



Course & Session Number	SOWK 393 S03	Classroom	TH141 Breakout Rooms: M1068, M1070, M1072, M1074
Course Name	Practice and Evaluation with Families		
Day(s) & Time	Mondays: 9:00 a.m. - 11:50 a.m. Classes will be moved online for Jan. 10, Jan. 17, Jan. 24. See course schedule and D2L for Zoom links.		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	Appointments available upon request
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	403-329-2794

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

SYLLABUS STATEMENT

An introduction to theories and skills for family-centred social work practice with families. There will be an emphasis on diversity in relation to family development issues, the stresses families face, family assessment techniques, and theories and practices of family intervention.

COURSE DESCRIPTION

This course will provide both a conceptual and contextual foundation for linking dominant, alternate, and emerging worldviews, theories, and practices for engaging families. Through a variety of learning activities, students will develop and enhance their skills in working with families. Students will learn to reflect critically on their practice skills and the relevance to practice in local, rural, and Indigenous contexts. Students will be introduced to, and asked to apply, a family centered and inquiry-based approach to engaging families and their communities in response to diverse, complex needs and strengths. Relation to family groups, community alliances and associated family kinship relationships will be used as a framework to understand and respond to family engagement, assessment, interventions, and evaluation. Key themes will include the historical, intergenerational, and current realities which influence families, including developing a trauma-informed lens to working with families and their communities. There will be an emphasis on experiential exploration into family and social units using simulated role-play families. Further, students will have the opportunity to apply these concepts within their own lived experiences and are encouraged to discuss implications to their own social work practice framework through classroom group processes.

This course will be offered in a synchronous, blended learning format involving coverage of theoretical content through textbook readings, discussions, and in-class experiential learning. **Classes will be moved online for Jan. 10, Jan. 17, Jan. 24. See course schedule and D2L for Zoom links.**

COURSE LEARNING OUTCOMES

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

1. Competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation with families using generalist-practice knowledge and skills;
2. Demonstrate interviewing and counseling skills to practice at individual, family, group, organization, community, and population levels;
3. Describe their self-knowledge and use of self in relationship with others;
4. Demonstrate additional skills in building and maintaining empowering social work relationships with families and groups with diverse populations in rural, northern, remote, indigenous and Francophone contexts;
5. Critically examine their use of self in relation in building and maintaining empowering relationships;
6. Explain systemic concepts that form the foundation and paradigm for family work; and
7. Define concepts associated with systems and systemic work and demonstrate their understandings of this new language through practice and discussion.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Thomlison, B. (2010). *Family Assessment Handbook: An Introductory Practice Guide to Family Assessment* (4th ed). Brooks/Cole. Cengage Learning.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. It is also expected that students will use their existing resources and access to the University of Calgary Library online resources and data bases to support their learnings and coursework. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This course will provide students with theoretical and practice frameworks for critically exploring and understanding family social work practice. No prerequisites.

CLASS SCHEDULE		
Date	Theme	Textbook Chapter Readings (Check D2L for other readings)
Jan. 10 <i>Online Class</i> <i>Zoom link in D2L</i>	Introductions, course overview, and assignments. Introduction to generalist family social work practice	Chapter 1, 11
Jan. 17 <i>Online Class</i> <i>Zoom link in D2L</i>	Diversity: Defining family, diverse family structures, cultural dimensions of family Simulated Family Group	Chapter 2, 3
Jan. 24 <i>Online Class</i> <i>Zoom link in D2L</i>	Family Systems: Theories and Concepts Simulated Family Group work	Chapter 3
Sunday, Jan. 30 10pm	<i>Family of Origin Paper due</i>	-----
Jan. 31	Family Life Cycle and Development Simulated Family Group work	Chapter 3
Feb. 7	Beginning Work with a family, family interview process Simulated Family Group work	Chapter 4, 5
Feb. 14	Family Assessment Processes	Chapter 4, 5
Feb. 21	<i>READING WEEK: NO CLASS</i>	-----
Feb. 28	<i>Family Is Community</i> : Indigenous responses to healing in families Simulated Family Group work	Guest speaker TBA
Mar. 7	Family Strengths & Resiliency Family Life Stressors Simulated Family Group work	Chapter 5, 6
Mar. 14	Family Centred Interventions Specialised Family Approaches Simulated Family Group work	Chapter 7, 8

Mar. 21	Terminating and Evaluating work with Families Simulated Family Group work	Chapter 9, 10
Sunday, Mar. 27 10pm	<i>Family Group Participation and Self-Evaluation Assignment due</i>	
Mar. 28	Family Group Presentation preparation <i>NO CLASS (use class time for prep work)</i>	Chapter 12-18 Review Family Case Studies
Apr. 4	Family Group Conference Presentations	
Apr. 11 Last Class	Family Group Conference Presentations and Closing Themes	-----

Please note important dates for Winter 2022

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

Note: Instructors and students are expected to always respect the wishes, perspectives and needs of their colleagues. For this reason, any class member may at any time ask to be excused from any learning activity or role play that trigger undue discomfort or distress.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use 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.

ASSESSMENT COMPONENTS - Assignments

Grading criteria for all assignments will be shared in class and will be posted in D2L under course content. There are a number of assignments for this class based on integration of practice and experience with course readings, in class discussions and materials, class work and simulated family groups. A portion of class time will be utilised for simulated family group formation for experiential practice, analysis, and relational engagement, including the use of simulated family groups and Talking Circles. Criteria and process for the simulated family groups will be given in class and posted on D2L.

Assignment 1: Family of Origin Personal Reflective Paper

Aligned Course Learning Outcomes: 3, 6 & 7.

Value: 30% of final grade

Due Date: January 30 by 10 p.m.; posted to D2L course dropbox

Length: 5-6 pages, double spaced, 1200 to 1500 words

Objective: To encourage the development of skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.

Recognizing that there are other contextual influences on families and ourselves as well, including culture, class, and other social and biological kinships, provide a written personal reflection of your understanding and experience of your own family of origin. Examine the processes occurring in the family system, including but not limited to the foundation of knowledge and cultural transmission, impact of trauma, historical and intergenerational impacts, and focusing on strengths and healing. Your paper should include an integration of key family themes and concepts as it relates to the course thus far, including reference to your readings, including any outside reading and resources you choose. A maximum of 3-4 references and/or resources is adequate. In addition, the criteria for your Family of Origin reflective paper will include an exploration of:

- 1 Significance of the impact of family of origin on personal identity, family roles and relationships, values, beliefs, and biases and thoughts around help seeking
- 2 Alignment to Indigenous ways of knowing and cultural context (what are the implications to your view of Indigenous families and capacity for family functioning)
- 3 Explore and develop responses to any family of origin problems you have experienced, and reflect on healing opportunities which are restorative in nature and state how they acknowledge Indigenous ways of knowing and family relationships.
- 4 As this is a personal reflective paper, first person perspective is appropriate here.

Assignment 2: Family Group Project

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Value: 40% of final grade

Due Date: Presentations will take place in class April 4 and 11

Length: Presentation-15 mins; Simulated Family Group Role-Play demonstration 30 mins; Student-led Debriefing- 15 mins.

Students will be involved in conjoint theoretical and experiential learning process through the development and formation of a simulated family group. The use of a simulated family role- play will provide an opportunity for students to examine and explore the dynamics of family and group systems. The simulated family group will develop roles, presenting problem (s), relationships of family members and participate in developing a family group conference. Construction of the family, including their needs and strengths, as well as exploring and identifying community responses to healing and improving family functioning will be expected. Use of family theories, concepts, themes, and approaches should be identified as well as emphasize the development of a practice framework for critically exploring and understanding family social work practice. There are **two learning activities** included in this assignment:

Part A) Simulated Family Group Presentation (Group graded - 30% of project grade). Students will prepare a case presentation of their simulated family. The presentation will be in group led, in class and include an orientation to the family group and should include family member roles, presenting problem (s), relationships of family members as well as an assessment their needs and strengths, choosing an intervention, as well as exploring and identifying community responses to healing and improving family functioning. This presentation should not exceed 15 minutes including time for questions (facilitated by group members). A copy of the presentation slides or report will be submitted as a group on the day of the presentation via D2L dropbox. Project details will be further discussed in class.

Part B) Family Group role play and debrief (Group graded – 10% of project grade)-following the presentation of the family, group members will simulate a family group role-play of their choosing, which the group has developed throughout the course. This demonstration should not exceed 30 minutes and is to be followed by a 15-minute student led debriefing discussion. More details will be discussed in class.

Assignment 3: Individual Family Issue Poster Project

Value: 30% of final grade

Due Date: Sunday, April 17 by 10pm Submitted via D2L Dropbox

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This final assignment is a poster project examining and critically analyzing the research and the literature surrounding a selected family problem or family issue of your interest. The poster project will consist of 5 powerpoint slides which effectively use text and graphics to identify the use of family theories, concepts, themes, and approaches to critically explore the issue as it relates to families. You may choose a family theme or issue that was evident in your simulated family group or choose to research an area of your practice interest. A major feature of this poster project will be to creatively explore and reflect your learning, understanding and inquiry. Your poster should include and offer a restorative and healing response to the issue or problem. Specifically, what could community and/or kinship networks offer as a form of: intervention, support, healing, identity, and ways to strengthen family functioning. Creativity is encouraged. Further details will be discussed in class with assignment details provided in class and posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the instructional Zoom sessions and to be fully present and engaged in class activities and discussions. A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning processes through thoughtful, respectful contributions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments are to be submitted electronically at or before the date and time as specified in the course outline. If no time is stipulated, assignments are due before midnight 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

Grades are deducted for late submissions (one grade level per day will be deducted e.g., B to B-) unless otherwise specified in the course outline and without an extension being granted by the instructor. It is the student's responsibility to request an extension from the instructor should you require more time and offer an alternate due date and time for the instructor's consideration.

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

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	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

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 (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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 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. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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