



Course & Session Number	SOWK 625 S02	Classroom	Fully Online (Zoom)
Course Name	Practice with Individuals, Families and Groups		
Dates and Time	<p>Start of Classes: September 3, 2024 End of Classes: December 6, 2024 Dates and Time: Fully online classes on Zoom on Wednesdays from 5:30 pm to 8:30 pm MST. September 4, 11, 18, & 25; October 2, 9, 16, 23, & 30; November 6, 20, & 27; December 4. Term Break (no class): November 13. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Monica Sesma-Vazquez, PhD, RSW, RMFT-SM	Office Hours	Wednesdays 8:30 pm to 9:00 pm MST.
UCalgary E-mail	mseasmava@ucalgary.ca	UCalgary Phone	Will be provided in class.

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

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

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](#), 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 working with individuals, families, and groups.

COURSE DESCRIPTION

This course will provide students with essential skills towards working effectively with individuals, families, and groups. Similarities and differences in working with these target populations will be discussed using content lectures, roles play, group presentations, discussions, and written assignments. The purpose of this course is to develop micro-skills through experiential learning using role plays and simulated case scenarios. This approach is predicated on the assumption that students must first 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. Half of each class will be dedicated to content while the other half will involve students in practicing the learned skills.

This course will take place online via Zoom and Desire2Learn (D2L). To best succeed in the course, students are expected to participate in the synchronous and 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, inform the instructor in advance. The instructor will not record the synchronous Zoom meetings as you are expected to attend class and participate. Students are expected to be fully present. It is strongly discouraged to avoid attending classes while driving, travelling, multitasking at work, etc.

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.

RECOMMENDED READINGS

Toseland, R.W., & Rivas, R.F. (2016). *Introduction to Group Work Practice, Enhanced*, 8th Ed. Pearson Education. (E-text)

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 or desktop device with Internet access, microphone and speaker is required for D2L and Zoom access. Students are required to have their cameras on during class or as indicated by the instructor.

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: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- Term Break, no classes: Sunday, November 10, 2024 to Saturday, November 16, 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-Saturday , November 10-16, 2024

Class Schedule

Date	Topic(s)	Readings/Assignment Due Dates
Sept 4, 2024	Introduction and course overview	Shulman, (Ch. 1) An Interactional Approach to Helping
Sept 11, 2024	Social work with individuals: Therapeutic alliance	Shulman, (Ch. 3 & 4) The Preliminary Phase of Work Beginnings and the Contracting Skills
Sept 18, 2024	Social work with individuals: Negotiating Therapeutic Goals	Shulman, (Ch. 5) Skills in the Work Phase
Sept 25, 2024 Assignment 1 due	Social work with individuals: Therapeutic Process and Single Session Therapy	Shulman, (Ch. 6) Endings and Transitions
Oct 2, 2024	Social work with families	Shulman, (Ch. 7) Beginning Phases in Family Practice
Oct 9, 2024	Social work with families	Shulman, (Ch. 8) The Middle and Ending Phases in Family Practice
Oct 16, 2024	Social work with families	Shulman, (Ch. 9) Variations in Family Practice
Oct 23, 2024	Social work with groups	Shulman, (Ch. 10) Preliminary Phase in Group Practice Toseland & Rivas, Chapter 4 Understand Group Dynamics
Oct 30, 2024 Assignment 2 due	Social work with groups	Shulman, Ch. 11 Beginning Phase with Groups Toseland & Rivas, The Group Begins (Ch. 7) Assessment (Ch. 8)
Nov 6, 2024	Social work with groups	Shulman, (Ch. 12) The Middle Phase of Group Work Shulman, (Ch. 14) Endings and Transitions with Groups Toseland & Rivas, Treatment Groups (Ch. 9) Task Groups (Ch. 11) Ending the Group's Work (Ch. 13)
Nov 13, 2024	Term Break (no class)	

Date	Topic(s)	Readings/Assignment Due Dates
Nov 20, 2024	Social work with groups	Student Facilitation: Groups 1 & 2
Nov 27, 2024	Social work with groups	Student Facilitation: Groups 3 & 4
Dec 4, 2024	Social work with groups Course Wrap-up	Student Facilitation: Group 5 & 6

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By instructor)

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session,

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.

Use of AI (By Students)

Use of AI to create content is not permitted. Using AI to fix or improve grammar is permitted.

ASSESSMENT COMPONENTS

Assignment 1: Family Case Background (20%) – Due September 25, 2024 on or before 5:00 pm MST

Aligned Course Learning Outcomes: 2, 4, 7

Assignment Description: The class will be divided into six small groups; each group is required to develop a family case background. This must be a family case created by the group instead of any real case situation. This family case background should include the followings sub-sections: 1) presenting concerns; 2) family composition/genogram, and socio-cultural and economic information; 3) family relationships, dynamics, and functioning; and 4) family resources. This case background should be written in professional language with good enough details for inter-professions to understand the case situation. Excluding the cover page, the length of this family case background should be 5 pages maximum with good sub-headings.

Assignment 2: Role Play – Interview with a Family (30%) – Due October 30, 2024 on or before 5:00 pm MST.

Aligned Course Learning Outcomes: 1, 3, 5, 6, and 7

Assignment Description: Each group formed for Assignment 1 will become a clinical social worker team, which will be assigned a family vignette. The social worker team will complete the following tasks: 1) prepare a one-page pre-interview work plan with the case that reflects course materials related to the intervention phase and a proposed intervention approach for this case interview; 2) conduct and record an interview with the case (50 minutes max); and 3) write up an integrated assessment of this interview together with a *follow-up* intervention plan with the case. The written work needs to reflect course related materials. The integrated assessment of the interview including the intervention plan and its theoretical justification should be 5 pages, double line spacing with good sub-headings. The instructor does not need to read the preliminary questions or receive the recorded session, only the intervention plan and the rationale for it.

Assignment 3: Class Facilitation (35%) – Presentation material due at the end of the class facilitation. Dates TBD.

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

Assignment Description: Groups formed for Assignment 1 and 2 will be responsible for designing a 3-session group therapeutic conversation. The sessions will be designed as Zoom session of 60 min. The group will create the manual for these 3 sessions, including one page introduction and rationale with a brief literature review justifying the 3-session intervention. The manual should include one page per session, including materials, activities, prompts and time. Each session should include the title of the session, therapeutic goals, and rationale. Each group will choose one of their sessions and will facilitate in class (i.e., approximate 80 minutes, 60 min session and 20 min debrief and reflections). Class facilitation activities will include: 1) presentation their 3-session manual (10 min); 2) facilitation of the group session to demonstrate the group work skills (50 min); and 3) debriefing of learning after the mock group session (20 min). The presentation and group facilitation materials could be developed on PowerPoints and will be submitted on Dropbox with the manual. These materials must be provided to

the instructor at the end of the group facilitation. It is recommended that the topics for the group therapy are not trauma-related (i.e., any types of abuse). It is recommended that the group counselling focuses on strengths or anything to empower the group vs. facilitating anything that might be triggering the group. Students group topics need to discuss the topic with and get approval from the instructor.

Assignment 4: Participation – Self-Reflection (15%) – Due on Dec 6, 2024 before 5:00 pm MST

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Students are expected to participate actively in class and/or group activities. Active participation involves both quantitative and qualitative components. For the quantitative part, which refers to attendance in class, involvement in class discussion, and attendance in group project meetings and activities, whereas the qualitative part refers to constructive contributions to class/group discussion and linkage of learned theories or concepts from this/other courses to discussion, team work for group assignments, self-awareness and candidness. Each student will be asked to provide a one-page self-reflection on participation, including how many from the 39 instructional hours students attended zoom class (for example, “I attended 36/39 synchronous class. I only miss one class due to family loss”, including rating themselves using this scale: From 1-10 where 1 means “I had my camera off and almost never shared my ideas in class” and 10 means “I had my camera on when expected and engaged in active learning and participation in most classes”, “I am in 8/10”. The qualitative component will include an approximate 300 words, single line spacing.

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 you miss classes, there is no option for “make up” participation. Students are expected to be present in class, with the only exception of students with approved accommodations.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically on WORD DOC through their respective file on Dropbox in D2L. Assignments should be submitted in Word format.

Assignments should have a file name as follows: SOWK 602-Assignment # -First and Last Names

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

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

2. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day – including weekends and holidays). Students may request for additional time, prior to the due date, to complete the assignment.
3. Make up assignments are subject to the discretion of the instructor, and it is students' responsibility to make any necessary arrangements with the instructor for any missed assignments.
4. There is a 7-day maximum limit by which to accept late assignments for students who have not requested for an extension. No assignments will be accepted after the 7-day limit.

EXPECTATIONS FOR WRITING

Please use of APA 7th edition formatting for referencing. 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>

The use of AI to create assignments is not allowed. If you use AI to fix grammar, you need to create a note to disclose the use of AI.

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. 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. 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 of “C+” 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.

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