



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2024

Course & Session Number	SOWK 393 S01	Classroom	To Be Communicated
Course Name	Practice and Evaluation with Families		
Dates and Time	Start of Classes: January 9, 2024 End of Classes: April 9, 2024 Dates and Time: In-person instruction Tuesdays, 9 to 12 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <u>Student Centre</u> ¹ .		
Instructor	Bethany Savoy, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	Bethany.savoy@ucalgary.ca	UCalgary Phone	Please contact by email.

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](#).

¹ 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 learners 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. Learners are expected to reflect critically on the different family systems dynamics that may have an impact on presenting concerns. Classes will involve lectures, group discussions, role plays, reflective practice, and other small group/experiential activities. This course involves in-person instruction.

COURSE LEARNING OUTCOMES

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

1. Understand foundational knowledge within a family systems practice approach, including relevant culturally-mediated understandings of diverse family groupings
2. Apply family intervention theory and skills critically and in an analytical manner
3. Critically apply genograms and other evaluation/assessment tools
4. Develop skills relevant in building collaborative alliances with clients and their families
5. Acquire and demonstrate an understanding of diverse family groupings and issues
6. 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 TEXTBOOK

Spindel, P. (2020). *Working with families: A guide for health and human services professionals*. (2nd ed). Canadian Scholars.

REQUIRED READINGS

Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of aboriginal peoples and social work. *First Peoples Child & Family Review*, 14(1), 137-152.

- Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, 36(3), 169-180. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01926180701291055>
- Carr, A. (2012). The stages of family therapy. In A. Carr (Ed.), *Family therapy: Concepts, process and practice* (3rd ed.), (pp. 221-255). Wiley -Blackwell. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=995877>
- Dent, H. (2018). How attachment styles are formed. In H. Dent (Ed.), *Why don't I feel good enough?* (pp. 39-57). Routledge. <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/mono/10.4324/9780429446962-4/attachment-styles-formed-helen-dent?context=ubx&refid=19db7d04-52f7-4e7a-bf27-c68971ce1086>
- Libbon, R., Trianna, J., Heru, A., & Berman, E. (2019). Family skills for the resident toolbox: The 10-min genogram, ecomap, and prescribing homework. *Academic Psychiatry*, 43, 435-439. <https://link-springer-com.ezproxy.lib.ucalgary.ca/content/pdf/10.1007/s40596-019-01054-6.pdf>
- Makokis, L., Kopp, K., Bodor, R., Valdhuisen, A., Torres, A., Blackstock, C., Mathews, B., & St. Dennis, M. (2020). Cree relationship mapping: nêhiyaw kesi wâhkotohk -How we are related. *First Peoples Child and Family review*, 15(1), 44-61.
- Watts, V. (2018). Indigenous families. In P. Albanese (Ed.), *Canadian families today* (4th ed.), (pp. 245-266). Oxford University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings (with the exception of the textbook) 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
- 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

Class Schedule (order of topics may be subject to change based on guest speaker availability):

DATE	TOPIC	READINGS
January 9	Introduction Review of course What is a Family? What is Family Social Work?	<ul style="list-style-type: none"> • Spindel Chapter 1
January 16	Family Life Cycle & Development Strengths & Resilience	<ul style="list-style-type: none"> • Spindel Chapters 2 & 3
January 23	Stages of Family work Family Dynamics, Patterns, & Beliefs	<ul style="list-style-type: none"> • Spindel Chapter 4 & 6 • Carr
January 30	Family Assessment Ecomaps, Genograms, and Culturagrams	<ul style="list-style-type: none"> • Spindel Chapter 12 • Butler • Libbon et. al. • Makokis et. al.
February 6	Theory and Intervention in Family work 1	<ul style="list-style-type: none"> • Spindel Chapters 8 & 13
February 13	Theory and Intervention in Family work 2	<ul style="list-style-type: none"> • Spindel Chapter 7 (p. 103-125)
Term Break: Sunday to Saturday, February 18 - 24, 2024		
February 27	Trauma Informed Practice with Families Mental Health & Addiction	<ul style="list-style-type: none"> • Spindel Chapters 11 & 14 • Burke Harris, N. (video) How childhood trauma affects health across a lifetime Nadine Burke Harris TED - YouTube
March 5	Mid-course check in Guest speaker: Adoption Attachment Theory & Intervention	<ul style="list-style-type: none"> • Spindel Chapter 7 (p. 125-131) • Dent
March 12	Guest speaker: Aging in Families Loss & Grief	<ul style="list-style-type: none"> • Spindel Chapter 16
March 19	Family Diversity & Culture	<ul style="list-style-type: none"> • Spindel Chapter 5 (p. 75-84) & Chapter 9
March 26	Guest speaker: Indigenous Families	<ul style="list-style-type: none"> • Spindel Chapter 5 (p. 84-90) • Watts
April 2	Family Violence Child abuse & Neglect	<ul style="list-style-type: none"> • Spindel Chapter 10 • Blackstock
April 9	Final thoughts Course wrap up	<ul style="list-style-type: none"> • Spindel Chapter 17

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

RECORDINGS OF 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

ASSIGNMENT 1: GENOGRAM AND ECO-MAP (20%)

Due Date: Wednesday, February 7, 2024, by 11:59pm.

Aligned Course Learning Outcomes: 1, 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 in PDF format.

Assessment Criteria: See rubric posted on D2L.

ASSIGNMENT 2: CRITICAL REFLECTION REGARDING GENOGRAM/ECOMAP (25%)

Due Date: Wednesday, February 14, 2024, by 11:59pm.

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

Assignment Description:

This assignment is directly related to the genogram and eco-map completed in assignment #1. Specifically, students will complete a reflective paper that directly relates to (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 your critical reflection on your own beliefs, values, world view, assumptions, and behavioural patterns etc. You may also consider writing about how family-based factors including, but not limited to cultural, language and/or religious influences that may impact awareness about 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 1000 words (excluding title page/references). APA 7 formatting is required. Please submit this assignment in Word format to the course drop box in D2L.

Assessment Criteria: See rubric posted on D2L.

ASSIGNMENT 3: RESEARCH PAPER (PROPOSAL 5%, FEEDBACK 5%, PAPER 25% - TOTAL 35%)

Due Date: Proposal due Monday March 4, paper due Friday, March 29, 2024, by 11:59 pm.

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

Assignment Description:

Students may choose any topic of interest to them which is related to Social Work with Families. This is an opportunity to critically examine a selected family issue, challenge, theory, or intervention in depth. This paper should be research based and requires at least 5 academic sources other than course materials. Students are required to provide a one-page proposal by March 4 identifying the topic and 2 selected sources. This proposal must be approved by the instructor. Students must also submit feedback on a draft of their final paper provided by at least one classmate. A feedback template will be posted on D2L, to be submitted with the final paper. The final paper should be 1500-1750 words and APA 7 formatting is required. Please submit this assignment in Word format to the course drop box in D2L.

Assessment Criteria: See rubric posted on D2L.

ASSIGNMENT 4: ENGAGEMENT SELF-ASSESSMENT (20%)

Due Date: Due Wednesday, April 10, 2024 at 11:59 pm.

Aligned Course Learning Outcomes: ALL

Assignment Description:

This is an experiential class that requires significant participation including 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 submit a self-evaluation related to their participation and engagement in the course, including their attendance and preparation for class. As students have a range of learning styles participation can be diverse in nature. Additional reflective questions to assist in self-assessment will be posted on D2L. This self-assessment should be 500 words. Please submit this assignment in Word format in the course drop box in D2L.

Assessment Criteria: See rubric posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Learners are expected to be fully present and engaged in each class activities and discussions, taking responsibility for their own learning. These expectations form part of Assignment 4. If a learner must miss a class, it is their responsibility to notify the instructor and 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.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the learner's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Learners have access to a late bank of 5 days total throughout the semester. You may access these by emailing the instructor **in advance** of the due date and indicating how many days you are using for the specific assignment. These extensions will be automatically granted, and no late penalty will be assessed. Late assignments beyond the 5 days late bank may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills, including APA and adherence to assignment

guidelines – make sure that you carefully review the assignment descriptions and rubrics posted in D2L. 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. 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 when the earned grade is calculated to be greater than, or equal to a .5, in situations where this will result in an elevation of the submitted Letter Grade (i.e., 84.5 will be rounded up to 85; 89.5 will be rounded up to 90; 94.5 will be rounded up to 95 etc.). The rounding of grades only occurs in relation to the calculation of the final course grade (i.e., overall course grade) 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	50-56

		subsequent courses in the same subject.	
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.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings will be posted in D2L, and students are encouraged to share and post relevant 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