# Course Schedule

Important: **ALL TIMES EASTERN** - Please see the University Policies section of your Course Outline for details

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Other Assigned Material</th>
<th>Activities and Assessments</th>
<th>End/Due Date</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: What is a Family?</strong></td>
<td></td>
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<tr>
<td></td>
<td>● Spindel, P. (2015)</td>
<td>Discussion Activities 1.1</td>
<td>Initial Post: Friday, September 8, 2023 at 11:55 PM</td>
<td></td>
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<tr>
<td><strong>Week 2: Past and Present – Colonialism, Social Work, and Families</strong></td>
<td></td>
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<tr>
<td></td>
<td>● Hanson, Erin. 2009. “Sixties Scoop.”</td>
<td></td>
<td>Response by: Sunday, September 17, 2023 at 11:55 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Truth and Reconciliation Commission of Canada (2015)</td>
<td>Week 2 Reading Summary and Application</td>
<td>Friday, September 15, 2023 at 11:55 PM</td>
<td>12%</td>
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<tr>
<td><strong>Week 3: Building Relationships</strong></td>
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<tr>
<td></td>
<td>● DeAngelis (2019)</td>
<td>Discussion Activities 3.1</td>
<td>Initial Post: Wednesday, September 20, 2023 at 11:55 PM</td>
<td></td>
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<tr>
<td><strong>Week 4: Working With Children and Youth</strong></td>
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<td></td>
<td>● O’Reilly &amp; Dolan (2016)</td>
<td>Week 4 Reading Summary and Application</td>
<td>Friday, September 29, 2023 at 11:55 PM</td>
<td>12%</td>
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<td></td>
<td>● Sundar (2008)</td>
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</tbody>
</table>

*Generated by Centre for Extended Learning*  
*Created: 13/09/2023*
Week 5: Working With Parents

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

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

Week 7: Psychodynamic Approaches to Families

- Sieber (2008)
- Solomon (2009)
  
Discussion Activities 7.1

Week 8: Systems Theories

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

Week 9: Cognitive-Behavioural Therapy

  
Discussion Activities 9.1

Week 10: Strengths-
Based and Anti-Oppressive Approaches

- Kennedy-Kish, B. (2017) Discussion Activities 10.1

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)

Week 12: Concluding Thoughts

- no required readings

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

<table>
<thead>
<tr>
<th>Who and Why</th>
<th>Contact Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructor</strong></td>
<td></td>
</tr>
<tr>
<td>- Course-related questions (e.g., course content, deadlines, assignments, etc.)</td>
<td></td>
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<tr>
<td>- Questions of a personal nature</td>
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</tr>
<tr>
<td>Post your course-related questions to the Ask the Instructor discussion topic. This allows other students to benefit from your question as well.</td>
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<tr>
<td><strong>Questions of a personal nature</strong> can be directed to your instructor.</td>
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<tr>
<td>Instructor: <strong>Meg Gibson</strong></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:margaret.gibson@uwaterloo.ca">margaret.gibson@uwaterloo.ca</a></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Teams</strong></td>
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<tr>
<td>Submit a support request to <a href="mailto:helpdesk@uwaterloo.ca">helpdesk@uwaterloo.ca</a></td>
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<tr>
<td>Questions about Teams</td>
<td>For instructions on how to use Teams, see <a href="#">Teams - IST Knowledge Base</a>.</td>
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<tr>
<td><strong>Zoom</strong></td>
<td><strong>Questions about Zoom</strong></td>
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<tr>
<td></td>
<td>Submit a support request to <a href="mailto:helpdesk@uwaterloo.ca">helpdesk@uwaterloo.ca</a></td>
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<tr>
<td></td>
<td>For instructions on how to use Zoom, see <a href="#">Zoom - IST Knowledge Base</a></td>
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<tr>
<td><strong>Technical Support,</strong></td>
<td><strong>Centre for Extended Learning</strong></td>
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<td><strong>Technical problems with Waterloo LEARN</strong></td>
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<tr>
<td></td>
<td><a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a></td>
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<tr>
<td></td>
<td>Include your full name, WatIAM user ID, student number, and course name and number. Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</td>
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<tr>
<td></td>
<td><a href="#">IST Knowledge Base: For Students</a></td>
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<tr>
<td><strong>Learner Support Services,</strong></td>
<td><strong>Centre for Extended Learning</strong></td>
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<td><strong>General inquiries</strong></td>
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<td></td>
<td><a href="mailto:extendedlearning@uwaterloo.ca">Student Resources</a></td>
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<tr>
<td></td>
<td>Include your full name, WatIAM user ID, student number, and course name and number.</td>
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</table>
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.

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.

<table>
<thead>
<tr>
<th>Activities and Assessments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussions</td>
<td></td>
</tr>
<tr>
<td>Reading Summary and Application (RSA) or Graded discussion question</td>
<td>3 x 12% = 36%</td>
</tr>
<tr>
<td>Group Presentation Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>2 x 7% = 14%</td>
</tr>
<tr>
<td>Theory &amp; Reflection Paper</td>
<td>25%</td>
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</tbody>
</table>

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

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University of Waterloo

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