



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2024

Course & Session Number	SOWK 307 S09/S10 SOWK 307 T09/T10	Classroom	Edmonton Classroom TBA
Course Name	Practice Skills in Context		
Dates and Time	<p>Block Week courses: February 20-24, 2024.</p> <p>Practice with Groups</p> <p>S09: February 20 & 21 from 9:00 am – 4 pm, February 22, 9:00 am to Noon. See schedule for pertinent details.</p> <p>S10: February 22, 1:00-4:00 pm, February 23 & 24, 9:00 am-4:00 pm. See schedule for pertinent details.</p> <p>Practice with Families</p> <p>T09: February 22, 1:00-4:00 pm, February 23 & 24, 9:00 am-4:00 pm. See schedule for pertinent details.</p> <p>T10: February 20 & 21 from 9:00 am – 4:00 pm, February 22, 1:00-4:00 pm. See schedule for pertinent details.</p> <p>Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre¹.</p>		
Instructor	Gina Schmidt, MSW, RCSW Tara-Leigh Blankenstein, MSW, RCSW	Office Hours	Gina Schmidt: Office hours by appointment. Tara-Leigh Blankenstein: Office hours by appointment.
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¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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 rural remote and Indigenous contexts.

This course will take place **online** via Desire2Learn (D2L) and face to face in the block week residencies. 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.

By the end of the Practice with Families module, students will be able to:

1. Demonstrate interviewing and counselling skills to practice at individual, family, group, organization, community, and population levels;
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 and groups 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; and
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

Groups Module:

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

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. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1049731512443288>

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.

Recommended Reading with Families

Makokis, L., Bodor, R., Calhoun, A., & Tyler, S. (2020). *Opihkinawasowin/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
- 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

Group Module Block Week Schedule

Practice with Groups S09 Schedule with Gina			
Date	Topic		Readings/Assignments Due
Practice with Groups Pre-Course Learning	<p>Preparation Read Chapter 1-6: Zastrow, C., & Hesse-naur, S. L. (2018). <i>Empowerment series: Social work with groups: Comprehensive practice and self-care</i>. Brooks/Cole Publishing</p> <p>Read article: Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. <i>Research on Social Work Practice</i>, 22(5), 578-589.</p> <p>Assignment Complete Groups Assignment 1 and submit Part A and Part B prior/on the beginning of the Group Module you are in.</p>		
Practice with Groups Module Day 1:	9:00-10:00	Introductions Experiential Learning: Initial Stage Group (Instructor led)	DUE: Groups Assignment 1 A and B
February 20	10:00-10:30	Overview of group types, functions, and mutual aid processes	Chapter 1: Groups: Types and Stages of Group Development
9-4 pm			Chapter 2: Social Group Work and Social Work Practice

	10:30-10:45	Break	
	10:45-12:00	Professional uses of self in group Stages of group development	Chapter 3: Group Dynamics: Leadership
	12:00-1:00	Lunch	
	1:00-1:45	Experiential Learning: A Competition.	Chapter 6: Task Groups
	1:45-2:00	Class Debrief	
	2:00-2:15	Break	
	2:15-2:45	Group facilitation skills, stages of group process, conflict in groups	Chapter 4: Group Dynamics and Norms Chapter 5: Verbal and Non-Verbal Communication
	2:45-3:45	Group Leadership Planning	Planning of Task Groups Co-Facilitation Planning for Student led groups to be run in Families Module.
	3:45-4:00	Wrap up Activity	
Practice with Groups Module Day 2	9:00-9:30	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	
	9:30-12:00	<ul style="list-style-type: none"> • Indigenous Contexts 	Guest Speaker- Lincoln Nanaquawetung Makokis et al. (2020) Chapter 1
	12:00-1:00	Lunch	
	1:00-1:45	Conflict in groups <ul style="list-style-type: none"> • Addressing discrimination and Equity Issues in Groups 	Supplementary Readings on D2L
	1:45-2:15	<ul style="list-style-type: none"> • Ending Groups 	Chapter 14: Termination and Evaluation
	2:15-2:30	Break	
	2:30-3:30	<ul style="list-style-type: none"> • Preparation for group facilitation 	Co-Facilitation Planning for Student led groups to be run in Families Module.
	3:30-4:00	Student led Task Group Experiential Learning	
	9:00-9:30	Student led Task Group	

Practice with Groups Module Day 3 February 22nd 9:00-12:00		<ul style="list-style-type: none"> • Experiential Learning 	
	9:30-10:00	Interprofessional Practice Talk	Canadian Interprofessional Healthcare Collaborative: Interprofessional Practice Framework- Posted on D2L
	10:00-10:45	Interprofessional Practice Exercise	
	10:45-11:15	Break	
	10:45-11:45	<ul style="list-style-type: none"> • Preparation for group facilitation assignment 	
	11:45-12:00	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	

*** This schedule is tentative**

Families Module Block Week Schedule

Practice with Families S10 Schedule with Tara-Leigh		
Date	Topic	Readings/Assignments Due
Pre- course Learning & Assignment	<p>These are recommended readings prior to the course.</p> <p>All the readings must be completed before the start of the class to allow sufficient time for discussions and practice during synchronous zoom sessions.</p> <p>Families: Read Chapters 1 to 6, 10, 11 and 14 to be completed by 9:00 am the first day of class. Ensure the pre-course assignment is submitted by 9:00 am the first day of class.</p> <p>Text : Collins, D., Jordan, C., Coleman., & Cory, D. (2023). An introduction to family social work. (5th ed) Oxford University Press..</p>	
Practice with Families Module Day 1 February 20, 2024	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. Assignment 1- Part 1- Assumptions Due February 20 by 9am via D2L

Practice with Families Module Day 2 February 21 9-4 pm	The Intervention Phase Diverse topics and issues Assessment in family work Role plays/simulations with skills development and practice feedback The Termination Phase	Reading: Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. <i>Journal of Family Psychotherapy</i> , 28:1, 92-98.
Practice with Families Day 3 February 22 9-12 pm	Presentation of simulations and verbal articulation Debrief	Assignment 2- Recorded group simulation submitted to D2L by 9am Each group will facilitate a discussion related to their presented simulation
<p align="center"> Additional Due Date for Families Module Assignment 1- Part B- Family Genogram or Other Ways of Knowing DUE: March 6th by 11:59 PM </p>		

Practice with Families S09 Schedule with Tara-Leigh		
Date	Topic	Readings/Assignments Due
Pre- course Learning & Assignment	<p>These are recommended readings prior to the course.</p> <p>All the readings must be completed before the start of the class to allow sufficient time for discussions and practice during synchronous zoom sessions.</p> <p>Families: Read Chapters 1 to 6, 10, 11 and 14 to be completed by 9:00 am the first day of class. Ensure the pre-course assignment is submitted by 9:00 am the first day of class.</p> <p>Text : Collins, D., Jordan, C., Coleman., & Cory, D. (2023). An introduction to family social work. (5th ed) Oxford University Press..</p>	
Practice with Families Module Day 1 February 22 2024 1 -4 p m	<p>Introductions, course outline review</p> <p>Introduction to the foundational theories of understanding families</p> <p>Foundations of social work with families (family systems, development, life cycle, strengths, resiliency)</p> <p>The Beginning Phase</p>	<p>First day learning activities and lectures will assume that students have completed the required readings before the Practice with Family module begins.</p> <p>Assignment 1- Part 1- Assumptions Due February 20 by 9am via D2L</p>
Practice with Families Module Day 2 February 23 9-4 am	<p>The Intervention Phase</p> <p>Diverse topics and issues</p> <p>Assessment in family work</p> <p>Role plays/simulations with skills development and practice feedback</p> <p>The Termination Phase</p>	<p>Reading:</p> <p>Keskin, Y. (2017). The relational ethics genogram: An integration of genogram and relational ethics. <i>Journal of Family Psychotherapy</i>, 28:1, 92-98.</p>
Practice with Families Day 3 February 24 9-4 pm	<p>Presentation of simulations and verbal articulation</p> <p>Debrief</p>	<p>Assignment 2- Recorded group simulation submitted to D2L by 9am</p> <p>Each group will facilitate a discussion related to their presented simulation</p>
<p align="center">Additional Due Date for Families Module</p> <p align="center">Assignment 1- Part B- Family Genogram or Other Ways of Knowing</p> <p align="center">DUE: March 9th by 11:59 PM</p>		

Group Module Block Week Schedule

Practice with Groups S10 Schedule with Gina			
Date	Topic		Readings/Assignments Due
Practice with Groups Pre-Course Learning	<p>Preparation Read Chapter 1-6: Zastrow, C., & Hesse-naur, S. L. (2018). <i>Empowerment series: Social work with groups: Comprehensive practice and self-care</i>. Brooks/Cole Publishing</p> <p>Read article: Macgowan, M. J. (2012). A standards-based inventory of foundation competencies in social work with groups. <i>Research on Social Work Practice</i>, 22(5), 578-589.</p> <p>Assignment Complete Groups Assignment 1 and submit Part A and Part B prior/on the beginning of the Group Module you are in.</p>		
Practice with Groups Module Day 1: February 22 1-4 pm	9:00-10:00	Introductions Experiential Learning: Initial Stage Group (Instructor led)	DUE: Groups Assignment 1 A and B
	10:00-10:30	Overview of group types, functions, and mutual aid processes	Chapter 1: Groups: Types and Stages of Group Development Chapter 2: Social Group Work and Social Work Practice
	10:30-10:45	Break	
	10:45-12:00	Professional uses of self in group Stages of group development	Chapter 3: Group Dynamics: Leadership
	12:00-1:00	Lunch	
	1:00-1:45	Experiential Learning: A Competition.	Chapter 6: Task Groups
	1:45-2:00	Class Debrief	
	2:00-2:15	Break	
	2:15-2:45	Group facilitation skills,	Chapter 4: Group Dynamics and

		stages of group process, conflict in groups	Norms Chapter 5: Verbal and Non-Verbal Communication
	2:45-3:45	Group Leadership Planning	Planning of Task Groups Co-Facilitation Planning for Student led groups to be run in Families Module.
	3:45-4:00	Wrap up Activity	
Practice with Groups Module Day 2 February 23 9-4 pm	9:00-9:30	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	
	9:30-12:00	<ul style="list-style-type: none"> • Indigenous Contexts 	Guest Speaker- Lincoln Nanaquawetung Makokis et al. (2020) Chapter 1
	12:00-1:00	Lunch	
	1:00-1:45	Conflict in groups <ul style="list-style-type: none"> • Addressing discrimination and Equity Issues in Groups 	Supplementary Readings on D2L
	1:45-2:15	<ul style="list-style-type: none"> • Ending Groups 	Chapter 14: Termination and Evaluation
	2:15-2:30	Break	
	2:30-3:30	<ul style="list-style-type: none"> • Preparation for group facilitation 	Co-Facilitation Planning for Student led groups to be run in Families Module.
	3:30-4:00	Student led Task Group Experiential Learning	
	9:00-9:30	Student led Task Group	

Practice with Groups Module Day 3 February 24 9:00-4:00		<ul style="list-style-type: none"> • Experiential Learning 	
	9:30-10:00	Interprofessional Practice Talk	Canadian Interprofessional Healthcare Collaborative: Interprofessional Practice Framework- Posted on D2L
	10:00-10:45	Interprofessional Practice Exercise	
	10:45-11:15	Break	
	10:45-11:45	<ul style="list-style-type: none"> • Preparation for group facilitation assignment 	
	11:45-12:00	Student led Task Group <ul style="list-style-type: none"> • Experiential Learning 	

*** This schedule is tentative**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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% of total course grade)

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

Due Date: At the beginning of the first class i.e. S09, February 22 at 9:00 am; S10, February 24 at 1:00 pm.

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

Assignment Description:

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 (A and B) below are to be completed and added to Dropbox prior to first day of residency.

This assignment is composed of 2 components with some activities will be used in class.

Grading is Complete/Incomplete. Any activities (Part A and B) not handed in on the morning of the first class will receive a 0 except for extenuating circumstances.

Part A) Readings and Activities:

Read Chapters 1 to 6 of course text (Zastrow & Hessenaur, 2018) to be completed by 9:00 am the first day of 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) Inventory of Foundation Competencies in Social Work with Groups.

Students will complete the Inventory of Foundation Competencies in Social Work with Groups (IC-SWG) and identify 4 items that they have rated lowest on the confidence scale with possible reasons for the ranking. This will be used in your Assignment 2 to help you focus on skill development. Submit to Dropbox on D2L prior to residency.

- Select two skill-based competencies for demonstration of learning.
- Select two knowledge-based competencies for demonstration of learning.

Assignment 2: Develop and Co-Facilitate a Group Activity 20%

Due Dates: Part 1: To be assigned during residency.

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

Assignment Description:

This experiential learning activity will involve facilitating or co-facilitating a groups of 5 a 30-minute supportive group activity. All leaders must be actively involved in group facilitation of the activity. There is class time allotted for the planning of this activity.

Part One: Develop a Group Plan

Using their selected items discovered in the IC-SWG completed in Part B, each student will develop a plan to run a group activity that allows them to work on improving their skills. The intention of this activity is to give students an opportunity to plan a task group and give some students the opportunity to run one in class if they choose. These task groups should be fun, engaging and help students to demonstrate and/or learn from different leadership styles, see different approaches to task groups and analyze their own participation in group process. While every students needs to complete a Group Activity plan, not all students will have the opportunity to run a practice group in this Module. Submit a 1-page plan on D2L before class. Point form and scan/copies of group activities is encouraged as part of the student's submission. This is not intended to be a formal paper.

Some examples of activities: Teaching a grounding exercise, conduct a smudge, a small art project, playing a game, leading a meditation, leading a yoga exercise, stretching, a psycho-educational activity, storytelling or any other task that can be done within the time frame.

The plan is to include 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 the textbook and one peer reviewed scholarly literature and correctly referenced using APA 7th ed.
- d. Session plan is complete and logically sequenced that specifies the skills leaders intended to focus on/demonstrate.
- e. Activity is clearly explained in the plan with a detailed description with steps outlining the group session including:
 - Duration and brief description of each component; and,
 - any supplies, props, or equipment that would be needed for the session.
 - Content or Activity
 - Debriefing Activity
 - Includes who is assigned to what leadership tasks

Volunteers will be asked to run some practice groups during class time in the Groups Module, so be brave and prepared.

Part 2: Run the Group (during the residency)

- a) Students will submit a copy of their experiential session plan to the instructor prior to running the group. Students are asked to make the session plans concrete and specific with goals and objectives, organized with the specific activity and easy to follow. *No PDF's formats only Word document accepted.*
- b) If there are simple props, such as paper or string required for this activity, please send by email to the class in advance of the class stimulation. There should be no cost to the class participants.
- c) The activity simulation is to be realistic to the students in SOWK 307 class.
- d) During the session facilitators will demonstrate effective use of group communication and group process skills, effective group leadership/facilitation skills for a beginning social worker.
- e) Following the simulation, the co-facilitators will facilitate a five-minute debriefing session with the group.
- f) Fellow classmates to complete a written feedback form (form provided) of the experiential activity to the course instructor (via Dropbox) and to the co-facilitators.

Part 3: Reflection of Leadership Skills (10% Due March 1st)

In this assignment, students will be graded on their analytical ability, self-reflections on strengths and growth areas, and their ability to set concrete goals specific to growth in group facilitation skills. Referring to the course text, other readings, and their pre and post-tests results from the “Inventory of Foundation Competencies in Social Work with Group”, students will address the following:

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

The paper will be approximately 1000 words (50 words under or over is acceptable), double space, 12-point font, not including cover page and references. A minimum of 5 academic, peer reviewed references are required, APA 7th ed. Format and students should also refer to course readings and content. The paper is to be submitted to the D2L Dropbox.

Assignment 3: Participation (5%)

Due March 1 @ 11:59 pm

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 written feedback. Feedback forms will be provided in class. 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 each content practice group.

PRACTICE 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: February 20, 2024 at 9:00 AM for S10 to D2L; February 22, 2024 at 1:00 PM for S09 to D2L

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 of 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: March 6, 2024 to D2L by 11:59 PM (S10); March 9, 2024 to D2L by 11:59 PM

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 your family have had on your assumptions about family and related values and behavioral patterns?

- b. What other life factors of your upbringing that influence your perceptions? 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: (S10) February 22, 2024 9 am – 12 pm; (S09) February 24, 2024 1 – 4 pm

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 (February 20 for S10 and February 23 for S09), 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 9 morning hours of Day 3 (S10) and the afternoon of day 3 (S09). 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

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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.

For Asynchronous content, a participation mark in course discussion boards 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 must be submitted in Word 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 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. Rounding will occur up to the nearest percentage if there is a .5 or more.

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 F.1.3 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