and the assigned activities. Students will be required to complete a series of text readings and assigned activities prior to their attending the course. Being a very brief block course, it is essential to student learning and practice that students stay on track and complete these by the specified deadlines. The activities (B. and C.) below are to be brought to their first Zoom and added to drop box *prior* to the first class.

Students are encouraged to apply the same standards of behaviour, communication, and courtesy about punctuality, attendance and readiness for work that would apply to a professional social worker in meeting clients, supervisors or in attending agency meetings. This also includes when contacting the instructor (through Zoom meetings, or email) as needed to ask for help, problem solve, to clarify the assignments or identify learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. Feedback on skill development is a central learning process to this course. Students are also expected to be open and receptive to feedback.

Students are expected to be engaged in skills practice, development, and integration throughout the course. Grades for active participation are based on asking questions, sharing experiences, demonstrating use of readings and manual exercises, actively participating in class discussions or small group exercises and giving respectful feedback to others during class. *Each Zoom hour missed will have a 2-mark deduction from the full course grade for the Group Module.* If you are unable to attend a Zoom session, please contact your instructor prior to the session.

This assignment is composed of four components with some activities will be used in class. *Grading is Complete/Incomplete. Any activities (Part A to C) not completed prior to the first class will receive a 0 except for extenuating circumstances.*

Part A) Readings and Activities:

Zastrow, C., & Hessenaur, S. L. (2018). *Empowerment series: Social work with groups: Comprehensive practice and self-care*. Brooks/Cole Publishing

Read Chapters 1 to 6 (*pp. 1 to 31 and 72 to 216*) to be *completed prior to the first class* not including Chapter 2 and if never taken an interviewing course highly suggested to read Chapter 5

This assignment prepares students for skill development through deep reflections via readings and text exercises. Students will be required to complete a series of text readings and assigned manual activities throughout the course. Students will be required to complete the assigned readings and text activities. Please bring to the morning of the first class.

The following Brief Exercises from your text

- Chapters One: Exercises 1.1, 1.4
- Chapter Three: 3.1 – 3.6 and 3.8
- Chapter Four: 4.4, 4.6 & 4.8
- Chapter Six: 6.1-6.6

Part B) Students will complete the Inventory of Foundation Competencies in Social Work with Groups (IC-SWG) and identify 4 items that they have rated lowest on the confidence scale with possible reasons for the ranking. To be added to drop box prior to the their first class

- Select two skill-based competencies for demonstration of learning.
- Select two knowledge-based competencies for demonstration of learning.

Part C) One-page Session or Preliminary Group Activity plan (maybe in point form with a scanned copy of the activity attached - Please bring and add to drop box to the morning or afternoon of the first class).

Develop an overview for a 20-25-minute session or activity plan. Include the following

- (a) the type or kind of proposed group;
- (b) the purpose of the group;
- (c) target group or population;
- (d) goals intended to achieve;
- (e) the length of the session (20 -25 minutes) and theme being addressed
- (f) a description of the proposed group session including:
 - Goals and Objectives of the Activity
 - duration
 - brief description of each step of the activity or tasks to be completed with instructions
 - any supplies, props, or equipment that would be needed for the session.
 - Three Sample post activity facilitating (Debriefing) questions

Assignment 2: Co-Facilitator Group Simulation Activity 20% (S01 due January 4/5 2022; S02 due January 6/7 and S07 February 26.

Aligned Course Learning Outcomes: 1, 2, 4, 5, 6, 7

Assignment Description:

Part A: Co-Facilitation Group Simulation Activity: This experiential learning activity will involve co-facilitating in groups of 5 a simulation involving a 25-minute experiential activity that may come from the group session planned in Assignment One or if needed a newly developed plan that will be suitable to the class. All leaders must be actively involved in group facilitation of the activity. The group simulation will be evaluated in the following areas: a) Effectiveness of Facilitation and Communication,

b) Leadership management of group process and dynamics, c) Session content, and teamwork and preparation. Please see d2l for criteria and Rubrics.

Part Two: Group Plan the following plan is to accompany the group simulation activity and is to be given to the instructor in advance of implementing the activity. The plan is to include the following elements with group members names attached to their tasks and responsibilities:

- a. The type or kind of proposed group activity with session length and topic;
- b. Purpose/rationale/goals for session and exercises are clearly explained in session plan and how the session aligns with the group purpose and the stage of group development;
- c. Rationale for topic supported by peer reviewed scholarly literature and correctly referenced using APA 7th ed.
- d. Session plan is complete and logically sequenced that specifies the skills leaders intended to focus on/demonstrate.
- e. Activity is clearly explained in the plan with a detailed description with steps outlining the group session including:
 - Duration and brief description of each component; and,
 - any supplies, props, or equipment that would be needed for the session.
 - Content or Activity
 - Debriefing Activity
 - Includes who is assigned to what leadership tasks

Please note:

1. If there are simple props such as paper or string required for the activity, please send by email to the class in advance of the class simulation. There should be no cost to the class participants.
2. The activity simulation is to be realistic to the students in SOWK 307 class.
3. Students will submit a copy of their experiential session plan to the instructor at the beginning of the class. Students are asked to make the session plans concrete and specific with goals and objectives, organized with the specific activity and easy to follow.
4. Following the simulation, the co-facilitators will facilitate a five-minute debriefing session with group.
5. Fellow classmates to complete a written feedback (form provided) of the experiential activity to the course instructor (via Dropbox) and to the co-facilitators.
6. During the session and feedback period, co-facilitators will demonstrate effective use of group communication and group process skills, effective group leadership/facilitation skills for a beginning social worker.
7. Group members are to identify their sections of leadership and co-facilitation.

Please note: If there are simple props such as paper or string required for the activity, please send by email to the class in advance of the class simulation. There should be no cost to the class participants. Please refer to d2l for Rubrics.

Assignment 3: Personal Reflection Plan for Development Analysis/Critique (10 %) due January 22, 11:59 pm for S01-S02 and S07 March 12, 2022

Aligned Course Learning Outcomes: 1, 2, 3, 4, 6, 7

Assignment Description:

In this assignment, students will be graded on their analytical ability, self-reflections on strengths and growth areas, and their ability to set concrete goals specific to growth in group facilitation skills. Referring to the course text, other readings, and their pre and post-tests results from the “Inventory of Foundation Competencies in Social Work with Group”, students will address the following:

In this assignment, students will be graded on their self-reflections with respect to their task group experiences and their ability to set concrete goal(s) specific to growth in group facilitation skills. Referring to the course text, other readings, and their pre and post-tests results from the “Inventory of Foundation Competencies in Social Work with Group”. The paper should be a brief combination of concepts with examples of their performance. Students will address the following:

1. How they saw their role in their task group with a description their personal performance.
2. Observations around their task group with respect to stage(s), member attributes, conflict, and overall functioning.
3. Assess their own group leadership skills and one identify at least one specific area for future development.

The paper will be approximately 1000 words (50 words under or over is acceptable), double space, 12-point font, not including cover page and references. *Word document only accepted.* A minimum of 5 academic, peer reviewed references are required, APA 7th ed. format. The paper is to be submitted to the d2l Dropbox.

PRACTICE WITH FAMILIES MODULE (50%)

Assignment 1: Experiential Practice Activities (20%) (Team Work).

Aligned Course Learning Outcomes: 1, 2, 4, 5, 7

Assignment Description: Students will participate in experiential learning activities, including in-class online role plays related to specific family-based counselling/interview skill, or simulated counselling sessions to demonstrate a synthesis and application of these skills to a simulated clinical scenario. Students are expected to participate in the roles of simulated social worker, simulated client and observers (i.e., who offer constructive relevant feedback regarding the demonstrated skills they are witnessing). Students are also expected to participate in large-group discussions in class in order to critically examine key learnings from their respective role plays. Active and constructive participation are expected. *Each student will complete a self-and-peer participation assessment, which is due within a week after Day 2.*

Assessment Criteria: Please refer to assessment rubrics that will be provided in class/posted on D2L

Assignment 2: Family Case Background and Proposed Work Plan (20%) (Team Work)

Aligned Course Learning Outcomes: 3, 5, 6 & 7

Assignment Description: In a small group of 3 - 4 students, co-create a family case background. This family background should include the followings: 1) presenting concern; 2) family composition, and socio-cultural and economic information; 3) family relationship and functioning; and 4) family resources/support. Then, based on the family background, develop a work plan for the first meeting with this family that reflects course materials related to the beginning phase. Excluding the cover page and

references, the length for this assignment should be approximately 10 to 12 pages double line spacing with appropriate sub-headings. *This assessment is due 3 weeks after Day 2.*

Assessment Criteria: Please refer to assessment rubrics that will be provided in class/posted on D2L

Assignment 3: Integrated Article Review (10%) (Individual Work)

Aligned Course Learning Outcomes: 1,2, 3, 4, 5, 6 & 7

Assignment Description: Select and read one of the suggested journal articles with an asterisk (*) in the additional suggested reading section. Then, write an integrated article review to cover the followings: 1) reflection and integration on the unique needs of the client population being discussed (e.g., women in abusive relationship); 2) preparation work you would do if you are going to interview a client/family from that client population tomorrow; and 3) an integration of what you have learned from the practice with families module. Excluding the cover page and references, the length for this assignment should be approximately 3 to 4 pages double line spacing with appropriate sub-sections and sub-headings. [If students want to select their own journal article, please provide the article to the Instructor for approval 2 weeks before the due date.] *This assignment is due 2 weeks after Day 2.*

Assessment Criteria: Please refer to assessment rubrics that will be provided in class/posted on D2L

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GROUP MODULE ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to have completed all readings and assignments prior to attending classes.
- Students are expected to attend all Zoom sessions and to be fully present and engaged in class activities and discussions as seen by the assignments above. As this is a block course and considered part of your residency requirement *Each Zoom hour missed will have a 2-mark deduction from the full course grade for the Group Module.* If you are unable to attend a Zoom session, please contact your instructor prior to the 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 expected to have their *webcam's turned on at all times* unless extenuating circumstances and discussed with Instructor in advance. Students will be expected to turn on their Zoom videos at all times except for an extenuating circumstance (please contact your instructor in advance). All students are expected to behave in a professional manner during the session.
- Students are expected to actively participate in Zoom sessions. Active participation includes speaking using the microphone and using the chatbox. There will be an emphasis on using the microphone in our Zoom sessions therefore students must have a working microphone. As this is an experiential course, students will be expected to participate in role-plays (as applicable).
- In addition to attendance, grades for participation are based on asking questions, sharing experiences, demonstrating use of readings, actively participating in class discussions or small group exercises and giving respectful feedback to others during class.

- Students are expected to have their own Zoom account and will record their group sessions so they are viewable and audible (both client and interviewer in Zoom Gallery Mode or also known as Grid or Gallery view).
- Apply the same standards of behavior, communication, and courtesy about punctuality, attendance and readiness for work that would apply to a professional social worker in meeting clients, supervisors or in attending agency meetings. This also includes the instructor (through Zoom meetings, email, or by phone) as needed to ask for help, problem solve, to clarify the assignments or identify learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. Feedback on skill development is a central learning process to this course. Students are also expected to be open and receptive to feedback.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. Assignments to be submitted as a “Word” document. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date (unless otherwise noted). 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 and assignments submitted after the deadline will be penalized with a grade reduction of 5% per day for up to 7 days after which it will receive a 0. Extensions must be discussed with the instructor ahead of time – see below.

EXTENSIONS

- Extensions are only given for exceptional circumstances and only if requested within *24 hours* in advance of the assignment due date. The amount of time is at the discretion of the instructor. If the assignment request for extension is not requested in advance students will receive a 0.

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.

ADDITIONAL SUGGESTED READINGS

Additional Suggested Readings for the Groups Module

Pelech, W., Basso, R., Lee, C., & Gandarilla, M. (2016). Inclusive group work. New York: Oxford University Press. (Chapters 3, 4, and 11) . The PDF version of Chapters 3, 4, and 11 is provided in D2L).

Additional Suggested Readings for Practice with Families Module

- *Ashbourne, L.M., Tam, D.M.Y., Al Jamal, A., Baobaid, M., & Badahdah, A. (2020). Arab families' stories of migration from war zones: Gender roles and family relations in flux. *Journal of Immigrant & Refugee Studies*, 19(2), 114 – 127. <https://doi.org/10.1080/15562948.2020.1736363>
- *Archer-Kuhn, B. (2019). Understanding the parent experience in child custody decision-making: how social workers can help. *Families in Society: The Journal of Contemporary Social Services*, 100(2), 200-212. doi: 10.1177/1044389419825592
- *Collins, T. (2018). Military parent's PTSD and children's mental health: A scoping review. *The Qualitative Report*, 23(5), 1237-1255. Retrieved from <https://nsuworks.nova.edu/tqr/vol23/iss5/15>
- *Cram, F., Gulliver, P., Ota, R., & Wilson, M. (2015). Understanding overrepresentation of Indigenous children in child welfare data: An application of the Drake Risk and Bias Models. *Child Maltreatment*, 20(3), 170-182. DOI: 10.1177/1077559515580392
- *Dimitropoulos, G., Freeman, V.E., Bellai, K., & Olmsted, M. (2013). Inpatients with Severe Anorexia Nervosa and Their Siblings: Non-shared Experiences and Family Functioning. *European eating disorders review*, 2013-07, 21(4), 284-293. DOI: 10.1002/erv.2230
- *Hemovich, V., Lac, A., & Crano, W.D. (2011). Understanding early-onset drug and alcohol outcomes among youth: The role of family structure, social factors, and interpersonal perceptions of use. *Psychology, health & medicine*, 16(3), 249-267
- Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. *Journal of Family Psychotherapy*, 28(1), 92-98, DOI: 10.1080/08975353.2017.1279881
- *Kwok, S.M., & Tam, D.M.Y. (2010). Chinese immigrant youth and the justice system in Canada. *Canadian Social Work Journal*, 12(1), 114 – 122.
- McGoldrick, M. (2005). History, Genograms, and the Family Life Cycle. In B. Carter & M. McGoldrick (Eds.), *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed.), 47-68. Allyn and Bacon.
- *Tam, D.M.Y., Smith-Carrier, T., Kwok, S.M., Kerr, D., & Wang, J. (In press, will be available in January 2022). Challenges Encountered by Newcomers with Disabilities in Canada: An Illustration of the Ontario Disability Support Program. *Canadian Journal of Disability Study*.

- *Tam, D.M.Y., Tutty, L., Zhuang, Z.H., & Paz, E. (2015). Racial minority women and criminal justice responses to domestic violence. *Journal of Family Violence*, 31, 527-538. doi: 10.1007/s10896-015-9794-7
- *Tuford, L., & Lee, B. (2020). Relationship Repair Strategies When Reporting Child Abuse and Neglect. *Child and Adolescent Social Work Journal*, 37, 235–249. doi.org/10.1007/s10560-020-00656-6
- *Tutty, L.M., Radtke, H.L., Thurston, W. E., Nixon, K.L., Ursel, E.J., Ateah, C.A., & Hamton, M. (2020). The mental health and well-being of Canadian Indigenous and non-Indigenous women abused by intimate partners. *Violence Against Women*, 26(12-13), 1574-1597. doi: 10.1177/1077801219884123

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.

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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