

# SW3D06 – General Social Work I

* September 3, 2019 to April 7, 2020
* Mondays 3D06 Day 2:30-5:30 and Mondays 3D06 Evening 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.

## Learning Outcomes:

***By the completion of the course students will:***

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

The class is experientially based and therefore in some ways non-traditional. The format will include group work, activities, the arts, as well as the more traditional formats of discussion, lecture and video. Students must take responsibility for bringing issues from their placement to the class for sharing in various formats. The readings are an integral piece of the learning experience and it is expected that students will complete them each week.

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:

All required course material will be available on Avenue to Learn.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Participation 20% Ongoing
2. Critical Self-Reflection 20% Due: October 25
3. Case Process Reflection 25% Due: January 27
4. Integration Paper Bibliography 5% Due: February 24

Outline 5% Due: March 9

Final Paper 25% Due: April 6

## Requirement/Assignment Details

### Participation

Students are required to participate in class in order to pass. Participation is also used to assess students’ readiness for fourth year placement and ultimately their ability to practice. Participation is assessed in a number of ways.

* Attendance. Attendance is taken each week. It is difficult to run a successful seminar if people are not a part of the group on a regular basis. Lots of material is covered each week and missing a week means that important information and experience is missed.
* Doing all of the readings every week is a mandatory requirement of the class. You will be expected to discuss the readings as they relate to your placement every week during class.
* 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.
* Problem based learning will be a part of the course and will sometimes require submission of written responses.

### Critical Self-Reflection

* + This assignment will ask you to use a list of assigned sources to explore your ideas about social work and yourself as a social worker.

### Case Process Reflection

* + Using the assigned readings, this assignment will ask you to critically reflect on the social work processes as they occur within your placement.

### 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

* All assignments will be submitted to Avenue to Learn.
* 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 will 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.

## 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.

## 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 Grade

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.

## 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

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca) For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## 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.

## Religious, Indigenous and 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 requiring a RISO accommodation 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.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## 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 Sandra Preston, Undergraduate Chair ([prestosl@mcmaster.ca](mailto: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/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) 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 Sandra Preston, Undergraduate Chair (*[*prestosl@mcmaster.ca*](mailto:prestosl@mcmaster.ca)*).*

# Course Weekly Topics and Readings

## Week 1: September 9

### Topics:

* Introduction

## Week 2: September 16

### Topics:

* Creating and Directing Your Learning Plan

### Readings:

* 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.
* Austin, M. J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible?
* Williamson, S., Hostetter, C., Byers, K., & Huggins, P. (2010). I found myself at this practicum: Student reflections on field education. *Advances in Social Work*, *11*(2), 235-247.

## Week 3: September 23

### Topics:

* Use of Supervision

### Readings:

* Irwin, J. (2010). Chapter 3: Making the most of supervision. In A. O'Hara, Z. Weber & K.

Levine (Eds.), *Skills for Human Practice* (Canadian Edition), (pp. 30-43) Don Mills, ON: Oxford University Press.

* Hair, H. J. (2015). Supervision conversations about social justice and social work practice. *Journal of Social Work*, *15*(4), 349-370.

## Week 4: September 30

### Topics:

* Critical Reflection and Social Work Practice

### Readings:

* D’Cruz, H., Gillingham, F. and Melendez, S. (2007). “Reflexivity: It’s Meaning and

Relevance for Social Work: A Critical Review of the Literature”, British Journal of Social Work, 37: 73-90.

* Badwall, H. (2016). Critical reflexivity and moral regulation. *Journal of Progressive Human Services*, *27*(1), 1-20.

## Week 5: October 7

### Topics:

* Critical Analysis of Practice

### Readings:

## To Be Assigned

## Week 6: October 21

### Topics:

* Ethics
* OCSWSSW Code of Ethics and Standards of Practice Handbook <http://ocswssw.org/wp-content/uploads/2015/01/Code-of-Ethics-Standards-of-Practice.pdf>
* Harber-Iles, Mary and Seibel, Duane, (2012) Ethical and Legal Issues: Roles, Rights and Responsibilities. in Drolet, et al, ed. Shifting Sites of Practice: Field Education in Canada, (pp. 39-57) Toronto: Pearson Canada
* W Banks, S. (2016). Everyday ethics in professional life: Social work as ethics work. *Ethics and Social Welfare*, *10*(1), 35-52.

## Week 7: October 28

### Topics:

* Use of Self
* Boundaries
* Self-Care

### Readings:

* Dewane, Claudia (2006). Use of Self: A Primer Revisited. Clinical Social Work Journal. 34(4), 543-558.

Lee, J. J., & Miller, S. E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society*, *94*(2), 96-103.

* Bressi, S. K., & Vaden, E. R. (2017). Reconsidering self care. *Clinical Social Work Journal*, *45*(1), 33-38.

## Week 8: November 4

### Topics:

* Engagement

### Readings:

* Sheafor, B. W. and Horejsi, C. R., (2015). Chapter 10: Intake and Engagement, in

*Techniques and Guidelines for Social Work Practice* 10th ed., New Jersey: Pearson Education.

* Tsang, A. K. T., Bogo, M., & Lee, E. (2011). Engagement in cross-cultural clinical practice: Narrative analysis of first sessions. Clinical Social Work Journal, 39(1), 79-90
* Gladstone, J., Dumbrill, G., Leslie, B., Koster, A., Young, M., & Ismaila, A. (2012). Looking at engagement and outcome from the perspectives of child protection workers and parents. Children and Youth Services Review, 34(1), 112-118.
* Gibbons, J. and Plath, D. (2005). Everybody Puts a Lot into It!” Single Session Contacts in Hospital Social Work. *Social Work in Health Care*, vol. 42(1), 17-34.

## Week 9: November 11

### Topics:

* Assessment

### Readings:

* 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

* Stephen M. Rose (2000). Reflections on Empowerment-Based Practice*. Social* Work 45 (5): 403-412
* Hash, K.M., Chase, P.A., & Rishel, C.W. (2012). The community assessment: Students discovering strengths and needs in small towns and rural areas. *Contemporary Rural Social Work Journal*, 4(1), 4.
* Weber, Z. (2010). Chapter 10: Conducting Assessment: Some General Guidelines in

*Skills for Human Service Practice: Working with Individuals, Groups and Communities*, (pp.145-159) Don Mills: Oxford University Press.

## Week 10: November 18

### Topics:

* Assessment continued

### Readings: see last week

## Week 11: November 25

### Topics:

* Planning and Implementation

### Readings:

* Dewees, Marty, 2006. Intervening in the Context: Initiating the Plan. Contemporary Social Work Practice, (pp.145-159) Toronto: McGraw-Hill.
* Freeman, B. Indigenous Pathways to Anti-Oppressive Practice in D. Baines (ed). Doing Anti-Oppressive Practice: Social Justice Social Work, 2nd Ed. Fernwood Publishing.
* Gamble, D. N. (2011). Advanced concentration macro competencies for social work practitioners: Identifying knowledge, values, judgment and skills to promote human well-being. Journal of Community Practice, 19(4), 369-402.
* McKenzie-Mohr, S., Coates, J., & McLeod, H. (2012). Responding to the needs of youth who are homeless: Calling for politicized trauma-informed intervention. Children and Youth Services Review, 34(1), 136-143.
* Johnson, A. K. (1998). The revitalization of community practice: Characteristics, competencies, and curricula for community-based services. Journal of Community Practice, 5(3), 37-62.
* Rothman, J. (1996). The interweaving of community intervention approaches. Journal of Community Practice, 3(3-4), 69-99.

## Week 12: December 2

### Topics:

* First Semester Wrap-up

## Week 13: January 6

### Topics:

* Planning and Implementation – continued.

## Week 14: January 13

### Topics:

* Endings and Transitions

### Readings:

* Shulman, L. (1999). Endings and Transitions In The Skills of Helping Individuals, Families, Groups and Communities. 4th edition. Itasca: Peacock.
* Harrigan, M. P., Fauri, D. P., & Netting, F. E. (1998). Termination: Extending the concept for macro social work practice. J. Soc. & Soc. Welfare, 25, 61.

## Week 15: January 20

### Topics:

* Working in Teams

### Readings:

* Bronstein, L.R., 2003, “A Model for Interdisciplinary Collaboration”, Social Work, 48(3), 297-306
* 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.
* Reese, D. J., & Sontag, M. A. (2001). Successful interprofessional collaboration on the hospice team. Health & Social Work, 26(3), 167-175.
* D'Amour, D., Ferrada-Videla, M., San Martin Rodriguez, L., & Beaulieu, M. D. (2005). The conceptual basis for interprofessional collaboration: core concepts and theoretical frameworks. Journal of interprofessional care, 19(sup1), 116-131.

## Week 16: January 27

### Topics:

* Agencies and Organizations

### Readings:

* Strier, Roni and Breshtling, Orit, (2016), Professional Resistance in Social Work:

Counterpractice Assemblages. Social Work, 61(2), 111-118.

* Austin, M. J., Anthony, E. K., Knee, R. T., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. Families in Society, 97(4), 270-277.
* McBeath, B. (2016). Re-envisioning macro social work practice. Families in Society, 97(1), 5-14.
* Yoo, J. (2002). The relationship between organizational variables and client outcomes: A case study in child welfare. Administration in Social Work, 26(2), 39-61.

## Week 17: February 3

### Topics:

* Advocacy

### Readings:

* Baines, Donna, (2007), “Bridging the Practice-Activism Divide in Mainstream Social

Work: Advocacy, Organizing and Social Movements” in Donna Baines, ed., Doing Anti-Oppressive Practice: Building Transformative Politicized Social Work, (pp. 50-66) Halifax: Fernwood Publishing.

* Lee, M. A., Smith, T. J., & Henry, R. G. (2013). Power politics: Advocacy to activism in social justice counseling. Journal for Social Action in Counseling & Psychology, 5(3), 70-94.
* Heller, P. (2009). Challenges facing LGBT asylum-seekers: The role of social work in correcting oppressive immigration processes. Journal of Gay & Lesbian Social Services, 21(2-3), 294-308.
* Lewis, J. A., Ratts, M. J., Paladino, D. A., & Toporek, R. L. (2011). Social justice counseling and advocacy: Developing new leadership roles and competencies. Journal for Social Action in Counseling & Psychology, 3(1), 5-16.

## Week 18: February 10

### Topics:

* Advocacy continued

## Week 19: February 24

### Topics:

* Social Work in and with Communities

### Readings:

* Lundy, Colleen, (2004), “Chapter 9: Community-based Social Work Practice” in Social Work and Social Justice: A Structural Approach to Practice, Peterborough, (pp.168-182), Ontario: Broadview Press.
* Weil, M. O. (1996). Community building: Building community practice. Social work, 41(5), 481-499.
* Tarasuk, V. (2001). A critical examination of community-based responses to household food insecurity in Canada. Health Education & Behavior, 28(4), 487-499.

## Week 20: March 2

### Topics:

* Special Topic: Working with Francophone communities

### Readings:

* “Working with Francophone Communities in Ontario” [www.eriestclairlhin.on.ca/Page.aspx?id=10314](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwiNt_2Y9__jAhWKZM0KHXVrDXwQFjAAegQICRAC&url=http%3A%2F%2Fwww.eriestclairlhin.on.ca%2FPage.aspx%3Fid%3D10314&usg=AOvVaw1G6NtMzYoGUWEZ9DW0uiTn)

## Week 21: March 9

### Topics:

* Social Policy and Practice

### Readings:

* Finn, Janet L. and Jacobson, Maxine (2003). Just Practice: Steps Toward a New Social

Work Paradigm. Journal of Social Work Education, 39 (1), 57-78.

* Breton, M. (2002). Empowerment practice in Canada and the United States: Restoring policy issues at the center of social work. The social policy journal, 1(1), 19-34.
* Gaetz, S., O'Grady, B., Buccieri, K., Karabanow, J., & Marsolais, A. (2013). Youth homelessness in Canada: Implications for policy and practice.

## Week 22: March 16

### Topics:

* Social Work Practice for Social Change

### Readings:

* Bishop, A. (2002). Maintaining Hope. In Becoming and Ally: Breaking the Cycle of Oppression. Halifax: Fernwood. Chapter 10.
* Saleebey, D. (2000). Power in the people: Strengths and hope. Advances in social work, 1(2), 127-136.

## Week 23: March 23

### Topics:

* Maintaining Hope

### Readings:

* Koenig, T., & Spano, R. (2007) The Cultivation of Social Workers’ Hope in Personal Life and Professional Practice. Journal of Religion and Spirituality in Social Work, 29(3), 45-61
* Collins, S. (2015). Hope and helping in social work. Practice, 27(3), 197-213.

## Week 24: March 30

### Topics:

* Self-Care Revisited

## Week 25: April 6

### Topics:

* End of the Year Wrap-up