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 (District 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.]()

Course & Session Number	SOWK 312 S03	Classroom	Please see D2L for classroom information
Course Name	Social Work Practice Skills, Processes and Strategies		
Dates and Time	Start of Classes: January 12th, 2026 End of Classes: April 13th, 2026 Dates and Time: In-person instruction Mondays 9:00 AM -11:50AM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	By request
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	Please 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.

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.

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

- 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

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 Readings:

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.

Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, *36*(3), 169-180.

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/wp-content/uploads/2024/06/CIHC-Competency-Framework.pdf

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 Families* (pp.92-112). Fernwood Publishing.

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.

Glass, V. Q. (2024). Building blocks to conceptualizing family: A family system's perspective. InY. Watters & D. Adamson (Eds.) *Foundational concepts and models of family therapy* (1st ed., pp. 43–52). Routledge.

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

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

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.

Ncube, N. (2006). The Tree of Life project. *International Journal of Narrative Therapy and Community Work*, 2006(1), 3-16.

Nguyen, H. N., Grafsky, 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.

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.

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 Winter 2026
- o Start of Term: Monday, January 5
- o First Day of Class: Monday, January 12
- o Fee Deadline: Friday, January 30
- o Term Break, no classes: Sunday-Saturday, February 15-21
- o Alberta Family Day, no classes: Monday, February 16
- o Good Friday, no classes: Friday, April 3
- o Easter Monday, no classes: Monday, April 6
- o Last Day of Class: Tuesday, April 14
- o End of Term: Thursday, April 30

Week	Topics	Class Content	Readings Assignments/Learning Activities
Class 1: January 12, 2026	Course Overview and Preparing for Practice	• Overview of course assignments via facilitated group-work demonstration (task & psychoeducation): Engagement (forming), and review of task objectives and mutual responsibilities (norming) • Review of group members skills/knowledge base for mutual aid via review of SOWK314 (performing) • Introduction to Intentional group-work practice for task & psychoeducational groups via overview of Behavioural Family Therapy **Introduction to Trudy and Evelyn**	**Required Readings:** Bogo, M. (2018). Communication and interviewing skills. In *Social work practice: Integrating concepts, processes and skills* (pp. 311-368). Columbia University Press. 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. **Recommended Reading:** Erfod, B. T., & Bardhoski, G. (2018). Introduction to group work. In B. T. Erford (Ed.). *Group work: Processes and applications* (2nd ed.). Routledge.
Class 2: January 19, 2026	Beginning Intentional Practice with Groups	Types of Groups • Task • Psycho-educational • Support • Interprofessional Practice Framework Structure of Groups	**Required Readings:** 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,*

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		• Closed vs: Open Groups; Ongoing vs: Time-limited; Process Oriented vs: structured. • Co-Facilitated; Professional & Client Collaborative Facilitation. • Online vs: In-person vs: hybrid. • Homogenous vs: heterogenous group composition. Practice considerations • Clinical implications of power-based roles and dynamics to recognize & address potential sources of bias (using icebreaker as example). • Leadership Roles • Diversity/Culture • Beginning Phases of Relationship and Assessment • Group Process (Beginning, Middle and End; using example of the task group of assignment 2). • Group Theories -Stages of Group Development (e.g., Tuckman, DISC Model; Thomas-Kilmann; Lencioni, Yalom, Schutz) **In-Class activity: Trudy and Evelyn- Family Support Group**	*changing family therapy* (pp. 63- 78). Routledge. 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. **Recommended Reading**: 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 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. Saskatchewan Health Research Foundation [SHRF]. (2009). *The need for more effective patient- and family-centred care.* Canadian Electronic Library. Canada. Retrieved from https://library.usask.ca/gp/sk/h/patientfirstrevoct09/05detailedpatientexperience.pdf. **Due: Trudy and Evelyn- Family Support Group Reflection (Submit on D2L)**
Class 3: January 26, 2026	Groups: Developing and Demonstrating Competency in Group Work	• Identifying the key roles & responsibilities for group facilitators	**Required Readings:** Calcaterra, V., & Raineri, M. L. (2019). Helping each other: A peer supervision group with facilitators of mutual

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Classification: Protected A

		• Ensuring group safety & member safety • Supporting equality of opportunity for participation within the group process • Balancing the needs of individual members and the group • Professional Use of Self: Scaffolding/facilitating change by harnessing the group process/dynamic • Group leadership/facilitator style: Balancing being prepare and comfort with uncertainty	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/wp-content/uploads/2024/06/CIHC-Competency-Framework.pdf
Class 4: February 2, 2026	Family-based Engagement & Assessment	• Understanding people in their environments (family and community contexts, diversity in family • Understanding family structures and family-based dynamics (roles, rules, and relationships), communication, and problem-solving • Applications of Assessment, Goal Setting and Treatment planning to families • Indigenous family and kinship concepts • Ecomaps/ genograms/ Tree of Life • Case conceptualization/case formulation **In-Class activity: Trudy and Evelyn- Initial Engagement and Assessment**	**Required Readings**: Butler, J. F. (2008). The family diagram and genogram: Comparisons and contrasts. *The American Journal of Family Therapy*, *36*(3), 169-180. 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. Ncube, N. (2006). The Tree of Life project. *International Journal of Narrative Therapy and Community Work*, 2006(1), 3-16. Nguyen, H. N., Grafsky, 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. **Due: Trudy and Evelyn- Initial Engagement and Assessment Reflection (Submit on D2L)**

Class 5: February 9, 2026	Clinical Applications of Assessment: Principles, Processes and Best-Practices for Understanding the Needs of Clients	Assessments (The How) • Critically thinking on clinical matters (i.e., cases) • Case conceptualizations (working) formulations (5Ps) • Resilience and risk • Assessing needs **In-Class activity: Trudy and Evelyn- Working on Assignment 2**	**Required Readings**: Bogo, M. (2018). Toward developing shared understanding: Assessment and formulation. In *Social work practice: Integrating concepts, processes and skills* (pp. 217-240). Columbia University Press. Bogo, M. (2018). The social worker as process expert. In *Social work practice: Integrating concepts, processes and skills* (pp. 241-267). Columbia University Press.
Reading Week No Classes on February 16, 2026 Family Day
Class 6: February 23, 2026	Social Work with Families: Advocacy, Support, and Facilitating Change/Growth	• Clinical Case-management and complex care • Crisis & conflict management • Problem-solving Activities • Establishing Goals & Treatment Planning • Review of SMART goals • Review of treatment planning procedures. Documentation • Best-practices for documentation for assessment, formulation, goals, and treatment planning. **In-Class activity: Working on Assignment 3- Leadership** **Trudy and Evelyn Final Scene**	**Required Readings:** Glass, V. Q. (2024). Building blocks to conceptualizing family: A family system's perspective. InY. Watters & D. Adamson (Eds.) *Foundational concepts and models of family therapy* (1st ed., pp. 43–52). Routledge.
Class 7: March 2, 2026	Whole Group Circle: Transitions Demonstration and learning by doing	• Experiential Learning of group dynamics during middle stage of group • Facilitator demonstrating group leadership skills. • Content: • Social Work with Families: Advocacy, Support, and Facilitating Change/Growth	**Required Readings:** 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. Kurtz, L. F. (2017). Support and self-help groups. In. C. D.

		• Family-based support & counselling (improving coping) vs: family therapy (qualitative change of dynamics) • Communication and relationship building with families	Garvin, L. M. Gutierrez, & M. J. Galinsky (Eds.) *Handbook of social work with groups* (pp.155-170). Guilford Publications. **Due: Group Assignment 2- Assessment and Support Plan**
Class 8: March 9, 2026	Practice Groups: What is Family?	• Beginning work with Families • Best practices for families and groups: Code of Ethics and Standards of Practice • Decolonising our work with families **In-Class activity: Practice Group A**	**Required Readings:** 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. 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. **Due: Group A- Facilitator Feedback form**
Class 9: March 16, 2026	Practice Groups: Diverse Families in Diverse Contexts	• Critical examination of diverse family structures, values and ways of knowing • Issues of oppression and ways to manage **In-Class activity: Practice Group B**	**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 Families (pp.92-112).* Fernwood Publishing. **Due: Group B- Facilitator Feedback form**
Class 10: March 23, 2026	Practice Groups: Navigating Conflict	• Managing and navigating difficult group dynamics • Navigating stress, uncertainty, and change: Individual change within	**Required Readings** Steinberg, D. M. (2014). The role of conflict in a mutual-aid system. In *A mutual-aid model for social work with*

		• Balancing task completion vs: facilitating interpersonal support **In-Class activity: Practice Group C**	*groups* (3rd ed.; pp. 137-154). Routledge. **Due: Group C -Facilitator Feedback form**
Class 11: March 30, 2026	Practice Groups: Endings	• Ending Stage • Ending/transitional stage of the helping process • Approaches to evaluating interventions • Recognizing successes, progress and gains • Next steps for maintaining growth/ change. • After-care programming (discharge planning) & engaging informal support systems **In-Class activity: Practice Group D**	**Required Readings** Bogo, M. (2018). Endings. In M. *Bogo, Social work practice: Integrating concepts, processes and skills* (pp. 295-308). Columbia University Press. **Due: Group D -Facilitator Feedback form**
Class 12: April 6, 2026	Evaluating Interventions/ Endings and wrap up.	• Class Talking Circle • Summarising learning and being in relation	**Assignment 4: Process Journal Due**

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 PROFESSIONAL COMMUNICATION
You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

RECORDINGS OF CLASSES (By Students)

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

ASSESSMENT COMPONENTS

Assignment 1: Unfolding Case Study- Participation and Reflection (10%)
Aligned Course Learning Outcomes: 4, 5, 6
Due Date: January 19th and February 12th, 2026 prior to class (9:00AM)

Assessment Description:
You will watch and engage with the unfolding case study, 'Trudy and Evelyn.' While watching these videos, you will be prompted to answer some reflective questions. You will answer these questions, save your answers and upload them to D2L. Each set of videos and responses is worth 5% for a total of 10%.

This assignment is **pass/fail** and designed to encourage you to engage in the content of the case study and critically reflect on your own positionality, thoughts and potential biases. If you submit an assignment that shows engagement in the material, you will receive full marks.

Assignment 2: Unfolding Case Study- Assessment and Support Plan (20%)
Group Assignment
Aligned Course Learning Outcomes: 1, 2, 3, 4, 6
Due Date: February 24, 2026 at 11:59PM

Assessment Description:
In a small group of 5-6 students, 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 be presented in an unfolding manner and will include in-class learning activities to help your group complete the assignment. As the case study unfolds, your group will compile and interpret assessment information. Worksheets and reflective questions will help you develop a case conceptualization that your group will transform into a general assessment and support plan, useful in a practice context for interdisciplinary teams. Your group will also identify any ethical dilemmas, practice issues or pertinent legislation that could apply to this case.

For this assignment, your group will interpret assessment information and formulate an intervention support plan. You will complete a general assessment using the provided template, which presents the information in a clear, concise, and usable format.

As all assessments are evolving, your assignment should include a brief description about what your group still needs to know, is curious about and how you plan to move forward in the work with this family. Point form is appropriate in some sections. The assignment should include the template and a

brief written component on gaps and next steps. The whole assignment should be no longer than 8-10 pages.

The use of AI in this assignment is appropriate only for creating a template or outline of an assessment and intervention plan. The use of AI should not be used to create your academic work. In practice, it would not be appropriate to upload confidential information into an AI program without understanding how the data would be used and saved. Therefore, in this assignment, you cannot use it in ways that would be contrary to our Code of Ethics. If you do use it to assist in the process of development, please indicate how you used it ethically and detail how it assisted in the assignment.

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. A detailed rubric will be posted on D2L.

Assignment 3: Practice Group Leadership (25%)
Group Assignment
Due Date: TBD in class in first weeks. Practice groups will happen in the _last half of the course_.
Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6,

Assignment Description:
Assignment 4 will be completed in-class during weeks 8, 9, 10 and 11, 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 co-facilitate (with 2 other students) one of the families practice groups. The groups will run for 30 minutes. You will run an experiential learning activity from a list of options provided by the instructor. You will depend on the number of students in the class and the size of groups, but group size is anticipated to be 10-12 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 beginning (opening), middle (activity) and end (wrap up). The overall topic for your group will be assigned based on the timing of the class.
- March 9 Group A – What is Family to you?
- March 16 Group B –Family and Culture
- March 23 Group C – Family and Conflict
- March 30 Group D - Wrapping up with Family work.

All co-facilitators must be actively involved in the 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 25% of the total grade for the course.

Part A: Leadership Self-Evaluation. Following the end of the class, students who facilitate the practice group are responsible for uploading a self-evaluation to the D2L drop-box regarding their learning process/skill demonstration (an evaluation tool will be provided). Included in this will be reflection on your planning, implementation and leadership skills. This will be graded for 20% of the grade.

Part B: Peer Evaluation. Students who were not members of the facilitation team will complete an evaluation of **each** presenter using an evaluation tool (provided by the instructor) and upload these peer evaluations to the D2L Dropbox for each practice group (1.25% for each practice group set). These are due the day of the practice group being evaluated and students not in attendance will not receive credit. This is worth 5% of the grade and is a pass/fail.

Assignment 4: Process Journal (45%)
Individual Assignment
Due Date: To be completed by April 6, 2026 by 11:59pm MST
Aligned Course Learning Outcomes: 2, 4, 5,

Assignment Description:
Developing an awareness of group dynamics (e.g., roles, rules, relationships, conflict, power, process vs: content) is an important competency for social workers to develop. Furthermore, having a critical reflexivity to be aware of one's own process (thinking, feeling, behaviour), beliefs, epistemology/ontology is also important to consider independent from and in relation to professional ethics/values.

You will be participating in many group activities throughout the course on a series of in-class group activities and assignments. For this assignment, you will keep a regular individual journal to capture your reflections related to your process vis-à-vis your ongoing group process. This journal is intended to focus on the process within your small, assigned task group, as opposed to the larger SOWK 312 dynamic. However, you may also reflect upon the relationship between small group and classroom dynamics.

The focus of this assignment is on quality of reflection and comprehensiveness (i.e., captures the beginning, middle and end of the group process). This journal will be written in first person narrative, as the intention is for this assignment to help support your meta-cognitive/critical reflexive processes. Some questions you may want to consider are:
- How are you reacting emotionally and physically to the process of group and group dynamics?
- In what situations do you find yourself comfortable/ reactive?
- What roles do you find yourself in?
- How do you see yourself as a leader? How do you respond to leadership?
- How does the group manage conflict?

A minimum of 3 journal entries will be submitted (15% per reflection). Your journals should incorporate your group experiences, along with various course concepts related to social work

practice with families and groups. Please be specific about the activity you are reflecting on and your learnings. AI is not appropriate for this assignment other than for assessing for grammar and spelling.

Students can do these as video/audio journals (no more than 5 min each or 15 min total). If written, each entry will be 3-5 pages (approximately 500 words), double-spaced, 12-point font, and 1-inch margins. As this is a reflection, no extra academic research is required, but when journal entries do draw upon the ideas of others (e.g., readings), it is expected that proper APA 7 citations will be employed.

You will submit your journal entries in one submission on the due date at the end of the course to the D2L Dropbox.

Assessment Criteria: A marking/grading rubric will be provided via D2L. This assignment is worth 45% of the total grade for the course. An individual grade will be provided for this assignment.

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.

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.

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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.

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).

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.

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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