



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Métis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of 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, Bears paw 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 traditionally known as Moh'kins'tsis to the Blackfoot, Wíchíspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

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 peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

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](#).

Course & Session Number	SOWK 601 S01	Classroom	Online
Course Name	Clinical Work with Individuals		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: On Zoom Mondays 5:30pm-8pm, Virtual Residency on Zoom Friday January 24, 9am-4pm Please note: Alberta Family Day/Term Break, no class: Monday, February 17, 2025 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Heather M Boynton PhD RSW	Office Hours	As requested via email
UCalgary E-mail	hboynto@ucalgary.ca	UCalgary Phone	Email preferred

SYLLABUS STATEMENT

Examines multiple social work theories, models, and approaches to clinical practice. Clinical social work practice is situated within in historical, economic, political, social and cultural contexts. Critical and Indigenous perspectives, issues of power and intersectionality are discussed in relation to contemporary issues.

COURSE DESCRIPTION

The primary focus for this online course is to apply theories and approaches to working with individuals who are seeking support for a range of concerns, and the social worker’s use of self and practice skills in supporting change, transformation, and transcendence. Through experiential learning activities you will have opportunities to practice advanced therapeutic skills with individuals from a variety of theoretical frameworks. You will discuss what works in helping individuals to problem solve, develop a renewed sense of self and identity, and to foster a sense of confidence and mastery in their life. You will develop your own style of engaging with individuals through creating safer space and developing a deep therapeutic alliance through skills of attuning, listening, intentional questioning, validation, supporting change, re-storying, reflective practice and evaluation.

The course focuses on the influences of oppression, discourses, injustices, structural, and contextual factors, and how they influence change. This course will enhance your critical examination and application of evidence-based, anti-oppressive, anti-racist and decolonizing modalities and practices.

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

You will advance your understandings of culturally, spiritually and trauma-informed practice when working with diverse individuals in clinical social work.

You will be encouraged to provide and receive constructive feedback in practice exercises with peers and engage proactively in learning processes and reflective practice. You will be expected to:

- 1) come prepared to class by critically reflecting on the reading assignments;
- 2) critically reflect upon in class practice experiences;
- 3) engage in a class discussions and collaborative learning process by actively contributing to dialogues and practice exercises;
- 4) demonstrate competence in your ability to apply advanced interviewing skills; and
- 5) engage with respectful curiosity during all lectures.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in both the asynchronous learning tasks (watching videos, reviewing online sources, writing discussion posts) using the D2L learning environment, and the synchronous Zoom sessions. When unable to participate live due to unforeseen circumstances, inform the instructor in advance and propose an alternative activity (e.g., discuss with a peer missed content, submit a brief reflection on required readings).

Prerequisite(s): Admission to the MSW with a BSW and a specialization in Clinical Social Work Practice; or the MSW with a non-BSW and a specialization in Clinical Social Work Practice and completion of 27 units of foundation courses.

COURSE LEARNING OUTCOMES

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

1. Learn a variety of theories that undergird effective individual facilitation toward transformation and change.
2. Apply and practice specific types of questions and clinical interventions that could be used in exploring various problem areas and with varying populations.
3. Expand and advance culturally and spiritually informed approaches with individuals.
4. Use and elaborate questions and interventions with trauma informed, anti-oppressive, and social justice lenses.
5. Distinguish and implement relational and collaborative models of clinical practice with individuals.
6. Facilitate individual therapeutic conversations (including the dimensions of spirituality, culture and social issues) toward personal and interpersonal change based on clinical vignettes.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Book:

Bein, A (2008). *The Zen of Helping*. Wiley and Sons.

Chapters and Articles:

Anderson, H. (2012). Collaborative relationships and dialogic conversations: Ideas for a relationally responsive practice. *Family Process*, 51(1), 8–24. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1545-5300.2012.01385.x>

Anderson, H., & Gehart, D. R. (2007). *Collaborative therapy: Relationships and conversations that make a difference*. Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9780203944547> (Chapters 1,3,4, 12)

Appleton, V. (2011). Avenues of hope: Art and the resolution of trauma. *Art Therapy*, 18(1), 6-13. DOI: 10.1080/07421656.2001.10129454

Boynton, H.M., & Margolin, I. (forthcoming 2024). Becoming a spiritual influencer through the heart and soul of field practice. In J. Drolet, & G. Charles (Eds.) *Student handbook on field education*. Chapter 13. University of Calgary Press.

Boynton, H. M., & Mellan, C. (2021). Co-Creating authentic sacred therapeutic space: A spiritually sensitive framework for counselling children. *Religions*, 12(7), 524. MDPI AG. <http://dx.doi.org/10.3390/rel12070524>.

Burwell, R., & Chen, C. P. (2006). Applying the principles and techniques of solution-focused therapy to career counselling. *Counselling Psychology Quarterly*, 19(2), 189-203.

Choi, J. J. (2021). The role of the solution-focused brief therapist in client-led problem talks. *The American Journal of Family Therapy*, 49(4), 356–372. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01926187.2020.1816514>

Coyle, S.M. (2024). A case study method for integrating spirituality and narrative therapy. *Religions*, 15(3), 361. <https://doi.org/10.3390/rel15030361>

D’Aniello, & Nguyen, H. N. (2017). Considerations for intentional use of self-disclosure for family therapists. *Journal of Family Psychotherapy*, 28(1), 23–37. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08975353.2017.1283147>

Dimeff, L., & Linehan, M.M. (2001). Dialectical behavior therapy in a nutshell. *The California Psychologist* 34.3 (2001): 10-13. <https://www.ebrightcollaborative.com/uploads/2/3/3/9/23399186/dbtinanutshell.pdf>

Dupuis-Rossi, R. (2020). The violence of colonization and the importance of decolonizing therapeutic relationship: The role of helper in centering Indigenous wisdom. *International Journal of Indigenous Health*, 16(1), 108–117. <https://doi.org/10.32799/ijih.v16i1.33223>

Ecker, B., Ticic, R., & Hulley, L. (2024). *Internal Family Systems Therapy* (second ed.). Routledge. Chapter 10, pp. 190-205.

Edwards, T. M., & Walker, M. (2019). Enhancing Transformation: The Value of Applying Narrative Therapy Techniques When Engaging in Critical Reflection. *Journal of Transformative Education*, 17(4), 337-352. <https://doi.org/10.1177/1541344619847142>

Fellner, K.D. (2018). Therapy as ceremony: Decolonizing and indigenizing our practice. In N. Arthur (Ed), *Counselling in Cultural Contexts: Identities and Social Justice*, pp. 181-201.

Fenn K., & Byrne M. (2013). The key principles of cognitive behavioural therapy. *InnovAiT*, 6(9):579-585. doi:[10.1177/1755738012471029](https://doi.org/10.1177/1755738012471029)

Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, 34(2), 165–181. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2014.977244>

Forster, C., & Taub, R. (2016). First steps towards an alternative suicide risk screening tool: Navigating risk assessment and encouraging life-sustaining conversations. *International Journal of Narrative Therapy & Community Work*, (4), 67-76.

Garrett, M. (2014). Beyond play therapy: Using the sandtray as an expressive arts intervention in counselling adult clients. *Asia Pacific Journal of Counselling and Psychotherapy*, 5(1), 99-105. DOI: 10.1080/21507686.2013.864319

Guilfoyle, M. (2015). Listening in narrative therapy: Double listening and empathic positioning. *South African Journal of Psychology*, 45(1), 36–49. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0081246314556711>

Hall, K., Gibbie, T., & Lubman, D.I. (2024). Motivational interviewing techniques Facilitating behaviour change in the general practice setting. https://www.mcgill.ca/familymed/files/familymed/motivational_counseling.pdf

Harris, R. (2006). Embracing your demons: An overview of acceptance and commitment therapy. *Psychotherapy in Australia*, 12(4), 70-6. <https://static1.squarespace.com/static/509ad2ede4b011ec832812ed/t/5b896b1870a6ad36f8841834/1535732505180/Russ+Harris+-+Overview+of+ACT.pdf>

Heiderscheid, A., & Murphy, K. M. (2021). Trauma-informed care in music therapy: Principles, guidelines, and a clinical case illustration. *Music Therapy Perspectives*, 39(2), 142-151.

McKenna, T. & Woods, D.B. (2012). Using psychotherapeutic arts to decolonise counselling for Indigenous peoples. *Asia Pacific Journal of Counselling and Psychotherapy*, 3(1), 29-40. DOI: 10.1080/21507686.2011.631145

Mojta, C., Falconier, M.K., & Huebner, A.J. (2014). Fostering self awareness in novice therapists using Internal Family Systems therapy. *The American Journal of Family Therapy*, 42(1), 67-78. DOI: 10.1080/01926187.2013.772870

Sunderani, S., & Moodley, R. (2020). Therapists' perceptions of their use of self-disclosure (and nondisclosure) during cross-cultural exchanges. *British Journal of Guidance & Counselling*, 48(6), 741–756. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/03069885.2020.1754333>

Tomm, K. (1987). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26, 153–183. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1545-5300.1987.00167.x>

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, reflexive, and strategic questions. *Family Process*, 27,1–15. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1545-5300.1988.00001.x>

University of Missouri (2024). Motivational interviewing (MI): Rolling with resistance <https://health.mo.gov/living/healthcondiseases/chronic/wisewoman/pdf/MIRollingwithResistance.pdf>

Vis, J., & Boynton, H. M. (2008). Spirituality and transcendent meaning making: Possibilities for enhancing posttraumatic growth. *Journal of Religion and Spirituality in Social Work: Social Thought*, 27(1-2), 69-86.

Yu, F. (2019). Miracle question in couple and family therapy. Springer. https://doi.org/10.1007/978-3-319-49425-8_1072

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

Clinical Work with Individuals is one of four courses offered at the Calgary Clinical MSW program. This course will support you in further developing advanced clinical skills necessary to work with individuals with different cultural and ethnic backgrounds, different mental health struggles, emotional and behavioural challenges. This course will assist you as you examine the profession’s commitment to social justice, inclusion, and anti-oppressive models of practice, and as you consider how these core values of the profession combine with an understanding of social policy and fundamental theories of change to frame social work’s unique contribution to change efforts and the promotion of social justice across all levels of practice.

CLASS SCHEDULE

Important Dates for Winter 2025

- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025

- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

Class Schedule

Synchronous Zoom Sessions will be held weekly on Mondays 5:30 – 8:00 pm with a midpoint 10–15-minute break.

Class Date	Topic and Activities	Preparation
January 13	<p>Welcome and Introductions – instructor and students meet – Overview of course and syllabus.</p> <p>A spiritual helping framework. Strong back, soft front. What is involved setting the stage for an effective therapeutic interview, goal setting, and evaluation. Presence, listening and attunement. Radical acceptance of individuals, context, and self.</p> <p>Activity: Meet your group peers</p>	<p>Read: Bein, A. (2008) Chapters 1-4 pp. 1-69</p> <p>Lecture: By Instructor</p>
January 20	<p>Collaborative Therapy Considering power – I -thou relationship Curiosity and compassionate caring. Bearing witness. The middle way.</p> <p>Practice: Discussion with your identified partner to come to know them</p>	<p>Read: Bein, A. (2008) Chapters 5-7 pp. 71-152</p> <p>Lecture: By instructor</p>
RESIDENCY CLASS January 24 th 9-4	<p>Spirituality Practice Model Creative Expressive Approaches</p> <p>Use of home practice/play – being a detective and a team</p> <p>Practice: Interview practice with various partners</p> <p>Guest Speaker: TBD</p>	<p>Read: Bein Chapter 8 pp.153-162 Boynton & Margolin (2024)</p> <p>Review: River of life activity SSOPP, FICA, HOPE, SPIRIT Assessment Frameworks, SSOPP video</p> <p>Prepare to share: Bring an object to share that you find meaningful to you to share with your small group</p> <p>Prepare: gather some things to colour/draw/paint with, paper, tape (to secure the paper on desk or something firm)</p>
January 27	Collaborative Therapy	<p>Read: Anderson, H., & Gehart, D.R. (2007). Chapters 1 pp 7-18, 3 pp. 33-41, 4 pp 43-57</p>

	Practice: Interview practice with your partner	Anderson, H. (2012). Pp. 1-21
February 3	Contextual Therapy Interviewing and Questioning Transcendent Meaning Making Practice: Interview practice with your partner	Read: Tomm, K. (1987) pp. 1-10 Tomm, K. (1988) pp. 1-10 Vis & Boynton (2008) pp. 69-84 Reminder Assignment 1 Due Feb 7th
February 10	Cultural Considerations, Decolonizing Therapy Practice: Interview practice with your partner	Read : Dupuis, Rossi, R. (2020) pp 108-115 Fisher Borne et al. (2015) pp. 165-177 Fellner, K.D. (2018) pp. 181-201 McKenna & Woods (2012) pp. 29-39 Watch: Cultural Humility Video
February 24	Holistic Approaches Practice: Interview practice with your partner	Read: Garrett, M. (2014) pp. 99-105 Heiderscheit & Murphy (2021) 142-151 Appleton, V. (2011) pp. 6-13
March 3	Solution Focused - Externalizing, Narrative Therapy Practice: Interview practice with your partner- finding strengths and past successes – restorying Guest Speaker- TBD	Read: Burwell & Chen (2006) pp. 189-203 Choi (2021) pp. 356-372 Coyle (2024) pp. 1-9 Guilfoyle (2015) pp. 36-47 Yu (2019) pp. 1930-1931
March 10	Behavioural Approaches (CBT, DBT, ACT) Parts Work Practice: Interview practice with your partner - restorying	Read: Fenn & Byrne (2013) pp. 579-583 Dimeff & Linehan (2001) pp. 1-2 Harris, R. (2006) pp. 1-8 Ecker et al. (2024) 190-205 Mojta et al. (2014) pp. 67-77
March 17	Motivational Interviewing – Stages of change Other lenses Practice: Interview practice with your partner	Read: Hall, Gibbie, & Ludman (2024) pp. 1-7 University of Missouri (2024) pp. 1-4 Forster & Taub (2016) pp. 67-75 Reminder Assignment 2 Due March 21st
March 24	Working with children and adolescents	Read: Anderson & Gehart (Chapter 12) pp. 183-196 Boynton & Mellan (2021) pp. 1-12
March 31	Use of Self, Reflective Practice Activity: Engage in Narrative Reflective Practice and IFS on your interviewing assignments and learning in the course with your partner	Read: Edwards & Walker (2019) pp. 338-348 Sunderani & Roy (2020) pp. 741-754 D’Aniello, & Nguyen, H. N. (2017) pp. 23-35

April 7	Journeys, Endings and Closure	Read: Bein, A. (2008) Chapters 9 &10 pp. 163-189 Reminder Assignment 1 Due April 8thth
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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 60 hours excluding weekends and statutory holidays, or if I am out of town.

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.

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

Format of papers: All papers should be formatted in WORD with Times New Roman 12 pt font, double spaced, and using APA 7 formatting. An APA formatted cover page, and references page(s) are not included in the page count for each assignment. Please submit your papers by saving them as **LAST NAME FIRST NAME ASSIGNMENT #**.

Assignment 1. Recorded Interview (20%) and critical reflection paper (20%)

Due date: Submitted to Dropbox by 11:30 PM MST on February 7th, 2025

Length and format: 5 pages (formatted as above description)

Course level objectives: 1-6.

The use of videotape is one of the most effective supervisory and reflective practice tools for clinicians, and this assignment includes videotaping yourself in practice. This course is about applying theory to practice and to work towards advancing practice skills you have gained in previous courses or work settings. It is essential that you work in pairs as a team to provide each other with the best possible engagement to do this. You are providing each other with a “gift” of practice, in giving and receiving the opportunity to practice skills and to work on the skills that you would like to advance.

Step One:

In pairs you will be expected to play the role of a social work therapist in session with an individual (role playing). You should meet prior to the role play to determine who will play the social work therapist and who will play the individual for this first assignment (you will have the opportunity to switch in assignment 2). You can discuss together any questions, fears, anxieties you may have before diving into the actual session. You also will choose a case scenario (your own, or one in the course) for your interview. You should become quite familiar with this individual’s story and the scenario that has brought them to see a social worker prior to recording the session. For this session it is best to consider that you have already done the first session of informed consent, confidentiality, and gathered basic assessment information and you are now in the process of therapy. The roles you will play are:

Social Worker: As the social work therapist, you will be working with the individual for a 60-minute session. You will record an interview for approximately 45 minutes, and a debrief with your partner for approximately 15 minutes. You will be using this session to practice skills and link theory to practice. It is the responsibility of the social work therapist to make sure the session is being properly recorded on Zoom and upload the recording to drop box. You will also be provided with feedback from your partner after the interview in a discussion format, and this should be recorded as you will be marked on this discussion. You can share your thoughts, ideas, and receive the feedback from your peer in this segment. You will upload the whole video to drop box.

Individual (role play): You will be assigned to play the character and include issues based upon the case scenario and course content. In the recorded session, you will respond to the social worker, you also should take mental note on how things are going so you can give your partner feedback afterwards. Your role is very important for your peer’s learning, as well this gives you an opportunity to engage in the teaching-learning process. We will be using a strengths-based approach in providing feedback. You will be marked on your feedback to the social work therapist.

In each of the roles you will be critically thinking and analyzing the process, thinking about the skills utilized, how theory is linked to practice within the session, and your own worldview and that of the person you interview or role play.

Step 2:

You will videotape a 45-minute practice interview along with a 15 minute debrief conversation. The person playing the role of the social worker will review the recording and identify a 10-minute segment (inform instructor of the time stamps to start and end). This identified segment should demonstrate your best engagement with the individual which includes questions and/or interventions you were wanting to advance. You will both watch this segment afterwards and use your reflections on this to write up the paper described in Step 3.

Step 3:

As a pair you will together write a 5-page critical reflection paper that critically analyzes the 10-minute chosen segment through a reflective practice approach. As conversational partners you will analyze the segment using some of these ideas:

- What theories or models informed the segment, and any comments or questions? What was done well and why? How was theory applied to practice?
 - What other comments or questions could have been made, or directions might you have taken?
 - Based on clients' responses, what other questions you could have asked to go deeper?
 - How could these questions include sociocultural lenses, address social justice issues, cultural or spiritual aspects?
 - You can include any other reflections that came from your discussion after examining this segment.
- Be sure to introduce your paper and what will be discussed, and write a concluding paragraph that provides the key takeaways for the reader.

Both the paper and the whole 60-minute video are to be uploaded to the appropriate dropbox in D2L.

Assignment 2: Recorded Interview (20%) and critical reflection paper (20%)

Due date: Submitted to Dropbox by 11:30 PM MST on March 21st, 2025

Length and format: 5 pages (formatted as above description)

Course level objectives: 1-6.

See assignment one above for a full description of the assignment. In this second assignment you will switch roles, so if you played the social work therapist in assignment one you will now play the individual, and if you played the individual in assignment one you will now play the social work therapist.

Assignment 3: Reflection Paper: Key Learnings and Class Participation (20%)

Due date: Submitted on Dropbox by 11:30 PM MST on April 8th, 2025.

Length and format: 3 pages (formatted as above description).

Course level objectives: 1-6.

In the course you will be placed in small critical reflection groups for discussions and work on D2L for the duration of course. You will be discussing key questions posed by the instructor online. At the end of the course, you will write a 3-page critical reflection paper based on your key insights, learnings, and highlights from the class. You will discuss how and in what ways the course has changed or enhanced your practice approach and work with individuals, and your worldview. You will also include a brief description (a few paragraphs) on your thoughts regarding your attendance, level of engagement and contributions to discussions both on Zoom and in the small discussion group, as well as your participation in breakout rooms and in residency practice experiences.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word. Assignments should have a file name as follows: "Last name first name and assignment number (e.g., Smith.Jane.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. Videos can be uploaded or via a link to a shared drive.

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 48 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.

If you must miss a class for unforeseen circumstances ensure that you email the instructor and propose a make up assignment.

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 course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514>

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Restricted use

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. You may use artificial intelligence tools as learning aids or to help with creating outlines for paper assignments, however you are ultimately accountable for the work you submit. Your 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.

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

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 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. Final marks with a percentage of .5 or higher will be rounded up.

Grade	Description	Percentage Range
A+	Outstanding performance	95-100
A	Excellent performance	95-100
A-	Very good performance	90-94
B+	Good performance	85-89
B	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	Minimum pass. Note: Students who accumulate two grades of "B-" or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	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		65-69

C-		60-64
D+		55-59
D		50-54
F		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

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 Experience 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>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Dumaresque, R., Thornton, T., Glaser, D., & Lawrence, A. (2018). Politicized narrative therapy. *Canadian Social Work Review*, 35(1), 109–129. <https://doi.org/10.7202/1051105ar>

Hodgdon, H.B., Anderson, F.G., Southwell, E., Hrubec, W. & Schwartz, R. (2022) Internal family systems (IFS) therapy for posttraumatic stress disorder (PTSD) among survivors of multiple childhood trauma: A pilot effectiveness study. *Journal of Aggression, Maltreatment & Trauma*, 31(1), 22-43. DOI: 10.1080/10926771.2021.2013375

Hofmann, S., Sawyer, A. T., & Fang, A. (2010). The empirical status of the “New Wave” of CBT. *The Psychiatric Clinics of North America*, 33(3), 701–710. <https://doi.org/10.1016/j.psc.2010.04.006>

Van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2020). Relational ethics as enrichment of social justice: Applying elements of contextual therapy to social work. *Qualitative Social Work*, 19(1), 125-141. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1473325018800383>

Yakushko, O. (2021). On the dangers of transnational influences of Western psychology: Decolonizing international perspectives on women and therapy. *Women & Therapy*, 44(1-2), 193–211. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02703149.2020.1776018>

See D2L for further suggested readings and resources

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (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

"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