



Course & Session Number	SOWK 393 S01	Classroom	Online via Zoom
Course Name	Practice and Evaluation with Families		
Day(s) & Time	Zoom sessions: Mondays 9 AM – 11:50 AM MST		
Instructor	'Lola Emiko	Office Hours	As Requested
UCalgary E-mail	olufunmilola.emiko@ucalgary.ca	UCalgary Phone	Please contact via email

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

An introduction to theories and skills for family-centered social work practice with families. There will be an emphasis on diversity in relation to family development issues, the stresses families face, family assessment techniques, and theories and practices of family intervention.

COURSE DESCRIPTION

This course adopts a collaborative and experiential approach to learning. It is intended to help forge pathways centred around a foundational understanding of the theoretical underpinnings that inform family centered social work practice. Families will be understood within the larger social and historical context, and themes such as diversity, reconciliation, power, oppression, and privilege will be explored.

Students are expected to reflect critically on the different family systems dynamics that might further compound the way families interact with one another. Students will engage in interactive class discussions, role plays, group work and experiential activities.

This course will take place **online** via synchronous Zoom sessions. Required readings and course related materials will be posted on the Desire2Learn (D2L).

COURSE LEARNING OUTCOMES

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

1. Gain a strong foundational knowledge of a family systems practice approach and critically analyze the use of family theory as it pertains to practice issues;
2. Integrate practice theory with practice behaviours;
3. Apply family intervention theory and skills critically and in an analytical manner;
4. Prepare to work with families in a practice setting. Students will explain how their learning will transfer from the classroom to practice settings;
5. Acquire and demonstrate an understanding of diverse family groupings;
6. Demonstrate critically reflective processes while working with families that allow reflection to focus on issues such as power, oppression/privilege and diversity.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

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

Rental options:

UofC VitalSource

<https://calgary-store.vitalsource.com/products/brooks-cole-empowerment-series-an-introduction-to-donald-collins-v9781285401904>

Cengage (Publisher)

<https://www.cengage.ca/c/brooks-cole-empowerment-series-an-introduction-to-family-social-work-44-4th-edition-4e-collins-jordan-coleman/9781133312628/>

Articles:

Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, 36(3), 169-180.

Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. *Counselling Psychology Quarterly*, 26(3-4), 386-405.

Haselhurst, Moss, K., Rust, S., Oliver, J., Hughes, R., McGrath, C., Reed, D., Ferguson, L., & Murray, J. (2021). A narrative-informed evaluation of tree of life for parents of children with physical health conditions. *Clinical Child Psychology and Psychiatry*, 26(1), 51–63.

Ncube. (2006). The Tree of Life Project. *International Journal of Narrative Therapy and Community Work*, (1), 3–16.

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

Social Work 393 is one in a series of required practice courses within the BSW curriculum. The content of Social Work 393 will provide social work students with theoretical and practice frameworks for critically exploring and understanding family social work practice.

CLASS SCHEDULE

Date	Topic	Readings/Assignment Due
Class 1: January 10	<p>Introductions Course and Assignment Overview</p> <p>Family Simulation Instructions: In this session, you will start to form your family. You need to decide on: Presenting Problem, family roles, who will be the social worker, agency, family composition, etc. Spend about 10 minutes at the end of the role-play just having a family conversation. The social worker will initiate the discussion by stimulating conversation.</p>	CH 1: Introduction to Generalist Family Social Work Practice
Class 2: January 17	<p>Diversity in Family</p> <p>Family Life Cycle</p> <p>Family Simulation Instructions: Today you will continue to develop your family. You will need to round out your family regarding diversity issues such as ethnicity, religion, family structure, sexual orientation, family history, etc. Spend some time outlining family of origin and previous generations.</p>	<p>Log submission</p> <p>CH 2: Diversity: Defining Family, diverse family structures, cultural dimensions of family</p> <p>CH 4: Family Life Cycle and Development</p>

	You will look at your family's development in the context of the Family Life Cycle.	
Class 3: January 24	<p>Practical Aspects of Family Social Work</p> <p>Engagement, Assessment, Goal Setting, and Contracting</p> <p>Guest Speaker: TBD</p> <p>Family Simulation Instructions: Today the Family Social Worker will take the lead and conduct a family interview based on the guidelines presented in class. The social worker might want to consider incorporating materials from the previous classes to obtain more assessment material. You will discuss the Presenting Problem that brought the family into this agency to see this social worker. The social worker will take a more active role with the family.</p>	<p>Log submission</p> <p>CH 6: Practical Aspects of Family Social Work</p> <p>CH 7: The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting</p>
Class 4: January 31	<p>Qualitative Family Assessment</p> <p>Quantitative Family Assessment</p> <p>Family Simulation Instructions: The social worker will lead the family group in a Ecomap or Genogram exercise</p>	<p>Log submission</p> <p>CH 8: Qualitative Family Assessment, Ecological Family Assessment, Ecomaps, Genograms</p> <p>CH 9: Quantitative Family Assessment Family Categories Schema</p> <p>Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. <i>The American Journal of Family Therapy</i>, 36(3), 169-180.</p> <p>Goodman, R. D. (2013). The transgenerational trauma and resilience genogram. <i>Counselling Psychology Quarterly</i>, 26(3-4), 386-405.</p>

Class 5: February 7	<p>Qualitative Family Assessment using narrative therapy principles</p> <p>Family Simulation Instructions: The social worker will lead the family in a culturally sensitive methodology called the Tree of Life - pioneered by Ncazelo Ncube (Phola) in collaboration with David Denborough (Dulwich Centre)</p>	<p>Log submission</p> <p>The Imbeleko approach: Using the Tree of Life Narrative Methodology with Families</p> <p>Ncube. (2006). The Tree of Life Project. <i>International Journal of Narrative Therapy and Community Work</i>, 2006(1), 3–16.</p> <p>Haselhurst, Moss, K., Rust, S., Oliver, J., Hughes, R., McGrath, C., Reed, D., Ferguson, L., & Murray, J. (2021). A narrative-informed evaluation of tree of life for parents of children with physical health conditions. <i>Clinical Child Psychology and Psychiatry</i>, 26(1), 51–63.</p>
Class 6: February 14	<p>Interventions at the Child and Parental Levels.</p> <p>Film: “The Trouble with Evan”</p> <p>Note: This is a disturbing video and it might upset some students. The video is a Fifth Estate production that captures family interactions inside their home in an attempt to determine what has contributed to the child, Evan’s behavioural difficulties.</p> <p>Family Simulation Instructions: After the video, spend some time within your simulation group debriefing the video and reflecting on a group exercise.</p>	<p>Log submission</p> <p>CH 12: Interventions at the Child and Parental Levels.</p> <p>Film: “The Trouble with Evan”</p>
February 20-26	NO CLASS: TERM BREAK	
Class 7: February 28	<p>Family Systems Interventions</p> <p>Guest Speaker: TBD</p>	<p>Assignment 2 due</p> <p>Log Submission</p>

	Family Simulation Small Group	CH 10: Family Systems Interventions CH 11: Intervention Phase
Class 8: March 7	Family Systems Family Simulation Small Group	Log submission CH 3: Family Systems: Theories and Concepts
Class 9: March 14	Termination Phase Family Simulation Small Group	Log submission
Class 10: March 21	Family Strengths and Resilience Family Simulation Small Group	Log submission
Class 11: March 28	Course Overview Closing Circle and Reflections Final Presentation Consultations	
Class 12: April 4	GROUP PRESENTATIONS	
Class 13: April 11	GROUP PRESENTATIONS	

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. 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.

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

Assignment 1: Weekly logs (Group Assignment)

Weight: 30% (6.0 points per log, for total of 5 logs)

Due: Weekly according to dates indicated in D2L

Aligned Course Learning Outcome: 1, 2, 3, 4, 5

Weekly log of experiential work and the integration and transfer of theory require class participation and involve a written analysis detailing the experiential family's work or small group discussion of process of simulation. This assignment will involve a collective weekly log of your family experience and relating it to the family theory and family simulation under study for that specific week. **Each family simulation group is only required to submit 5 logs** in order to earn a grade for this section. Students can take turns handing in logs until a maximum number of 5 submissions as a group is attained.

The rationale behind this assignment is to engage in the integration of theory and practice: Students will work in teams of about **five or six students** (variable based on family design and randomly assigned). Each family team will work together on weekly issues that may have stemmed from family simulation activity. The first step is to construct a family with which you will work with for the term. One student will play the role of family social worker and the other students will play a specific role in the family. Roles can be switched around at any point during this exercise. Family teams will spend the first two weeks "forming" their family. Each week, family teams will meet in the second half lab section of class and work with their family. Family structure and composition will be determined by each team. Family members will select a name and the family will develop a structure, dynamic, interaction patterns and history.

Logs will be based on the simulated family experience and dynamics that occurred in each weekly session.

Weekly logs will consist of **three brief sections**. Each weekly log shall identify the family members present (with the associated real names of the students) and when necessary identify the impact of missing family members upon the family session as well as what could be done to engage the missing family member better. **The first paragraph** will be a description of the family session and a brief overview of what happened in the day's session. **The second paragraph** will include relevant theory from the text and classroom lectures and your reflection of how these ideas are relevant to the current

dynamics of your family creation. **Your third paragraph** will include your thoughts on: What is working well? What would you do differently? Outside readings are not necessary to receive full marks for a log.

When completing logs during the initial family formation period, requirements listed in the first paragraph section may not be relevant. Your log can instead focus on highlighting group discussions around the process leading up to the creation of your family.

Assignment 2: Assessment Creation and Reflection (choice of Individual or Group Assignment)

Weight: Total of 35%: Part A: 10% and Part B: 25%

Due: March 1 by 11:59pm

Aligned Course Learning Outcome: 2,4,6

Part A: Genogram, Ecomap or Tree of Life

Students will create a visual assessment and mapping tool (Genogram, Ecomap or Tree of Life) of their family of choice which could either be real, fictional or a combination of both. This assessment should be created with a legend (where applicable), reflecting on the storyline, structure and relationship dynamic that exists amongst the members of your selected family.

Part B: Paper – Reflection

Students are expected to provide an overview of the family depicted in the assessment tool of choice (Genogram, Ecomap or Tree of Life) by identifying the structure, dynamic, presenting issues or areas of concern as well as a reflection of their own approach. Be detailed on the structure and process of your interview, your engagement strategy while referencing some examples of key interview questions generated. Comment on what this process of information gathering was like for you and your family. Consider your own social location and approach to anti-oppressive practice and how this might have influenced this exercise. Reflect on what you did well and what could have been done differently.

Please post a copy of your assessment tool (Genogram, Ecomap or Tree of Life) and paper on the dropbox on D2L

Length: 3-4 pages double-spaced (excluding title page and references)

Format: APA 7th edition

Grading: The grading criteria for this assignment will be discussed in class and a rubric will be posted on D2L.

Assignment 3: Group Presentations - Intervention

Weight: 35%

Due: March 29 or April 12

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

Students are expected to collectively showcase their families to the class.

Select 1 or 2 family challenges, issues or key themes that were identified from your assessment process - these issues could range from mental health, substance use, criminality, trauma, domestic violence, etc.

Expand and build on this by developing a service/intervention plan that offers an alternative restorative and healing response. Comment on whether community and kinship supports are applicable forms of intervention in strengthening the family's overall functioning. Outline what modality or framework your intervention is centred upon. Reflect on your overall experience through this work – panic areas, growth areas, a-ha moments and any other general lessons learned. Discuss your self-care activities as practitioners through this process.

Students are required to utilize at least three external references.

Creativity can be shown in the facilitation style and organization. Students will have 30 minutes to showcase their presentation and overall process to the class.

Please post a copy of your powerpoint on the dropbox on the D2L. All group members will receive the same grade for the group assignment.

Any references and images used in the presentation should adhere to APA 7th Edition.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

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

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

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

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

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

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL AND GENDER-BASED VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information