



Course & Session Number	SOWK 307 S04/S05	Classroom	Online
Course Name	Practice Skills in Context		
Day(s) & Time	<p>Group online Zoom sessions are</p> <p>S04: February 24 (1-4pm), Feb 25 and 26 from 9 am- 4pm. See schedule for pertinent details.</p> <p>S05: February 22-23 from 9 am to noon and 1-4 pm and February 24, 9-noon. See schedule for pertinent details.</p> <p>Family online Zoom sessions are</p> <p>S04: February 22-23 from 9 am to noon and 1-4 pm and February 24, 9-noon. See schedule for pertinent details.</p> <p>S05: February 24 (1-4pm), Feb 25 and 26 from 9 am- 4pm. See schedule for pertinent details.</p>		
Instructor	<p>E-mail and Phone:</p> <p>Practice with Groups: Dr. Carol Ing, SCC. Dip, BA, MSc, Ed. D.</p> <p>Practice with Families Dr. Regine King, MEd, PhD</p>	Office Hours	<p>Dr. Carol Ing Office hours by appointment – please email.</p> <p>Dr. Regine King Office hours by appointment only. Please email.</p>
UCalgary E-mail	<p>Email for Dr. Ing: cing@ucalgary.ca</p> <p>Email for Dr. King: regine.king@ucalgary.ca</p>	UCalgary Phone	Email preferred

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. The groups portion of the course is 19.5 instructional hours. 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 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. 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 self of the therapist.

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 Practice with Families module, students will be able to:

1. Demonstrate interviewing and counseling 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
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

Practice with Groups Module

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>

Practice with Families Module

Allen, K. R. & Henderson, A. C. (2017). Family theories: Foundations and applications. Wiley Blackwell.

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

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 9:00 am 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 9:00 am the first day of the Practice with Groups module for all sections. Learning activities and lectures will assume that students have completed the following readings before 9:00 am the first class. (see Assignment 1A.) for the Practice with Groups module:

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.

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.

Practice with Families Module

All the readings must be completed before the start of the class to allow sufficient time for discussions and practice during synchronous zoom sessions.

Assignment 1 is due at 9AM of Day 1 of the Working with Families Module.

Module Block Week Schedule

Practice with Families S04 Schedule February 22 & 23 from 9-4 pm - February 24 9- noon		
<p>Practice with Families Module S04</p> <p>Day 1 February 22</p> <p>Zoom sessions 9AM – 4PM</p>	<p>Introductions, course outline review</p> <p>Theoretical foundations and skills Topics</p> <ul style="list-style-type: none"> • Overview of the foundational theories of understanding families • Family patterns and orientations to working with families 	<p>First day learning activities and lectures will assume that students have completed the required readings before the Practice with Family Module begins.</p> <p>Assignment 1 Part 1 due by 9AM, February 22.</p> <p>Chapter 1: What is theory? Chapter 2: Functionalist theory Chapter 3: Conflict theory Chapter 5: Family developmental theory Chapter 6: Family systems theory Chapter 10: Family ecological theory Chapter 11: Family stress and resilience theory</p>
<p>Practice with Families Module S04</p> <p>Day 2 February 23</p>	<p>Experiential learning activities with skill development and practice and feedback.</p> <ul style="list-style-type: none"> • Practice engagement and assessment techniques • Role plays 	<p>Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. <i>Journal of Family Psychotherapy, 28</i>:1, 92-98, DOI:</p>

Zoom sessions 9AM – 4PM	Preparation of simulations	Assignment 2: Recorded simulation must be submitted in d2l by 11:59PM, February 23 rd .
Day 3: February 24 Zoom 9-noon	Simulations/Presentation Debrief	Each group facilitates the discussion related to their presented simulation
Practice with Groups S04 Schedule February 24 at 1-4 pm to February 25 & 26 at 9- 4 pm Carol Ing		
Practice with Groups Module S04 Day 1 February 24 Zoom sessions 1-4 pm	Group practice: Theory and Skills Topics 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
Day 2 February 25 Zoom 9-4 pm	Group practice: Theory and Skills <ul style="list-style-type: none"> • Introduction and Planning for Group Proposal and Session Plan • 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 	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation
Day 3 Feb 26 Zoom 9-4 pm	<ul style="list-style-type: none"> • Experiential learning of group process • Preparation for group facilitation 	Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation

	<ul style="list-style-type: none"> • Experiential Learning activities with skill development and practice and feedback <p>Co-Facilitation Group Simulation Activities/Presentation and Debrief</p>	
Practice with Groups S05 Schedule February 22 & 23 9-4 pm and February 24 9 - noon Carol Ing		
Date	Topic	Readings/Assignments Due
Practice with Groups Module (S05) Day 1 February 22 Zoom sessions 9-4 pm	<p>Group practice: Theory and Skills Topics</p> <p>Introductions, course outline review</p> <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 	<p>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.).</p> <p>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.</p> <p>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</p>
Day 2 February 23 Zoom 9-4 pm	<p>Group practice: Theory and Skills</p> <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 • Co-Facilitation Group Simulations/Presentation 	<p>Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation</p>
Day 3: February 24	<p>Co-Facilitation Group Simulations/Presentation and Debrief</p>	

Zoom 9-noon		
Practice with Families S05 Schedule		
Regine		
Practice with Families Module S05 Day 1 February 24 1-4 pm	<p>Introductions, course outline review</p> <ul style="list-style-type: none"> • Introduction to the foundational theories of understanding families 	<p>First day learning activities and lectures will assume that students have completed the required readings before the Practice with Family Module begins.</p> <p>Assignment 1 Part 1 due by 1PM, February 24.</p> <p>Chapter 1: What is theory? Chapter 2: Functionalist theory</p>
Practice with Families Module S05 Day 2 February 25 Zoom sessions 9AM – 4PM	<p>Theoretical foundations and skills Topics</p> <ul style="list-style-type: none"> • Foundation theories (continued) • Family patterns and orientations to working with families <p>Experiential learning activities with skill development and practice and feedback.</p> <ul style="list-style-type: none"> • Practice engagement and assessment techniques • Role plays 	<p>Chapter 3: Conflict theory Chapter 5: Family developmental theory Chapter 5: Family developmental theory Chapter 6: Family systems theory Chapter 10: Family ecological theory Chapter 11: Family stress and resilience theory</p> <p>Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. <i>Journal of Family Psychotherapy</i>, 28:1, 92-98.</p>
Practice with Families Module S05 Day3 February 26 Zoom sessions 9AM – 4PM	<p>Preparation of simulations</p> <p>Simulations/Presentation Debrief</p>	<p>Assignment 2: Recorded simulation must be submitted in d2l by 12PM, February 26th</p> <p>Each group will facilitate the discussion related to their presented simulation</p>

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

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: at the beginning of first class i.e.: S04 February 24, 2022, 1:00 pm and S05, February 22 at 9:00 am

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 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 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 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 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 their first class S04 1 pm February 24 and S05 9:00 am February 22, 2022

- 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 bring to the morning of the first class and add to drop box on first morning or afternoon of 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 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% (S04 February 23/24; S05 February 24/25)

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 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.

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. *No PDF's formats only Word document only accepted.*

Assignment 3: Personal Reflection Plan for Development Analysis/Critique (10 %) due 11:59 pm, 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. A minimum of 5 academic, peer reviewed references are required, APA 7th ed. format. *No PDF's formats only Word document only accepted.* The paper is to be submitted to the d2l Dropbox.

Working with Families Module

Students must complete the readings before coming to class and participate in the discussion of the class, comment on class simulations, and extend the class discussions on the new theories and practice skills, both in the large zoom room as well as in the breakout zoom rooms. To contribute, students must be present and keep their camera on when connection allows.

Assignment 1: Understanding family beliefs and realities: 25% of the overall weight of this module

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

This assignment has two sections:

- **Part 1: Due time: 9AM of Day 1 of the Family Module: 10% of the overall weight of this Module.**

Before starting the readings, using bullet form, write down 4 different assumptions you personally hold about family and your thoughts about where they come from. Every time you complete one reading on the theoretical foundations of family, return to your initial assumptions about family and assess whether your assumption align with the described theoretical constructs. Upon completion of the assigned readings

- a. Identify two theories that most address your initial assumptions.
- b. What are their main orientations (2-3 features each)?
- c. How do they explain your initial assumptions?

Submit a 1page, double spaced understanding of your assumptions. Due

- **Part 2: Family Genogram: 15% of final grade Due on March 4th at 11:59PM**

Upon the completion of the class, complete a **three-generation genogram** related to your own **family** (biological or adopted if possible). Make sure that you add initials of their names of family members and the type of relationship among them. Accompany your genogram by a **three separate page description** of the key concepts represented symbolically (in symbol form) within the completed genogram. For example, you may write about concepts such as the strength of relationships (close, distant, conflictual) between family members, relationship status (married, common-law, divorced), blending of families, significant deaths/births and/or familial patterns. Return to your assumptions and aligned theoretical explanation from Part 1 assignment and answer the following questions:

- a) What are the potential influences have your family have on your assumptions about family and related values and behavioural patterns?
- b) What other life factors of your upbringing that influence your perceptions of family? These can include, but not limited to cultural, language and/or religious, immigration status, gender, power, privilege, and oppression within the context of such factors as class, race, gender, sexual orientation, age, and ability.

You are required to support your discussion by appropriately referencing at least at least **four scholarly sources** including books, peer reviewed journal articles, relevant policy documents and/or community-based knowledge/information.

Assignment 2: Recorded experiential practice 25% of the final grade of this module

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

On the second day of Working with Family Module (February 23rd for S04 and February 25th for S 05), you will be asked to form groups of 3-4 students for experiential practice. You will be provided a list of case scenarios from which to choose one scenario. You are asked to take turns role playing the social worker conducting an initial session with others roleplaying the members of the family as described in the scenario. You are asked to video-record the session using zoom and select one for submission. Each simulated session must be between 20-25 minutes. The whole class will review the submitted simulations in the morning hours of Day 3 (So4) and the afternoon of day 3 (S05). As a group, you will facilitate the discussion pertaining to your simulated session by introducing the case scenario and facilitating feedback from other students in class. A panel of 4-5 will use the reviews provided to grade the simulated session. The average grade will constitute 50% of the overall weight of the grade of this assignment.

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 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 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.

RECOMMENDED READING

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).

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 course be is provided to students in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student

Accommodations is available <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