

Course Schedule

Important: **ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Course Outline for details

Week	Readings and Other Assigned Material	Activities and Assessments	End/Due Date	Weight (%)
Week 1: What is a Family?	<ul style="list-style-type: none"> Spindel, P. (2015) Statistics Canada. (2017). 2016 Census topic: families, households, and marital status 	Discussion Activities 1.1 Discussion Activities 1.2	Initial Post: Friday, September 8, 2023 at 11:55 PM Response: Sunday, September 10, 2023 at 11:55 PM	Discussions contribute to Participation grades 1 and 2
Week 2: Past and Present – Colonialism, Social Work, and Families	<ul style="list-style-type: none"> Hanson, E. (2009). "The Residential School System." Hanson, Erin. 2009. "Sixties Scoop." Truth and Reconciliation Commission of Canada (2015) 	Discussion Activities 2.1 Week 2 Reading Summary and Application	Initial Post: Wednesday, September 13, 2023 Response by: Sunday, September 17, 2023 at 11:55 PM Friday, September 15, 2023 at 11:55 PM	12%
Week 3: Building Relationships	<ul style="list-style-type: none"> DeAngelis (2019) OCSWSSW. 2008. Code of Ethics and Standards of Practice – 2nd Edition 	Discussion Activities 3.1	Initial Post: Wednesday, September 20, 2023 at 11:55 PM Response: Sunday, September 24, 2023 at 11:55 PM	
Week 4: Working With Children and Youth	<ul style="list-style-type: none"> O'Reilly & Dolan (2016) Sundar (2008) 	Week 4 Reading Summary and Application	Friday, September 29, 2023 at 11:55 PM	12%
			Initial Post:	

Week 5: Working With Parents

- Collins (2007)
 - Moulding et al. (2015)
- [Discussion Activities](#) 5.1
[Discussion Activities](#) 5.2

Wednesday, September October 4, 2023 at 11:55 PM

Response:
Monday, October 16, 2023 at 11:55 PM

Reading Week (Saturday, October 7, 2023 to Sunday, October 15, 2023)

Week 6: 2SLGBTQI+ Families

- Gibson & Gruson-Wood (2022)
- Week 6 [Reading Summary and Application Participation](#) grade 1 assessed

Friday, October 20, 2023 at 11:55 **12%** PM

Friday, October 20, 2023 at 11:55 **7%** PM

Initial Post:
Wednesday, October 25, 2023 at 11:55 PM

Week 7: Psychodynamic Approaches to Families

- Sieber (2008)
 - Solomon (2009)
- [Discussion Activities](#) 7.1

Response:
Sunday, October 29, 2023 at 11:55 PM

Initial Post:
Wednesday, November 1, 2023 at 11:55 PM

Week 8: Systems Theories

- Teater, B. (2010)
 - Pope, N.D. (2015)
- [Discussion Activities](#) 8.1

Response:
Sunday, November 5, 2023 at 11:55 PM

Initial Post:
Wednesday, November 8, 2023 at 11:55 PM

Week 9: Cognitive-Behavioural Therapy

- Gehart, D. (2018)
- [Discussion Activities](#) 9.1

Response:
Sunday, November 12, 2023 at 11:55 PM

Friday, November 17, 2023 at 11:55 PM **25%**

Initial Post:
Wednesday,

[Group Presentation](#) due

Week 10: Strengths-

[Based and Anti-Oppressive Approaches](#)

- Kennedy-Kish, B. (2017)

[Discussion Activities](#) 10.1

November 15, 2023 at 11:55 PM

Response:

Sunday, November 19, 2023 at 11:55 PM

Initial Post:

Wednesday, November 22, 2023 at 11:55 PM

Response:

Sunday, November 26, 2023 at 11:55 PM

[Week 11: Narrative and Collective work with Families](#)

- Morgan, A. "What Is Narrative Therapy?"

[Discussion Activities](#) 11.1 - Viewing and Discussions of [Group Presentation\(s\)](#)

Monday,

December 4, 2023 at 11:55 PM **25%**

[Theory and Practice Paper](#) due

[Participation](#) grade 2 assessed

Monday,

December 4, 2023 at 11:55 PM **7%**

[Week 12: Concluding Thoughts](#)

no required readings

[Discussion Activities](#) 12.1 (optional)

(optional)

There is no final examination for this course

Contact Information

Announcements




You are expected to check **Announcements** on the **Course Home** page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above. A [General Discussion](#) topic has been made available to allow you to communicate with your peers in this course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why	Contact Details
<p>Instructor</p> <ul style="list-style-type: none"> • Course-related questions (e.g., course content, deadlines, assignments, etc.) • Questions of a personal nature 	<p>Post your course-related questions to the Ask the Instructor discussion topic. This allows other students to benefit from your question as well.</p> <p>Questions of a personal nature can be directed to your instructor.</p> <p>Instructor: Meg Gibson margaret.gibson@uwaterloo.ca</p> <p>Your instructor checks email and the Ask the Instructor discussion topic frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.</p>
<p>Teams</p>	<p>Submit a support request to helpdesk@uwaterloo.ca</p>

<ul style="list-style-type: none"> • Questions about Teams 	<p>For instructions on how to use Teams, see Teams - IST Knowledge Base.</p>
<p>Zoom</p> <ul style="list-style-type: none"> • Questions about Zoom 	<p>Submit a support request to helpdesk@uwaterloo.ca</p> <p>For instructions on how to use Zoom, see Zoom - IST Knowledge Base</p>
<p>Technical Support, Centre for Extended Learning</p> <ul style="list-style-type: none"> • Technical problems with Waterloo LEARN 	<p>learnhelp@uwaterloo.ca</p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p> <p>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</p> <p>IST Knowledge Base: For Students</p>
<p>Learner Support Services, Centre for Extended Learning</p> <ul style="list-style-type: none"> • General inquiries • Examination information 	<p>Student Resources </p> <p>extendedlearning@uwaterloo.ca  </p> <p>Include your full name, WatIAM user ID, student number, and course name and number.</p>

Course Description and Learning Outcomes

Course Description

This course introduces students to social work practice with families. Students will learn how the political, social, and institutional contexts shape the experiences of both families and social workers. Students will practice applying the ideas from psychodynamic, systems/ ecological, cognitive-behavioural, feminist, strengths-based, anti-oppressive, and narrative approaches to working with families. This course takes an active and hands-on approach in which students examine how their position, feelings, beliefs, assumptions, and areas of discomfort inform their understanding and practice. Throughout the course, there is a focus on developing critical thinking skills, deepening analyses of complex situations that social workers and families encounter, applying diverse theoretical approaches, unpacking assumptions and mapping their relationship to larger social structures and power relations, and strengthening abilities to build respectful and anti-oppressive relationships of mutual respect with colleagues and communities.

Learning Outcomes

By the end of this course, you should be able to do the following:

1. Describe how the range of settings, contexts, and roles in which social workers work with families influences what social workers do,
2. Critically assess the impact of larger histories and social relations on work with families,
3. Articulate how colonialism has affected families, social work institutions, and social work practices,
4. Articulate how power relations affect challenges faced by families and how marginalized groups have responded to these challenges,
5. Describe different approaches to developing ethical and effective social work interventions with families, colleagues, and communities,
6. Articulate the importance of, and strategies for, developing respectful relationships in a social work role, and
7. Compare several theoretical traditions that can guide direct social work practice with families.

About the Course Author/Instructor

Margaret (Meg) Gibson, Ph.D.

Educational Background

I have a BA in History and Science from Harvard College, and a master's and PhD in social work from the University of Toronto. I also received collaborative graduate degrees in women and gender studies.



© University of Waterloo

Current Research

My scholarship and teaching focus on critical social work, queer and trans* studies, disability studies, feminist research methods, and the history and philosophy of social services. I am involved in multiple research projects that address topics such as psychiatric charting, neurodiversity, re-storying autism, and 2SLGBTQ+ kinship. My work has been published in a variety of journals and books.

Philosophy of Teaching

I believe that learning is a collective and collaborative practice. All of us have things we can contribute, just as all of us have things we can learn. The best learning environments encourage respectful relationships in which we can explore, try things, and ask questions. I always love learning from and with students. Research is also a way to continue learning and working in collaboration with other people. Sharing my love of research is such a privilege — and I hope it will continue to inspire the same enthusiasm in others.

Hobbies/Interests/Sports

I enjoy spending time with my wife, our two kids, our puggle named Henry and our small tuxedo cat

named Cupcake Jones. You can also find me watching fluffy shows, doing jigsaw puzzles, jogging, making soup, and puttering in the garden.

Materials and Resources

Textbook

Required

1. None.

Course Reserves

[Course Reserves for Students](#) are used in this course. Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- Library services for [Co-op students on work term and students taking online courses](#)

Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assessments	Weight
Discussions	Participation
Reading Summary and Application (RSA) or Graded discussion question	3 x 12%= 36%
Group Presentation Assignment	25%
Participation	2 x 7%= 14%
Theory & Reflection Paper	25%

Official Grades

Official Grades and Academic Standings are available through [Quest](#).

Course Policies

Late Policies

Please keep in touch with the instructor if you think you might not meet a deadline. Deadlines can be extended with adequate notice. Late work without prior arrangement or accommodation may receive a grade reduction. Let the instructor know if you have questions.

University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#) .

Short-Term Absences

Review the University of Waterloo's [Accommodations](#) policy for more details.

Additionally, undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the [Undergraduate student short-term absences](#) process outlined by the Registrar's Office.

Please follow the instructions above and contact your instructor for applicable accommodations.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Undergraduate Academic Integrity Module](#) and graduate students should see the [Graduate Academic Integrity Module](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#) .

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](#)

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline . For typical penalties, check Guidelines for the Assessment of Penalties .

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances , (other than a petition) or Policy 71 - Student Discipline , may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72 - Student Appeals .

Grievance

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances , Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#) , Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](#) , located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#) . The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Accessibility at D2L](#) .

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#) .

Copyright Information

UWaterloo's Web Pages

All rights, including copyright, images, slides, audio, and video components, of the content of this course are owned by the course author and the University of Waterloo, unless otherwise stated. By accessing this course, you agree that you may only download the content for your own personal, non-commercial use. You are not permitted to copy, broadcast, download, store (in any medium),

transmit, show or play in public, adapt, or change in any way the content of these web pages for any other purpose whatsoever without the prior written permission of the course author and the University of Waterloo, Centre for Extended Learning.

Other Sources

Respect the copyright of others and abide by all copyright notices and regulations when using the computing facilities provided for your course of study by the University of Waterloo. No material on the Internet or World Wide Web may be reproduced or distributed in any material form or in any medium, without permission from copyright holders or their assignees. To support your course of study, the University of Waterloo has provided hypertext links to relevant websites, resources, and services on the web. These resources must be used in accordance with any registration requirements or conditions which may be specified. You must be aware that in providing such hypertext links, the University of Waterloo has not authorized any acts (including reproduction or distribution) which, if undertaken without permission of copyright owners or their assignees, may be infringement of copyright. Permission for such acts can only be granted by copyright owners or their assignees.

If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca (<mailto:extendedlearning@uwaterloo.ca>).

University of Waterloo

[Credits and Copyright \(/d2l/common/dialogs/quickLink/quickLink.d2l?](#)

[ou=930122&type=content&rCode=uWaterloo-460859\)](#)