



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#).

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|------------------------------------|--|-----------------------|------------------|
| Course & Session Number | SOWK 312 S02 | Classroom | Online |
| Course Name | Social Work Practice Skills, Processes and Strategies | | |
| Dates and Time | Start of Classes: May 5, 2025 End of Classes: May 7, 2025 Dates and Time: Zoom sessions, Mondays & Wednesdays, from 5:30pm – 8:30pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ . | | |
| Instructor | Iola Emiko, MSW, RSW | Office Hours | Upon Request |
| UCalgary E-mail | olufunmilola.emiko@ucalgary.ca | UCalgary Phone | Please use email |

SYLLABUS STATEMENT

You will develop and practice skills and approaches in working with diverse individuals, families, groups, communities, and organizations. You will critically evaluate and apply anti-racist, anti-oppressive, and anti-colonial models of practice.

COURSE DESCRIPTION

You will explore approaches to assessment and intervention in community and organizational contexts. The course will emphasize skill development and integration of theory and practice through experiential learning. You will engage in the helping, assessment, intervention and advocacy processes that you will apply in social work practice. Learning activities and assignments will include discussion, designing, implementing and evaluating interventions, analyzing and discussing practice scenarios and ethical issues, giving and receiving feedback, and self-evaluation.

Prerequisite: Admission to BSW program (University Transfer route, including After-Degree) and Social Work 201.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time

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

difference or unforeseen circumstances, please inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

COURSE LEARNING OUTCOMES

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

- Apply assessment, intervention and documentation skills to practice with individuals, families, groups, and communities.
- Analyze factors related to organizational, interprofessional, community and cultural contexts in your selection and implementation of assessments and intervention approaches and articulate rationales for your choices.
- Identify, describe and apply approaches to evaluating effectiveness and outcomes of interventions.
- Integrate anti-oppressive, anti-colonial, anti-racist approaches into your assessment and intervention practices.
- Integrate self-evaluation and feedback from instructors and peers on your assessment and intervention skills into your ongoing skill development.
- Analyze ethical issues in practice with individuals, families, groups and communities and apply values outlined in the CASW Code of Ethics, Values, and Guiding Principles, and the ACSW Standards of Practice.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

TEXTBOOKS:

Bogo, M. (2018). *Social work practice: Integrating concepts, processes and skills*. Columbia University Press.

Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). *ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families (pp.92-112)*. Fernwood Publishing.

Other required readings:

Alberta College of Social Workers [ACSW]. (2023). Standards of practice. ACSW. Available from www.acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf

- Barker, C. (2020). Miyawata/ Family teachings on Turtle Island. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). *ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families* (pp.43-70). Fernwood Publishing.
- Calcaterra, V., & Raineri, M. L. (2019). Helping each other: A peer supervision group with facilitators of mutual aid groups. *Social Work with Groups*, 43(4), 351–364. Canadian Interprofessional Healthcare Collaborative [CIHC]. (2024). A national interprofessional competency framework. CIHC. Available from <https://cihc-cpis.com/wpcontent/uploads/2024/06/CIHC-Competency-Framework.pdf>
- Canadian Interprofessional Healthcare Collaborative [CIHC]. (2024). A national interprofessional competency framework. CIHC. Available from <https://cihc-cpis.com/wpcontent/uploads/2024/06/CIHC-Competency-Framework.pdf>
- Erfod, B. T., & Bardhoski, G. (2018). Introduction to group work. In B. T. Erford (Ed.). *Group work: Processes and applications* (2nd ed.). Routledge.
- Gitterman, A. (2017). The mutual aid model. In C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) *Handbook of social work with groups* (pp.113-132). Guilford Publications.
- Makokis, L., Bodor, R., Calhoun, A., Tyler, S., McLellan, A., Veldhuisen, A., Kopp, K., McLeod, S., & Goulet, S. (2020). *iyiniw tâpwêwin ekwa kiskeyitamowin*. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). *ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families* (pp 13-42). Fernwood Publishing.
- Nguyen, H. N., Gafsky, E. L., & Munoz, M. (2016). The use of ecomaps to explore sexual and gender diversity in couples. *Journal of Family Psychotherapy*, 27(4), 308–314.
- Qualls, S. H., & Vair, C. (2013). Caregiver family therapy for families dealing with dementia. In P. R. Peluso, R. E. Watts, & M. Parsons (Eds.). *Changing aging, changing family therapy* (pp. 63- 78). Routledge.
- Root, J. (2017). Psychoeducational groups. In C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) *Handbook of social work with groups* (pp.171-200). Guilford Publications.
- Steinberg, D. M. (2014). Early group goals and norms. In *A mutual-aid model for social work with groups* (3rd ed.; pp. 72-82). Routledge.
- Stiles, D. A., Alaraudanjoki, E., Wilkinson, L. R., Ritchie, K. L., & Brown, K. A. (2019). Researching the Effectiveness of Tree of Life: an Imbeleko Approach to Counseling Refugee Youth. *Journal of child & adolescent trauma*, 14(1), 123–139. <https://doi.org/10.1007/s40653-019-00286-w>
- Toseland, R. W. (2017). Group dynamics. In C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) *Handbook of social work with groups* (pp. 9-27). Guilford Publications.

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.

CONNECTION TO PRACTICE

This course will prepare you with assessment and intervention skills for practice with diverse individuals, families, groups and communities. You will apply theory to practice as you develop skills to select, develop, implement and evaluate approaches to assessment and intervention.

RELATIONSHIP TO OTHER COURSES

This course is the second in a series of three skills-focused courses: SOWK 314 – Communication and Relationship Building Skills; SOWK 312 – Social Work Practice Skills, Processes and Strategies; SOWK 419 – Leadership and Advocacy Skills for Social Justice.

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 5
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

CLASS SCHEDULE

| Class/Dates | Key Topics | Preparation, Readings and Important Dates |
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| Class 1 May 5, 2025 | Introduction to Group-Work <ul style="list-style-type: none">• Intro to group work and models - Task groups, psychoeducational groups, and mutual-aid• Overview of course, assignments and facilitated group work | Required Readings: Erford, B. T., & Bardhoski, G. (2018). Introduction to group work. In B. T. Erford (Ed.). Group work: Processes and applications (2nd ed.). Routledge. |

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| | <ul style="list-style-type: none"> • Situating course work/assignments within group work/models • Preparing for group work in course • Establishing student task groups for course assignments | <p>Toseland, R. W. (2017). Group dynamics. In C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) Handbook of social work with groups (pp. 9-27). Guilford Publications.</p> <p>Recommended Reading: Bogo, M. (2018). Communication and interviewing skills. In Social work practice: Integrating concepts, processes and skills (pp. 311-368). Columbia University Press.</p> |
| <p>Class 2 May 7, 2025</p> | <p>Decolonizing Practice and Centering Diversity</p> <ul style="list-style-type: none"> • Multiple ways of knowing/being • The Imbeleko approach to therapeutic practice • Anti-racist and anti-oppressive practice • Cultural considerations • Social worker identity - social justice, professional values, epistemology/ontology, world view • Power-based roles and dynamics, sources of bias | <p>Required Readings: Makokis, L., Bodor, R., Calhoun, A., Tyler, S., McLellan, A., Veldhuisen, A., Kopp, K., McLeod, S., & Goulet, S. (2020). iyiniw tâpwêwin ekwa kiskeyitamowin. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families (pp 13-42). Fernwood Publishing.</p> <p>Stiles, D. A., Alaraudanjoki, E., Wilkinson, L. R., Ritchie, K. L., & Brown, K. A. (2019). Researching the Effectiveness of Tree of Life: an Imbeleko Approach to Counseling Refugee Youth. <i>Journal of child & adolescent trauma</i>, 14(1), 123–139. https://doi.org/10.1007/s40653-019-00286-w.</p> <p>Recommended Reading: Barker, C. (2020). Miyawata/ Family teachings on Turtle Island. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous Families (pp.43-70). Fernwood Publishing.</p> |

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| | | <p>Johnson, B. H. & Abraham, M. R. (2012). Partnering with Patients, Residents, and Families: A Resource for Leaders of Hospitals, Ambulatory Care Settings, and Long-Term Care Communities. Institute for Patient- and Family-Centered Care.</p> <p>Students review Evelyn and Trudy Case files prior to class</p> |
| <p>Class 3 May 12, 2025</p> | <p>Connecting Theory to Social Work Group Practice</p> <ul style="list-style-type: none"> • Critical analysis of the various types of social work groups • Group theories, stages of group development • Group formats (i.e. Closed vs. open; Ongoing vs. time-limited; process-oriented vs. structured) • Facilitation roles and co-facilitation • Group composition • Families as groups | <p>Required Readings</p> <p>Gitterman, A. (2017). The mutual aid model. In. C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) Handbook of social work with groups (pp.113-132). Guilford Publications.</p> <p>Root, J. (2017). Psychoeducational groups. In. C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) Handbook of social work with groups (pp.171-200). Guilford Publications.</p> <p>Recommended Readings:</p> <p>Kurtz, L. F. (2017). Support and self-help groups. In. C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) Handbook of social work with groups (pp.155-170). Guilford Publications.</p> |
| <p>Class 4 May 14, 2025</p> | <p>Beginning Considerations</p> <ul style="list-style-type: none"> • Planning and preparation for practice with groups and families • Ethics & standards of practice • Group process (beginning, middle, end) <p>Openings and Engaging Clients</p> <ul style="list-style-type: none"> • Best practices for informed consent - Special considerations for family- and group-based practice • Confidentiality • Identifying roles & responsibilities of group facilitator/participants | <p>Watch Evelyn and Trudy Case Study Support Group PRIOR to class (Please save and download your responses).</p> <p>Required Readings:</p> <p>*Alberta College of Social Workers [ACSW]. (2023). Standards of practice. ACSW. Available from www.acsw.in1touch.org/uploaded/web/ACSW%20Council/ACSW%20Standards%20of%20Practice%202023.pdf</p> <p>(*or the SOP corresponding to your location of current/future social work practice [e.g., BCCSW, SASW, MCSW, OCSWSSW etc.]</p> |

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| | <ul style="list-style-type: none"> • Good openings <p>In-class Activity: Trudy and Evelyn Case Study Support Group Scene A - Opening</p> | Bogo, M. (2018). Beginnings. In Social work practice: Integrating concepts, processes and skills (pp. 191-216). Columbia University Press. |
| May 19 – NO CLASS | | |
| Class 5 May 21, 2025 | Family-Based Engagement & Assessment <ul style="list-style-type: none"> • Critical examination of diverse family structures, values • Understanding people in their environments (family and community contexts) • Cultural humility in practice with individuals and families • Families as pre-formed groups • Understanding family-based dynamics (roles, rules, and relationships, communication, trust, problem-solving) • Kinship mapping, ecomaps, genograms, Tree of Life • Case conceptualization and formulation | <p>Required Readings:</p> <p>Makokis, L., Kopp, K., Bodor, R., Veldhuisen, A., & Torres, A. (2020). Cree relationship mapping: nêhiyaw kesi wâhkotohk – How we are related. First Peoples Child & Family Review, 15(1), 44-61.</p> <p>Nguyen, H. N., Gafsky, E. L., & Munoz, M. (2016). The use of ecomaps to explore sexual and gender diversity in couples. Journal of Family Psychotherapy, 27(4), 308–314.</p> <p>Recommended Readings:</p> <p>Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. The American Journal of Family Therapy, 36(3), 169-180.</p> <p>Glass, V. Q. (2024). Building blocks to conceptualizing family: A family system’s perspective. In Y. Watters & D. Adamson (Eds.) Foundational concepts and models of family therapy (1st ed., pp. 43–52). Routledge.</p> <p>Ncube, N. (2006). The Tree of Life project. International Journal of Narrative Therapy and Community Work, 2006(1), 3-16.</p> |
| Class 6 May 26, 2025 | Preparing for Assessment <ul style="list-style-type: none"> • Intentional practice • Moving from relationship building to task engagement • Intake processes – in-person assessment, home visits, health care/community settings | <p>Review Evelyn and Trudy Case File PRIOR to class.</p> <p>Required Readings:</p> <p>Bogo, M. (2018). Toward developing shared understanding: Assessment and formulation. In Social work</p> |

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| | <ul style="list-style-type: none"> • Cultural, community and organizational considerations and protocols <p>Principles, Processes and Best Practices for Understanding Needs of Client(s)</p> <ul style="list-style-type: none"> • Introduction to assessment frameworks - Strength-based; person-in-environment; biopsychosocial; risk assessment. • Gathering information • Case conceptualizations (5Ps) / case formulation • Critical thinking on information and clinical matters (i.e., cases) • Collaborative empowered understanding of the client's needs • Determining risk & resilience <p>In-class Activity: Trudy and Evelyn Case Study – Review of Case File</p> | <p>practice: Integrating concepts, processes and skills (pp. 217-240). Columbia University Press.</p> |
| <p>Class 7 May 28, 2025</p> | <p>Planning and Implementing Helping Process within Groups</p> <ul style="list-style-type: none"> • Ensuring group safety & member safety • Assessing and balancing needs of individual members with needs of the group • Navigating process and content • Supporting equality of opportunity for participation in the group process • Professional use of self • Group leadership/facilitator style <p>In-class Activity: Trudy and Evelyn Case Study Support Group Scene B- Middle Stages (Process & Content)</p> | <p>Required Readings Steinberg, D. M. (2014). Early group goals and norms. In A mutual-aid model for social work with groups (3rd ed.; pp. 72-82). Routledge.</p> <p>Recommended Readings: Kelly, B. L. (2017). Group work in health care settings. In. C. D. Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) Handbook of social work with groups (pp.203-219). Guilford Publications.</p> |
| <p>Class 8 June 2, 2025</p> | <p>Principles, Processes and Best Practices for Addressing Needs of Client(s)</p> <ul style="list-style-type: none"> • Change process | <p>Watch Evelyn and Trudy Case Study Family Transition Meeting PRIOR to class (Please save and download your responses).</p> |

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| | <ul style="list-style-type: none"> Establishing goals and treatment planning Review of SMART goals Review of treatment planning procedure <p>Documentation</p> <ul style="list-style-type: none"> Best-practices for documentation for assessment, formulation, goals, and treatment planning. Storage/maintenance of records. <p>In-class Activity: Trudy and Evelyn Case Study Family Transition Meeting Scenes A through D, students' saved responses, 5P's worksheet and Assessment and Support Plan Assignment</p> | <p>Required Readings: Bogo, M. (2018). The social worker as process expert. In Social work practice: Integrating concepts, processes and skills (pp. 241-267). Columbia University Press.</p> <p>Assignment 1: Due</p> |
| <p>Class 9 June 4, 2025</p> | <p>Navigating Group Dynamics</p> <ul style="list-style-type: none"> Managing and navigating difficult group dynamics (conflict, monopolizing, group norm violation) Navigating stress, uncertainty, and change: Individual change within groups Balancing task completion vs. facilitating interpersonal support Facilitating mutual support Closing phase <p>In-class Activity: Trudy and Evelyn Case Study Support Group Scene C - Middle Stages (Group Safety) and Scene D - Middle and Ending Stages (Mutual Aid)</p> | <p>Required Readings Steinberg, D. M. (2014). The role of conflict in a mutual-aid system. In A mutual-aid model for social work with groups (3rd ed.; pp. 137-154). Routledge.</p> |
| <p>Class 10 June 9, 2025</p> | <p>Family-Based Advocacy, Support, and Facilitating Change/Growth</p> <ul style="list-style-type: none"> Case-management and complex care Family-based support & counselling (improving coping) vs. family therapy (qualitative change of dynamics) Crisis & conflict management | <p>Required Readings: Dion, A., Tyler, S., Pace, C., & Delver, K. (2020). ayahpatisi/ Practice as ceremony. In L. Makokis, R. Bodor, A. Calhoun, & S. Tyler (Eds.). ohpikinâwasowin / Growing a child: Implementing Indigenous ways of knowing with Indigenous</p> |

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| | <ul style="list-style-type: none"> • Communication (i.e. expressing pleasant/unpleasant emotions; making a positive request) • Problem-solving activities • After-care programming (discharge planning) and engaging informal support systems (family, partner, peers, community members) <p>In-class Activity: Trudy and Evelyn Case Family Transition Meeting Scenes A, C and D</p> | <p>Families (pp.92-112). Fernwood Publishing.</p> <p>Recommended Readings: Harrison, K. (2023). The core process of therapy: Planning therapy guided by theory. In Y. Watters, & D. Adamson (Eds.) Foundational concepts and models of family therapy (pp. 63-99). Routledge.</p> |
| Module 5: Interprofessional Practice and Endings | | |
| <p>Class 11 June 11, 2025</p> | <p>Interprofessional Practice</p> <ul style="list-style-type: none"> • Navigating diverse professional values & scopes of practice within interdisciplinary teams. • Navigating multi-skilled teams with discreet and overlapping scopes of practice. • Interdisciplinary treatment plans: Collaborating with team members and advocating for clients. • Core skills (competencies) and specializations in interdisciplinary practice contexts. • Definitions (interdisciplinary, transdisciplinary, interprofessional, multiskilled, scopes of practice) <p>In-class Activity: Trudy and Evelyn Case Study Family Transition Meeting Scene B</p> | <p>Rewatch Watch Evelyn and Trudy Case Study Family Transition Meeting Scene B PRIOR to class</p> <p>Required Readings: Calcaterra, V., & Raineri, M. L. (2019). Helping each other: A peer supervision group with facilitators of mutual aid groups. <i>Social Work with Groups</i>, 43(4), 351–364.</p> <p>Canadian Interprofessional Healthcare Collaborative [CIHC]. (2024). A national interprofessional competency framework. CIHC. Available from https://cihccpis.com/wpcontent/uploads/2024/06/CIHCCompetency-Framework.pdf</p> |
| <p>Class 12 June 16, 2025</p> | <p>Endings and Approaches to Evaluating Interventions</p> <ul style="list-style-type: none"> • Ending/transitional stage of the helping process • Approaches to evaluating interventions • Recognizing successes, progress and gains • Next steps for maintaining growth/change. | <p>Watch Evelyn and Trudy Case Study 6-Month Follow-up Meeting PRIOR to class (Please save and download your responses).</p> <p>Required Reading: Bogo, M. (2018). Endings. In M. Bogo, <i>Social work practice: Integrating concepts, processes and skills</i> (pp.</p> |

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| | <ul style="list-style-type: none"> Using measurement tools, surveys and questionnaires <p>In-class Activity: Trudy and Evelyn Case Study 6-Month Follow-up Meeting</p> | 295-308). Columbia University Press. |
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

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.

When possible, it is desirable for students to have their cameras 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

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

Assignment 1: Visual Mapping Assessment (25%)

Individual or Group Assignment

Due Date: June 2, by 11:59pm

Aligned Course Learning Outcomes: 1, 5

Assignment Description:

Genograms, Tree-of-Life, Kinship mapping are different ways to visually represent family or group structures. Genograms specifically are commonly used in Social Work practice and are often considered standard practice, but they come with their own cultural limitations. You are encouraged to use the strategy that best fits your personal definition of family. Warning: this assignment can be difficult for some, as discussions of family can bring up some difficult history. Please only include information that you are comfortable with sharing and use your natural supports as needed.

Regardless of the visual representation chosen, your assignment will be **hand-drawn** (i.e., not created on a computer or generated using a computer program specifically designed to create genograms/family/group-trees) and will be accompanied by an eco-map. This assignment will be consistent with the practices and approaches reviewed within the course. Your mapping tool 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).

Assessment Criteria: A marking/grading rubric will be provided via D2L.

Assignment 2: Practice Groups (40%)

Group Assignment

Due Date: TBD. Practice Groups will occur in the latter portion of the course.

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

Assignment Description:

Assignment 2 will be completed towards the last half of the course; at which time you will participate in practice groups. The practice groups are an opportunity for you to develop and practice your group process and facilitation skills.

The practice groups will take place in the same assigned task groups as the other learning activities and assignments in the course. During the practice group weeks, you will either facilitate or co-facilitate one of the practice groups. The groups will run for 20-30 minutes. You will run an experiential learning activity from a list of options provided by the instructor. Solo versus co-facilitation will depend on the number of students in the class and the size of groups, but group size is anticipated to be 6-7 students.

As the facilitator or co-facilitator, you will be responsible for preparing for the in-class experiential learning activity related to the materials covered in that class. Your group facilitation will include a) introductory process/developing norms, b) communication exercise c) problem-solving and d) group ending/ceremony.

All co-facilitators must be actively involved in group facilitation of the activity. The practice group will be evaluated in the following areas: a) Effectiveness of facilitation and communication, b) Leadership management of group process and dynamics, c) Session content, and teamwork and preparation. More details on the practice groups will also be provided during the course.

Assessment Criteria:

A grading/marking rubric will be available via D2L. This assignment is worth 40% of the total grade for the course.

1) Part A: Practice Group Planning – This one-page practice group plan is in preparation for your Practice Group assignment during which you will facilitate/co-facilitate a practice group session. The facilitation of a good group session involves preparation and planning. This plan can be in point-form and should address the following questions:

- How do you plan to structure your facilitation of the practice group with a beginning, middle and end?
- How will you create a safe and inclusive space that encourages mutual participation?
- What are the specific goals or outcomes do you plan to achieve?
- How do you plan to use your personal strengths, experiences and facilitation skills to effectively guide the group towards its goals?

An APA format is not required but where session plans cite academic research and ideas of others (e.g., readings), it is expected that proper APA 7 citations will be employed.

Part A will be graded for 10% of the grade.

*Please submit a copy of your practice group plan to the instructor at the beginning of the class.

2) Part B: Facilitator Self-Evaluation. Following the end of the class, students who are facilitating/co-facilitating the practice group are responsible to upload a self-evaluation to D2L drop-box regarding their learning process/skill demonstration (an evaluation tool will be provided). This will be graded for 5% of the grade.

Assignment 3: Trudy and Evelyn Case Study - Assessment and Support Plan (35%)

Group or Individual assignment

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

Due Date: June 12, by 11:59pm

Assessment Description:

You will analyze an unfolding social work practice case using skills developed in SOWK 314 and applying new skills learnt in SOWK 312. The case of Evelyn and Trudy will introduce you to how assessment concepts apply in individual, family and group contexts.

The case will include in-class learning activities to help you complete the assignment. As the case study unfolds, you will compile and interpret assessment information. Worksheets and reflective questions will help you to develop a case conceptualization that you will develop into a general assessment and

support plan that would be useful in a practice context by interdisciplinary teams. You will also identify any ethical dilemmas, practice issues or pertinent legislation that could apply to this case.

Part A

For Part A of this assignment, you will use the worksheets, reflective questions and in-class activities to interpret assessment information and formulate an intervention support plan. Putting yourself in the role of the social worker, you are to create an assessment and support plan which adequately presents the information in a clear, concise, and useable format. Your assessment and support plan should be consistent with assessment and support/care plan formats discussed in class and be presented in way that would be typical in social work practice. Your assessment and support plan may use point form and charts where appropriate. This part of the assignment should be 2-3 pages.

Part B

As all assessments are evolving, your assignment should include a brief description about any gaps in information or what you still need to know in the work with this family. Additionally, you will identify any ethical dilemmas and/or pertinent legislation and how it applies to this case. All references to legislation is expected to be cited according to APA 7. The part of the assignment should be 2-3 pages, excluding references.

Assessment Criteria:

You will be graded on clarity of thought and presentation, critical thinking, connection to practice, and professional documentation skills. Information should be concise, accurate, and synthesize the data. The total assignment should be a maximum of 7 pages, including references. A detailed rubric will be posted on D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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

Please refer to the Ucalgary calendar for more information on [attendance](#).

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 student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

- A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date.
- Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day- including weekends and holidays).
- There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

Please refer to the Ucalgary calendar for more information on [supporting documentation for absences](#).

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](#).

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to [Academic Misconduct](#) procedures.

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.

Rounding will occur after all assignments are graded to the closest percent (eg 0.5 % is rounded up)

| Grade | Grade Point | Description | Percentage Range |
|-------|-------------|-------------|------------------|
|-------|-------------|-------------|------------------|

| | | | |
|----|------|---|----------|
| A+ | 4.0 | Outstanding performance | 95-100 |
| A | 4.0 | Excellent performance | 85-94 |
| A- | 3.7 | Approaching excellent performance | 80-84 |
| B+ | 3.3 | Exceeding good performance | 77-79 |
| B | 3.0 | Good performance | 73-76 |
| B- | 2.7 | Approaching good performance | 70-72 |
| C+ | 2.3 | Exceeding satisfactory performance | 67-69 |
| C | 2.00 | Satisfactory performance | 63-66 |
| C- | 1.70 | Approaching satisfactory performance | 60-62 |
| D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject | 57-59 |
| D | 1.00 | Minimal pass. Insufficient preparation for subsequent courses in the same subject. | 50-56 |
| F | 0.00 | Failure. Did not meet course requirements. | Below 50 |
| CG | | Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail. | |
| CR | | Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable. | |

COURSE EXPERIENCE FEEDBACK

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. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Additional optional/suggested readings for the course be provided to students in D2L in the Leganto Reading list.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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