



Course & Session Number	SOWK 393 S04	Classroom	
Course Name	Practice and Evaluation with Families		
Dates and Time	Start of Classes: January 9, 2023 End of Classes: April 3, 2023 Dates and Time: In-person instruction Monday's 9am -12:00 pm. Asynchronous Class on March 20, 2023 Last day to add a class is Friday, January 20. Last day to drop a class without financial penalty is Thursday January 19. Last day to withdraw from a class is Wednesday, April 12.		
Instructor	Kealey Dube, MSW, RSW	Office Hours	As requested
UCalgary E-mail	kdube@ucalgary.ca	UCalgary Phone	Please email to set up a phone call

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), 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

University Transfer route Students will develop a knowledge base, including practical skills, for family centered social work practice. Students will have the opportunity to develop their understandings of family centered social work using online discussions, practice scenarios, and video clip analysis. Students will have the opportunity to identify a specific area of inquiry pertaining to social work practice with families. Discussions throughout the course and formal assessments, are designed to help students develop effective learning and research strategies that can be applied to family centered social work.

As this is a practice course, most of the classes will take place in person. There is one asynchronous class where learning activities will be provided on D2L.

COURSE LEARNING OUTCOMES

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

1. Develop and demonstrate an understanding of the relationship between social work theory and social work practice with families.
2. Identify an area of inquiry related to social work practice with families that is rooted in an anti-racist, anti-colonial, and anti-oppressive understanding.
3. Demonstrate an understanding of assessment and intervention techniques pertaining to families generally and to specific areas of inquiry. Specific techniques will be demonstrated through experiential learning.
4. Reflect on experiences of practitioners and family members through role play activities, self-reflection exercises and analysis of video clip segments.
5. Further develop research and learning strategies for use in social work practice with families.
6. Develop a critically reflexive practice framework that is congruent with social work ethics and values.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no textbook required for this class.
Required readings are listed in the weekly course schedule.

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

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

Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023

Class #	DATE	TOPIC	READINGS	ASSIGNMENTS DUE
1	January 9	Course Review Practice Component: Family Group Formation and identification of presenting issue	Early, T & GlenMaye, L. (2000). Valuing Families: Social Work Practice with Families from a Strengths Perspective, <i>Social Work</i> , 45(2), 118–130, https://doi.org/10.1093/sw/45.2.118 Jordan, L.S. (2022) Unsettling colonial mentalities in family therapy: Entering negotiated spaces. <i>Journal of Family Therapy</i> , 44(1), 171– 185.	
2	January 16	Trauma Informed Family Social Work Practice Component: Identification of Family Group Dynamics and Relationships	James, K., & MacKinnon, L. (2012). Integrating a trauma lens into a family therapy framework: Ten principles for family therapists. <i>Australian and New Zealand Journal of Family Therapy</i> , 33(3), 189–209. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/aft.2012.25 Kelley, A. N., Curtis, M. G., & Wieling, E. (2022). Expanding the Traumatic Stress Framework to Incorporate a Socioecological Family Systems Perspective. <i>Family Process</i> , 61(2), 476–489.	

			<p>https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/famp.12682</p> <p>MacKinnon, L. (2012). The Neurosequential Model of Therapeutics: An interview with Bruce Perry. <i>Australian and New Zealand Journal of Family Therapy</i>, 33(3), 210–218. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/aft.2012.25</p>	
Last day to drop a class without financial penalty Thursday, January 19				
3	January 23	<p>Family Systems Theory</p> <p>Practice Component: Observation of Role Play or Video</p>	<p>Haefner, J. (2014) An Application of Bowen Family Systems Theory. <i>Issues in Mental Health Nursing</i>, 35(11), 835-841, DOI: 10.3109/01612840.2014.921257</p> <p>Lindell, A. K., & Campione-Barr, N. (2017). Continuity and Change in the Family System Across the Transition from Adolescence to Emerging Adulthood. <i>Marriage & Family Review</i>, 53(4), 388–416. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01494929.2016.1184212</p>	
4	January 30	<p>Engaging with Families</p> <p>Practice Component: Engagement Approach within Family Group</p> <p>Reflective Journal: Social Worker #1</p>	<p>Schiettecat, T., Roets, G., & Vandebroek, M. (2017). What families in poverty consider supportive: welfare strategies of parents with young children in relation to (child and family) social work. <i>Child & Family Social Work</i>, 22(2), 689–699. https://doi.org/10.1111/cfs.12285</p> <p>Van Hook, M. (2019). <i>Social work practice with families: a resiliency-based approach</i> (Third edition.). Oxford University Press. Chapter 2: Setting the Stage for Working with Families: The Therapeutic Alliance.</p>	
5	February 6	<p>Assessments</p> <p>Practice Component: Assessment within the Family Group</p> <p>Reflective Journal: Social Worker #2</p>	<p>Huss, E., & Kapulnik, E. (2021). Using Creative Genograms in Family Social Work to Integrate Subjective and Objective Knowledge About the Family: A Participatory Study. <i>Research on Social Work Practice</i>, 31(4), 390–399. https://doi.org/10.1177/1049731521992843</p>	
6	February 13	Focus on Diversity	Guest Speakers	

		Practice Component: Assignment 2 Interviews		
	February 17			Assignment 2: Discussion Board (10%) Due by midnight
February 20 Reading Week: No class				
7	February 27	Family Interpersonal Patterns Practice Component: Family Interpersonal Patterns identification and intervention within Family Group Reflective Journal: Social Worker #3	Gaete, Sametband, I., St. George, S., Wulff, D., Tomm, K., & Durán, G. (2020). Realizing Relational Preferences Through Transforming Interpersonal Patterns. <i>Family Process</i> , 59(1), 21–35. https://doi.org/10.1111/famp.12417 Tomm, K., St. George, S., Wulff, D., & Strong, T. (Eds.). (2014). Patterns in Interpersonal Interactions: Inviting Relational Understandings for Therapeutic Change (1st ed.). Chapter 1. Routledge. https://doi- org.ezproxy.lib.ucalgary.ca/10.4324/978020379 5255	
	March 5			Assignment 3: Genogram and Reflective Paper (30%) Due by midnight
8	March 6	Collaborative Helping Maps Family Group Conferencing Practice Component: Collaborative Helping Maps Reflective journal: Social Worker #4	Madisen, W. (2011). Collaborative Helping Maps: A Tool to Guide Thinking and Action in Family- Centered Services. <i>Family Process</i> , 50, 529–543.	
9	March 13	Parent – Child Interventions:	Cooley, M. E., Veldorale-Griffin, A., Petren, R. E., & Mullis, A. K. (2014). Parent-Child Interaction Therapy: A meta-analysis of child behavior	

		Collaborative Problem Solving Practice Component: Collaborative Problem-Solving Role Play Reflective Journal: Social Worker #5	outcomes and parent stress. <i>Journal of Family Social Work</i> , 17(3), 191–208. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10522158.2014.888696 Pollastri, A. R., Wang, L., Youn, S. J., Ablon, J. S., & Marques, L. (2020). The value of implementation frameworks: Using the active implementation frameworks to guide system-wide implementation of Collaborative Problem Solving. <i>Journal of Community Psychology</i> , 48(4), 1114–1131.	
10	March 20	Asynchronous Class Solution Focused Family Therapy Ending Well	Choi, J.J. (2020). A case study of solution-focused brief family therapy. <i>The American Journal of Family Therapy</i> , 48(2), 195-210.	
11	March 27	Group Presentations		Assignment 4: Group Presentation (20%)
12	April 3	Class Wrap up	In Class Photo Voice Exercise	
April 10 Easter Monday: No class				

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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assessment 1: Reflective Journal (20% + 10% for participation = 30% total mark). Due: Various dates due to the social work role within the family group rotating.

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

Assessment Description:

On the first day of class, students will form family groups of five students. In the following weeks, the family structure and presenting issue(s) will be created. Within the group, there will be one role for the family social worker and the remaining roles will be for family members. It is possible to have one member be an active observer in the process. The roles will change each week, with each person in the group having the opportunity to be the social worker. Each group will submit a schedule at the end of the first class indicating who is the social worker for each of the identified practice sessions: January 30, February 13, February 27, March 6 and March 13.

The individual who is the family social worker will submit a reflective journal detailing their experiences as the social worker. This journal entry will include how their approach was informed by social work theory, grounded in ethical practice, and linked to concepts discussed in class.

Engagement, preparation, and participation are crucial elements to make this assignment successful for yourself and others thus 10% of this grade is for participation. Students will need to make alternate arrangements with their groups members if they are absent during the roles plays related to the reflective journals. The reflective journal is due date will be different for each member of the group and will be due the Sunday after the role play by midnight. A rubric and schedule will be posted to D2L.

Assessment Criteria: A rubric will be posted to D2L.

Assessment 2: Discussion Board (15%) Due: February 17 by midnight

Aligned Course Learning Outcomes: 2, 5,6

Assessment Description:

Students will be asked to identify two artifacts (i.e., scholarly articles, podcasts etc.) that related to the specific topics in family social work and post them as well as an annotation of the artifact to the class discussion board. The specific topics will be decided upon as a class on the first day. Students are required to post 2 responses, one within their own topic area and one within a different topic area. Each post will reflect their understanding of the artifact and pose a question or comment for other students. It is expected that this assignment will take approximately 3 hours.

Assessment Criteria: A rubric will be posted to D2L.

Assessment 3: Genogram and Reflective Paper (30%) Due March 5 by midnight

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

Assessment Description:

Each student will interview a classmate and create a 3-generation genogram. The student being interviewed can use their own family or a fictional family. The genogram will include the structure and the relationships within the family as well as a legend. In addition to the genogram, students will provide a written paper detailing the presenting issue, an understanding of the development and maintenance of this issue based on family social work theory. The final section of the paper will include a reflection on their learnings, strengths and challenges.

Assessment Criteria: A rubric will be posted to D2L

Assessment 4: Group Presentation. (25%) Due: March 27 in class.

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

Assessment Description:

Each group will prepare a 20-minute presentation on their specific family structure, dynamics and presenting issue. They will provide an intervention framework and a resource manual related to this specific topic area. The resource manual will be posted the class discussion board for others to access.

Assessment Criteria: A rubric will be posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

If students are absent from class, it is expected that they engage in professional manner and contact myself and their group members.

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. Marks will be rounded up to the nearest whole number. 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.

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Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64

D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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

Will be available 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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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](#) and requirements of the [Copyright Act](#) 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](#).

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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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