



<b>Course &amp; Session Number</b>	<b>SOWK 307 S07</b>	<b>Classroom</b>	<b>See D2L for location</b>
<b>Course Name</b>	<b>Practice Skills in Context</b>		
<b>Dates and Time</b>	<p><b>Practice with Groups Module</b></p> <p><b>Feb 20</b> (Tues) from 9am – Noon and 1pm – 4 pm and <b>Feb 21</b> (Wed) from 9am – Noon and 1pm – 4 pm and <b>February 22</b> (Thurs), 9 am - Noon.</p> <p><b>Practice with Families Module</b></p> <p><b>Feb. 22</b> – 1 pm - 4pm (Thurs) - asynchronous, <b>Feb 23</b> (Fri) 9am – Noon and 1pm – 4pm and <b>Feb 24</b> (Sat) from 9am – Noon and 1pm – 4pm</p> <p><b>SOWK 307 runs for 5 days in total, from Tuesday, Feb. 20<sup>th</sup> to Saturday, Feb. 24<sup>th</sup>. Your course section will have 2.5 days of the Practice with Groups Module first, followed by 2.5 days of the Practice with Families Module.</b></p> <p>Each module will involve 3 hours of assignment consultation and/or asynchronous learning.</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 Families Module</b></p> <p>Dr. Tara Collins</p> <p><b>Practice with Groups Module</b></p> <p>Dr. Cari Gulbrandsen, PhD, RSW</p>	<b>Office Hours</b>	<p>Dr. Tara Collins/Dr. Cari Gulbrandsen</p> <p>Office hours by appointment – please email.</p>

---

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

<b>UCalgary E-mail</b>	Collins <a href="mailto:tara.collins2@ucalgary.ca">tara.collins2@ucalgary.ca</a>  Gulbrandsen: <a href="mailto:carolyncari.gulbrand@ucalgary.ca">carolyncari.gulbrand@ucalgary.ca</a>	<b>UCalgary Phone</b>	<b>Collins/Gulbrandsen:</b> Please use email to contact
------------------------	---	-----------------------	--

## 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](#), 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 diverse contexts and communities. Students will engage in interactive class discussions, role plays, presentations and critical reading, group work, and brainstorming sessions.

## Practice with Groups Module

This f2f module provides an introduction to social work with groups, including basic group work theories, concepts and models of practice. The module emphasizes experiential learning activities and involves completing individual and group assignments related to lecture material, readings, and experiential activities. Students will have the opportunity to develop and apply group facilitation, communication and helping skills by participating in experiential learning activities during class time. Planning and implementing group programming that is congruent with the principles and values outlined in the CASW Code of Ethics (2005) will be emphasized.

## Practice with Families Module

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. Define mutual aid and apply the tenets of mutual aid in group practice.
2. Apply use of self and essential helping and communication skills to facilitate group development.
3. Address equity, racial justice, diversity, inclusion, and reconciliation considerations when planning for, leading, and participating in group social work practice.
4. Interpret and apply principles and values from CASW Code of Ethics (2005) and ACSW Standards of Practice to social work practice with groups.

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

1. Demonstrate interviewing and counselling skills to practice with diverse families;
2. Demonstrate additional skills in building and maintaining empowering social work relationships with families with diverse populations and all marginalized communities;
3. Critically examine their use of self in relation to building and maintaining empowering relationships;
4. Explain systemic concepts that form the foundation and paradigm for family work; and
5. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion.
- 6.

### LEARNING RESOURCES

#### REQUIRED TEXTBOOKS AND/OR READINGS

##### Required Textbook for Practice with Families Module:

Collins, D., Jordan, C., Coleman, H., Collins, T., & Cory, D. (2023). *An introduction to family social work* (5<sup>th</sup> ed.). Oxford University Press.

## Required Readings for Group Module

**There is no required text for the group module.**

Required readings:

Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. *Research on Social Work Practice*, 22(5), 578-589.

Steinberg, D. M. (2014). *A mutual-aid model for social work with groups*. Routledge. (available as an ebook from the University of Calgary library – required chapters will be posted).

Yalom, I. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5th ed.). Basic Books. (Chapter 1)

Optional readings will be posted in D2L.

## 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:

Monday, February 26 – March 3, 2023 ○ 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

## Class Schedule

Practice with Groups Module		
Date	Topic	Readings/ Assignments Due
<b>Day 1:</b> <b>Tues, Feb. 20</b>	<p><b>Morning:</b> Introduction to social work practice with groups and mutual aid, skills for group practice, preparing for giving and receiving feedback, and overview of considerations for planning and implementing group sessions.</p> <p>Afternoon: Small group preparation, rehearsal, planning for group session delivery, and preparing group session feedback forms. Instructor will consult with small groups.</p> <p><b>Afternoon:</b> Small group planning for group session delivery.</p>	A complete draft of Assignment 1 should be completed before the course begins and the first draft will be due on February 19 <sup>th</sup> . Revisions may be made to the version that will be graded.
<b>Day 2:</b> <b>Wed. Feb. 21</b>	Group session implementation, participation and feedback (morning and afternoon)	
<b>Day 3:</b> <b>Thurs. Feb. 22<sup>nd</sup></b> <b>Morning 9-12:00</b>	Group practice ethical decision-making case discussion and group session debrief/responding to feedback.	

Practice with Families Module		
Date	Topic	Readings/ Assignments Due
<b>Day 3: Afternoon</b> <b>Thurs. Feb. 22 1-4</b>	Asynchronous Learning/ Assignment Consultation (3 hours)	See Suggested Reading List
<b>Day 4:</b> <b>Fri. Feb. 23</b>	- (Morning) Introduction to the field of generalist family social work practice, defining family, challenges to traditional family discourse, family diversity	Ch. 1 & 2 (Collins et al., 2023)
	- (Afternoon) Family Systems Theory, Family Strengths and Resilience	Ch. 3, 4, & 5 (Collins et al., 2023)

<b>Day 5: Sat. Feb. 24</b>	- (Morning) Practical Aspects of Family: The Beginning Phase, Engagement, Assessment, Goal Setting, and Contracting	Ch. 6 & 7 (Collins et al., 2023)
	- (Afternoon) Intervention Phase, and Termination	Ch. 10, 11, & 14 (Collins et al., 2023)

#### **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

#### **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**

#### **PRACTICE WITH GROUPS MODULE – 50%**

#### **PRACTICE WITH GROUPS Assignment #1: Group Session Plan and Framework (Individual assignment)**

**Due: Complete draft due February 20** before 9:00 am (all elements of the group session plan should be included). The recorded lecture in D2L (this will be posted by February 5<sup>th</sup>) will provide an overview of the components of a group session and some related guidelines. In order for the group practice experiential learning to be successful, each group member must bring a well-developed group session plan to the first day of class. **You may revise the final version that you submit for grading based on your learning experiences during the module. However, receiving credit for this assignment depends on submitting your complete draft (that includes the components outlined below) by February 19<sup>th</sup>. Not submitting the complete draft group session plan by February 19<sup>th</sup> will result in losing a minimum of 15% of the 20% for Assignment 1.** The final version of your group session plan will be due on **March 8<sup>th</sup>**.

**Value: 20%**

**Aligned Course Learning Outcomes: 1 - 6**

#### **Assignment Description:**

The assignment emphasizes the potential of group social work practice to apply anti-oppressive practice, foster mutual aid and contribute to social justice. It involves experiential learning in the design and delivery of thoughtfully planned group session and framework that could be realistically implemented in group practice to support or provide interventions for service users or with colleagues or community groups to work towards social justice in response to an issue or topic. The group session plan can have a

psychoeducational (teaching or instructional) element, but it must emphasize experiential learning and active engagement. In other words, group sessions will involve more than delivering an informational presentation to group participants and planning for your peers to assume an active role. At least 70% of the group session time should actively engage peer participants in exercises, dialogue, experiential learning etc.

Required components of the group session plan and framework:

1. Rationale substantiated by relevant scholarly literature that explains why the group session may be effective with the population of interest and how the group aligns with social work priorities and principles. (e.g., social justice, consciousness-raising, anti-oppressive practice, empowerment focused practice). If you choose to plan a professional development or social justice focused group session, explain how the topic is relevant to social work practice, professional development or community social justice and support your rationale with scholarly literature (250-300 words – providing background/overview that applies to your group session).
2. Brief description/characteristics of target participants that would provide a framework for inclusion criteria during a group program intake process.
3. An outline of a plan for 1 group session. Group sessions should be designed to emphasize and foster mutual aid among participants and create inclusive, trauma-informed, and supportive spaces to engage in dialogue or experiential learning about topics/sensitive topics. Your group session plan should include titles and detailed descriptions of beginning (5 minute), middle (25-30 minute) and ending (5 minute) exercises/activities for a 35–40-minute group session. “Exercises” can include discussion, experiential, arts-based or role play activities. Group session structure and examples will be covered in class. A group session planning template will be provided in D2L. Please view the brief recorded lecture on creating group session plans before completing your group session plan. You can modify your group session plan and any of the components after you have completed the group practice module. It is important to create and submit a complete draft by the day before the course begins, since preparation time for Assignment 2 during the course will be limited. The preparation each student devotes to the group plan they bring on the first day will give your Assignment 2 group of 3 a strong foundation and will be conducive to successful and confident group session delivery.
4. Evaluation Plan: A description of how, if you were running a group program that included your group session, you would evaluate the participants’ experience and the impact of the group program (e.g., to assess participants participation, experience with the group session, progress or learning, capture participants’ reflections, to identify participants who are experiencing distress etc.). Evaluation of participation for the group session can include pre/post-tests with an existing measurement too. If you choose to use an existing measurement tool, please provide a rationale for choosing the tool. You may also develop your own brief survey or questionnaire or devise another evaluation tool or activity.

Please note: You can use an existing group program as a model for your group session. If you choose this option, ensure that the program you are basing your group session on is clearly cited and that the outline and detailed session plan is original work and not extracted directly from an existing program.

### **PRACTICE WITH GROUPS MODULE ASSIGNMENT 2: Delivery of a social work group practice session** **(Group assignment):**

**Due Date:** On the first day of the module, a schedule will be created for the delivery of the group sessions during the module. Groups of 3 will deliver 1 group session (choosing 1 of the 3 group members’ session plans)

**Value: 10%**

**Affiliated CLOs: 1-6**

**Assignment Description:**

You will work with a group of 3 to finalize 1 detailed group session plan and supporting components (as outlined below) that could be part of a cohesive group program. As a group, you will choose one group member's session plan to deliver in class. You will plan for delivering your group session to approximately 12 people (not counting facilitators). Your group will have one half day to make modifications and adjustments, discuss, plan, and rehearse exercises, prepare materials any materials and consult with the instructor.

Although props and materials aren't required, you are welcome to use any materials you wish in the delivery of your group session as long as you bring them with you. If you wish to include activity materials, the University Bookstore carries basic stationary and art supplies. Learners will incur the cost of any extra materials they wish to use. The instructor will have markers/Sharpies and paper available for your use.

To approximate group practice, you will plan a group session that runs for 35-40 minutes. Groups are encouraged to implement exercises or activities that will simulate actual group practice, that foster and reinforce the value of mutual aid, and/or that provides colleagues practice discussing topics that may be sensitive or challenging to generate dialogue about (e.g., mental health, loneliness, grief and loss, mental health, relationships, estrangement, grief and loss, death and dying, social justice). Group facilitators may ask peers who are fulfilling the roles of "group members" to engage in role play by assuming the roles of a participant who have had a specific type of experience or who have experienced specific circumstances. An important part of the facilitation experience will be giving and receiving constructive peer feedback.

An important note: Groups are encouraged to choose a topic or issue that your peers will be able to relate to or that is relevant to social work practice. However, it is crucial to refrain from planning and implementing therapeutic interventions or exercises in your group sessions that demand that participants share personal experiences (this should always be a choice for participants) or that otherwise risk inducing distress or triggering trauma. Group participants should be given the option of role-playing using fictional experiences or sharing personal experiences they feel comfortable with.

Grading Criteria: Grading and feedback will be combined with Part A and will be aligned with a grading rubric posted on D2L.

This part of the assignment will be graded based on participation and a brief group reflection identifying strengths, what went well, and suggestions for growth (200-250 words or a 5-minute audio recording of a debrief). **Full participation (fully contributing to the delivery your group session, demonstrating reasonable effort and completing the reflection) will allow each learner to earn the full 10% for Part B.**



## **PRACTICE WITH GROUPS MODULE ASSIGNMENT #3: Detailed Constructive Peer Feedback**

**Due Date:** March 4<sup>th</sup>    **Value:**  
**20% (2X10%)**

**Affiliated CLOs:** 1,2, and 7

**Grading Criteria/ Rubrics:** Criteria will be posted in D2L.

Each learner will be assigned to be an observer and feedback circle facilitator and will provide written feedback for two other group sessions (schedule will be created and posted in D2L in advance of when group session delivery begins). Assignment 3 will involve:

1. Facilitating a brief feedback circle following the delivery of the group session (approximately 10 minutes), using questions provided by the group on the feedback form they create. Guidelines for facilitating a feedback circle will be outlined in class.
2. Using the feedback form created by the group you are assigned to evaluate, you will complete the feedback form for the group, providing specific, constructive feedback, including strengths and suggestions for growth. Your feedback should include your own commentary on how you observed the session and a summary of peer feedback from the feedback circle. Please email the feedback to the group members and the course instructor.

Criteria for constructive and useful peer feedback will be formulated by our class, posted in D2L and used as a basis for grading this assignment.

## **PRACTICE WITH FAMILIES' MODULE (50%)**

**Assignment 1:** Experiential Practice Activities (15%) (Team Work).

Aligned Course Learning Outcomes: 1, 2, 3, 4, & 5

Assignment Description: Students will participate in experiential learning activities, including in-class role plays related to specific family-based counselling/interview skill, or simulated counselling sessions to demonstrate a synthesis and application of these skills to a simulated clinical scenario. Students are expected to participate in the roles of simulated social worker, simulated client and observers (i.e., who offer constructive relevant feedback regarding the demonstrated skills they are witnessing). Students are also expected to participate in large-group discussions in class in order to critically examine key learnings from their respective role plays. Active and constructive participation are expected. *Each student will complete a self-and-peer participation assessment, which is due within a week after Day 2.*

Assessment Criteria: Please refer to assessment rubrics that will be provided in class/posted on D2L

**Assignment 2:** Integrated Article Review (15%) (Paired Work)

Aligned Course Learning Outcomes: 1,2, 3, 4, & 5

Assignment Description: The class will form pairs. Each pair will select and read one of the suggested journal articles with an asterisk (\*) in the additional suggested reading section. Students are encouraged to select a client population that is very different from their own backgrounds (or has least knowledge of that client population). Then, write an integrated article review to cover the followings: 1) look up recent literature (at least 2-3 additional scholarly readings) and discuss unique challenges/needs of the client population being discussed (e.g., women in abusive relationship, newcomers, youth with mental health issues); 2) preparation work your team would do if your team is going to interview a client/family from that client population tomorrow; and 3) an integration of what your team has learned from the practice with families module in preparing the interview with this client/family. Excluding the cover page and

references, the length for this assignment should be approximately 4 to 5 pages double line spacing with appropriate sub-sections and sub-headings. [If students want to select their own journal article, please provide the article to the Instructor for approval 2 weeks before the due date.] **This assignment is due 2 weeks after Day 2.**

Assessment Criteria: Please refer to assessment rubrics that will be provided in class/posted on D2L

**Assignment 3: Family Case Background and Proposed Work Plan (20%) (Team Work)**

Aligned Course Learning Outcomes: 1, 2, 3, 4, & 5

Assignment Description: In a small group of 3 - 4 students, co-create a family case background. Assumed information was gathered from the intake session(s), this family background should include the followings: 1) presenting concern; 2) family composition, and socio-cultural and economic information; 3) family relationship and functioning; and 4) family resources/support. Then, based on the family background, develop a work plan for the first meeting with this family that reflects course materials related to the beginning phase. Excluding the cover page and references, the length for this assignment should be approximately 10 to 12 pages double line spacing with appropriate sub-headings. **This assessment is due 3 weeks after Day 2.**

Assessment Criteria: Please refer to assessment rubrics that will be provided in class/posted on D2L

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
---

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

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

In addition to attendance, grades for participation are based on asking questions, sharing experiences, demonstrating use of readings, actively participating in class discussions or small group exercises and giving respectful feedback to others during class.

Apply the same standards of behavior, communication, and courtesy about punctuality, attendance and readiness for work that would apply to a professional social worker in a work place. This also includes the instructor (through email, or in-person) as needed to ask for help, problem solve, to clarify the assignments or identify learning needs. Above all, participation means demonstrating personal and professional engagement in the learning process. Feedback on skill development is a central learning process to this course. Students are also expected to be open and receptive to feedback.

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

**Practice with Families Module:**

Please submit all assignments electronically via email to your Instructor. Assignments to be submitted as a "Word" document. 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.

## **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 applicable). 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.

#### ADDITIONAL SUGGESTED READINGS

##### Practice with Families Module

A list of addition reading will be provided in the first class.

#### 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 [NonAcademic 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