

# Social Work 4D06: General Social Work II

September 3 – April 7, 2019-2020, Mondays, 2:30 –5:20 p.m.

C01 Instructor: Jennifer Thibeau

Office: KTH-302

Office hours: by appointment

Email: [Jthibeau14@gmail.com](mailto:Jthibeau14@gmail.com)

Phone: N/A

September 3 – April 7, 2019-2020, Mondays, 2:30 –5:20 p.m.

C02 Instructor: Jennifer Crowson

Office: KTH-302

Office hours: by appointment

Email: [turpieji@mcmaster.ca](mailto:turpieji@mcmaster.ca)

Phone: N/A

September 3 – April 7, 2019 - 2020, Mondays, 7:00 –9:50 p.m.

C03 Instructor: Salomeh Mohajer

Office: KTH-302

Office hours: by appointment

Email: [salomehmohajer@gmail.com](mailto:salomehmohajer@gmail.com)

Phone: N/A

# Table of Contents

[Course Overview 2](#_Toc15035370)

[Assignment Submission and Grading 7](#_Toc15035371)

[Student Responsibilities 9](#_Toc15035372)

[Course Weekly Topics and Readings 11](#_Toc15035373)

# Course Overview

## Course Description:

This class is a series of working seminars aimed at strengthening and solidifying the connection between social work theories/skills and social work practice skills. The course runs parallel and in conjunction with field placements, which take place in various social work settings under the supervision an approved field supervisor (field instructor).

The course aims to help students to integrate their academic work and their practice experiences, and to think critically about social work, as they prepare for graduation into professional practice or continued academic studies.

4D06 is taught from a theoretical perspective compatible with the school’s philosophical statement shown below.

## Course Objectives:

By the end of 4D06, the student will be able to:

* Demonstrate the ability to participate in meaningful discussions and dialogue that is purposeful, critical and respectful.
* Engage in critical reflection/reflexivity through an examination of their own personal experiences, biases and the power that they hold in their roles as a professional social worker.
* Demonstrate social work skills and knowledge to begin working and contributing to the social work profession in a variety of settings with a variety of stakeholders.
* Demonstrate the application of social work values and ethics to professional practice in a variety of settings.
* Demonstrate and apply the use of theory and research to inform, challenge and improve their practice and social work practice, policy and research.
* Identify and apply self-awareness and self-care strategies in their social work 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

Information will be presented through student check ins from placement experiences, class discussions on readings and other relevant material, student presentations, guest speakers and case study analyses and discussion.

## Required Texts:

1. 4D06 Course Pack (available at the campus bookstore and in the library)

## 

## Additional Readings:

In addition to the above, assignments 5 and 7 requires each student to select and distribute to the class at least two articles (one must be an academic article and the second can be a newspaper/magazine articles, news clip, YouTube video, or other media source) on a topic they wish to discuss. These articles form a major part of the class readings.

As well, it is anticipated that additional readings will be sought out and suggested by students and instructor as the course proceeds. In this class, students are expected to be self-directed and proactive learners who actively research and seek out material for use by the class in response to the placement practice issues that arise as the course proceeds.

## 

## Course Requirements/Assignments

## Requirements Overview and Deadlines

1 Attendance and Participation 10% Ongoing

2 WSIB Forms No grade September 16, 2019

3 Learning Plan No grade September 23, 2019

4 Assessment 20% November 18, 2019

5 Problem Based Learning A 15% November 25, 2019

Problem Based Learning B December 2, 2019

Problem Based Learning C January 13, 2020

Problem Based Learning D January 20, 2020

6 Personal Reflection #1 10% By October 21, 2019

Personal Reflection #2 10% By March 16, 2020

7 Group Supervision 15% TBA

8 Special Project 20% March 23, 2020

\*Grading will be undertaken in accordance with the School of Social Work grading scheme.

## 

## Assignment Details

1. Attendance and Participation (ongoing assessment 10%)

Students are expected to attend the seminar every week and participate in a way that promotes non-competitive, cooperative and collaborative learning. Students are expected to support each other through listening, encouragement and constructively challenging each other as the entire seminar group makes progress in integrating theory and practice. Please note that this 10% participation grade is not automatic. In this process, the following will be graded:

* Completing assigned readings prior to class and actively participating in the seminar in such a way that demonstrates critical engagement with the assigned readings.
* Contributing to a seminar environment that promotes learning and growth (similar to the contribution professional social workers demonstrate in order to be constructive team members in the field).
* Offering and accepting constructive peer support (reading about, exploring and listening to other students and helping them develop and refine their ideas and practice).
* The use of cell phones and laptops are not required in this class (unless being used for accessibility purposes, note taking during presentations or for a presentation). Students are asked to leave these in their bags, as they are a distraction and interfere with participation.

3. Workplace safety form, ungraded (due September 16, 2019)

* This form, distributed in the first class or available in the school’s office must be fully completed, signed, and returned to the school office by September 16 for you to continue in your placement. The completed form is necessary should you be injured while on placement.

4. Learning plan, ungraded (due September 23, 2019)

* Learning plans are negotiated with the student's field instructor. They will take into consideration course objectives, student learning needs and interests, and the needs of the placement setting. Contracts spell out the initial agreement between students and field instructors; they will change and evolve over the year. They will be used to focus, monitor, and evaluate student field placements. Learning plans are not graded.The outline for learning plans can be found in the Field Instruction Manual. They must be typed and signed by your field instructor, student and seminar leader.

5. Assessment (20%) (Due November 18, 2019)

* (10 pages plus references)
* Students will complete an assessment based on a clinical case from placement or prepare a report based on a policy/research or community project relevant to their placement.
* Students should ensure that cases, names or real individuals are fictionalized to ensure confidentiality. The purpose of this assignment is to give you the opportunity to complete a comprehensive assessment.
* In this assignment, imagine you are writing the assessment to be reviewed by a casework team or a judge. If you are reporting on a policy or community project, imagine it is going to be reviewed by a government minister, regional council, or by an agency board of directors. The point of this imagining is to produce a report that is accurate, robust and defendable—the kind of report or assessment that you might be expected to complete if you were in full-time employment as a social worker.

Please see the guidelines and rubric for more information (provided in class)

6. Problem Based Learning Presentation (15%)

Students will be out into four groups for this assignment (student will be offered a choice on topic based on personal interest as space allows)

* November 25 Social Work and Mental Health
* December 2 Social Work and Disability
* January 13 Social Work and Community Development
* January 20 Social Work and Gender Diversity
* Students will be provided with a short case study three weeks in advance of their presentation date by the instructor – they are expected to assess and plan an intervention or policy outcome and present this to the class using their practice experience and the literature.
* Students are expected to provide their classmates with 2 readings one week in advance of their presentation (at least one must be academic).

7. Personal Reflection Papers (10 % each for a total 20%)

Due October 21, 2019 & March 16, 2020 (3 pages maximum plus references)

* One personal reflection paper is to be submitted each semester. The reflection paper

can be handed in at any time during the semester, but the first is due no later than October 21, 2019and the second March 16, 2020

Personal journals facilitate the integration of theory and practice. Students often find recording their reactions at intellectual, emotional and/or spiritual levels helpful in their development as social workers. These reactions may be about placement, learning goals, class, readings, specific cases, policies, and/or life experiences. The intent is that, through writing, students can reflect on their experience and meaning-making processes hence uncovering emerging themes in their practice. This includes reflections on how sensitivities and specific issues related to upbringing may influence their work. In this assignment, students need to submit a summary of the most significant theme that has emerged for them thus far. The reflection must be supported by references to the social work literature and address the following:

* + Why the emergent theme(s) is important for you.
  + The implications of this theme for your work.
  + How you intend to manage this theme and its implications for your professional career.
  + How social work or other literature has informed the way you conceptualize and address the theme(s) or related issues.

8. Group Supervision Assignment (15%)

* Presentation times as scheduled by instructor. In pairs or groups of 3-5 people based on common placements or common ethical/policy/case issues.
* Present to the class a common type of case, policy, ethical dilemma, OR a community development initiative you are working on at your placement. The presentation should be 45 minutes in total; allowing for 30 minutes to share material and 15 minutes of class discussion. Presentation to include the following:
* A clear problem statement (What is the issue or problem you are addressing in your work? Whose problem is it and why? Why this conceptualization of the problem and not another?)
* A statement about your assessment (What are the focus and methods of your work? What are you doing in this case, how you are trying to do it, and why?)
* A statement about the dynamics of intervention (What is occurring in the casework relationship or in the relationship with the community or in the policy development process?)
* Two or three questions for the class about the case that are designed to assist you in delivering service or in developing a deeper or more critical analysis of the case or interventions being used.
* In all of the above ensure you address what the literature says about the type of issues you are addressing and the intervention you are undertaking. You are expected to have a broad understanding of what you are doing and why.
* One week before your presentation, distribute to the class two sources of information (approved by your instructor) that inform your thinking and practice in this case. The two sources must include at least one peer-reviewed article. Examples of alternative sources include policy papers, print media, and audio or video clips. The presenting student is responsible for distributing these articles to the class, along with incurring any copying and copyright costs. Immediately following the presentation, students need to submit their presentation outline and reference list to the course instructor.
* There will be three main areas of focus for group supervision – students will select one of these as their main focus, however each presentation should incorporate all three elements to some degree:
* Ethical dilemma (See Appendix A for further instructions)
* Theory application
* Practice/Policy Development
* The interactive nature of your presentation and full class discussion is a key component of this assignment. Following your presentation (30-minute maximum), the class will support your work by addressing your questions and the articles you distributed. This discussion will be a critical and respectful exchange similar to the group supervision experience as a social work in the field. The purpose of such supervision is to ensure your case analysis and intervention methods are sound, to help you to better achieve your intervention goals, and to help you problem solve any issues that are arising in the process.
* You will be graded on a-e above and on your ability to constructively engage in and constructively utilize the group supervision process. Other members of the class are expected to read the articles you distribute and contribute to the group supervision process by providing respectful feedback that contributes to the class-learning environment. Their ability to do so will form a substantial part of their participation grades.
* Students should ensure that when presenting cases, names or real individuals are fictionalized and that no details are shared outside the classroom. As well, although this exercise is viewed as “group supervision,” it is not intended to give case direction, which responsibility remains with the field instructor who will have a more comprehensive view of the case than the class develops. Students may, of course, share details of the class discussion with the field instructor for information purposes. As well, the class instructor may share information with the field instructor, placement agency or other faculty members for student evaluation or placement management purposes.

# 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).
* Writing 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

* Students must obtain a grade of C+ in SW4D06 and a pass in 4DD6 placement to graduate or remain in the program.
* Assignments should be submitted to the appropriate drop box on the course A2L link.
* Assignments are due by 11:59 pm on the due date provided. Late assignments will be penalized 5% of the grade for that assignment for each day or part thereof for which they are late (weekends count as one day). All assignments must be submitted before a final course grade will be issued.
* If you are submitting a paper copy, please do not use report covers or binders for assignments (such papers will not be accepted for grading because these covers create bulk that is difficult to manage).
* The instructor will endeavor to have all assignments graded within 2 weeks of the due date. If your assignment is handed in late, the assignment will be graded as soon as possible.
* Grades will be posted on A2L when all assignments are graded/presentations delivered.
* Please consult the rubrics and additional guidelines where provided (found on A2L and/or distributed in class)

If you do not think you will make the due date, please consult with the instructor as soon as possible, so that an alternative date can be agreed upon. This should not take place on the date the assignment is due.

## Foundation Course expectation

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

Topic: Introduction to course:

* Class outline, learning plans, assignments & expectations; Placements; Safety; Sexual harassment; Anti-oppression; Supervision; Confidentiality; Professional behaviour.
* Development of Learning Plans

Readings

* Course Outline
* Field Placement Manual
* Due diligence checklist
* CASW Code of Ethics
* Confidentiality Agreement

## Week 2: September 16

\*Return Due Diligence Checklist and WSIB forms to the Social Work office by today

### Topics:

* Integration of Theory and Practice
* Social work policy, community, organization and practice ‘map’

Readings

* Bogo, M., & Vayda, E. (1998). Chapter 1 – The Integration of Theory and Practice: The ITP Loop. *The practice of field instruction in social work theory and process*. Toronto: University of Toronto Press.

## 

## Week 3: September 23

### Learning Plan Due

### Topics:

* Social Work Practice and Social Work Ethics

### Readings:

* http://www.ocswssw.org/professional-practice/code-of-ethics/
* Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work. 49(4):* 595-604.
* Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services, 21(1)*: 32-44.

## Week 4: September 30

Topic:

* Social work relationships (with self, students, co-workers, managers, organizations)

Readings:

* Ruch, G. (2005). Relationship-based practice and reflective practice: holistic approaches to contemporary child care social work. *Child and Family Social Work, 10*: 111-123.
* Duschinsky, R., Lampeitt, S., & Bell, S (2016). Relationships. *Sustaining Social Work between Power and Powerlessness*. Chapter 5, pages 112-141.

**Week 5: October 7: Topic: the Social Work Assessment**

Topics:

* What is it, how is it done? Consideration of different methods for different settings
* Students are expected to come to class with information about, and a readiness to discuss, the approach(s) to assessment taken at their placement.

### Readings:

* Dean, R. G., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society, 89(4)*, 596-604.
* Sharpe, P.A., Greaney, M.L., Lee, P.R., & Royce, S. W. (2000) Assets-Oriented Community Assessment. *Public Health Reports. Focus on Healthy Communities, 115*: 205-211.

## Week 6: October 14 – READING WEEK – have a safe and restful break

## 

## Week 7: October 21

### First reflection paper due today

### Topics:

* Social Work Assessment – continued
* In class role-play and group completion of an assessment following the assignment format.

### Readings:

* Witkin, S. L., & Harrison, W. D. (2001). Whose evidence and for what purpose? Social Work, 46(4), 293–297.

## 

## Week 8: October 28

Topics:

* AOP, Advocacy and Empowerment in Social Work Practice

Readings:

* Poole. JM (2010) Progressive until Graduation? Helping BSW students hold onto anti-oppressive and critical Social Work practices. *Critical Social Work* 11(2).

## Week 9: November 4

(All classes 4:30- 6:30 pm)

Guest speaker – Trauma-Informed Social Work practice and policy

## Week 10: November 11

Topics:

* Review of social work skills (macro and micro)

Readings:

* O’Hare, T. (2009). Chapter 5 – Supportive Skills. Essential skills of social work practice: Assessment, intervention and evaluation. Chicago: Lyceum Books.
* Seebohm, P. Gilchrist, A. & Morris, D. (2012) Bold but balanced: how community development contributes to mental health and inclusion. *Community Development Journal, 47(4):* 473-490.

## Week 11: November 18

### Assessment Paper DUE

### Topics:

### Mindfulness and self-care

### Readings:

* Wong, Y. R., (2004) Knowing through discomfort: A mindfulness-based critical social work pedagogy. *Critical Social Work, 5(1).*
* Neff, K. D. (2012). The science of self-compassion. In C. Germer & R. Siegel (Eds.), *Compassion and Wisdom in Psychotherapy* (pp. 79-92). New York: Guilford Press.

## Week 12: November 25

### Topic:

* Social Work and Mental Health
* Students will use the ‘problem-based case scenario’ provided by the instructors 3 weeks in advance of the class to prepare the class discussion. Students who are presenting are responsible for identifying academic or professional material to support their case discussion. Students should consider what social work theory; research and practice materials influenced their interpretation of the ‘problem’ or area for social work intervention. Students are encouraged to think critically about the material and to present it in ways that engage the class in discussion. Students must provide the instructor with at least two readings/sources they have referenced in preparing for their presentation.

## Week 13: December 2

### Topic:

* Social Work and Disability
* Students will use the ‘problem-based case scenario’ provided by the instructors 3 weeks in advance of the class to prepare the class discussion. Students who are presenting are responsible for identifying academic or professional material to support their case discussion. Students should consider what social work theory; research and practice materials influenced their interpretation of the ‘problem’ or area for social work intervention. Students are encouraged to think critically about the material and to present it in ways that engage the class in discussion. Students must provide the instructor with at least two readings/sources they have referenced in preparing for their presentation.

TERM BREAK - Have a safe and happy holiday

## Week 14: January 6

### Topics:

### Term planning – group supervision and special project discussion

## Week 15: January 13

Topic:

* Social Work and Community Development
* Students will use the ‘problem-based case scenario’ provided by the instructors 3 weeks in advance of the class to prepare the class discussion. Students who are presenting are responsible for identifying academic or professional material to support their case discussion. Students should consider what social work theory; research and practice materials influenced their interpretation of the ‘problem’ or area for social work intervention. Students are encouraged to think critically about the material and to present it in ways that engage the class in discussion. Students must provide the instructor with at least two readings/sources they have referenced in preparing for their presentation.

## Week 16: January 20

### Topic:

* Social Work and Gender Diversity
* Students will use the ‘problem-based case scenario’ provided by the instructors 3 weeks in advance of the class to prepare the class discussion. Students who are presenting are responsible for identifying academic or professional material to support their case discussion. Students should consider what social work theory; research and practice materials influenced their interpretation of the ‘problem’ or area for social work intervention. Students are encouraged to think critically about the material and to present it in ways that engage the class in discussion. Students must provide the instructor with at least two readings/sources they have referenced in preparing for their presentation.

## Week 17: January 27

### Topics:

* Group supervision Topics

### Readings:

* Readings to be provided by students

## Week 18: February 3

### Topics:

* Group supervision Topics

### Readings:

* Readings to be provided by students

## 

## Week 19: February 10

### Topics:

* Group Supervision Topics

### Readings:

* Readings to be provided by students

**Week 20: February 17 – Reading Week** – have a safe and happy break

## Week 21: February 24

### Topics:

* Group Supervision Topics

### Readings:

* Readings to be provided by students

## Week 22: March 2

### Topics:

* Group Supervision Topics

### Readings:

* Readings to be provided by students

## Week 23: March 9

### Topics:

* Social Work from Various Lenses

### Readings:

* Brydon, K. (2011). Promoting diversity or confirming hegemony? In search for new insight for social work. *International Social Work, 55(2)*: 155-167.
* McCormick, R. (2009). Aboriginal approaches to counselling. In L. J. Kirmayer & G. G. Valaskakis (Eds.), *Healing traditions of Aboriginal Peoples in Canada* (pp. 337-354). Vancouver: UBC Press.
* Beresford, P. (2000). Service users' knowledge and social work theory: conflict or collaboration? *British Journal of Social Work, 30:* 489-503.

## Week 24: March 16

### \*Second reflection paper due

### Topics:

### Guest Speaker (s)

## Week 25: March 23

### \*Special Project due today

\*class will run from 4:30-6:30 with other seminar groups location: TBA

### Topics:

* Guest Panel – job searching – what is next for me after a BSW?

## Week 25: March 30

Topic:

* Becoming a field instructor/supervising others in the field

Reading:

* To be provided

## Week 26: April 6

### Topics:

* Finishing Up Final Class – Course review and Celebration