



Course & Session Number	SOWK 393 S04	Classroom	
Course Name	Practice & Evaluation with Families		
Dates and Time	Start of Classes: January 8, 2024 End of Classes: April 9, 2024 Dates and Time: In-person instruction Mondays, 9 a.m. – 12 p.m. with Zoom classes on January 8.		
Instructor	Kealey Dube, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	kdube@ucalgary.ca	UCalgary Phone	N/A

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

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

In this course, you will develop a knowledge base, including practical skills, for family centered social work practice. Students will have the opportunity to develop their understandings of family centered social work using online discussions, practice scenarios, and video clip analysis. Students will have the opportunity to identify a specific area of inquiry pertaining to social work practice with families. Discussions throughout the course and formal assessments, are designed to help students develop effective learning and research strategies that can be applied to family centered social work.

Within this course we will center our discussion and learnings around racial justice, equity, diversity, inclusion, indigenization within the context of family social work.

COURSE LEARNING OUTCOMES

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

1. Develop and demonstrate an understanding of the relationship between social work theory and social work practice with families.
2. Identify an area of inquiry related to social work practice with families that is rooted in an anti-racist, anti-colonial, and anti-oppressive understanding.
3. Demonstrate an understanding of assessment and intervention techniques pertaining to families generally and to specific areas of inquiry. Specific techniques will be demonstrated through experiential learning.
4. Reflect on experiences of practitioners and family members through role play activities, self-reflection exercises and analysis of video clip segments.
5. Further develop research and learning strategies for use in social work practice with families.
6. Develop a critically reflexive practice framework that is congruent with social work ethics and values.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- There is not textbook required for this course.
- Readings for the course are listed on the weekly 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

This course is one of the required courses for after-degree and university-transfer students in the Bachelor of Social Work program in Edmonton.

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

Date	Topic	Readings	Format	Assignment
January 8 (Class #1)	Course Review	<p>Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of aboriginal peoples and social work. <i>First Peoples Child & Family Review</i>, 14(1), 137-152.</p> <p>Early, T & GlenMaye, L. (2000). Valuing Families: Social Work Practice with Families from a Strengths Perspective, <i>Social Work</i>, 45(2), 118 - 130, https://doi.org/10.1093/sw/45.2.118</p> <p>Jordan, L.S. (2022) Unsettling colonial mentalities in family therapy: Entering negotiated spaces. <i>Journal of Family Therapy</i>, 44(1), 171 - 185.</p>	Synchronous Class: Zoom	

January 12				Assessment #1: Learning Journal #1 Due by 11:59 pm
January 15 (Class #2)	Trauma Informed Social Work Practice Family Group Formation	James, K., & MacKinnon, L. (2012). Integrating a trauma lens into a family therapy framework: Ten principles for family therapists. <i>Australian and New Zealand Journal of Family Therapy</i> , 33(3), 189 - 209. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/af.t.2012.25 Kelley, A. N., Curtis, M. G., & Wieling, E. (2022). Expanding the Traumatic Stress Framework to Incorporate a Socioecological Family Systems Perspective. <i>Family Process</i> , 61(2), 476 - 489.	In Person Classroom 3-330	
January 22 (Class #3)	Family Systems Theory	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. https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J039v01n02_03 Haefner, J. (2014) An Application of Bowen Family Systems Theory. <i>Issues in Mental Health Nursing</i> , 35(11), 835 -841. DOI: 10.3109/01612840.2014.921257 Lindell, A. K., & Campione-Barr, N. (2017). Continuity and Change in the Family System Across the Transition from Adolescence to Emerging Adulthood. <i>Marriage & Family Review</i> , 53(4), 388 - 416. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01494929.2016.1184212	In Person Classroom 3-330	
Fee Deadline: Friday January 26 2024				
January 29 (Class #4)			In Person Classroom 3-330	

February 5 (Class #5)	Engaging with Families	<p>Schiettecat, T., Roets, G., & Vandebroek, M. (2017). What families in poverty consider supportive: welfare strategies of parents with young children in relation to (child and family) social work. <i>Child & Family Social Work, 22</i>(2), 689 - 699. https://doi.org/10.1111/cfs.12285</p> <p>Van Hook, M. (2019). <i>Social work practice with families: a resiliency-based approach</i> (Third edition.). Oxford University Press. Chapter 2: Setting the Stage for Working with Families: The Therapeutic Alliance.</p>	In Person Classroom 3-330	
February 12 (Class #6)	Assessment	<p>Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. <i>The American Journal of Family Therapy, 36</i>(3), 169-180. https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01926180701291055</p> <p>Huss, E., & Kapulnik, E. (2021). Using Creative Genograms in Family Social Work to Integrate Subjective and Objective Knowledge About the Family: A Participatory Study. <i>Research on Social Work Practice, 31</i>(4), 390 - 399. https://doi.org/10.1177/1049731521992843</p>	In Person Classroom 3-330	
Alberta Family Day: February 19, 2024: No Class				
February 26 (Class #7)	<p>Family Interpersonal Patterns</p> <p>Practice Component Family Interpersonal Patterns identification and intervention</p>	<p>Gaete, Sametband, I., St. George, S., Wulff, D., Tomm, K., & Durán, G. (2020). Realizing Relational Preferences Through Transforming Interpersonal Patterns. <i>Family Process, 59</i>(1), 21 - 35. https://doi.org/10.1111/famp.12417</p> <p>Tomm, K., St. George, S., Wulff, D., & Strong, T. (Eds.). (2014). Patterns in Interpersonal Interactions: Inviting Relational Understandings for</p>	In Person Classroom 3-330	

	within Family Group	Therapeutic Change (1st ed.). Chapter 1. Routledge. https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203795255		
March 4 (Class #8)	Collaborative Helping Maps	Madisen, W. (2011). Collaborative Helping Maps: A Tool to Guide Thinking and Action in Family-Centered Services. <i>Family Process</i> , 50, 529 - 543	In Person Classroom 3-330	
March 8				Assessment #2: Due by 11:59 pm
March 11 (Class #9)	Solution Focused Family Therapy	Choi, J.J. (2020). A case study of solution-focused brief family therapy. <i>The American Journal of Family Therapy</i> , 48(2), 195 - 210.	Asynchronous class	
March 18 (Class #10)	Parent – Child Interventions	Cooley, M. E., Veldorale-Griffin, A., Petren, R. E., & Mullis, A. K. (2014). Parent-Child Interaction Therapy: A meta-analysis of child behavior outcomes and parent stress. <i>Journal of Family Social Work</i> , 17(3), 191 - 208. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10522158.2014.888696	In Person Classroom 3-330	
March 25 (Class #11)		In Class Photo Voice Exercise	In Person Classroom 3-330	Assessment #1: Learning Journal #2 due by 11:59 pm
Easter Monday: April 1, 2024: No Class				
April 8 (Class #12)		Reflective assignment posted to D2L	Asynchronous class	Assessment #3A: Due by 11:59 pm
April 11				Assessment #3B: Due by 11:59 pm

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on**

during class and you are expected to manage your microphone as required. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assessment 1: Learning Journals (2x10% = 20% of total mark)

Learning Journal #1: Due: Friday January 12, 2024 by 11:59 pm (10%)

You will be provided with a reflective exercise on D2L where you will explore your own experiences related to being in a family. A rubric will be posted to D2L.

Learning Journal #2: Due: Monday March 25, 2024 by 11:59 pm (10%)

Engagement, preparation, and participation are crucial elements to make this course successful for yourself and others. You will provide a written reflection on your experiences as a participant in the family role plays (when you are not in the role of the social worker). A rubric will be posted to D2L.

Aligned Course Learning Outcomes: 1, 4 & 6.

Assessment Criteria: A rubric will be posted to D2L

Assessment 2: Genogram, Ecomap, and paper (40%) Due: Friday, March 8, 2024, by 11:59 pm

Aligned Course Learning Outcomes: 1, 3, 4 & 6.

Assessment Description:

You will interview a classmate and create a 3-generation genogram and ecomap on your classmate's family. Your classmate can use their own family or a fictional family. In addition to the genogram and ecomap, you will provide a written paper detailing your understanding of the development and maintenance of family patterns based on family social work theories. The final section of your paper will include a critical reflection on your own beliefs, values, assumptions, and worldviews and how they impact your emerging social work family practice.

Assessment Criteria: A rubric will be posted to D2L.

Assessment 3: Special Topics in Family Social Work (40% Total)

Part 3A: Special Topics: Virtual Presentation (30%). Due: April 8, 2024, by 11:59 pm.

This assignment provides you with an opportunity to learn about a specific area of interest in family social work. You will pick a specific topic area, such as family violence, addictions, and mental health, working with seniors etc. and use a minimum of 5 peer reviewed research articles to demonstrate your understanding of the topic area. This will include connections to course materials and the code of ethics. This PowerPoint presentation is meant to be instructional to other students in the course and will be uploaded to D2L by the due date.

Aligned Course Learning Outcomes: 1, 2, 5 & 6.

Assessment Criteria: A rubric will be posted to D2L.

Part 3B: Reflections (10%). Due: April 11, 2024, by 11:59 pm

You will read at least two other student's presentations and provide a 150 – 200-word reflection for each presentation you reviewed on the key learnings from these presentations. These reflections will include a connection to course materials.

Aligned Course Learning Outcomes: 1, 2, 5, & 6.

Assessment Criteria: A rubric will be posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Please submit all assignments electronically through their respective Dropbox in D2L. 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 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.

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. 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.	
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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 available on D2L.](#)

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