



<b>Course &amp; Session Number</b>	<b>Practice Skills in Context</b> <b>SOWK 307 S03/T03.</b>	<b>Classroom</b>	<a href="#">Online via Zoom</a>
<b>Course Name</b>	Practice Skills in Context.		
<b>Day(s) &amp; Time</b>	January 3 & 4, 9am-4pm (via Zoom) January 5, 9am-12pm (via Zoom) January 6 & 7 9am-4pm (via Zoom)		
<b>Instructor</b>	Practice with Families: Alan McLuckie, PhD, RCSW  Practice with Groups: Jason Stein, BSW, MSW, RSW.	<b>Office Hours</b>	By appointment - please email.
<b>UCalgary E-mail</b>	Alan McLuckie – <a href="mailto:amclucki@ucalgary.ca">amclucki@ucalgary.ca</a>  Jason Stein - <a href="mailto:Jason.stein@ucalgary.ca">Jason.stein@ucalgary.ca</a>	<b>UCalgary Phone</b>	Alan McLuckie: (403) 220-2926

**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. This is a taught via an online format.

### **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 discussions. This online course will occur over 2.5 full days. Being a very short block course (residency requirement), students will be expected to attend the full two days and be active participants throughout 2 days. The asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, will include some pre-course preparation readings. Full attendance and 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.

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

1. Demonstrate interviewing and counselling skills to practice with 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 and Francophone contexts;
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;

Define concepts associated with systems and systemic work and demonstrate their understandings of these concepts through practice and discussion. **LEARNING RESOURCES**

**REQUIRED TEXTBOOKS AND/OR READINGS**

**Practice with Groups Module**

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>

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 by 9:00 am the first day of class. not including Chapter 2 and if never taken an interviewing course highly suggested to read Chapter 5.

**Practice with Families Module**

Dallos, R., & Draper, R. (2010). *An introduction to family therapy: systemic theory and practice* (3<sup>rd</sup> ed.). McGraw-Hill Education. (Chapters 1, 2, 3, 4) (pp. 26-116). [The e-version of this resource is available from University of Calgary Library]: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=557089>

Majhi, G., Reddy, S., & Muralidhar, D. (2018). The use of family genogram in psychiatric social work practice. *Open Journal of Psychiatry and Allied Science*, 9(2), 98-102. <https://web-p-ebshost-com.ezproxy.lib.ucalgary.ca/ehost/detail/detail?vid=0&sid=8aee8607-8923-4e2c-a132-dce8b0bb4ee2%40redis&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=136376037&db=afh>

## **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**

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 SCHEDULE**

<b>Practice with Groups S03 Schedule</b>		
<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>Practice with Groups Module (S03)</b>	<i>Group practice: Theory and Skills Topics</i>	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.).
	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.
<b>Day 1</b> <b>9am-4pm</b> <b>Via Zoom</b>	<ul style="list-style-type: none"> <li>• Overview of group types, functions, and mutual aid processes</li> <li>• Professional uses of self in group</li> <li>• Stages of group development</li> <li>• Group facilitation skills, stages of group process, conflict in groups.</li> <li>• Group design and planning</li> <li>• Preparation for group facilitation</li> <li>• Experiential learning activities with skills development and practice and feedback.</li> <li>• Introduction and Planning for Group Proposal and Session Plan</li> </ul>	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
<b>Day 2</b>	Group practice: Theory and Skills <ul style="list-style-type: none"> <li>• Group design and planning</li> </ul>	Chapter 4: Group Dynamics and Norms

<p><b>9-4 pm</b></p> <p><b>Via Zoom</b></p>	<ul style="list-style-type: none"> <li>• Mutual aid dynamics</li> <li>• Conflict in groups</li> <li>• Experiential learning of group process</li> <li>• Preparation for group facilitation</li> <li>• Experiential Learning activities with skill development and practice and feedback</li> <li>• Co-Facilitation Group Simulation Activities/Presentation</li> </ul>	<p>Chapter 5: Verbal and Non-Verbal Communication</p> <p>Chapter 6: Task Groups</p> <p>Chapter 14: Termination and Evaluation</p>
<p><b>Day 3</b></p> <p><b>Zoom 9-noon</b></p>	<p>Co-Facilitation Group Simulation Activities/Presentation and Debrief</p>	

### Practice with Families Schedule

**Day 1 (January 6, 9am-4pm) Via Zoom:** Review of key theoretical and practice principles related to social work practice with families with experiential learning activities incorporated throughout the module.

**Required Readings:**

Dallos, R., & Draper, R. (2010). *An introduction to family therapy: systemic theory and practice* (3<sup>rd</sup> ed.) McGraw- Hill Education. (Chapters 1, 2, 3, 4) (pp. 26-116) <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=557089>

**Day 2 (January 7, 9am-4pm) Via Zoom:** Review of principles and practices related to engagement, assessment/orientation and change-related processes in social work practice with families. Experiential learning activities incorporated throughout the module.

**Required Readings:**

Majhi, G., Reddy, S., & Muralidhar, D. (2018). The use of family genogram in psychiatric social work practice. *Open Journal of Psychiatry and Allied Science*, 9(2), 98-102. <https://web-p-ebshost-com.ezproxy.lib.ucalgary.ca/ehost/detail/detail?vid=0&sid=8aee8607-8923-4e2c-a132-dce8b0bb4ee2%40redis&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#AN=136376037&db=afh>

<b>ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION</b>
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### 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.

## **ASSESSMENT COMPONENTS**

### **PRACTICE WITH GROUPS MODULE ASSIGNMENTS (50%)**

#### **Assignment 1: Course Participation, Skills Practice, Development, and Integration (20%)**

**Due Date: January 3, 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 added to drop box by 9:00 am on the first day of 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 hour missed will have a 2-*

mark deduction from the full course grade for the Group Module. If you are unable to attend a portion of a class, please contact your instructor prior to the session.

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

**Part A) Readings and Activities:**

Zastrow, C., & Hesseaur, 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 by 9:00 am the first day of 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.

**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 by first morning of 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 Group Activity plan (maybe in point form with a scanned copy of the activity attached - Please add to drop box on first morning of 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 detailed 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% (due January 4/5, 2022)**

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 d2I 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 7<sup>th</sup> 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.

*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 d2I for Rubrics.

### **Assignment 3: Personal Reflection Plan for Development Analysis/Critique (10 %) due January 22, 11:59 pm**

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. A minimum of 5 academic, peer reviewed references are required, APA 7<sup>th</sup> ed. format. The paper is to be submitted to the d2I Dropbox.

### **PRACTICE WITH FAMILIES MODULE ASSIGNMENTS (50% of the course final)**

**Assignment 1:** Experiential Practice Activities (25% of the overall course grade)

Due Date: January 6 and 7 (within class)

Aligned Course Learning Outcomes: 1, 3, 4, 5, 7

#### Assignment Description:

Students will participate in experiential learning activities, including in-class role plays related to specific family-based counselling/interview skills, as well as simulated counselling sessions to demonstrate a synthesis and application of these skills to simulated clinical scenarios. Students are expected participate in the roles of simulated social worker, simulated client and observers (i.e., observers offer constructive relevant feedback regarding the demonstrated skills they are

witnessing). Students are also expected to participate in large-group discussions within class in order to critically examine key learnings from their respective role plays. Students may also consider utilizing the D2L learning environment as a venue to continue class learning activities.

Assessment Criteria: An evaluation tool, along with a marking/grading rubric will be provide via D2L outlining the assessment process and criteria.

**Assignment 2:** Genogram and reflective paper (25% of course grade)

Due Date: January 21 by 11:59pm

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

**Assignment Description:**

Part A (worth 15% of the course grade) : Students will complete a genogram with an accompanying reflective paper. Specifically, students will complete a genogram that includes at least three generations reflecting their own family of origin. This genogram will be **hand-drawn** (i.e., not created on a computer or generated using a computer program specifically designed to create genograms/family-trees). This genogram will be consistent with practices and approaches reviewed within the course. Genograms will be completed on one single sheet (i.e., one side of) a Letter sized piece of paper (8.5 x 11 inches). This document should be scanned and submitted via the course D2L drop box.

Part B (worth 10% of the course grade): The genogram completed in Part A will be accompanied by a five (5) page reflective paper that directly relates to (i.e., reflects upon, describes, and/or expands upon) key concepts related both to your submitted genogram, as well as to your process of completing this genogram. This paper is **NOT** a paper about genograms in general, nor should it be written from a theoretical/abstract perspective. This reflective paper is written directly in relation to your submitted genogram (i.e., your family of origin). For example, in writing this reflective paper you may apply key concepts from the course materials related to family dynamics of interest to you, such as the quality of interpersonal relations in your family (close, distant, conflictual), relationship status (married, common-law, divorced), blending of families, significant deaths/births and/or familial patterns. You may also consider writing about your reflections on the strengths and limitations of the genogram as a tool, as experienced by you while completing the genogram. You may also consider dedicating a section of this reflective paper to any newly developed insights/awareness arising from completing the genogram. These insights could include, but are not limited to student's critical reflection on their own beliefs, values, world view, assumptions, and behavioural patterns etc. Students may also consider writing about how family-based factors including, but not limited to cultural, language and/or religious influences may impact the student's awareness about their issues of privilege and general issues of power, oppression within the context of such factors as socioeconomic-class, race, gender, sexual orientation, age and ability?

This paper will be no longer than five (5) double-spaced typed pages (excluding title page/references) using a minimum of 11-point font and 1-inch margins. When incorporating key concepts from the course materials, you are required to appropriately reference these materials (i.e., scholarly sources including course texts, peer reviewed journals, relevant policy documents

and/or community-based knowledge/information). References throughout this paper and on the reference page are required to conform to APA format [American Psychological Association, 2020 Publication Manual (7th ed.)]. Title pages and/or reference pages do not count towards the five (5) page limit. Please submit this assignment in Word format or PDF to the course drop box in D2L.

Assessment Criteria: An evaluation tool, along with a marking/grading rubric will be provide via D2L outlining the assessment process and criteria.

## **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 classes 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 hour of class 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 classes. 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 in small and large group discussions. 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.
- 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, in person 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.

### **FAMILY MODULE ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Consistent, participation throughout the four days of the course is essential. Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These in-class activities are a component of the class participation grade, as outlined in the assessment section above. Without a formal academic accommodation (see below) it will not be possible for students to arrange make-up assignments if they miss a class or a participation component because of the experiential nature of learning in the course.

## **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 should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). 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**

- 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

## **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 7<sup>th</sup> 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. The rounding up of grades will occur when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be rounded up to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade for both modules) and not to individual assignments.

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

### **Practice with Groups:**

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

### **Practice with Families:**

Brown, P. M., & Shalett, J. S. (2019). *Cross-cultural practice with couples and families*. Routledge.

<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315786629/cross-cultural-practice-couples-families-philip-brown-john-shalett>

Collins, D., Jordan, C., & Coleman, H. (2012). *Family social work* (4<sup>th</sup> ed.). Brooks Cole.

DeMaria, R., Bogue, B., & Haggerty, V. (2019). *The attachment-based focused genogram workbook*. Routledge.

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## 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/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available <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