

# Social Work 3D06: General Social Work I

* September 8 – May 3, 2021, Mondays, 2020-2021
* C01 2:30-5:20 p.m., C02 2:30-5:20 p.m., C03 7:00-10:00 p.m., C04 7:00-10:00 p.m.
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# Course Overview

Course Description:

SW 3D06 General Social Work I is a seminar linked to 3DD6 which is your third-year social work placement. Some students are exempt from placement but will attend seminar using their previous practice experience for analysis.

## Course Objectives:

1. Demonstrate an ability to participate in meaningful discussion and dialogue that is purposeful, critical and respectful.
2. Engage in critical reflection/reflexivity through an examination of their own personal experiences, biases and the power they hold in their roles as professional social workers.
3. Demonstrate the social work skills and knowledge necessary to begin working and contributing to the social work field in a variety of settings with a variety of stakeholders.
4. Have the ability to apply social work values and ethics to practice in a variety of settings.
5. Use theory and research to inform, challenge and improve practice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course is blended with weekly synchronous (live-real-time) Zoom meetings in scheduled class time and asynchronous (Avenue content) that you work through at your own pace each week. Please be familiar with Zoom and Avenue before starting the class. To take part in this course you will need a computer and internet connection capable of streaming video, a web cam and a microphone. You will need to be available to participate in the class online during the scheduled class time.

Synchronous meetings will be held every two weeks in the fall term and once a week in the winter term and will focus on integrating and applying the knowledge gained from the modules as well as placement. Students will be starting their placement in a staggered manner with the majority of students starting placement in January 2021. In light of this, the fall term has been more heavily weighted with academic work and the course will run longer than the end of winter term (until May 3).

The asynchronous modules will be released month to month on the first of each month.

Expect to spend 10-12 hours a week on this class.

Themes to be covered will include:

* Effective Use of the Learning Experience in Field Settings supervision, learning objectives, professional conduct, ethics, evaluation processes.
* Understanding and Working in, the Contexts of Social Work Practice
1. Social-Political Context: contextual forces and inequities that unfold in social service provision; working across differences structured by, for example, social class, race, gender, ability and age in practice settings.
2. Organizational Context: the immediate organizational environment in a social context, how it shapes workers' and clients' experiences and possibilities.
3. Professional and personal contexts: the ideas and values associated with a formal, professional status; what we each bring to practice in terms of our own assumptions, values etc.
* Conceptualizing Social Work Practice
1. Identify processes common to different practice settings and different approaches to achieving individual/ group/ community change.
2. Review of conceptual frameworks and theories that underpin practice and give order and focus to our understandings of the origins of individual, community and social problems and of individual, community and social change.
* Practice Processes
1. Engagement: anticipating first contacts; the meanings of encounters between service users/communities and service providers/community workers.
2. Assessment: information gathering; analyzing and interpreting information; formulating goals and strategies.
3. Intervention: working toward goals, reflection and ongoing learning.
4. Endings and Transitions: emotional work, tasks, evaluation.
* Integration
1. linking the elements of the course with your field experience; 'putting together' your direct practice and sense of personal and professional self, underlying theory and the surrounding social context.

## Required Texts:

1. All course readings will be available on Avenue to Learn

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Participation – 20% - ongoing
2. Learning Plans-Pass/fail (due 2-3 weeks after the start of placement TBA with seminar leader)
3. Module assignments – 50% - October 2, Nov. 6, Dec. 4, Feb. 5, Mar. 5
4. Annotated Bibliography – 5% - Mar.19
5. Outline – 5% - April 9
6. \*Integration Paper – 20% - April 30

## Requirement/Assignment Details

* Participation will be assessed through attendance and participation in synchronous meetings through Zoom. A discussion question will be set a week before each synchronous meeting.
* This is a shared learning environment with your peers and the class facilitator, so please come prepared to engage in thoughtful discussion about assigned readings, class content, placement experiences and personal experiences as dialogue and active reflection are important to learning. Preparation for class will ensure deeper learning for you and sharing with your classmates, as well as hearing and respecting your peer’s experiences and perspectives creates a rich learning environment that reflects the best practice of social workers in the field.
* Participation also includes contributing to other students learning by creating a respectful space where people can openly explore, test, and challenge ideas. Thus, students are expected to contribute to the creation of a respectful and constructive learning environment. This includes active participation in large and small group discussions, asking questions, sharing experiences, reflecting on links to practice, challenging your preconceptions and stereotypes, listening respectfully to others and generally communicating ideas and feelings. It is important to remember that constructive contributing does not mean dominating the discussion.
* In seminars, instructors and classmates provide constructive feedback and engage in problem solving conversations related to students developing social work practice skills and emerging social work professional identity.  Audio and video access are required for learning and assessing these skills and to assist instructors with assessing participation during online seminars.  This audio and video presence enables productive conversation, participation and classroom community building.
* Problem based learning will be a part of the course and will sometimes require submission of written responses.

### Module completion assignments

* + Each module will have a small assignment at the end of it to assess learning. For example, this may be a reflection, an answer to a discussion question or a worksheet. A selection of modules will be submitted monthly on the first Friday of the following month. For example, the first set of modules from September will have four assignments in total which will be due on October 2nd. All assignments will be uploaded to Avenue under in the assignment menu. Each module is worth 3%-9% and there is a bonus 2% if all the modules are completed on time.
1. Integration Paper
* This will happen in three steps. The first will be a submission of a bibliography of resources. The second will be the submission of a detailed outline and the final step will be the submission of a 10-12 page paper analyzing a particular practice experience/ issue that has concerned or puzzled you this year. You will be expected to discuss it in light of the material covered in the course, as well as using other references. You are expected to go beyond material covered in this course.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements may not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Courses with an On-line Element

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

## Submitting Assignments & Grading

All assignments will be submitted to Avenue to Learn and your grades will be made available there. It takes at least 2 weeks for grading to be completed. Late assignments will take longer.

### Foundation Course Information:

This course is a foundation course. Students must obtain a minimum grade of C+ in all foundation courses and a “Pass” in each placement (as well as maintain a minimum overall GPA of 6.0) in order to remain in the Social Work program.

Please see the Resources section of our [website for details on the policy regarding minimum grade requirements in foundation courses and what happens if these are not met.](https://socialwork.mcmaster.ca/resources/undergraduate-resources/minimum-grade-requirements-in-the-bsw-programs.docx/view)

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Foundation Course Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

Requirements for visibility

To be able to teach and achieve the learning outcomes and for the evaluation of those learning outcomes, students being visible to each other and to the instructor is an essential requirement in 2A06, 3E03, 3F03, 4W03, 4X03, 3D06 and 4D06. The policy, and contacts for further information and support, is available [here](https://macdrive.mcmaster.ca/f/fd70550cf5b0441fac49/)

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Authenticity/Plagiarism Detection

## Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

## Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

In some situations, where course discussions revolve around highly sensitive information (for example, in seminars where field placements are discussed in detail), recording will not be permitted. Please speak with the instructor if this is a concern for you.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

 In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the [Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars](https://socialwork.mcmaster.ca/resources/undergraduate-field-policies/confidentiality-agreement-3d-4d-2020-6-1.docx/view) and sign off to indicate their understanding and agreement.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (prestosl@mcmaster.ca ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

### September 2020

### Asynchronous Modules (All Modules Due Oct. 2):

* The Pandemic and Social Work
* Self-Care
* Critical Reflection
* Ethics/Boundaries

### Synchronous Meetings:

* September 14
* September 28

## ****October 2020****

### Asynchronous Modules (All Modules due Nov. 6):

* Racism in Practice (focus on Anti-Black Racism and Islamophobia
* Disability Issues in Practice
* LGBTQ+ Issues in Practice
* Decolonizing Practice/Allyship

### Synchronous Meetings:

* October 5
* October 19

### November 2020

### Asynchronous Modules (All Modules due Dec. 4) :

* Engagement & Assessment
* Assessment Examples - Mental Health Assessment/Suicide Risk

 Safety Assessments/Gendered Violence

* Child Maltreatment/Neglect

### Synchronous Meetings:

* November 2
* November 16
* November 30

## ****January 2021****

Asynchronous Modules (Starred module due Feb. 5th) :

* Planning, Implementation and Endings\*
* Working with the Francophone Community

### Synchronous Meetings:

* January 11
* January 18
* January 25

## ****February 2021****

Asynchronous Modules (Starred module due Mar. 5th):

* Social Work with Indigenous Peoples\*
* Housing and Homelessness

### Synchronous Meetings:

* February 1
* February 8
* February 15 - spring break
* February 22

### March 2021

### Synchronous Meetings:

* March 1
* March 8
* March 15
* March 22
* March 29

### April 2021

### Synchronous Meetings:

* April 5
* April 12
* April 19
* April 26

May 2021

May 3-last class, wrap up and celebration