



**Winter 2022**

<b>Course &amp; Session Number</b>	<b>SOWK 393 S04</b>	<b>Classroom</b>	January - Online via Zoom <b>In Classroom dates to be announced.</b>
<b>Course Name</b>	Practice and Evaluation with Families		
<b>Day(s) &amp; Time</b>	Monday 9:00 am – 11:50 am		
<b>Instructor</b>	Pauline Cardinal	<b>Office Hours</b>	By appointment
<b>UCalgary E-mail</b>	<a href="mailto:Pauline.cardinal2@ucalgary.ca">Pauline.cardinal2@ucalgary.ca</a>	<b>UCalgary Phone</b>	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**

An introduction to theories and skills for family-centred 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 will assist students with an ability to develop their skill base when understanding family centered social work practice. Family social and historical context will be understood through specific

themes of reconciliation, power, oppression and privilege. Students are expected to critically think when recognizing and developing therapeutic plans relating to dysfunctional processes in families. Class will involve small group activities, in-class discussions, guest speakers, instruction and skill practice.

### **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**

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

#### **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.

### **RELATIONSHIP TO OTHER COURSES**

This course is one of the required courses for after-degree and university-transfer students in the Bachelor of Social Work program in Edmonton.

**CLASS SCHEDULE**

Date	Topic	Readings/Assignment Due
Class 1: January 10	Introductions Course and assignment overview	Chapter 1: Introduction to Generalist Family Social Work Practice
Class 2: January 17	Diversity in Family Family Life Cycle	Journal # 1 due CH 2: Diversity: Defining Family, diverse family structures, cultural dimensions of family CH 4: Family Life Cycle and Development
Class 3: January 24	Practical Aspects of Family Social Work Engagement, Assessment, Goal Setting, and Contracting	CH 6: Practical Aspects of Family Social Work CH 7: The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting
Class 4: January 31	Qualitative Family Assessment Quantitative Family Assessment	Journal #2 due CH 8: Qualitative Family Assessment, Ecological Family Assessment, Ecomaps, Genograms CH 9: Quantitative Family Assessment Family Categories Schema
Class 5: February 7	Qualitative Family Assessment using narrative therapy principles	TBD
Class 6: February 14	Interventions at the Child and Parental Levels.	Journal #3 due CH 12: Interventions at the Child and Parental Levels.
February 20 -26	No classes term break	
Class 7: February 28	Family Systems Interventions	Journal #4 due CH 10: Family Systems Interventions CH 11: Intervention Phase

March 1		Assignment 2: Family Analysis Assessment Due
Class 8: March 7	Family Systems	CH 3: Family Systems: Theories and Concepts
Class 9: March 14	Termination Phase	Journal #5 due
Class 10: March 21	Family Strength and Resistance	Movie and Class Discussion
Class 11: March 28	Guest Speaker TBD	
April 10		Participation Survey due
Class 13: April 11	Class Group Activity	
April 15, 2022		Personal Reflection Paper due

Please note important dates in the winter term:

- 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.

#### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

## ASSESSMENT COMPONENTS

### **Assignment 1: Personal Reflection Journals x 5**

Due Date:        January 17, 2022  
                      January 31, 2022  
                      February 14, 2022  
                      February 28, 2022  
                      March 14, 2022

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

Weight: 5 Journals X 5% = 25%

Assignment description:

Students will complete five reflective journals on provided journaling queries over the course of the semester. Journal entries are to be critically self-reflective in nature and focused on one's interaction with any aspects of the course material (synchronous sessions, D2L resources, and assigned readings). Journals will include reactions to course content, personal learnings, professional learnings and emerging questions for future exploration. Each journal will be 500-750 words.

A detailed rubric is available on D2L.

APA format is not expected.

Journals will be submitted through D2L Drop Box before 11:59pm on the relevant due date.

### **Assignment 2: Family Analysis Assessment**

Due Date: March 1, 2022

Aligned Course Learning Outcome: 1,2,3,6

Weight: 25%

Assignment description:

Using your own personal experience or a fictional family; create a genogram style mapping of family (your choice of design) with a family analysis and critical therapeutic assessment. This assessment will have the voice of the family and an analytical family centered plan. This is also to include next steps when creating better outcomes for families in need.

A detailed rubric is available in the D2L

APA format is not expected.

Family Critical Analysis will be submitted through D2L drop box before 11:59 pm

### **Assignment 3: Reflection Paper (Individual Assignment)**

Due date: April 15, 2022

Weight: 35%

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

Assessment Description & Criteria: Provide a personal reflection paper on a topic of inquiry related to family social work practice. Further detailed information will be provided in D2L.

Building from the course materials, discussions, activities and reflective journals, as well as past personal, academic and/or practice experience, literature, and course content, students will write a self-reflective paper outlining how they plan to practice family based social work theories within an anti-oppressive framework. To this end, students will identify a practice setting and a targeted population with whom they hope to practice in the future.

The paper will be 2000 - 2500 words and will use APA 7 format. Papers will include no less than seven peer-reviewed articles and will include other course materials as well.

A detailed rubric is available on D2L

Paper will be submitted to Dropbox by 11:59pm

#### **Assignment 4: Participation**

Due date: April 10, 2022

Weight: 15%

Aligned Course Learning Outcomes:

Assessment Description & Criteria:

This class has a significant experiential component and active participation is required in order to practice and integrate the skills. Assessment of participation will be determined through a range of activities. These may include an exit ticket at the end of each synchronous class, a self-reflective checklist, instructor observations and metrics retrieved from D2L. This mark is not meant to be a barrier to student success and students are strongly invited to connect with the instructor to problem solve any potential barriers to active and ongoing participation.

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

The synchronous class time will be a mixture of lectures, experiential exercises and small group discussions. Participation in the synchronous sessions is important as time has been allocated for students to complete their practice scenarios needed for their assessments. If students, are unable to attend and or have barriers that make it difficult, please connect with the instructor so alternate arrangements can be made.

#### **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 are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

#### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

**EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

**ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

## GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

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

Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

### RESEARCH ETHICS

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

## **ACADEMIC MISCONDUCT**

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

## **INSTRUCTOR INTELLECTUAL PROPERTY**

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

## **COPYRIGHT LEGISLATION**

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

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

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

## **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

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

## **OTHER IMPORTANT INFORMATION**

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

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