



**Winter 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 307 S04/S05</b>	<b>Classroom</b>	S04: In-person Edmonton S05: In-person Edmonton
<b>Course Name</b>	<b>Practice Skills in Context</b>		
<b>Dates and Time</b>	<p><b>Practice With Groups</b></p> <p><b>S04:</b> January 2 and 3 from 9 am – 4 pm, January 4 (9 am to Noon). See schedule for pertinent details.</p> <p><b>S05:</b> January 4 from 1-4 pm and January 5 and 6 from 9 am – 4 pm See schedule for pertinent details.</p> <p><b>Practice with Families</b></p> <p><b>S04:</b> January 4, 2024 from 1-4 pm and January 5 and 6, 2024 from 9 am – 4 pm See schedule for pertinent details.</p> <p><b>S05:</b> January 2 and 3, 2024 from 9 am – 4 pm, January 4, 2024 ( 9 am to Noon). See schedule for pertinent details</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a><sup>1</sup>.</p>		
<b>Instructor</b>	<p><b>Practice With Groups</b></p> <p>Trish Smith, MSW, RCSW</p> <p><b>Practice with Families</b></p> <p>Tara-Leigh Blankenstein,</p>	<b>Office Hours</b>	<p>Trish Smith, Office Hours by appointment</p> <p>Tara-Leigh Blankenstein, Office hours by appointment</p>
<b>UCalgary E-mail</b>	<p>Email for Trish Smith</p> <p><a href="mailto:Psmith@ucalgary.ca">Psmith@ucalgary.ca</a></p> <p>Email for Tara-Leigh Blankenstein</p> <p><a href="mailto:tlrblank@ucalgary.ca">tlrblank@ucalgary.ca</a></p>	<b>UCalgary Phone</b>	<b>Please contact via email</b>

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

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

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](#), 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

Focuses on theory and practice relating to social work with individuals, families and groups in diverse communities. Particular emphasis will be paid to skill development, critical analysis and practical application within rural, remote and Indigenous contexts.

## COURSE DESCRIPTION

Through a variety of learning activities, students will develop and enhance their skills in working with families and groups. Based on their prior learning from coursework and life experience, students will learn to reflect critically on their practice skills and their relevance for practice in rural remote and Indigenous contexts.

This course will take place **face to face** in the block week residencies and **online** via Desire2Learn (D2L). To best succeed in the course, students are to participate in the asynchronous learning tasks using the D2L learning environment and to be fully present in the residencies.

### Module 1: Practice with Groups

This module is intended to introduce group work skills. Topics will include group design and planning; group dynamics assessment and development; group facilitation skills; decision-making; working with conflict; and evaluation and endings. Students will engage in interactive class discussions, presentations and critical reading, group work, brainstorming sessions, group task group work and online discussions. Active participation is an expectation of this course.

## Module 2: Practice with Families

This module will provide knowledge about family-centered social work practice with families. It will focus on diversity in relation to family development issues, the emergence of symptoms, family assessment techniques, and theories of family intervention. This module is designed to give students a foundational understanding of the concepts and trends in family social work practice. Systemic concepts that describe interpersonal interactions and dynamics as well as family development and assessment will be presented and supported with case material. All systemic ideas will be viewed through the lenses of smaller social (family) systems, language systems, and larger social systems. Students will also be introduced to the role of the family social worker in terms of relationship to clients, a relational approach to understanding clients, responsibility for change, and the person-of-the-social-worker.

### COURSE LEARNING OUTCOMES

**Upon completion of the Practice with Groups module, students will be able to:**

1. Describe the various purposes and uses of groups in social work practice;
2. Identify knowledge gaps in group practice based on the IASWG standards of practice and engage in self-directed learning;
3. Critically reflect on their professional skills and personal presence in group work;
4. Identify and assess the development of a group, including various aspects of group functioning and group dynamics;
5. Demonstrate basic skills for facilitating group work;
6. Define the stages of group development and group worker tasks during each stage; and
7. Demonstrate the ability to participate in, observe and evaluate group dynamics.

**Upon completion of Practice with Families module, students will be able to:**

1. Demonstrate interviewing and counseling skills to practice with families
2. Describe their self-knowledge and use of self in relationship with others
3. Demonstrate additional skills in building and maintaining empowering social work relationships with families with diverse populations in rural, northern, remote, indigenous and Francophone contexts
4. Critically examine their use of self in relation to building and maintaining empowering relationships
5. Demonstrate the integration of theory into practice
6. Explain systemic concepts that form the foundation and paradigm for family work
7. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion.

### LEARNING RESOURCES

## **REQUIRED TEXTBOOKS AND/OR READINGS**

### **Practice with Groups Module**

Zastrow, C., & Hessenaur, S. L. (2018). Empowerment series: Social work with groups: Comprehensive practice and self-care. Brooks/Cole Publishing

### **Practice with Families Module**

Collins, D., Jordan, C., Coleman., & Cory, D. (2023). An introduction to family social work. Oxford University Press.

Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. *Journal of Family Psychotherapy*, 28:1, 92-98, DOI: 10.1080/08975353.2017.1279881

### **Recommended Readings with Families**

Makokis, L., Bodor, R., Calhoun, A., & Tyler, S. (2020). Ohpikinawasowin: Growing a child: Implementing ways of knowing with indigenous families. Fernwood Publishing.

## **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**

SOWK 307: Practice Methods in Context is one of eight core courses in the BSW Learning Circles Curriculum. It must be completed concurrent with or following SOWK 306: Social Work Methods Theme Course. With respect to the on-campus BSW curriculum, SOWK 307 features core material from Practice and Evaluation with Families (SOWK 393) and Groups (SOWK 395).

### **CLASS SCHEDULE**

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

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024 (For courses with residencies in February, please change to February 25 – March 3)

- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

**Practice with Groups Module – Pre-course learning expectations**

To ensure the development of awareness of self and one’s own group facilitation skills students are expected to complete *all assigned readings (textbook and activities) prior to 9:00 am the first day of class.*

Zastrow, C., & Hessenaur, S. L. (2018). *Empowerment series: Social work with groups: Comprehensive practice and self-care.* Brooks/Cole Publishing

Groups: Read Chapters 1 to 6 (pp. 1 to 31 and 72 to 216 ) to be completed by 9:00 am the first day of class. *not including Chapter 2 and if never taken an interviewing course highly suggested to read Chapter 5.*

**Practice with Families Module**

All the readings must be completed before the start of the class to allow sufficient time for discussions and practice during synchronous zoom sessions.

Families: Read Chapters 1 to 6, 10, 11 and 14 to be completed by 9:00 am the first day of class.

Collins, D., Jordan, C., Coleman., & Cory, D. (2023). *An introduction to family social work.* Oxford University Press.

Practice with Groups S04 Schedule January 2nd and 3rd from 9-4 pm and January 4th from 9 am - noon Trish Smith		
Date	Topic	Readings/Assignments Due
<b>Practice with Groups Module (S04)</b>	Group practice: Theory and Skills Topics	<b>Assignment 1 Parts A and B.</b> Due by 9 AM January 2, 2024
<b>Day 1 January 2</b>	Introductions, course outline review <ul style="list-style-type: none"> <li>• Overview of group types, functions, and mutual aid processes</li> <li>• Professional uses of self in group</li> </ul>	Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice Chapter 3: Group Dynamics: Leadership Chapter 4: Group Dynamics and Norms

<p><b>9-4 pm</b></p>	<ul style="list-style-type: none"> <li>• Stages of group development</li> <li>• Group facilitation skills, stages of group process, conflict in groups.</li> <li>• Group design and planning</li> <li>• Preparation for group facilitation</li> <li>• Experiential learning activities with skills development and practice and feedback.</li> <li>• Introduction and Planning for Group Proposal and Session Plan</li> </ul>	<p>Chapter 5: Verbal and Non-Verbal Communication</p>
<p><b>Day 2 January 3 9-4 pm</b></p>	<p>Group practice: Theory and Skills</p> <ul style="list-style-type: none"> <li>• Group design and planning</li> <li>• Mutual aid dynamics</li> <li>• Conflict in groups</li> <li>• Experiential learning of group process</li> <li>• Preparation for group facilitation</li> <li>• Experiential Learning activities with skill development and practice and feedback •</li> <li>• <b>Assignment 2 Co-Facilitation Group Simulations/Presentation</b></li> </ul>	<p>Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation</p> <p><b>Assignment 2: Co-Facilitator Group Simulation Activity and Written Plan.</b> Written plan due before Co-facilitation Group Simulation</p>
<p><b>Day 3: January 4 9 - Noon</b></p>	<p><b>Assignment 2 Co-Facilitation Group Simulations/Presentation and Debrief</b></p>	<p><b>Assignment 2: Co-Facilitator Group Simulation Activity and Written Plan.</b> Written plan due before Co-facilitation Group Simulation</p>
		<p><b>Additional Due Date for Groups Assignment 3 Personal Reflection /Plan for Development due 11:59 pm, January 17, 2024</b></p>



**Winter 2024**

<b>Practice with Families S04 Schedule</b> Tara-Leigh Blankenstein <b>January 4 at 1-4 pm to January 5 and 6 at 9- 4 pm</b>		
<b>Practice with Families Module S04</b>  <b>Day 1</b> <b>January 4</b> <b>1-4 pm</b>	Introductions, course outline review Introduction to the foundational theories of understanding families  Foundations of social work with families (family systems, development, life cycle, strengths, resiliency)  The beginning phase	First day learning activities and lectures will assume that students have completed the required readings before the Practice with Family Module begins.  <b>Assignment 1 -Part 1 due January 4 by 1 PM to D2L</b>
<b>Day 2</b> <b>January 5</b>  <b>9AM – 4PM</b>	The intervention phase Diverse topics and issues Assessment in family work Role plays /simulations with skill development and practice feedback The termination phase	Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. <i>Journal of Family Psychotherapy</i> , 28:1, 92-98.
<b>Day3</b> <b>January 6</b>  <b>9AM – 12 PM</b>	Presentation of simulations and verbal articulation Debrief	<b>Assignment 2- Recorded group simulation submitted to D2L by 9am January 6</b>  <b>Each group facilitate a discussion related to their presented simulation</b>
<b>Additional Due Date for Families</b> Assignment 1- Part B- Family Genogram or Other Ways of Knowing DUE: January 20 <sup>th</sup> by 11:59 PM		

<b>Practice with Families S05 Schedule</b> Tara-Leigh Blankenstein January 2 and 3 from 9-4 pm – January 4 9 - noon		
<b>Practice with Families Module S05</b>  <b>Day 1</b> <b>January 2</b> <b>9AM – 4PM</b>	Introductions, course outline review Introduction to the foundational theories of understanding families Foundations of social work with families (family systems, development, life cycle, strengths, resiliency) The beginning phase	First day learning activities and lectures will assume that students have completed the required readings before the Practice with Family Module begins.  <b>Assignment 1 - Part 1 due January 2 by 9 AM to D2L</b>
<b>Day 2</b> <b>January 3</b> <b>9am – 4pm</b>	The intervention phase Diverse topics and issues Assessment in family work Role plays /simulations with skill development and practice feedback The termination phase	Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. <i>Journal of Family Psychotherapy</i> , 28:1, 92-98, DOI:
<b>Day 3</b> <b>January 4</b> <b>(9-noon)</b>	Presentation of simulations and verbal articulation Debrief	<b>Assignment 2- Recorded group simulation submitted to D2L by January 4 by 9am</b>  <b>Each group facilitate a discussion related to their presented simulation</b>
<b>Additional Assignment Due Dates for Families</b> Assignment 1- Part B- Family Genogram- Due January 17 <sup>th</sup> at 11:59pm		

<b>Practice with Groups S05 Schedule</b> <b>January 4 at 1-4 pm to January 5 and 6 at 9- 4 pm</b> <b>Trish Smith</b>		
<b>Practice with Groups Module S05</b>  <b>Day 1</b> <b>January 4</b>  <b>1-4 pm</b>	Group practice: Theory and Skills Topics  Introductions, course outline review <ul style="list-style-type: none"> <li>• Overview of group types, functions, and mutual aid processes</li> <li>• Professional uses of self in group</li> <li>• Stages of group development</li> <li>• Group facilitation skills, stages of group process, conflict in groups.</li> <li>• Experiential learning activities with skills development and practice and feedback.</li> <li>• Introduction and Planning for Group Proposal and Session Plan</li> </ul>	<b>Assignment 1 Parts A and B. Due by 1 PM January 4, 2024</b>  Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice Chapter 3: Group Dynamics: Leadership Chapter 4: Group Dynamics and Norms
<b>Day 2</b> <b>January 5</b> <b>9-4 pm</b>	Group practice: Theory and Skills <ul style="list-style-type: none"> <li>• Group design and planning</li> <li>• Mutual aid dynamics</li> <li>• Conflict in groups</li> <li>• Experiential learning of group process</li> <li>• Experiential Learning activities with skill development and practice and feedback</li> <li>• Planning for Group Proposal and Session Plan</li> </ul>	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation

<b>Day 3</b> <b>January 6</b> <b>9-4</b>	<ul style="list-style-type: none"> <li>• Experiential Learning activities with skill development and practice and feedback</li> <li>• <b>Assignment 2 Co-Facilitation Group Simulations/Presentation</b></li> </ul>	Chapter 5: Verbal and Non-Verbal Communication Chapter 6: Task Groups Chapter 14: Termination and Evaluation <b>Assignment 2: Co-Facilitator Group Simulation Activity and Written Plan.</b> Written plan due before group co-facilitation <b>20%</b>
		<b>Additional Due Date for Groups Assignment 3 Personal Reflection /Plan for Development</b> due 11:59 pm, January 20, 2024

<b>ASSESSMENT COMPONENTS</b>
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PRACTICE WITH GROUPS MODULE (50%)

**Assignment 1: Class Participation, Skills Practice, Development, and Integration (15%)**

Due Date: at the beginning of first class

S04 January 2, 2024, by 9am

S05 January 5, 2024, by 1 pm

Aligned Course Learning Outcomes: 2, 3, 4, 5, 6, 7 Assignment Description:

This assignment is composed of two components (Part A and Part B) with some activities for use in class. *Grading is Complete/Incomplete. Any activities (Part A and B) not handed in by the beginning of the first class will receive a 0 except for extenuating circumstances.*

This assignment prepares students for skill development through deep reflections within both the book chapters and the assigned activities. Students will be required to complete a series of text readings and assigned activities prior to their attending the course. Being a very brief block course, it is essential to student learning and practice that students stay on track and complete these by the specified deadlines.

The activities below are added to drop box by the start time of class on the first day of class. A copy of activity B should also be brought to class on the first day.

**Part A) Readings and Activities:**

Zastrow, C., & Hessenaur, S. L. (2018). *Empowerment series: Social work with groups: Comprehensive practice and self-care*. Brooks/Cole Publishing

Read Chapters 1 to 6 (pp. 1 to 31 and 72 to 216 ) to be completed prior to the first class not including Chapter 2 and if never taken an interviewing course highly suggested to read Chapter 5

This assignment prepares students for skill development through deep reflections via readings and text exercises. Students will be required to complete a series of text readings and assigned manual activities. Students will be required to complete the assigned readings and text activities prior to the first day of class. Completed exercises should be submitted to Drop box before start of class and please bring to the first class.

**Complete the following Brief Exercises from your text:**

- Chapters One: Exercises 1.1, 1.4
- Chapter Three: 3.1 – 3.6 and 3.8
- Chapter Four: 4.4, 4.6 & 4.8
- Chapter Six: 6.1-6.6

**Part B) One-page Session or Group Activity plan:** in point form with a scanned or printed copy of the activity description attached - Add to drop box before start of the first class and bring to the morning of the first class and. You can choose one of the group exercises (provided it is relevant to the class) found at the end of each chapter of the textbook or you can choose or create an activity that is not in the textbook.

Develop an overview for a 20-minute session or activity plan. Include the following:

- (a) the type or kind of proposed group;
- (b) the purpose of the group;
- (c) target group or population;
- (d) goals intended to achieve;
- (e) the length of the session (20 minutes) and theme being addressed
- (f) a detailed description of the proposed group session including:
  - Goals and Objectives of the Activity
  - brief description of each step of the activity or tasks to be completed with instructions
  - any supplies, props, or equipment that would be needed for the session.
  - Three Sample post activity facilitating (Debriefing) questions.

**Assignment 2: Co-Facilitator Group Simulation Activity and Written Plan 20% (S04 January 3/4, 2024; S05 January 6, 2024)**

Aligned Course Learning Outcomes: 1, 2, 4, 5, 6, 7 Assignment Description:

**Part A: Co-Facilitation Group Simulation Activity:** This experiential learning activity will involve cofacilitating in groups of approximately 5, a simulation involving a 20-minute experiential activity that may come from the group session planned in Assignment One or a newly developed plan that will be suitable to the class. The activity will be followed by a 5-minute facilitated debrief of the activity. During the session and feedback period, co-facilitators will demonstrate effective use of group communication and group process skills, effective group leadership/facilitation skills for a beginning social worker.

All group members must be actively involved in group facilitation of the activity. The group simulation will be evaluated in the following areas: a) Effectiveness of Facilitation and Communication, b) Leadership management of group process and dynamics, c) Session content, and teamwork and preparation.

Fellow classmates to provide meaningful feedback of the experiential activity to the co-facilitators.

**Part B: Written Group Plan** is to be given to the instructor in advance of implementing the activity. The plan is complete and logically sequenced using headings below and includes the following elements with group members names attached to their tasks and responsibilities:

- a. The **type** or kind of proposed group activity with session length and topic.
- b. **Purpose**/rationale/goals for session and exercises are clearly explained in session plan and how the session aligns with the group purpose and the stage of group development.
- c. **Rationale** for topic supported by peer reviewed scholarly literature and correctly referenced using APA 7<sup>th</sup> ed.
- d. **Activity** is clearly explained in the plan with a detailed description with steps outlining the group session including:
  - Duration and description of each component/task of activity with person(s) responsible indicated.
  - any supplies, props, or equipment that would be needed for the session.
  - Content or Activity
  - Debriefing Questions/Activity

**Assignment 3: Personal Reflection /Plan for Development (10 %) due 11:59 pm, January 17, 2024 (S04) or January 20, 2024 (S05).**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 6, 7 Assignment

Description:

In this assignment, students will be graded on their self-reflections with respect to their task group experiences and their ability to set concrete goal(s) specific to growth in group facilitation skills.

Referring to the course text and other relevant literature, students will address the following:

1. How they saw their role in their task group with a description their personal performance.
2. Observations around their task group with respect to stage(s), member attributes, conflict, and overall functioning.
3. Assess their own group leadership skills and one identify at least one specific area for future development.

The paper will be approximately 750 words, double space, 12point font, not including cover page and references. A minimum of 2 academic, peer reviewed references in addition to the textbook are required, APA 7<sup>th</sup> ed. format. The paper is to be submitted to the d2l Dropbox.

**Assignment 4: Participation (5%)**

Aligned Course Learning Outcomes: 2, 3, 7

### Assignment Description:

As part of the student's mark, students are expected to participate in-class practice groups. Participation helps students understand the role of participant in the group experience as well as contributes to self-awareness of one's own experiences in group. After practice groups are completed, students will provide their group facilitator with meaningful feedback. Responses should reflect social work values and ethics, add additional thoughts to the discussion and be communicated clearly from a strengths-based perspective. This is a pass/fail mark for content practice group.

### **Working with Families Module (50% of Total Course)**

Students must complete the readings before coming to class and participate in the discussion of the class, comment on class simulations, and extend the class discussions on the new theories and practice skills, both in the large room as well as in the breakout groups. As group work will begin on the second day of each section, it is expected that students have done their readings by which to apply them to case scenarios. To contribute, students must be present in class.

### **Assignment 1: Understanding family beliefs and realities: 25% of the overall weight of this module**

Aligned Course Learning Outcomes: 2, 4, 5, 6, 7

This assignment has two sections:

#### **Part 1- Assumptions**

**DUE: January 2 at 9 AM to D2L (S05); January 4 at 1 PM to D2L (S04)- 25% total**

**Value: 10% of the overall weight of this Module**

Before starting the readings, using bullet form, write down 4 different assumptions you personally hold about family and your thoughts about where they come from. Every time you complete one reading on the theoretical foundations of family, return to your initial assumptions about family and assess whether your assumption align with the described theoretical constructs. Upon completion of the assigned readings

- a. Identify two theories that most address your initial assumptions.
- b. What are their main orientations (2-3 features each)?
- c. How do they explain your initial assumptions?

Submit a 1-page, double spaced understanding of your assumptions.

## **Part 2: Family Genogram or Other Ways of Knowing**

**DUE: January 17<sup>th</sup> at 11:59 PM (S05); January 20 at 11:59pm (S04)**

**Value: 15% of total**

Upon the completion of the class, complete a **three-generation genogram** or other way of knowing from the module (e.g., Kinship mapping, Tree of Life) related to your own **family** (biological or adopted if possible). Make sure that you add initials of their names of family members and the type of relationship among them. Accompany your genogram (or other way of knowing) by a **three separate page description** of the key concepts represented symbolically (in symbol form) within the completed genogram or other way of knowing being utilized. For example, you may write about concepts such as the strength of relationships (close, distant, conflictual) between family members, relationship status (married, common-law, divorced), blending of families, significant deaths/births and/or familial patterns or concepts related to other ways of knowing. Return to your assumptions and aligned theoretical explanation from Part 1 assignment and answer the following questions:

- a) What are the potential influences have your family have on your assumptions about family and related values and behavioural patterns?
- b) What other life factors of your upbringing that influence your perceptions of family? These can include, but not limited to cultural, language and/or religious, immigration status, gender, power, privilege, and oppression within the context of such factors as class, race, gender, sexual orientation, age, and ability.

You are required to support your discussion by appropriately referencing at least at least **four scholarly sources** including books, peer reviewed journal articles, relevant policy documents and/or community-based knowledge/information.

### **Assignment 2: Recorded experiential practice**

Aligned Course Learning Outcomes: 1, 2, 3, 4,5, 6, 7

**DUE: DUE: (S05) January 4 from 9 am – 12pm; (S04) January 6 9am – 12pm**

**VALUE: 25% of the final grade of this module (20% group assignment; 5% self and group participation evaluation)**

On the second day of Working with Family Module (January 3<sup>rd</sup> for S05 and January 5<sup>th</sup> for S 04), you will be asked to form groups of 4-5 students for experiential practice. You will be provided case scenarios from which to role play as a group and critique as per the scenario. You are asked to take turns role playing the social worker conducting an **initial session** with others roleplaying the members of the family as described in the scenario.

You are asked to video-record the session using zoom and select one for submission. Each simulated session must be between 20-25 minutes. The whole class will review the submitted simulations in the

morning hours of Day 3 (S05) and the afternoon of day 3 (S04). As a group, you will facilitate the discussion pertaining to your:

- a) simulated session by introducing the case scenario,
- b) what stood out for the group in terms of the family module activities, experiential activities, class discussion and materials
- c) professional ethical issues that arise via the class materials/discussions, including the application of social work values and ethics,
- d) the application of the family module materials to social work contexts, populations and/or clients,
- e) the person-of- the-social worker, including examining issues of power/privilege related to your social location, how you navigate personal/professional boundaries, personal/professional values.
- f) the person-of- the-social worker, including examining issues of power/privilege related to your social location, how you navigate personal/professional boundaries, personal/professional values.
- g) how you engage in self-awareness and/or self-care activities of relevance to the module's materials and working with this particular case scenario.
- h) facilitating feedback from other students in class.

A panel of 4-5 will use the reviews provided to grade the simulated session. The average grade will constitute 50% of the overall weight of the grade of this assignment.

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

#### **GROUP MODULE ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to have completed all readings and assignments prior to attending classes.

Students are expected to be present and fully engaged during residencies. Participation in group activities and providing feedback to group facilitations is part of the student's grade as described above.

#### **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 should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date (unless otherwise noted). 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 and assignments submitted after the deadline will be penalized with a grade reduction of 5% per day for up to 7 days after which it will receive a 0. Extensions must be discussed with the instructor ahead of time – see below.

## EXTENSIONS

- Extensions are only given for exceptional circumstances and only if requested within *24 hours* in advance of the assignment due date. The amount of time is at the discretion of the instructor. If the assignment request for extension is not requested in advance students will receive a 0.

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69

C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
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 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