



Course & Session Number	SOWK 307 S08/T08	Classroom	Online via Zoom
Course Name	Practice Skills in Context		
Day(s) & Time	Groups Module -Feb 22 nd -Feb 23 rd @ 9:00 am-4:00 pm		
	Families Module -Feb 25 th -Feb 26 th @ 9:00 am-4:00 pm		
Instructor	Krista Osborne, MSW, RCSW	Office Hours	As Requested
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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 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 at individual, family, group, organization, community, and population levels;
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 and groups 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; 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

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>

Families Module:

Dallos, R., & Draper, R. (2010). *An introduction to family therapy: systemic theory and practice* (3rd ed.) New York, NY: McGraw-Hill Education. (Chapters 1, 2, 3, 4) (pp. 26-116)

An electronic version is available on the UCalgary Library and D2L will have a link to the text posted.

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

Group Module Block Week Schedule

Practice with Groups S08 Schedule			
Date	Topic	Readings/Assignments Due	
Practice with Groups Pre-Course Learning	Preparation Zastrow, C., & Hessenaur, S. L. (2018). <i>Empowerment series: Social work with groups: Comprehensive practice and self-care</i> . Brooks/Cole Publishing Read Chapters 1 to 6 to be completed <u>by 9:00 am the first day of class.</u> Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. <i>Research on Social Work Practice, 22</i> (5), 578-589. Complete all Pre-course reading and assignments for Groups Module prior to the beginning of class.		
Practice with Groups Module Day 1: Feb 22 Zoom sessions 9-4 pm	9:00-9:30	Introductions	DUE: All pre-course assignments for Groups Module posted on Drop Box on D2L by 9:00 AM (See Groups Assignment 1 A, B, and C.).
	9:30-10:00	Initial Stage Group	Instructor Run Group
	10:00-10:30	Overview of group types, functions, and mutual aid processes	Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice
	10:30-10:45	Break	
	10:45-12:00	<ul style="list-style-type: none"> Professional uses of self in group Stages of group development 	Chapter 3: Group Dynamics: Leadership
	12:00-1:00	Lunch	
	1:00-1:45	Student led Task Groups <ul style="list-style-type: none"> Experiential Learning 	Break out Rooms
	1:45-2:00	Class Debrief	
	2:00-2:15	Break	
	2:15-2:45	<ul style="list-style-type: none"> Group facilitation skills, stages of group process, conflict in groups 	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication

	2:45-3:45	Group Podcast Listen and Learn	Podcast: Two Crees in Pod – A Pocket full of Circles (Link will be on D2L)
	3:45-4:00	Wrap up	
Practice with Groups Module Day 2	9:00-9:30	<ul style="list-style-type: none"> Group design and planning 	Chapter 6: Task Groups
	9:30-10:15	Student led Task Groups <ul style="list-style-type: none"> Experiential Learning 	Break out Rooms
	10:15-10:30	Class Debrief	
	10:30-10:45	Break	
	10:45-12:00	<ul style="list-style-type: none"> Conflict in groups 	Supplementary Readings on D2L
	12:00-1:00	Lunch	
	1:00-1:45	Student led Task Groups <ul style="list-style-type: none"> Experiential Learning 	Break Out Rooms
	1:45-2:15	<ul style="list-style-type: none"> Wrapping up Groups 	Chapter 14: Termination and Evaluation
	2:15-2:30	Break	
		2:30-4:00	<ul style="list-style-type: none"> Preparation for group facilitation Introduction and Planning for Group Proposal and Session Plan
Feb 24	NO ZOOM today. Please use the day to do independent work to finish this module and prepare for the next one.		
*** This schedule is tentative***			

Families Module Block Week Schedule

Practice with Families S08 Schedule			
Date	Topic		Readings/Assignments Due
Pre-course Learning	Dallos, R., & Draper, R. (2010). <i>An introduction to family therapy: systemic theory and practice</i> (3 rd ed.) New York, NY: McGraw- Hill Education. (Chapters 1, 2, 3, 4) (pp. 26-116) Available from University of Calgary Library: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=557089&ppg=2		Do Readings connected to Assignment 1 (Found on D2L) Complete Assignment 1: Family Description Complete all Pre-course reading and assignments for Families Module prior to the beginning of class.
Practice with Families Module Day 1 Feb 25 Zoom sessions 9-4 pm	9:00-9:30	Re-entry Family Definitions	DUE: All pre-course assignments for Families Module posted on Drop Box on D2L by 9:00 AM (See Families Assignment 1). DUE: Group Leadership Plan for Practice Groups (Assignment 2 Groups Module).
	9:30-10:15	Practice Groups: Discussion of Family genogram/eco-map/kinship map/tree of life	Due: Student Lead Practice Group A <ul style="list-style-type: none"> Don't forget to record your session on Zoom Bring Assignment 1 to this session
	10:15-10:30	Break	
	10:30-12:00	Kinship Mapping: Guest Speaker Ralph Bodor	Supplementary Readings on D2L
	12:00-1:00	Lunch	
	1:00-1:45	Practice Groups: Discussion of Family and Culture	Due: Student Lead Practice Group B <ul style="list-style-type: none"> Don't forget to record your session on Zoom
	1:45-2:45	Family Podcast Listen and Learn	Podcast: Inside Social Work – Working with Vulnerable families and Kids in Child Protection (Link will be on D2L)
	2:45-3:00	Debrief	
	3:00-4:00	Theory and practice related to family-based social work.	Supplementary Readings on D2L
Day 2 Feb 26	9:00-9:30	Re-entry	

Zoom 9-4 pm	9:30-10:15	Families Patterns and Conflict	Supplementary Readings on D2L
	10:15-10:30	Break	
	10:30-11:15	Practice Groups: Families Patterns and Conflict	Due: Student Lead Practice Group C • Don't forget to record your session on Zoom
	11:15-12:00	Practice Skills	
	12:00-1:00	Lunch	
	1:00-1:45	Family Life Cycles	Supplementary Readings on D2L
	1:45-2:45	Family Podcast Listen and Learn	Podcast: Lomah -Supporting Families in Rural Settings (Link will be on D2L)
	2:45-3:00	Debrief	
	3:00-3:15	Break	
	3:15-4:00	Wrapping up: Final Stage Group	Instructor Run Group DUE: Submit Participation Self-Reflection to D2L for Assignment 2 Families Module.
Feb 28 th	Assignment 3 Groups Module due @ 11:59 pm		
March 2 nd	Assignment 3 Families Module due @ 11:59 pm		
*** This schedule is tentative**			

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: February 25th @ 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.

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:

Read Chapters 1 to 6 of course text (Zastrow & Hessenaur, 2018) to be completed by 9:00 am the first day of class.

Complete 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) Inventory of Foundation Competencies in Social Work with Groups.

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) Group Activity plan

Using their selected items discovered in the IC-SWG completed in Part B, each student will develop a plan to run a group activity that allows them to work on improving their skills. The intention of this activity is to give students an opportunity to plan a task group and give some students the opportunity to run one in class if they choose. These task groups should be fun, engaging and help students demonstrate and/or learn from different leadership styles, see different approaches to task groups and analyse their own participation in group process. While every student needs to complete a Group Activity plan, not all students will have the opportunity to run a practice group in this Module. Submit a 1-page plan on D2L before class. Point form and scans/copies of group activities is encouraged as part of the student's submission. This is not intended to be a formal paper.

Some examples of activities: Teaching a grounding exercise, conduct a smudge, a small art project, playing a game, leading a meditation, leading a yoga exercise, stretching, a psycho-educational activity, storytelling or any other task that can be done within the time frame.

Plan should include an overview for a 20-30-minute session or activity plan. Include the following:

- (a) the type or kind of proposed task group;
- (b) the purpose of the group;
- (c) target group or population;
- (d) goals intended to achieve;
- (e) the length of the session (20 -30 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. (Keep in mind that these should be items easily accessible in a person's house if participants need access to them).
 - Volunteers will be asked to run some practice groups during class time in the Groups Module so be brave and prepared.

Assignment 2: Co-Facilitator of Group Activity 20% Due: February 25 or February 26

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

Assignment Description:

This experiential learning activity will involve co-facilitating in groups of 5 a 30-minute supportive group activity to be completed during the Families Module of this course. All leaders must be actively involved in group facilitation of the activity. There is class time allotted for the planning of this activity.

Students will be assigned into pairs by the instructor and will be responsible for running a supportive conversation around one of the following topic areas: Family Descriptions, Families and Culture, Families in Conflict or Wrapping up Family work. Topics will be assigned on the first day of the Groups module.

Part One: Develop a Group Plan.

The following plan 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

Part 2: Run the Group (during Families Module)

Please note:

1. Students will record via Zoom (save to the Cloud) their group session and submit for marking.
2. 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.
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 activity, the co-facilitators will facilitate a five-minute debriefing session with group.

5. Fellow classmates to complete written feedback (form provided) to the course instructor (via Dropbox). These will be shared with 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 see D2L for criteria and Rubrics. The group 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

Assignment 3: Personal Reflection Plan for Development Analysis/Critique (10 %) February 28th at 11:59pm

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:

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. The paper is to be submitted to the D2L Dropbox.

PRACTICE WITH FAMILIES' MODULE (50%)

Assignment 1: Family Description (15%) February 25th at 9:00 AM

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

Assignment Description:

Students will read the information on D2L about Genograms, Eco-maps, Kinship mapping, and Tree of Life activities. Students will then complete one of the exercises that best fits their understanding of their own family system. Students are free to define family in whatever way best fits in their life. Nuclear families, extended family systems, kinship families, chosen families and other conceptualizations of family are all valid.

Students will complete a genogram/ Eco-map/ Tree of Life or Kinship map with accompanying paper. This family description will be consistent with practices and models discussed within the course and with social work values. The chosen exercise will be accompanied by a four (4) page paper describing and expanding on the key concepts represented within the completed exercise. Students should reflect on why they chose the exercise they did and briefly compare it to the other activities.

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. A section of this paper should be dedicated to reporting on newly developed insight/awareness arising from completing the exercise, including, but not limited to student's critical reflection on the process of completing the exercise, what they recognize about their own beliefs, values, world view, 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 class, race, gender, sexual orientation, age and ability. They may also write about how these learnings about the process of completing a family description and/or their own family-of- origin may be beneficial to their future social work practice with families.

This submitted paper will be no longer than four (4) double-spaced typed pages

Assignment 2: Experiential Practice Activities (25%) Due during class time.

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 skill, as well as simulated counselling sessions to demonstrate a synthesis and application of these skills to a simulated clinical scenario. Students are also expected to participate in large-group discussions, small group discussions in class in order to critically examine key learnings. Students may also consider utilizing the D2L learning environment as a venue to continue these in-class learning activities.

Students will self-assess their participation in the Families Module and submit an evaluation form to D2L at the end of the course. The instructor will review the form and assign a mark based on the student's self-evaluation and the instructor's experience of the student's participation.

Assignment 3: Reflective Journal (10%)

Due March 2 @ 11:59 pm

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

Assignment Description:

For this assignment, you will complete a reflective journal. The focus of this journal may include, but is not limited to, your thoughts, reflections and critical analysis regarding a) the family module activities, experiential activities, class discussion and materials and/or how you are impacted by these material b) professional ethical issues that arise via the class materials/discussions, including the application of social work values and ethics, c) the application of the family module materials to social work contexts, populations and/or clients (***)please note that if you reflect on actual clients that you should only use non-identifying information to protect their confidentiality), d) the person-of- the-social worker, including examining issues of power/privilege related to your social location, how you navigate personal/professional boundaries, personal/professional values and/or how you engage in self-awareness and/or self-care activities of relevance to the module's materials. You may also consider including a summary section to this journal that provides an overall summary/synthesis of your learning process through this module.

This submitted paper will be no longer than five (5) double-spaced typed pages excluding references with a minimum of 11-point font and 1-inch margins. Any references used throughout the paper are required to conform to APA format (7th ed.)). Please submit your paper via D2L drop box.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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 must be submitted in Word 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

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