



Course & Session Number	SOWK 393 S04	Classroom	TBA
Course Name	Practice and Evaluation with Families		
Dates and Time	Start of Classes: Jan. 9, 2024 End of Classes: April 9, 2024 Dates and Time: In-person instruction Tuesdays 9:00-11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	As Requested
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	By e-mail

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.

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

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](#).

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, Indigenous and diverse family 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 practice-based learning.

This course is taught fully in person. This course has no prerequisites or co-requisites.

COURSE LEARNING OUTCOMES

Upon completion of this course, you 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

Collins, D., Jordan, C., & Coleman, H. (2013). An Introduction to Family Social Work. 4th Edition. Toronto: Brooks/Cole.

Recommended readings and/or other learning materials will be posted to D2L.

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/or 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

Important Dates for Winter 2024

- Start of Term: Tuesday, January 2, 2024
- First Day of Class: Monday, January 8, 2024
- End of Term: Tuesday, April 30, 2024
- Last Day of Class: Tuesday, April 9, 2024
- Term Break: Sunday to Saturday, February 18 - 24, 2024
- Fee Deadline: Friday, January 26, 2024
- Alberta Family Day, no classes: Monday, February 19, 2024
- Good Friday, no classes: Friday, March 29, 2024
- Easter Monday, no classes: Monday, April 1, 2024

CLASS SCHEDULE		
Date	Theme	Textbook Chapter Readings (Check D2L for other readings)
Jan. 9	Introductions, course overview, and assignments. Introduction to generalist family social work practice Simulated Family Groups formation	Chapter 1 Written log #1 due
Jan. 16	Diversity: Defining family, diverse family structures, cultural dimensions of family Simulated Family Groups	Chapter 2 Written log #2 due
Jan. 23	Family Systems: Theories and Concepts Simulated Family Groups	Chapter 3 Written log #3 due
Jan. 29	Assignment 1: Family of Origin Personal Narrative Due	
Jan. 30	Family Life Cycle and Development Simulated Family Groups	Chapter 4 Written log #4 due
Feb. 6	Beginning Work with a family, family interview process Simulated Family Groups	Chapter 6, 7 Written log #5 due
Feb. 13	No in-person Class today Individual on-line learning exercise: Family Case Study Assessment:	See D2L for instructions
Feb. 20	TERM BREAK: NO CLASS	-----
Feb. 27	Family Assessment Processes Simulated Family Groups	Chapter 8, 9 Written log #6 due
Mar. 4	Assignment 2: Family Poster Project DUE	
Mar. 5	Family Strengths & Resiliency Oppression, privilege, poverty impacts Simulated Family Groups	Chapter 5 Written log #7 due
Mar. 12	Family Centred Interventions Family Group Conferencing Simulated Family Groups	Chapter 10 Written log #8 due
Mar. 19	Specialised Family Approaches and Interventions Simulated Family Groups	Chapter 12, 13 Written log #9 due
Mar. 26	Terminating and Evaluating work with Families Closing themes Simulated Family Groups	Chapter 14 Written log #10 due
Apr. 2 & Apr. 9	Family Group Project Presentations And Family Group Conference demonstrations	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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

Grading criteria for all assignments will be shared in class and will be posted in D2L under course content. There are several 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 in group study break out rooms will be utilized for simulated family group formation for experiential practice, analysis, and relational engagement, including the use of simulated family groups and Talking Circles. *Students must be present in class to fully participate in the practice-based learning groups.* Criteria and process for the simulated family groups will be given in class and posted on D2L.

Assignment 1: Family of Origin Personal Narrative – Weight 25% Due January 29, 2024 by 11:59pm to D2L DropBox

Aligned Course Learning Outcomes: 3, 4, 5

Assignment Description:

Recognizing that there are other contextual influences on families and ourselves including: culture, class, and other social and biological kinships, provide an oral personal narrative (recorded and posted to a platform that can be posted to D2L (i.e Powerpoint, Canva, mp4) of your understanding and experience of your own Family of Origin. Focusing on a *significant family life cycle event in your own family of origin*, this assignment asks you to examine the processes occurring in your own family system, including but not limited to, the foundation of knowledge and cultural transmission, impact of significant family life cycle event (trauma, grief and loss, immigration, colonization, historical and intergenerational impacts, relationships, roles (or others discussed in class) while focusing on resilience, strengths and healing.

Assessment Criteria:

Length: Sharing an oral narrative, verbal telling of your own story, history or experience and should be no longer than 20 minutes.

Your narrative should include an integration of emerging key family themes and early concepts using terms and concepts from the text as well as class lecture thus far. You will be required to submit your notes for this assignment (notes can be bullet form, 2-3 pages) which will include references and any outside readings and resources you choose. 3-4 references including your course textbook and/or

resources is required. The criteria for your Family of Origin personal narrative will include an exploration of:

- 1 Significance of the impact of family of origin event on your personal identity, family roles and relationships, values, beliefs, and biases
- 2 Alignment to Indigenous ways of knowing and/or diverse cultural contexts (what are the implications of your experiences to your emerging view of other families, diverse family structures 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 diverse ways of knowing and family relationships.
- 4 As this is a personal narrative, first person perspective is appropriate here.
- 5 Creativity is encouraged, including sharing of photos, graphics, song, music, or other materials/artifacts that represent or enhance your narrative.
- 6 More details will be discussed in class.

Due January 29,2024 by 11:59pm to D2L DropBox.

Assignment 2: Individual Family Issue Inquiry Project Weight 30% -Due: March 4, 2024 by 11:59pm
Submitted via D2L Dropbox

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

Assignment Description:

This 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 asks students to share research and literature findings which explore a family issue by examining at least (2) two family theories, as well as relevant family social work concepts, themes, and approaches to critically explore the issue as it relates to families. A major feature of this poster project will be to *creatively explore and reflect your learning, understanding, research and inquiry as it relates to family social work practice*.

Assignment Criteria:

The inquiry project will consist of a Powerpoint or similar format (approximately 20-25 slides) which effectively use text and graphics to succinctly identify the use of family theory(s), concepts, themes, and approaches to critically explore the issue as it relates to families. Choose a family theme or issue 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, research and inquiry*. Your poster should also include a brief written piece to supplement your poster, including 3-4 pages (*not* including title page or references) to elaborate and expand on your slides. You may find it appropriate to provide a one paragraph summary for each slide if it is suitable. A key part of this project is to develop and provide 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

Due: Monday, March 4, 2024 by 11:59pm Submitted via D2L Dropbox

Assignment 3: Family Group Project Weight 40%- Family Presentation dates April 2 and April 9

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

Assignment Description:

Students will be involved in conjoint theoretical and experiential learning process through the development and formation of a simulated family group. Simulated family group work will take place in each class. Using the experiences in the simulated family groups students will examine and explore the dynamics of family and group systems resulting in a final family group presentation project. 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 emphasizing the development of a practice framework for critically exploring and understanding family social work practice. This assignment will be discussed further in class and details posted to D2L.

Assignment Criteria:

There are **three (3) 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, identify 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 20 minutes including time for questions (facilitated by group members). **One copy of the presentation slides or report will be submitted as a group on the date of your presentation April 2 or April 9 via D2L Dropbox by 11:59p. Project details will be further discussed in class.**

Part B) Family Group Conference role play (not graded) following the presentation of the family, group members will *simulate a Family Group Conference role-play* which the group has developed and prepared throughout the course. This demonstration should not exceed 30 minutes and is followed by a 5 minute debrief. More details will be discussed in class. **Due in class on day of presentation April 2 and April 9**

Part C) Individual written Family Logs (individually graded- 10% of project grade): Throughout the course of the semester there will be in-class exercises for your simulated family groups. There will be 10 written logs in total (1pt. each). Each log will be no more than **2 paragraphs double spaced**, or approximately 300 words. **After participating in each session in your simulated family groups you will individually be expected to post a written log to Dropbox by 11:59 on the day of class.** See class schedule for class dates. Please note that late submission of written logs will not be accepted.

In each written log you will be expected to indicate:

- 1) Your participation and description of your role in the session: what did you contribute and what was your role in the family group exercise (you must be present in-person to participate in these groups in order to complete the written log).
- 2) Summary of the activity or discussion that took place: including family members present, content/theme(s) which emerged and a highlight of your learning.

- 3) Integrate and acknowledge relevance to 1) your weekly text chapter reading AND 2) content from the class lecture. Ensure you reference where necessary.
- 4) More details and criteria will be discussed in class.

Assignment 4: Individual Self Evaluation: Family Artifact Sharing Weight: 5 % Due April 12 by 11:59 to D2L DropBox

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

Assignment Description:

This assignment asks students to individually reflect upon and highlight significant learning in this course. Considering their participation in the course, with particular attention to their involvement, engagement and interactions in the simulated family role play groups, class lectures, discussions, and activities, including course readings, student will share a photographed copy of a family artifact and provide a brief oral or 1 page written description.

Assignment Criteria

The artifact should indicate thoughtful consideration to signifying the *diverse* strengths, resilience, needs, dynamics, structures of family and relate it to 1) a significant course learning and 2) hopeful possibilities and implications to your future social work practice with families. Students will assign themselves a letter or percentage grade for this assignment, with final determination resting with the instructor. This assignment will be discussed further in class and details posted to D2L.

Due: April 12 11:59pm to DropBox.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be fully present and engaged in each class activities and discussions. This is part of the participation grade, as outlined in the assessment components section above. Students must discuss with the instructor for options if they miss a class or a participation component when this component is graded through student self evaluation.
- Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

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. Any assignments submitted after the deadline may be penalized with a grade reduction.

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 undergraduate grading system is included below.
- In the event it is necessary, grades will be rounded up to the nearest whole percent.

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 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 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/usri>

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

ADDITIONAL SUGGESTED READINGS

- Suggested readings will be posted in D2L

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
- Emergency Evacuation/ Assembly Points
- Safewalk