



Winter 2022

Course & Session Number	SOWK 612.03 S01	Classroom	ONLINE
Course Name	Clinical Work with Families		
Day(s) & Time	Wednesdays 6 - 8 pm, January 10 - April 12, 2022 Online classes: Synchronous classes: January 12, 26 February 9, 16, March 9, 23, April 6 A-synchronous classes: January 19, February 2, March 2, 16, 30		
Instructor	Roxanne Pereira, MSW, RSW	Office Hours	As Requested (virtual)
UCalgary E-mail	roxanne.pereira@ucalgary.ca	UCalgary Phone	

SYLLABUS STATEMENT

Application of evidence-based and anti-oppression modalities and best practices towards supporting and helping individuals, groups, families and communities.

COURSE DESCRIPTION

- This course is designed to provide students with advanced social work theory and practice skills with families.
- Teaching methods will include multimodal instruction including lectures, case studies, role plays, video instruction, guest speakers, self-directed reading of course materials, and assignments.

Synchronous and A-synchronous Content

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning

environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, please inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Synchronous classes will include 2 hours of live class on Zoom followed by 1 hour of instructional time will be assigned on D2L to be completed the week it is assigned. Synchronous classes are on the following dates: January 12, January 26, February 9, February 16, March 9, March 23, and April 6 from 6 - 8 pm on D2L and Zoom.

A-synchronous classes will include 3 hours of instructional activities assigned on D2L.

COURSE LEARNING OUTCOMES

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

1. Understand social work theory of clinical work with families.
2. Understand the structure of social work family assessment
3. Develop competency of social work tools in family assessment and treatment.
4. Collaboratively create an intervention plan with a family.
5. Identify ethical principles foundational to social work clinical practice with families.
6. Identify personal bias and apply a social justice lens to clinical practice with families.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Nichols, M. P. and Davis, S. D. (2021). *Family therapy: Concepts and methods* (12th ed.). Pearson Education, Inc.

Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., Torres, A. (2020). Cree relationship mapping: *nêhiyaw kesi wâhkotohk* - How we are related. *First Peoples Child & Family Review*, 15(1), 44 - 61.
<https://doi.org/10.7202/1068362ar>

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

Clinical Practice with Families fits in with the continuing series of the Clinical Practice courses designed for social workers to develop the understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization. This course is one of the four courses in the Clinical Practice with Individuals, Families, and Groups (IFG).

CLASS SCHEDULE

Week	Date	Topic	Readings	Assignments and Due Dates
1: JAN 12	<ul style="list-style-type: none"> • Synchronous Zoom 6 - 8 pm MST • 1 hour a-synchronous activities posted to D2L 	Introduction to the course Review the syllabus and assignments	Nichols & Davis Chapter 1	
2: JAN 19	<ul style="list-style-type: none"> • A-synchronous activities posted to D2L 	Overview of family assessment and intervention	Nichols & Davis chapters 2 - 3	
3: JAN 26	<ul style="list-style-type: none"> • Synchronous Zoom 6 - 8 pm MST 	Family assessment interview guides	Nichols & Davis chapters 4 - 5	
4: FEB 2	<ul style="list-style-type: none"> • A-synchronous Activities posted to D2L 	Kinship mapping - Drs. Makokis and Bodor	Nichols & Davis chapters 6 - 7	
5: FEB 9	<ul style="list-style-type: none"> • Synchronous Zoom 6 - 8 pm MST • 1 hour a-synchronous activities posted to D2L 	Group Presentations		Group Presentations Due
6: FEB 16	<ul style="list-style-type: none"> • Synchronous Zoom 6 - 8 pm MST • 1 hour a-synchronous activities posted to D2L 	Group Presentations		Group Presentations Due

February 23 Reading Week (no class)				
7: MAR 2	<ul style="list-style-type: none"> A-synchronous activities posted to D2L 	10 ways to have a better conversation	Nichols & Davis chapter 10	
8: MAR 9	<ul style="list-style-type: none"> Synchronous Zoom 6 - 8 pm MST 1 hour a-synchronous activities posted to D2L 	Assessment Tools	Nichols & Davis chapter 11	
9: MAR 16	<ul style="list-style-type: none"> A-synchronous activities posted to D2L 	John Gottman	Nichols & Davis chapter 12	
10: MAR 23	<ul style="list-style-type: none"> Synchronous Zoom 6 - 8 pm MST 1 hour a-synchronous activities posted to D2L 	Couples therapy	Nichols & Davis chapter 13	
11: MAR 30	<ul style="list-style-type: none"> A-synchronous activities posted to D2L 	Role plays	Nichols & Davis chapter 14	
12: APR 6	<ul style="list-style-type: none"> Synchronous Zoom 6 - 8 pm MST 1 hour a-synchronous activities posted to D2L 	Final class - wrap up		Final Assignment Due by 11:59 pm
APR 12	No class			All a-synchronous activities due on D2L
Last day to withdraw from Regular Session classes is April 12, 2022 End of term: April 12, 2022				

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed 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 systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, 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 into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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.

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

- 1. Group Presentations (30%) - Due February 9 or 16, 2022 presented live on Zoom. Presentation file (e.g PowerPoint or similar) to be submitted electronically on D2L by 11:59 pm on the day your group presents.**

Aligned Course Learning Outcomes: 1, 5, and 6.

Assignment Description: Students will be assigned to a group and chose a theory on family therapy from the textbook (Bowen, Strategic, Structural, Experiential, Psychoanalytic, Cognitive Behavioural, Solution-Focused, or Narrative). With your group you will present the theory to the class live online on *either* February 9 or 16. You will have 30 minutes to present and 10 minutes for questions from your peers (for a total of 40 minutes). This assignment is designed to give students the opportunity to 1) immerse yourself in one theory on family therapy and 2) learn about the other theorists included in the textbook by hearing other group presentations and asking questions of your peers 3) integrate knowledge of the theory and apply it to a case study. The primary reference material will be found in the textbook. However, you will need to supplement with other academic sources, especially for the critical analysis. There is no minimum *required* number of external sources but in most cases at least three academic sources in addition to the textbook would be appropriate. It is expected that each group member will have equivalent responsibilities for the presentation. In most cases, each group member will receive the same grade, although the instructor reserves the right to award an individual grade.

Assignment Criteria: Groups should include the following areas in the presentation:

1. Describe the theory:
 - Philosophical foundations, key concepts, and therapeutic techniques /10
2. Critical analysis
 - Critically analyze the theory with a social work lens including anti-oppressive practice, strengths-based, person in environment, social justice, and ethics /5
3. Application to clinical work with families using a case example /10
4. Writing and presentation
 - Writing is clear and concise, free of errors including grammar, punctuation, and spelling. Proper citation and referencing in APA 7th ed. Format. /3
 - Equal split of presentation time and content between group members. /1
 - Interesting and engaging presentation style with multimodal methods (e.g. audio, video, graphics, and practical examples). /1

- 2. Family Assessment and Treatment Plan (40%) Due April 6, 2022 by 11:59 pm. To be submitted electronically on D2L.**

Aligned Course Learning Outcomes: 2, 3, 4 and 5.

Assignment Description: Students will create an 8 - 10-page family assessment and treatment plan. This is not an academic paper, rather it should be in the format of a professional report. You may use a fictitious or authentic case from your practice experience. In fictitious cases you may consider using a family portrayed on television or feature films (please include the source in your citations). In authentic cases, be careful to remove all identifying information and make a note of that in your report.

Assessment Criteria: The following categories should be included in the report:

1. Setting of the assessment, reason for referral, consent forms, sources of information, and confidentiality. Please include consent forms (with identifying information removed) in an Appendix. /5
2. Family biographical information pertinent to the referral question(s). You may consider using a family assessment tool such as kinship map or genogram, which would be summarized in the report and attached as an appendix. /5
3. Background clinical information about the family relevant to the setting and referral question(s). You should ground your clinical information on one theory in the textbook. Categories to consider may include mental health history, personal and developmental history, psychosexual development, collateral information, boundaries, communication, differentiation. /15
4. Clinical impressions based on assessment tools and clinical interview(s) grounded on a theoretical approach in the textbook. /7
5. Treatment plan or recommendations made in collaboration with the family, taking into consideration evidence-based approaches. /5
6. Writing is clear and concise, free of errors including grammar, punctuation, and spelling. It is unlikely that you would require any in-text citations or references in a professional report. Writing should follow the APA 7th ed. format including headings, double spaced, and writing rules. /3

3. Participation (30%) Due: Ongoing

Aligned Course Learning Outcomes: 2, 3, 5 and 6.

1. Attendance and participation for all in-person and synchronous online classes. Attendance includes arriving on time. Participation is defined as meaningful and active participation in class discussions and activities. Evaluation will be a self-assessment with a grade assigned by the instructor. /15
2. It is recommended that students complete any a-synchronous assignments posted to D2L for the online components of classes on the week they are assigned to avoid falling behind in the course. All a-synchronous assignments must be completed by April 12, 2022. /15

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend and fully engage in all the live synchronous classes (on Zoom). If you cannot attend the session, you are expected to inform the instructor in advance and co-create a make-up activity to avoid losing points for participation. Students will commit to inform the instructor if they are unable to attend class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Guidelines for submission of assignments are listed under the heading "Assessment Components". All assignments are to be submitted on D2L electronically by 11:59 pm on the day they are due.

LATE ASSIGNMENTS

The assignments in this course are designed to lead you through several practice issues and learning processes. While grades will naturally be important to you; and grading is a part of assignments – students are encouraged to think of assignments in terms of your learning. Each assignment demands some research, some reflection, and something of “you” - your feelings, opinions, and learning process.

The matter of late assignments is often a concern. The hope is that the class relates as closely as possible to “real life” concerns; that is, to social work practice realities. Meeting commitments and deadlines is always important, and it is often important ways to your client’s wellbeing (not to mention your own credibility). We expect, then, that you will take responsibility for letting your instructor know *in advance of the due date* if you expect to have difficulty meeting the due date. Failure to make arrangements may result in your assignment not being accepted. Once an extension is approved, the usual grade penalty for such *pre-arranged* extensions is usually 5% per day. Instructors reserve the right to make individual arrangements with students. Instructors reserve the right not to accept late assignments if not pre-arranged.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills for approximately 10% of the overall grading of the assignment. 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

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. When determining the final grade *only*, the instructor will round up or down to the nearest full percentage. Any partial percentages .5 and above will be rounded up to the nearest full percentage and any partial percentages .4 and below will be rounded down to the nearest full percentage.

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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

COURSE EVALUATION

Student feedback will be sought in various ways throughout the term to reflect on progress in the course and expectations of the students. A formal evaluation will be made available 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

Suggested readings will be posted to 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