

# Social Work 3D06: General Social Work I

* May 2, 2022 – July 29, 2022

Seminar/placement schedule:

Week #1: Seminars will meet on Monday May 2 and Friday May 6 within the 9:00am-4:00pm time slot. Placements will run Tuesday to Thursday.

Week #2 – Week #12: Placements will run Monday to Thursday. Seminars will meet on Fridays within the 9:00am-4:00pm time slot.

Seminar details to be confirmed by Instructors.

* Instructors:

C01 – Janice Chaplin [chaplin@mcmaster.ca](mailto:chaplin@mcmaster.ca)

C02 – Jennifer Crowson [jennifer.crowson@mcmaster.ca](mailto:jennifer.crowson@mcmaster.ca)

* Office hours: by appointment

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## Course Description:

SW 3D06 General Social Work I is a seminar linked to 3DD6 which is your third-year social work placement. This seminar course provides the opportunity to link practice experience with theory, critical reflection, and self-development. The seminar process is active and experiential; we will use many different engagement and learning strategies, and the course relies heavily on participation. Some students are exempt from placement but will attend seminar using their previous practice experience for analysis and reflection.

## Course Objectives:

1. Demonstrate an ability to participate in meaningful discussion, reflection and dialogue about practice settings and experiences 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, including the application of social work values and ethics.
4. Use theory and research to inform, challenge and improve practice.
5. Ongoing individual development including self-awareness, self-care, boundaries, use of self, and ethical practice.
6. Analysis of oppression and the use of power at the individual, organizational and societal levels.

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

The seminar class is discussion and experientially based; this is not a traditional lecture style class.

The format will include check-in, discussion, group work, activities, as well as content and readings. Students are encouraged to share their placement experiences, and come prepared to class to discuss questions, observations, and reflections.

This class will be delivered in person. There may occasionally be virtual class. For example, a guest speaker who is not able to attend campus. All course material will be available through the Avenue to Learn platform. Course materials will include journal articles, videos, links to materials and sites, content from the CASW, and other appropriate resources.

There will be regular breaks throughout the day. Agendas and timing will be confirmed by your Seminar Leader in advance, however you are expected to be available for 9:00am-4:00pm each week, unless otherwise indicated.

## Required Texts:

1. All materials for the course will be uploaded to Avenue to Learn or links will be provided.

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# Course Requirements/Assignments

## Active Participation

Students are required to actively participate throughout seminar, and attendance will be taken. The details of class participation will be reviewed in the first class. Readings and course content will be integrated into seminar; this is an opportunity to link and apply course content to your placement experiences. This is a shared learning environment with your peers and the Seminar Leader, so please come prepared to engage in thoughtful discussion and active reflection, which are important to learning and integration. 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.

**Options and Choice**

The assignments in this course are designed, where possible, on the principles of options and choice. This includes some options relative to assignments, as well as dates. If you require support in choosing your assignments, or have any questions or concerns, please do not hesitate to contact your Seminar Leader. We have offered choice to support flexibility, engagement with the material, and application of your placement experiences.

## Requirements Overview and Deadlines

1. Participation- 20%- ongoing

Grade is determined by sharing of experiences in seminar related to placement/work experience, integrating readings into conversation, facilitating one discussion based on readings once over the course of the term (sign up for this will happen week #1), asking questions and offering reflections to peers, and actively participating in all class activities throughout the semester.

1. Learning plan- pass/fail- due between May 20-27 (exempt students do not need to complete this)
2. Reflection and Practice Activity- choose 1 activity worth 15%

Pick one of the following activities due between May 27 and June 24:

1. ‘Interview’ one of your classmates about their placement setting. Write a 2–3-page paper comparing and contrasting with your placement setting.
2. Develop a self-care plan with a variety of different activities, resources, and ideas, including some that are unfamiliar to you. Attempt different activities and reflect on their effectiveness and resonance with you. Use 1-2 references and articulate why you chose these activities.
3. Photovoice/artifact/craftivism project- utilizing a central item (photo, artifact, or a piece of craftivism) about or from your placement setting, identify a) the meaning of the item, b) the connection to your placement setting, and c) a critical analysis/commentary on the item. Submit the analysis/reflection either in paper form, or through a brief (5-10 min) presentation to the class (sign up in advance).
4. Journaling/critical reflection- choose one topic- the reflection should be 3-5 pages and include 2-3 references.
5. Explore how your sense of yourself as a social worker is developing throughout your experience in placement. What has changed for you? What has been solidified? What feels unknown, uncomfortable, or uncertain?
6. Reflect on 2-3 social work skills you see exemplified by your field instructor in your placement setting. How do they demonstrate these skills? What has the experience of observing or experiencing these skills meant to you?
7. Reflect on a learning experience you had in placement. Share what the experience was and how it impacted you.
8. Describe and reflect on how you see power operating within your placement setting, from an organization, staff and/or service user perspective. Who has access to spaces and power? Who does not? Where does social work fit?
9. Reflect on the perspective shared by one of the guest speakers. What resonated with you? What did not?
10. Organizational Analysis Poster 20% Due June 3rd in class

For this assignment, you will complete an analysis of your field setting by answering the following questions and information and displaying in poster format:

1. Describe the setting- is this a macro or micro setting? What is the program/service type and name? What services are offered? Who is served? How is this evaluated? How is this setting funded?
2. Where/how does social work fit into this setting? Is it the primary profession? Is it part of a multidisciplinary team?
3. What is available in the public domain (website, social media, brochures)? How does this information fit with your experience?

Posters will be displayed in class so that all students in both sections of 3D can explore and gain knowledge related to your placement setting. It is a great way to get to know organizations in the community and to network! Students should submit materials used for grading purposes.

1. Annotated bibliography- 15% - due July 8th

* Complete an annotated bibliography selecting 8-10 journal articles that relate to your field placement setting and may help you in having a deeper understanding of the context, service user needs, modalities/interventions used, and/or policy delivery and impact. You can use this to start the research towards your final integration paper topic! So read the guidelines for the final paper before you start!

1. Integration Paper-30%- Due July 29

This will be a 10–12-page paper analyzing a particular practice experience, issue or policy that has concerned you, challenged you, or helped you to grow and learn throughout placement. You will be expected to discuss it considering the material covered in the course, as well as using other references (including your annotated bibliography where applicable).

# Assignment Submission and Grading

All work is due by the end of the day on the date stated and should be submitted through Avenue to Learn. For information about extensions, please refer to page 10.

It takes at least two weeks for work to be marked and returned.

## Form and Style

* Written assignments must be typed, double-spaced, and submitted with a front page containing the title, your 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 (12 point), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page)
* 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.

## Avenue to Learn

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.

### Foundation Courses:

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 come prepared for class, attend class on time, return from breaks, and participate throughout the duration of the class.
* 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.

## 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.

### 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.

### 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 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](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

### 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.

## 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 and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

### 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.

### 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”.

### 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](mailto:millet@mcmaster.ca) ) or Jennie Vengris, Undergraduate Chair (vengris@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*](mailto:millet@mcmaster.ca) *) or Jennie Vengris, Undergraduate Chair (vengris@mcmaster.ca).*

# Course Weekly Topics and Readings

## Week 1: Monday May 2

Topics:

* Welcome and course syllabus
* Hopes and worries
* Creating shared space
* Confidentiality
* Preparing for the first week at placement
* COVID and Social work
* Discussion facilitation – sign up (towards participation grade)

### Readings/Materials:

* Truell, R. (2020). News from our societies- IFSW: COVID-19: The struggle, success and expansion of social work- Reflections on the profession’s global response, 5 months on. *International Social Work, 63*(4), 545-548.
* Berg-Weger, M. and Birkenmaier, J. (2000). Getting Started on Your Social Work Practice Career. In the Practicum Companion for Social Work: Integrating Class and Field Work. Boston: Allyn and Bacon
* [3D Summer Field Manual 2022](https://socialwork.mcmaster.ca/documents/2022-field-manual-revised-summer-2022-draft-tm.docx) (read pages 16-20)

\*\*Add New video about learning plans (view by Friday!)

## Week 1: Friday May 6

Topics:

* Learning plans -creating and directing your learning
* Use of supervision
* Self-care
* Giving and receiving feedback (context: professional relationships not service users)

Readings/Materials:

* Shannon, P.J., Simmelink-McCleary, J., Im, H., Becher, E., & Crook-Lyon R. (2014). Developing Self-Care Practices in a Trauma Treatment Course. *Journal of Social Work Education*, *50*(3).
* Irwin. J. (2010). Chapter 3: Making the most of Supervision. In A. O’Hara, Z. Weber and K. Levine (Eds.), *Skills for Human Practice* (Canadian Edition), (pp. 30-43) Don Mills, ON: Oxford University Press.
* Giving Feedback to Social Workers in Your Team

<https://practice-supervisors.rip.org.uk/wp-content/uploads/2019/11/Giving-feedback-to-social-workers-in-your-team.pdf> (section 4- giving feedback- 14-15).

* How to Ask for Feedback

<https://www.socialworkengland.org.uk/cpd/what-counts-as-cpd/how-to-ask-for-feedback/>

## Week 2: Friday May 13

### Topics:

* 9:00-12:00 TSH B105 Self-care- Guest Speaker -Tracy Miles 1 (Joint morning with both 3D classes)

Readings/Materials:

* Building Strength and Resilience Tools for Early Career Social Workers

<https://www.socialworker.com/feature-articles/practice/building-strength-and-resilience-tools-for-early-career-soc/>

* Essential Skills in Social Work

<http://socialwork.buffalo.edu/admissions/is-social-work-right-career-for-me/list-of-essential-skills-in-social-work.html>

* Overcoming Self Doubt in Social Work

<http://www.socialworkcommunity.com/2016/08/overcoming-self-doubt-in-social-work/>

## Week 3: Friday May 20

Due:

* Learning plan due between May 20 and May 27th

### Topics:

* Use of self, creating and maintaining boundaries
* Social media
* Critical self reflection

Readings/Materials:

* Shardlow, S. (1995). Confidentiality, accountability and the boundaries of client-worker relationships. *Ethical issues in social work*, 65-83.
* Adamowich, T., Kumsa, M., Rego, C., & Stoddart, J. (2014). Playing hide-and-seek: Searching for the use of self in reflective social work practice. Reflective Practice, 15(2), 131-143.
* <https://www.youtube.com/watch?v=z9OOxc_Fcmc> (Social work and social media)
* <https://www.youtube.com/watch?v=ErTi-BM09Kc> (Critical self-reflection video-a view from the field)

## Week 4: Friday May 27

Due:

* Reflection and Practice Activity (due between now and June 24th)

### Topics:

* Ethics in social work practice
* Working through ethical dilemma’s

### Readings/Materials:

Readings/Materials:

* OCSWSSW Code of Ethics and Standards of Practice Handbook <http://ocswssw.org/wp-content/uploads/2015/01/Code-of-Ethics-Standards-of-Practice.pdf>
* Reamer, F. (2003) Boundary Issues in Social Work: Managing Dual Relationships. Social Work, vol. 48, (1), p 121-133.
* <https://www.cbc.ca/news/canada/toronto/social-work-fine-health-files-1.4029041>
* <https://www.researchgate.net/publication/12514857_Ethical_Decision_Making_The_Person_in_the_Process>

## Week 5: Friday June 3

Due:

Organizational Poster is due (20%)

* Reflection and Practice Activity (due between now and June 24th)

### Class format today:

* Morning 9:00-12:00 – poster display scavenger hunt-joint class in the morning!

## Week 6: Friday June 10

Due:

* Reflection and Practice Activity (due by June 24th)
* Topics:
* AOP in your practice
* Advocacy
* Being an ally

### Readings/Materials:

* <https://youtu.be/HRCTQZT63QM> (Integrating AOP in your practice-view from the field)
* Online Guide: The Guide to Allyship

<https://guidetoallyship.com/>

* Video: Five Steps to Becoming an Advocate- TEDxAdelaide. (2018). Joseph R. Campbell <https://www.youtube.com/watch?v=nIo31mMB4P8>

## Week 7: Friday June 17

Due:

* Reflection and Practice Activity (due by June 24)

### Topics:

* Engagement/Assessment across sectors

9-12 Joint class Panel presentation

Readings/Materials:

* Heinonen, T., Burton, A. and Taylor, L. (2022) What is Social Work Assessment? In Burton, A, Halonen, D. and Heinonen, T. (Ed’s)*Social Work Practice and Assessment: A W/holistic Approach, p. 1-23*
* Heinonen, T. and Spearman, L. (2010) The Broad Knowledge Base of Social Work. In *Social Work Practice: Problem-Solving and Beyond, 3rd ed.* (pp. 167-202), Toronto, Nelson

## Week 8: Friday June 24

Due:

* Reflection and Practice Activity (Final day to submit if you haven’t already done so!)

### Topics:

* Goals/Planning/Implementation and Endings

### Readings/Materials:

Readings/Materials:

* Ending Client Relationships. (2016). CASW.

<https://www.youtube.com/watch?v=kAXIi6c2lHk>

* Freeman, B. Indigenous Pathways to Anti-Oppressive Practice in D. Baines (ed). *Doing Anti-Oppressive: Social Justice Social Work,* 2nd ed. Fernwood Publishing.

## Week 9: Friday July 1 – Canada Day – no class

* No class

## Week 10: Friday July 8

Due: Annotated bibliography due today

Topics:

* Indigenous ways of assessing, knowing, and healing (Guest speaker)

Readings/Materials TBA

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## Week 11: Friday July 15

Topics:

* Using theory and research in your practice
* Working in teams
* Ambrose-Miller, W. & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work, 41*(2), 101-109.
* <https://socialwhatnow.medium.com/do-social-workers-use-theory-research-intervention-models-in-their-practice-5f72aed3f226>

## Week 12: Friday July 22

Topic:

* Working in organizations
* Working in Communities

Readings/Materials:

* Social Work Practice in Community Development. CASW.

<https://www.casw-acts.ca/en/social-work-practice-community-development>

* Baines, Donna (2007) “Bridging the Practice-Activism Divide in Mainstream Social Work: Advocacy, Organizing and Social Movements”. In, Baines, D. (ed) *Doing Anti-Oppressive Practice: Building: Building Transformative Politicized Social Work* (pp. 50-66) Halifax: Fernwood Publishing.

Week 13: Friday July 29

Topic:

* Maintaining hope
* Course wrap up
* Celebration and goodbyes!