



**Fall 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 625 S01</b>	<b>Classroom</b>	<b>Online Via Zoom</b>
<b>Course Name</b>	<b>Practice with Individuals, Families and Groups</b>		
<b>Dates and Times:</b>	Start of Classes: Wednesday September 4, 2024. End of Classes: Wednesday December 4, 2024. Dates and Time: All classes are Via Zoom from 5.30pm to 8.30pm. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	<b>Judy Shine, MSW RSW</b>	<b>Office Hours</b>	<b>Available upon request</b>
<b>UCalgary E-mail</b>	<a href="mailto:Judy.shine@ucalgary.ca">Judy.shine@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Please contact the instructor via email.</b>

**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.

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

## **SYLLABUS STATEMENT**

A basic understanding of social work practice theory with respect to work with individuals, families and groups.

## **COURSE DESCRIPTION**

In this course you will learn essential skills toward working effectively with a range of individuals, families and groups of diverse gender, ethnicity and culture. Similarities and differences in working with these target populations will be discussed using content lectures, case studies, role play, small group discussions, guest speakers, class discussions and assignments.

The purpose of this course is to develop micro level skills through experiential learning using case scenarios, role plays and practical skill development. This approach is predicated on the assumption that students must learn to integrate generalist social work skills in working with individuals, families and small groups before going on to fields of specialization with client populations.

The course will take place via live Zoom classes. Students will engage in interactive class discussions, break out rooms and individual work. Through the completion of the assignments, students will have an opportunity to connect social work theory with practice and begin to develop strategies for applying their knowledge to practice with individuals, families and groups.

Prerequisite: Admission to the MSW program.

## **COURSE LEARNING OUTCOMES**

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

1. Understand theories and assumptions related to interviewing practice skills with individuals, families, and groups;
2. Demonstrate basic application of the gained skills in ways that distinguish the social work profession from others;
3. Acquire basic knowledge and skills to evaluate social work interventions across fields and levels of practice using diverse and culturally relevant approaches;
4. Demonstrate professional critical thinking about assessments and interventions with individuals, families, and groups;
5. Conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups. Be able to conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups;
6. Demonstrate the links between direct practice, policy analysis, and research; and

7. Recognize diversity and justice issues and identify different theories that can be applied to meet the needs of diverse individuals, families and groups.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

Shulman, L. (2020). *The Skills of Helping Individuals, Families, Groups, Communities, Enhanced*. 8th Ed. Cengage.

E-Book is available through the bookstore.

### 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 is a required course in the MSW foundational year for students with prior undergraduate degrees in disciplines other than Social Work. This course is envisioned as building directly upon the skills and theories learned in SOWK 629: Professional Communication and Interviewing.

## CLASS SCHEDULE

### **Important Dates for Winter 2024**

- Start of Term: Monday, August 26, 2024
- **First Day of Class:** Wednesday, September 4, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Wednesday December 4, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024
- Term Break: No classes Sunday November 10, 2024, to Saturday November 16. 2024

**All Classes will be delivered via Zoom.**

**Dates for Guest Speakers to be confirmed.**

Date	Topics	Readings/ Assignments Due
September 4, 2024	Introduction	Shulman (2020)

Class 1	Review of course outline Why does this course matter? Preparing ourselves for Practice	Chapter 1
	<i>SOCIAL WORK WITH INDIVIDUALS</i>	
September 11, 2024 Class 2	The Preliminary Phase of Work	Shulman (2020) Chapter 2 and Chapter 3
September 18, 2024 Class 3	Beginnings and the Contracting Skills	Shulman (2020) Chapter 4
September 25, 2024 Class 4	Skills in the Work Phase	Shulman (2020) Chapter 5
October 2, 2024 Class 5	Endings and Transitions	Shulman (2020) Chapter 6
<b>October 4, 2024</b>	<b>Assignment # 1 DUE</b>	
	<i>SOCIAL WORK WITH FAMILIES</i>	
October 9, 2024 Class 6	The Preliminary and Beginning phases in family practice	Shulman (2020) Chapter 7
October 16, 2024 Class 7	The Middle and Ending Phases in Family Practice	Shulman (2020) Chapter 8
October 23, 2024 Class 8	Variations in Family Practice	Shulman (2020) Chapter 9
	<i>WORKING WITH GROUPS</i>	
October 30, 2024 Class 9	The Preliminary Phase in Group Practice	Shulman (2020) Chapter 10
<b>November 1, 2024</b>	<b>Assignment #2 DUE</b>	
November 6, 2024 Class 10	The Beginning Phase with Groups	Shulman (2020) Chapter 11
November 13, 2024 Class 1	NO CLASS - TERM BREAK	
November 20, 2024 Class 11	The Middle Phase of Group Work	Shulman (2020) Chapter 12 and 13
November 27, 2024 Class 12	Ending and Transitions with Groups Work on Group Assignment	Shulman (2020) Chapter 14
December 4, 2024 Class 13	Reflecting on our Learnings Course Wrap up Work on Group Assignment	

December 6, 2024	Assignment #4 DUE	
December 9, 2024	Assignment #3 DUE	

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

### RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## ASSESSMENT COMPONENTS

**APA 7<sup>th</sup> ed. format is required for all assignments. All assignments will be submitted via drop box in D2L.**

### Assignment #1 - Building a Working Relationship

#### Assignment Description and Assessment Criteria:

Students will reflect on the questions below and complete an audio or video response:

*What are the unique considerations when working to build relationship with one specific client group? In what ways do you need to consider your social location in this engagement phase?*

(Example of a specific client group might include but is not limited to youth with high-risk behaviors, newcomers, an indigenous client, a child, a person with FASD, an older adult, a mother who has experienced family violence. These are EXAMPLES, you do not have to choose one of these.)

Use the textbook and at minimum one peer reviewed or scholarly article to support your argument and rationale.

Your video or audio recording should be 4-5 minutes in duration. See Rubric on D2L for additional details

**Due Date: October 4, 2024**

**Weight: 20%**

**Learning Outcomes: 1, 2, 3, 4 and 7**

### **Assignment #2: - Family Case**

#### **Assignment Description and Assessment Criteria:**

This paper has three parts:

##### **Part A**

Develop a fictional family case study. This should include the following sub-sections: 1) presenting concern; 2) family composition; 3) family relationship and functioning; 4) family risk factors and stressors; 5) family resources, supports and protection factors; 6) diversity issues.

##### **Part B**

You will then prepare a two-page pre-interview work plan for this case that reflects course material and learning. This plan should propose an intervention approach for this case and include details and examples of questions that you have prepared to ask this family. Identify the theories that are informing your intervention approach.

##### **Part C**

Provide a critique of the intervention approach you have proposed to take, considering its strengths and weaknesses and any social justice issues and considerations at play.

Each of the 3 parts should be two pages in length. The complete paper must be a minimum of 6 pages but not exceed 7 pages (double spaced, 12 font). APA format and reference list is required. This assignment must include at least 5 references. The written work needs to reflect course content and materials.

See Rubric on D2L for additional details.

**Due Date: November 1, 2024**

**Weight: 30%**

**Learning Outcomes: 1, 2, 3, 4, 5, and 7.**

### **Assignment #3: Group Work**

#### **Assignment Description and Assessment Criteria:**

In assigned groups of 4 or 5, students will develop a group proposal and stimulate a group session from their proposed group.

Each group is required to submit 2 components for this assignment:

### **Part A**

Develop a PowerPoint presentation that includes:

1. Overview the proposed group program, including its theoretical approach.
2. Group rationale substantiated by scholarly literature that explains why a group program may be effective with this population of interest. The rationale should also explain how the purpose of the group is aligned with ethical principles and values that define the social work profession.
3. Description/ characteristics of the target population.
4. Outline 3-4 program objectives/ treatment goals.
5. Description of group format and content (e.g. open vs closed group, number of sessions, session topics)
6. A description of how the program will be evaluated.
7. A properly formatted reference list

**Length/ Citation Requirements:** PowerPoint Presentations should be between 20-30 slides (approximately 5-6 slides per student). It should adhere to APA formatting.

### **Part B**

The group will design and role-play one session of their proposed group at a specified stage of group development.

**Length Requirement:** The simulation should be 20-30 minutes in duration and recorded via Zoom.

**Note:** Groups will be based on random assignment and assigned on D2L at the start of the course. Students will be provided with the opportunity to use scheduled class time to engage with their groups for the last hour of class on November 27 and December 4. Students are encouraged to self organize in advance to collectively complete the assignment.

**Due Date: December 9, 2024**

**Weight: 35%**

**Learning Outcomes: 1, 2, 3, 4, 5, and 7.**

See Rubric on D2L for additional details

### **Assignment #4: Self Assessment – Participation and Engagement**

#### **Assignment Description and Assessment Criteria:**

Students will complete a self-assessment template to critically assess their participation and engagement. Students are expected to participate in class through regular attendance, critically analyzing course content, asking meaningful questions, responding to issues raised by their peers, engaging and sharing their ideas in large group and small group discussions, providing feedback on behalf of their small group, and actively engaging in role play and skill building activities.

Students will be respectful of others and contribute to a safe and inclusive learning experience. Active involvement in class activities and discussion is required in this course to facilitate learning, not only of theoretical and applied material, but also to engage in a transformative learning process.

When, due to certain circumstances such as a family emergency or medical issue, students will not be able to attend class, please contact the instructor **prior** to the class time.

*A detailed grading rubric for this self-assessment will be placed on the D2L site for students for more information.*

**Due Date: December 6, 2024.**

Weight: 15%

Learning Outcomes: 1, 2, 3, 4, 5, 6 and 7.

## **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 course engagement grade, as outlined in the assessment components section above.

Please email the instructor prior to class if you will be absent. Students are expected to read the assigned reading for each class even if they are absent from class, and to review the PowerPoint posted on D2L.

### **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 the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.

Assignments that are submitted after the deadline, without prior arrangements with the instructor, will be penalized with a grade reduction (of 5% per day- including weekends and holidays).

There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.



## EXPECTATIONS FOR WRITING

All written 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 7<sup>th</sup> 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 [Graduate 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 performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> Students who accumulate two grades of " <b>B-</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 of " <b>C+</b> " or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

## COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

A list of additional readings will be provided 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
- Emergency Evacuation/ Assembly Points
- Safewalk