



UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Fall 2023

Course & Session Number	SOWK 603 S01	Classroom	Thursdays Oct 19-Nov 30, 2023 9am-4pm Room HNSC 330
Course Name	Clinical Work with Families		
Dates and Time	First Class: Thursday Oct 19, 2023 Last Class: Thursday Nov 30, 2023 Dates and Time: Thursdays 9am-4pm Room HNSC 330 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructors	Sandy Gramlich MSW, RSW	Office Hours	By appointment
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

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

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](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

This course examines contexts, theories, practice models and skill development in supporting families. The course focuses on conceptualizing family problems as relational problems and what it takes to help families come together.

COURSE DESCRIPTION

This course will provide an overview of theories and methods of working with various forms of families who are experiencing multiple issues and what makes each theory useful. The focus will be on the listening and conversations that help families and influence change from a relational and systemic view. This course will be a blend of online and in person. It will consist of both lecture and experiential.

COURSE LEARNING OUTCOMES

1. Provide students with advanced social work theory and practice skills with diverse families.
2. Learn processes that can be used in exploring interpersonal relationships and the ways that they are connected to family challenges and problems.
3. Identify personal bias
4. Apply a social justice lens to clinical practice with families
5. Understand different theories of family therapy.

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

1. Assess family relationships
2. Provide interventions that are transformative to interpersonal relationships
3. Understand the relationship role of the therapist in family therapy.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

McDowell, T., Knudson-Martin, C., & Bermudez, J.M. (2018). *Socioculturally attuned family therapy*. Routledge.

Tomm, K., St George, S., Wulff, D., & Strong, T. (2014). *Patterns in interpersonal interactions: Inviting relational understanding for therapeutic change*. Routledge.

Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. *Family Process*, 26(1), 2-13.

Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. *Family Process*, 26(2). 153-183.

Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? *Family Process*, 27(1), 1-15.

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 Practice with Families fits in with the continuing series of the Clinical Practice courses designed for social workers to develop the understandings and skills for Advanced Clinical Practice as part of the Clinical Social Work Specialization.

CLASS SCHEDULE

Important Dates for Fall 2023

- Start of Term: Monday August 28, 2023
- End of Term: December 22, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday November 11, 2023 (observed Monday November 13, 2023)

DATE	TIME/PLACE	ACTIVITIES	PREPARATION	READINGS
Oct. 19	9am-4pm HNSC 330	Format for class Biases and ethics Good Conversations	Ch. 3 Socioculturally Attuned Family Therapy Introduction, Ch. 1 Patterns in	Introduction, Ch. 1 Patterns in Interpersonal Interactions. Weinblatt, U., &

		<p>Use of therapist Self</p> <p>IPscope Assessment</p> <p>Group Work</p> <p>Connecting Theory and Practice</p>	<p>Interpersonal Interactions</p> <p>Ch 2, 10 Patterns in Interpersonal Interactions</p> <p>Ch. 5 Patterns in Interpersonal Interactions</p> <p>Assign Groups</p>	<p>Omer, H. (2008). Nonviolent resistance: A treatment for parents of children with acute behavior problems. <i>Journal of Marital and Family Therapy</i>, 34(1), 75-92.</p> <p>There will be assigned reading that can be accessed through the DL2</p>
Oct. 26	9am-4pm HNSC 330	<p>Noticing PIP's Reflective and circular questioning</p> <p>Practice in groups</p> <p>TIPs</p>	<p>Ch 4 Patterns in Interpersonal Interactions</p> <p>Tomm, K. (1987a). Interventive interviewing: Part I. Strategizing as a fourth guideline for the therapist. <i>Family Process</i>, 26(1), 2-13.</p> <p>Tomm, K. (1987b). Interventive interviewing: Part II. Reflexive questioning as a means to enable self-healing. <i>Family Process</i>, 26(2). 153-183.</p> <p>Tomm, K. (1988). Interventive interviewing: Part III. Intending to ask lineal, circular, strategic, or reflexive questions? <i>Family Process</i>, 27(1), 1-15.</p> <p>Talk about first assignment</p>	
Nov. 2	9am-4pm HNSC 330	Different types of therapy and applying family therapy	Materials and activities provided in class	

Nov. 9	9am-4pm HNSC 330	Assignment One. Paper - Placing IPSCOPE into the relationships of your assigned groups (50%) Due November 9, 2023 11:59		
Nov 16	Reading week No Class	Enjoy your week off!	TERM BREAK Nov.. 12-18	
Nov 23	9am-4pm HNSC 330	Equity Sociocultural Interpersonal Patterns Practice in Groups Social Justice Practice in Groups	Ch. 6 Patterns in Interpersonal Interactions Ch. 1, Socioculturally Attuned Family Therapy Ch. 7, 8 Patterns in Interpersonal Interactions	
Nov. 30	9M-4PM HNSC	Assignment Two – In class Group Presentation (50%) – Due November 30, 2023 Closure		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assignment One. Paper - Placing IPSCOPE into the relationships of your assigned groups (50%) Due November 9, 2023, 11:59

Course Learning Outcomes: 2, 3, 4

This is an *individual assignment*, focusing on the relationships in your groups (families). Identify the Interpersonal Patterns (IP's), the repetitive or recurrent interactions between your character and each of your group (family) members. Once a pattern has been identified.

1. Provide context, relationship and history to the scenario between you and each family member
2. Discuss that the PIP pattern (s) is and how you identified it.
3. What you believe could be done to change the pattern to be more positive
4. Is there a cultural considerations to the relationship
5. Is there a power differential in the relationship.

At the end of this assignment the student should be able to identify interpersonal patterns.

It should take approximately *one page for each of the relationships in the family*. Use APA 7th citation formats and use excellent spelling and grammar.

Assignment Two - Group Presentation (50%) – Due November 30, 2023

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

This is a *group presentation*. As a group you will chose one of the theories on Family Therapy,

Each group will present on the theory they have chosen to the class. This should be in the form of a power point and role-play. The groups will have 30 minutes to present and 10 minutes for questions from your peers, for a total of 40 minutes.

The assignment is designed to give students the opportunity to be immersed in one theory on family therapy and to integrate that knowledge into practice during the group work.

Groups should include the following criteria into the assignment. The weight of each criteria is included.

1. Describe the chosen theory. Its foundations, key concepts, and therapeutic techniques (10%)
2. Show how you would layer IPScope onto that theory. Describe how the application of IPScope to this theory can assist in moving families from a negative interpersonal interaction to a more positive interpersonal interaction. Focus on those elements of the theory that reveal potential to address social injustices rather than simply to help families to adjust to the systems and communities they live within. This part of the presentation should be in the form of a role-play. (30%)
3. Considerations of the therapist (Power differential, privilege, bias, self-reflection, self-disclosure, personal agency) (10%)

The power point is to be handed in on November 30, 2023
Include references as needed (there is an expectation that you should be able to use at least five references). Use APA 7th citation formats and use excellent spelling and grammar.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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."

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Late assignments without exceptions will be subject to a grade deduction of 5% for each day late.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. 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-	2.7	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+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements	

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

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

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course

materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information