



**UNIVERSITY OF CALGARY**  
FACULTY OF SOCIAL WORK

**Winter 2024**

<b>Course &amp; Session Number</b>	<b>SOWK 393 S02</b>	<b>Classroom</b>	In-Person
<b>Course Name</b>	Practice & Evaluation with Families		
<b>Dates and Time</b>	Dates and Time: Tuesdays 9:00 – 11:50 am; Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Alan McLuckie, MSW, PhD, RCSW, RMFT	<b>Office Hours</b>	By appointment (email requests please).
<b>UCalgary E-mail</b>	<a href="mailto:amclucki@ucalgary.ca">amclucki@ucalgary.ca</a>	<b>UCalgary Phone</b>	403-220-2926 (email contact preferred/recommended).

**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](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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

## **SYLLABUS STATEMENT**

An introduction to theories and skills for family-centred social work practice with families. There will be an emphasis on diversity in relation to family development issues, the stresses families face, family assessment techniques, and theories and practices of family intervention.

## **COURSE DESCRIPTION**

This course will provide students with an opportunity to develop a foundational understanding of the theoretical underpinnings that inform family centered social work practice. Families will be understood within the larger social and historical context and themes such as reconciliation, power, oppression, and privilege will be explored. Students are expected to reflect critically on the different family systems dynamics that may have an impact on presenting concerns. Classes will involve brief expositions, group discussions, role plays and reflective practice, collective film analysis and other small group/experiential activities.

## **COURSE LEARNING OUTCOMES**

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

1. Understand foundational knowledge within a family systems practice approach, including relevant culturally-mediated understandings of diverse family groupings;
2. Critically analyze the relevance and use of family systems theory to understand patterned behavior embedded in sociocultural relationships/discourses;
3. Critically apply genograms and other evaluation tools informed by family systems theory;
4. Develop foundational distinctions and conversational skills relevant in building collaborative alliances with clients and their families;
5. Demonstrate critically reflective processes while working with families that allow reflection to focus on issues such as power, oppression/privilege and diversity.

## **LEARNING RESOURCES**

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

There is no textbook for this course. Required readings are listed in the class schedule below.

### **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**

Although this course is designed for the beginning family practitioner, a foundation in generalist social work methods is required. Social Work 393 is one in a series of required practice courses within the BSW curriculum. The content of Social Work 393 will provide social work students with theoretical and practice frameworks for critically exploring and understanding family social work practice.

## CLASS SCHEDULE

### Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- Block Week: Tuesday January 2, 2024
- End of Term: Tuesday April 30, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day: Monday, February 19, 2024
- Term Break: February 18-24, 2024
- Good Friday: Friday March 29, 2024
- Easter Monday: Monday April 1, 2024

Dates	Topics	Readings/ Due Dates
January 9	<b>Introductions to social work practice with families</b> <ul style="list-style-type: none"> <li>• Defining and critically reviewing the concept of family/families.</li> <li>• Examining diverse social work (scopes of) practices with diverse issues and diverse families.</li> <li>• Background to family-based work: The role of social workers and social work in the development and ongoing practice of family-based psychosocial interventions.</li> </ul>	<p>Minuchin, S., Reiter, M. D., Borda, C. (2021). The craft of family therapy. In S. Minuchin, M. D. Reiter, &amp; C. Borda (Eds.), <i>The craft of family therapy: Challenging certainties</i> (pp. 3 -11). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781003110996-2/craft-family-therapy-salvador-minuchin-michael-reiter-charmaine-borda?context=ubx&amp;refId=a34f8295-e031-4820-ab3d-269687b262f1">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781003110996-2/craft-family-therapy-salvador-minuchin-michael-reiter-charmaine-borda?context=ubx&amp;refId=a34f8295-e031-4820-ab3d-269687b262f1</a></p> <p>Shapiro, J. P. (2015). <i>Family systems therapy</i>. In J. P. Shapiro (Ed.), <i>Child and adolescent therapy</i> (2<sup>nd</sup> ed.) (pp. 218-227). Wiley &amp; Sons. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4180265&amp;ppg=234">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4180265&amp;ppg=234</a></p>
January 16	<b>Theories relevant to informing social work practice with families</b> <ul style="list-style-type: none"> <li>• Critically examining theories and frameworks relevant to social work practice with families including attachment theory, developmental</li> </ul>	<p>Armour, M. A. (1995). Family life cycle stages: A context for individual life stages. <i>Journal of Family Social Work</i>, 1(2), 27-42. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J039v01n02_03">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J039v01n02_03</a></p>

	<p>theories/frameworks (person-in-environment, ZPD, cognitive-development, and family-development), developmental psychopathology, and differential susceptibility models.</p> <ul style="list-style-type: none"> <li>• Translating theory/research into practice.</li> </ul>	<p>Belsky, J., &amp; Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. <i>Psychological Bulletin</i>, 135(6), 885-908. <a href="https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00006823-200911000-00007/HTML">https://oce-ovid-com.ezproxy.lib.ucalgary.ca/article/00006823-200911000-00007/HTML</a></p> <p>Dent, H. (2018). How attachment styles are formed. In H. Dent (Ed.), <i>Why don't I feel good enough?</i> (pp. 39-57). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429446962-4/attachment-styles-formed-helen-dent?context=ubx&amp;refId=19db7d04-52f7-4e7a-bf27-c68971ce1086">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429446962-4/attachment-styles-formed-helen-dent?context=ubx&amp;refId=19db7d04-52f7-4e7a-bf27-c68971ce1086</a></p>
January 23	<p><b>Exploring the principles, practices, and processes associated with social work practice with families.</b></p> <ul style="list-style-type: none"> <li>• Critically examining principles, practices, and processes relevant to social work practice with families.</li> <li>• Examining the unique ethics of social work practice with families: When your client is the 'family unit'.</li> </ul>	<p>Carr, A. (2012). The stages of family therapy. In A. Carr (Ed.), <i>Family therapy: Concepts, process and practice</i> (3<sup>rd</sup> ed.), (pp. 221-255). Wiley - Blackwell. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=995877">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=995877</a></p> <p>Murphy, M. J., &amp; Hecker, L. (2016). Power, privilege, and ethics in couple and family therapy. In M. J. Murphy, &amp; L. Hecker (Eds.), <i>Ethics and professional issues in couple and family therapy</i> (pp. 99-119). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315628240-11/power-privilege-ethics-couple-family-therapy-megan-murphy-lorna-hecker?context=ubx&amp;refId=fb9b1458-8915-4c1b-b1e1-8262fe4b96c8">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315628240-11/power-privilege-ethics-couple-family-therapy-megan-murphy-lorna-hecker?context=ubx&amp;refId=fb9b1458-8915-4c1b-b1e1-8262fe4b96c8</a></p>
January 30	<p><b>Understanding families: Assessing for challenges, strengths, and desired outcomes.</b></p> <ul style="list-style-type: none"> <li>• Exploring generalist approaches to assessments with families.</li> <li>• Intentional use of interview/micro-skills (e.g., active listening, questions, paraphrase/summaries, accolades etc.) in a family context.</li> </ul>	<p>Munford, R., &amp; Sanders, J. (2013). Assessment of families. In M. J. Holosko, C. N. Dulmus, &amp; K. M. Sowers (Eds.), <i>Social work practice with individuals and families: Evidence-informed assessments and interventions</i> (pp.248 – 275). John Wiley &amp; Sons. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=7103648">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=7103648</a></p> <p>Strong, T. (2014). Conceptualizing interactional patterns. In K. Tomm, S. St. George, D. Wulff, &amp; T. Strong (Eds.), <i>Patterns in interpersonal interactions</i> (pp. 36-56). Routledge.</p>

		<a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203795255-5/conceptualizing-interactive-patterns-tom-strong?context=ubx&amp;refId=abb7d38c-0b12-46bf-a2b8-6721832dfb11">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203795255-5/conceptualizing-interactive-patterns-tom-strong?context=ubx&amp;refId=abb7d38c-0b12-46bf-a2b8-6721832dfb11</a>
February 6	<b>Exploring and applying ‘tools’ for understanding families and their contexts: Genograms and Ecomaps.</b> <ul style="list-style-type: none"> <li>• Critical exploration and applications of assessment tools for practice with families.</li> <li>• Examining genograms and ecomaps from diverse perspectives.</li> </ul>	<p>Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. <i>The American Journal of Family Therapy</i>, 36(3), 169-180. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01926180701291055">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01926180701291055</a></p> <p>Libbon, R., Trianna, J., Heru, A., &amp; Berman, E. (2019). Family skills for the resident toolbox: The 10-min genogram, ecomap, and prescribing homework. <i>Academic Psychiatry</i>, 43, 435-439. <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007/s40596-019-01054-6.pdf">https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007/s40596-019-01054-6.pdf</a></p> <p>Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., &amp; Torres, A. (2020). Cree relationship mapping: nêhiyaw kesi wâhkotohk – How we are related. <i>First Peoples Child &amp; Family Review</i>, 15(1), 44-61. <a href="https://web-p-ebscohost-com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=0&amp;sid=d5e6b64d-3f90-4c06-aee1-1cbda68bebb2%40redis">https://web-p-ebscohost-com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=0&amp;sid=d5e6b64d-3f90-4c06-aee1-1cbda68bebb2%40redis</a></p>
February 13	<b>Social Work practice with families with younger children, adolescents, and emerging adults: Developmentally-sensitive assessment principles, practices, and process. Part 1 (focus on younger children).</b> <ul style="list-style-type: none"> <li>• Critical exploration and applications of developmentally sensitive practices for working with families with younger children during the assessment phase.</li> </ul>	<p>De Los Reyes, A. Augenstein, T. M., &amp; Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz &amp; A. E. Kazdin (Eds.) <i>Evidence-based psychotherapies for children and adolescent</i> (3<sup>rd</sup> ed.) (pp. 537-554). The Guilford Press. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4844824&amp;ppg=558">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4844824&amp;ppg=558</a></p> <p>Woolley, M. E. (2013). Assessment of children. In M. J. Holosko, C. N. Dulmus, &amp; K. M. Sowers (Eds.), <i>Social work practice with individuals and families</i> (pp. 19-57). John Wiley &amp; Sons. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-</a></p>

	<ul style="list-style-type: none"> <li>Approaching family-based work with younger children as an issue of social justice/social action.</li> </ul>	<a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=7103648&amp;ppg=19">ebooks/reader.action?docID=7103648&amp;ppg=19</a>
February 20	<p>*** No class***</p> <p>**Term Break**</p>	
February 27	<p><b>Social Work practice with families with younger children, adolescents, and emerging adults: Developmentally-sensitive assessment principles, practices, and process. Part 2 (focus on adolescents and emerging adults).</b></p> <ul style="list-style-type: none"> <li>Critical exploration and applications of developmentally sensitive practices for working with families with older children during the assessment phase.</li> <li>Approaching family-based work with youth as an issue of social justice/social action.</li> </ul>	<p>Fingerman, K. L., &amp; Yahirun, J. J. (2015). Emerging adulthood in the context of family? In J. J. Arnett (Ed.) <i>The Oxford handbook of emerging adulthood</i> (pp. 163-176). Oxford University Press. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&amp;ppg=180">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4083549&amp;ppg=180</a></p> <p>Livesey, C. M. W., &amp; Rostain, A. L. (2017). Involving parents/family in treatment during the transition from late adolescence to young adulthood. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 26(2), 199-216. <a href="https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#/content/p-layContent/1-s2.0-S1056499316301195?returnurl=null&amp;referrer=null">https://www-clinicalkey-com.ezproxy.lib.ucalgary.ca/#/content/p-layContent/1-s2.0-S1056499316301195?returnurl=null&amp;referrer=null</a></p>
March 5	<p><b>Social work principles, practices and processes for facilitating change in families. Part 1</b></p> <ul style="list-style-type: none"> <li>Critical exploration of generalist approaches to change facilitation and intervention with families</li> </ul>	<p>Franklin, C., Jordan, C., &amp; Hopson, L. (2013). Intervention with families. In M. J. Holosko, C. N. Dulmus, &amp; K. M. Sowers (Eds.). <i>Social work practice with individuals and families: Evidence-informed assessments and interventions</i> (pp. 276 – 305). John Wiley &amp; Sons. <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=7103648">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=7103648</a></p>
March 12	<p><b>Social work principles, practices and processes for facilitating change in families. Part 2</b></p> <ul style="list-style-type: none"> <li>Critical examination and applications of <u>Behavioural Family Therapy</u> with families.</li> </ul>	<p>Jhadry, R., Fadden, G., Atchison, M., Conneely, P., Danks, J., Lee, A., &amp; Mansell, C. (2015). Applying behavioural family therapy model in complex family situations. <i>Social Sciences</i>, 4(2), 459-468. <a href="https://www.mdpi.com/2076-0760/4/2/459">https://www.mdpi.com/2076-0760/4/2/459</a></p>

		O'Hanlon, B., Hayes, L., Perlesz, A., & Harvey, C. (2016). Understanding the complex family experiences of behavioural family therapy. <i>Journal of Family Therapy</i> , 40(1), 45-62. <a href="https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/1467-6427.12139">https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/1467-6427.12139</a>
March 19	<b>Social work principles, practices and processes for facilitating change in families. Part 3</b> <ul style="list-style-type: none"> <li>Critical examination and applications of <u>strength-based/solution-focused interventions</u> with families.</li> </ul>	<p>Greenberg, G., &amp; Ganshorn, K. (2001). Solution-focused therapy: Counseling model for busy family physicians. <i>Canadian Family Physician</i>, 47(11), 2289-2295. doi:11768927. <a href="https://www.cfp.ca/content/47/11/2289.long">https://www.cfp.ca/content/47/11/2289.long</a></p> <p>Turnell, A., &amp; Hopwood, L. (1994). Solution-focused brief therapy: An outline for second and subsequent sessions. <i>Case Studies in Brief and Family Therapy</i>, 8(2), 52-64. (Available via D2L).</p>
March 26	<b>Understanding and intervening with structural forces affecting families. Part 1 – Focus on Assessment</b> <ul style="list-style-type: none"> <li>Exploring, understanding and intervening with structural factors influencing families and their change processes.</li> </ul>	<p>McDowell, T., Knudson-Martin, C., &amp; Bermudez, J. M. (2017). Why sociocultural attunement and equity matter. In <i>Socioculturally attuned family therapy</i> (pp. 1-11). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315559094/socioculturally-attuned-family-therapy-teresa-mcdowell-carmen-knudson-martin-maria-bermudez">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315559094/socioculturally-attuned-family-therapy-teresa-mcdowell-carmen-knudson-martin-maria-bermudez</a></p> <p>St. George, S., &amp; Wulff, D. (2014). Braiding socio-cultural interpersonal patterns into therapy. In K. Tomm, S. St. George, D. Wulff, &amp; T. Strong (Eds.), <i>Patterns in interpersonal interactions</i>, (pp. 36- 56). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203795255-5/conceptualizing-interactional-patterns-tom-strong?context=ubx&amp;refId=abb7d38c-0b12-46bf-a2b8-6721832dfb11">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203795255-5/conceptualizing-interactional-patterns-tom-strong?context=ubx&amp;refId=abb7d38c-0b12-46bf-a2b8-6721832dfb11</a></p>
April 2	<b>Understanding and intervening with structural forces affecting families. Part 2 – Focus on Intervention.</b> <ul style="list-style-type: none"> <li>Exploring, understanding and intervening with structural</li> </ul>	<p>McDowell, T., Knudson-Martin, C., &amp; Bermudez, J. M. (2017). Socioculturally attuned narrative family therapy. In <i>Socioculturally attuned family therapy</i> (pp. 217-235). Routledge. <a href="https://www-">https://www-</a></p>



	factors influencing families and their change processes.	<a href="https://taylorfrancis.com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315559094-13/socioculturally-attuned-narrative-family-therapy-teresa-mcdowell-carmen-knudson-martin-maria-bermudez?context=ubx&amp;refId=686fe2a6-cc9f-4f2f-b6ce-49b210a1309b">taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9781315559094-13/socioculturally-attuned-narrative-family-therapy-teresa-mcdowell-carmen-knudson-martin-maria-bermudez?context=ubx&amp;refId=686fe2a6-cc9f-4f2f-b6ce-49b210a1309b</a>
April 9	<b>Measuring &amp; evaluating progress and outcomes with families.</b> <ul style="list-style-type: none"> <li>• Critical examination of evaluation processes (process and outcome) to determine progress, goal achievement, and next steps.</li> <li>• Examination of the termination/transition phase for social work practice with families.</li> </ul>	<p>O'Hare, T. (2021). Qualitative and quantitative assessment. In T. O'Hare (Ed.) <i>Evidence-based practices for social workers</i> (pp. 19-35). Oxford University Press. Available via D2L.</p> <p>Parrish, D. E., Springer, D. W., Scheffert, A., &amp; Franklin, C. (2020). Standardized assessment measures and computer-assisted assessment. In C. Jordan &amp; C. Franklin (Eds.), <i>Clinical assessment for social workers: Quantitative and qualitative methods</i> (p. 81–120). Lyceum Books. Available via D2L.</p>

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss



a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## ASSESSMENT COMPONENTS

**Assignment 1: Knowledge Translation / Psychoeducation Resource Brochure (worth 20%).** This assignment may be completed individually, or students can choose to complete this in a group (maximum group size is 4 students).

Due Date: To be completed by January 29<sup>th</sup> by 11:59pm MST.

Aligned Course Learning Outcomes: 1, 2, 5

### Assignment Description:

Engaging knowledge translation skills to develop accurate and accessible education resources for clients, families, and community members is a key aspect of evidence-based practice for social workers.

The primary purpose of this assignment is to solidify your knowledge about the nature of family-based social work services, while simultaneously developing/enhancing the clinical competency related to knowledge-translation and psychoeducation. Accurate and accessible educational resources help inform client/patient and family members regarding health care decisions, as well as challenge stigma at a broader community level. The information materials (i.e., brochure, digital webpage) developed should be designed as if they will be shared with new clients/patients and their families, **OR potential clients/patients and their families** (i.e., those considering/contemplating accessing family-based counselling services, but who have not yet accessed these services).

- Students should research and select a presenting concern/problem of interest to them, for which family-based counselling has demonstrated its effectiveness/benefit for families.
- Students may also elect to focus on a specific population/segment of the community (e.g., mental health or addictions service users; families with younger children, families with adolescents, families with senior/older family members; families who have experienced trauma/abuse; newcomer families etc.).
- Students should provide clear and concise information summarizing the nature of the family-based service including, but not limited to, who from the family should attend the counselling; the mediums of service (e.g., online, in-person, hybrid); the average number of sessions.
- In relation to the student's selected presenting-problem and/or population of interest, the resource materials should be developed such that they include a summary of the evidence of effectiveness for the family-based counselling.
- This information should be written in a manner that is accessible to the intended audience. In creating these materials, special consideration should be given to factors such as reading level, and be inclusive/meaningful/accessible to diverse populations (e.g., culture, social location, language etc.), as well as written in a manner congruent with social work values/ethics.
- It is also important to consider that in order to heighten the chances of clients/patients and their families reading literacy/educational materials, these materials must be engaging (e.g.,

visually etc.) and useful/meaningful (e.g., containing helpful information that is easily understood). Therefore, it is important to consider how best to balance the use of 'content' and the 'process' through which your materials convey/present this content.

This material will be no longer than two (2) pages (front and back of a letter-sized piece of paper; brochure format is acceptable) using a font that is accessible to the reader. References throughout the paper (within text citation) and the reference section must be included within the two-page limit, and are required to conform to APA format [American Psychological Association, 2020 Publication Manual (7<sup>th</sup> ed.)]. Assignments are to be submitted via the D2L Dropbox.

Assessment Criteria: A marking/grading rubric will be provided via D2L. Assignment 1 is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

### **Assignment 2: Genogram and Eco-map (worth 20%)**

Due Date: February 18, by 11:59pm.

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

#### Assignment Description:

Students will complete a genogram with an accompanying ecomap. Specifically, students will complete a genogram that includes at least three generations reflecting **their own family** of origin. This genogram will be **hand-drawn** (i.e., not created on a computer or generated using a computer program specifically designed to create genograms/family-trees) and will be accompanied by an ecomap. This genogram/ecomap will be consistent with practices and approaches reviewed within the course. Genograms will be completed on one single sheet (i.e., one side of) a Letter sized piece of paper (8.5 x 11 inches). Ecomaps will be completed on a separate single sheet (i.e., one side of) a Letter sized piece of paper (8.5 x 11 inches). These documents should be scanned and submitted via the course D2L drop box.

Assessment Criteria: A marking/grading rubric will be provided via D2L. Assignment 2 is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

### **Assignment 3: Critical Reflection/Reflective Paper regarding Genogram/Ecomap (worth 20%)**

Due Date: March 11<sup>th</sup>, by 11:59pm.

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

#### Assignment Description:

This assignment is directly related to the genogram and eco-map completed in assignment #2. Specifically, students will complete a five (5) page reflective paper that directly relates to (i.e., reflects upon, describes, and/or expands upon) key concepts related both to your submitted genogram and ecomap, as well as to your process of completing this genogram/ecomap. This assignment is **NOT** a general/generic paper about genograms, nor should it be written from a theoretical/abstract perspective. This assignment is written directly in relation to your submitted

genogram/ecomap (i.e., your family of origin). For example, in writing this reflective paper you may apply key concepts from the course materials related to family dynamics of interest to you, such as the quality of interpersonal relations in your family (close, distant, conflictual), relationship status (married, common-law, divorced), blending of families, significant deaths/births and/or familial patterns. You may also consider writing about your reflections on the specific strengths and limitations of the genogram/ecomap as tools, as experienced by you while completing the genogram/ecomap (as opposed to general criticisms of these tools). In relation to these potential limitations, you could elect to reflect directly/specifically on how you navigated any such limitations/tensions/difficulties while you completed your own genogram/ecomap. You may also consider dedicating a section of this reflective paper to any newly developed insights/awareness arising from completing the genogram/ecomap. These insights could include, but are not limited to student's critical reflection on their own beliefs, values, world view, assumptions, and behavioural patterns etc. Students may also consider writing about how family-based factors including, but not limited to cultural, language and/or religious influences may impact the student's awareness about their issues of privilege and general issues of power, oppression within the context of such factors as socioeconomic-class, race, gender, sexual orientation, age and ability.

This paper will be no longer than five (5) double-spaced typed pages (excluding title page/references) using a minimum of 11-point Calibri font and 1-inch margins. When incorporating key concepts from the course materials, you are required to appropriately reference these materials (i.e., scholarly sources including course texts, peer reviewed journals, relevant policy documents and/or community-based knowledge/information). References throughout this paper and on the reference page are required to conform to APA format [American Psychological Association, 2020 Publication Manual (7th ed.)]. Title pages and/or reference pages do not count towards the five (5) page limit. Please submit this assignment in Word format or PDF to the course drop box in D2L.

Assessment Criteria: A marking/grading rubric will be provided via D2L. Assignment 3 is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

#### **Assignment 4: Video Demonstration of a family-based intervention (worth 30%)**

Due Date: April 9, by 11:59 pm MST.

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

Assessment Criteria: An assessment rubric will be available on D2L.

#### Assignment Description:

The purpose of this assignment is for students to have the opportunity to demonstrate the knowledge of, and skills related to social work interviewing/counselling skills that are the focus of the coursework completed to date (i.e., up until the time of this assignment submission deadline) including materials covered during class, as well as in the readings.

**Video Recording:** Students will complete a 20-minute video with at least two (2) partners, in which

the student, as *interviewer*, will engage in a simulated family interview that is informed by **their choice of either** a) behavioural family therapy, **OR** b) solution-focused therapy. Please DO NOT attempt to integrate these two approaches for this assignment—pick one, or the other to demonstrate. Students are encouraged to complete this assignment with partners from class (i.e., who plays the role of the interviewees/family members). However, this is not a strict requirement, only a suggestion, as this allows students to gain the valuable experience of being an interviewer as well as being interviewed. Regardless, this skill demonstration must be completed with at least two (2) other people, who are able to participate fully in such an activity. It is preferred that videos be completed with the interviewer and interviewees in the same room (i.e., the in-person simulated interview is video recorded), as this will provide additional materials for the student to reflect upon in a later part of the assignment (i.e., non-verbals/paraverbal communications). However, if this is not possible students are able to conduct the interview via Zoom, with the caveat that cameras of all participants must be turned on and both the interviewer and interviewees must be visible throughout the interview. Regardless, of the medium selected (i.e., in-person or Zoom) it is the student's responsibility to ensure that video and sound quality are adequate. A case-vignette will be provided to help inform the roles played by the two interviewees. It is important that students review the knowledge-based materials from the course, as well as practice their interview skills prior to this recording (i.e., as opposed to ad-libbing without prior preparation). However, the intention of this assignment is not to record a scripted interview where the interviewer and interviewees have specifically rehearsed/planned what each party will say or do throughout the 20-minute interaction. Furthermore, due to the truncated nature of this assignment (i.e., social work interviews rarely begin and end within 20 minutes), it is at the student's discretion as to which point their interview will cover. For example, students can elect to begin their simulated interview from the beginning of an interview, or pick-up at an agreed upon starting point with the interviewee (i.e., mid-point, or towards the end of the interview) relative to what the student wishes to practice. Assignments will only be accepted via D2L Dropbox.

Assessment Criteria: A marking/grading rubric will be provided via D2L. Assignment 4 is eligible for the Late Bank (i.e., you are permitted to use the late bank days for this assignment).

#### **Assignment 5: Participation-Weekly Self-Assessment (worth 10%).**

Due Date(s): Due weekly, with final deadline for all participation evaluations by April 9<sup>th</sup> by 11:59 pm MST.

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

Assessment Criteria: An assessment rubric will be available on D2L.

#### Assignment Description:

This is an experiential class that requires critical reflexivity and regular interactions with other students through role plays, small group discussions, and dialogue. Students are expected to demonstrate evidence of being engaged with the readings, a willingness to risk sharing reflections and challenging one's own behavior, and a willingness to support others in the learning process. A group is impacted when a member is absent from it or uninvolved in the activities/process. Students will complete a self-evaluation form returned in class at the end of each class, or alternately uploaded to D2L prior to the beginning of the next class. As students have a range of learning styles

participation can be diverse in nature. Therefore, participation marks will consider involvement in the course (attending Zoom sessions, attending group practice sessions) and engaging thoughtfully in weekly discussion postings. It is the student's responsibility to submit completed participation forms after each class. These self-evaluations will help inform the final participation mark assigned by the course instructor.

Assessment Criteria: A marking/grading rubric will be provided via D2L. The Late Bank is **NOT** applicable for Assignment 5 (i.e., the late bank cannot be used).

## ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. If a student must miss a class, it is the student's responsibility to catch up on discussions, notes, and other information through other classmates and/or D2L. All class PowerPoints, videos, reading and other material will be posted on D2L. If classes are conducted virtually, Zoom sessions will be recorded when appropriate for lecture material but some class discussion may not be recorded due to confidentiality concerns of other students. Please refer to the UCalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

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>. Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format.

### **LATE ASSIGNMENTS**

A 5 day 'Late Bank' will be available to all students, and they can use these days at their own discretion and without explanation. You do not need to let the instructor know ahead of time that you are using days in your Late Bank for a task. Rather, simply make a note in Dropbox when you submit the task that you are using your late bank days when you submit. **The late bank is available for all assignments with the exception of Assignment #5.** Please note that the five (5) days in your late bank is **five days total** (i.e., not 5 days per assignment). Once you have used up your 5 Late Bank days, a penalty of 10% per day will apply for assignments submitted late, without prior communication and approval from the course instructor.

### **EXPECTATIONS FOR WRITING**

Standard of writing will be a factor in grading students work. 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. The rounding up of grades will occur only in relation to the final grade and when the earned grade is calculated to be greater than, or equal to a 0.5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 79.5 will be rounded to 80; 84.5 will be rounded to 85; 94.5 will be rounded to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade for both modules) and not to individual assignments.

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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor. Student feedback will also be sought weekly through the student participation form. This feedback is optional.

## ADDITIONAL SUGGESTED READINGS

Please see D2L for additional readings and resources.

## 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