



<b>Course &amp; Session Number</b>	<b>SOWK 625 S01</b>	<b>Classroom</b>	<b>HNSC330</b>
<b>Course Name</b>	<b>Practice with Individuals, Families and Groups</b>		
<b>Dates and Time</b>	Start of Classes: September 11, 2023 End of Classes: December 4, 2023 Dates and Time: In-person instruction every Monday, 9am to 11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Dr. Dora Tam	<b>Office Hours</b>	By appointment
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**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](#).

<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

A basic understanding of social work practice theory with respect to working with individuals, families, and groups.

## COURSE DESCRIPTION

This course will provide students with essential skills towards working effectively with individuals, families, and groups. Similarities and differences in working with these target populations will be discussed using content lectures, roles play, group presentations, discussions, and written assignments.

The purpose of this course is to develop micro-skills through experiential learning using role plays and simulated case scenarios. This approach is predicated on the assumption that students must first learn to integrate generalist social work skills in working with individuals, families, and small groups before going on to fields of specialization with client populations. Half of each class will be dedicated to content while the other half will involve students in practicing the learned skills.

## COURSE LEARNING OUTCOMES

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

1. Understand theories and assumptions related to interviewing practice skills with individuals, families, and groups;
2. Demonstrate basic application of the gained skills in ways that distinguish the social work profession from others;
3. Acquire basic knowledge and skills to evaluate social work interventions across fields and levels of practice using diverse and culturally relevant approaches;
4. Demonstrate professional critical thinking about assessments and interventions with individuals, families, and groups;
5. Conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups. Be able to conceptualize social justice issues at micro, mezzo, and macro levels in relation to practice theories and skills with individual, families, and groups;
6. Demonstrate the links between direct practice, policy analysis, and research; and
7. Recognize diversity and justice issues and identify different theories that can be applied to meet the needs of diverse individuals, families and groups.

## LEARNING RESOURCES

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

Shulman, L. (2020). *The Skills of Helping Individuals, Families, Groups, Communities, Enhanced*. 8<sup>th</sup> Ed. Cengage.

E-Book is available through the bookstore.

### RECOMMENDED READINGS

Toseland, R.W., & Rivas, R.F. (2016). *Introduction to Group Work Practice, Enhanced*, 8<sup>th</sup> Ed. Pearson Education. (E-text)

### LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.

### RELATIONSHIP TO OTHER COURSES

This is a required course in the MSW foundational year for students with prior undergraduate degrees in disciplines other than Social Work. This course is envisioned as building directly upon the skills and theories learned in SOWK 629: Professional Communication and Interviewing.

### CLASS SCHEDULE

#### Important Dates for Fall 2023

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: Friday, December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Fee Deadline: Friday, September 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)

Date	Topic(s)	Readings/Assignment Due Dates
Sept 11, 2023	Introduction and course overview	Shulman, (Ch. 1) An Interactional Approach to Helping
Sept 18, 2023	Social work with individuals: Therapeutic alliance	Shulman, (Ch. 3 & 4) The Preliminary Phase of Work Beginnings and the Contracting Skills
Sept 25, 2023	Social work with individuals	Shulman, (Ch. 5) Skills in the Work Phase
Oct 2, 2023 <b>Assignment 1 due</b>	Social work with individuals	Shulman, (Ch. 6) Endings and Transitions  Lee & Tratner (2020) Single-session theory

Date	Topic(s)	Readings/Assignment Due Dates
Oct 9, 2023	No class (Thanksgiving)	
Oct 16, 2023	Social work with families	Shulman, (Ch. 7) Beginning Phases in Family Practice  Reiter (2019), Ch. 13 Family Therapy Overview I
Oct 23, 2023	Social work with families	Shulman, (Ch. 8) The Middle and Ending Phases in Family Practice  Reiter (2019), Ch. 14 Family Therapy Overview II
Oct 30, 2023	Social work with families	Shulman, (Ch. 9) Variations in Family Practice  Perkins (2006). The effectiveness of one-session therapy approach for children and adolescents with mental health problems
Nov 6, 2023 <b>Assignment 2 due</b>	Social work with groups	Shulman, (Ch. 10) Preliminary Phase in Group Practice  Roseland & Rivas, Chapter 4 Understand Group Dynamics
Nov 13, 2023	No Class (Term Break)	
Nov 20, 2023	Social work with groups	Shulman, Ch. 11 Beginning Phase with Groups  Roseland & Rivas, The Group Begins (Ch. 7) Assessment (Ch. 8)  Student Facilitation: Group 1 and Group 2
Nov 27, 2023	Social work with groups	Shulman, (Ch. 12) The Middle Phase of Group Work  Roseland & Rivas, Treatment Groups (Ch. 9) Task Groups (Ch. 11)  Student Facilitation: Group 3 and Group 4
Dec 4, 2023	Social work with groups Course Wrap-up	Shulman, (Ch. 14) Endings and Transitions with Groups  Roseland & Rivas, Ending the Group's Work (Ch. 13)  Student Facilitation: Group 5 & Group 6

## ASSESSMENT COMPONENTS

### **Assignment 1: Family Case Background (20%) – Due October 2, 2023 on or before 11:30pm**

Aligned Course Learning Outcomes: 2, 4, 7

Assignment Description: The class will be divided into six small groups; each group is required to develop a family case background. This must be a family case created by the group instead of any real case situation. This family case background should include the followings sub-sections: 1) presenting concern; 2) family composition, and socio-cultural and economic information; 3) family relationship and functioning; and 4) family resources. This case background should be written in professional language which is fact based with good enough details for inter-professions to understand the case situation. Excluding the cover page, the length of this family case background should be approximately 8 to 10 pages double line spacing with good sub-headings.

### **Assignment 2: Role Play – Interview with a Family (35%) – Due October 30, 2023 on or before 11:30pm**

Aligned Course Learning Outcomes: 1, 3, 5, 6, and 7

Assignment Description: Each group formed for Assignment 1 will become a social worker team, which will be assigned a “family case.” The social worker team will complete the following tasks: 1) prepare a one-page pre-interview work plan with the case that reflects course materials related to the intervention phase and a proposed intervention approach for this case interview; 2) conduct and record an interview with the case (40 minutes max); and 3) write up an integrated assessment of this interview together with a *follow-up* intervention plan with the case. The written work needs to reflect course related materials. The integrated assessment of the interview including preliminary intervention plan, should be approximately 12 to 15 pages double line spacing with good sub-headings.

### **Assignment 3: Class Facilitation (30%) – Presentation material due at the end of the class facilitation**

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

Assignment Description: Groups formed for Assignment 2 will be responsible for facilitating one group work class (i.e., approximate 80 minutes). Class facilitation activities will include: 1) presentation on key contents of the assigned topic; 2) facilitation of a 15 - 20 minutes group session to demonstrate the group work skills discussed on the assigned topic; and 3) debriefing of learning after the mock group session. The presentation content should cover the designated reading(s) for the assigned class and last for 35 - 40 minutes. The presentation (PowerPoints or a pdf file) must be provided to the instructor at the end of the class facilitation and the instructor will make them available to the cohort through D2L.

### **Assignment 4: Participation – Self-Reflection (15%) – Due on Dec 6, 2023 before 11:30pm**

Aligned Course Learning Outcomes: 1 through 7

Assignment Description: Students are expected to participate actively in class and/or group activities. Active participation involves both quantitative and qualitative components. For the quantitative part, which refers to attendance in class, involvement in class discussion, and attendance in group project

meetings and activities; whereas, the qualitative part refers to constructive contributions to class/group discussion and linkage of learned theories or concepts from this/other courses to discussion, team work for group assignments, self-awareness and candidness. Each student will be asked to provide a one-page self-reflection on participation (approximate 300 words, single line spacing).

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Please submit your assignments in Word format. Assignments should have a file name as follows: “Last Names of Students, and assignment number” (e.g., Smith & Jones, Assignment 2). Assignments are due by 11:30pm 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. Assignments submitted after the deadline may be penalized with a sub-grade reduction per day.

### **EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7<sup>th</sup> edition format. If 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 [Graduate 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	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. <b>Note:</b> Students who accumulate two grades of “ <b>B-</b> ” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
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.

#### ADDITIONAL SUGGESTED READINGS

Will be posted on D2L site.

## 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