

# Social Work 4D06: General Social Work II

* September 8, 2022 – April 12, 2023

Seminar/placement schedule:

Seminars will meet on Mondays starting Monday, September 12, 2022. The last seminar will be Monday April 11, 2023

Placements will start the week of September 12, 2022

Seminar details to be confirmed by Instructors.

\*\*Some students may start placement as early as September 6, 2022, if agreed upon by student and field instructor. Placement end dates may therefore be adjusted accordingly, to end a maximum of 2 weeks earlier. Seminar start and end dates are firm.

Course Information

* Instructors:

C01 – Ruth Greenspan rgreenspan@cfshw.com Classes 2:30 p.m. – 5:30 p.m.

C02 – Jenny Thibeau thibeauj@mcmaster.ca Classes 2:30 p.m. – 5:30 p.m.

CO3 - Salomeh Mohajer mohajs@mcmaster.ca Classes 7:00 p.m. – 10:00 p.m.

* Office hours: by appointment
* Joint Classes: As posted

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## 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).

This 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 as follows:

*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 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

## 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.

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.

 Required Texts:

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

Course Requirements/Assignments

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| Requirements Overview and Deadlines/Assignment | Worth | Due Dates |
| Attendance and Participation | 20% | Ongoing |
| Module 1 and 2 | 5% x 2 = 10% | October 17, 2022 |
| Module 3 and 4 | 5% x 2 = 10% | November 28, 2022 |
| Reflection Paper | 20% | December 5, 2022 |
| Problem Based Learning | 20% | January 30, 2023February 6, 2023February 13, 2023February 27, 2023 |
| Assessment Paper | 20% | March 27, 2023 |

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| Attendance and Participation | * Students are expected to attend all synchronous online seminars and participate in a way that promotes non-competitive, cooperative, and collaborative learning. We ask that students allow both video and audio access during online seminars as this considered more conducive to productive conversation and participation.
* 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 20% participation grade is not automatic. In this process the following will be graded:* Completing any assigned readings and reviewing resources 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).
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| Reflection Paper | * 5-6 Pages, 6 references minimum
* 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.
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| Modules | * During asynchronous class times students will be required to review a series of subject based resources (there will be choice and the modules will be made available on A2L). Students will be required to respond to series of discussion questions through a written response submitted to a drop box on A2L.
* Students are encouraged to use class time to work on and respond to the modules. Student can work on their own or with other students – but all submissions are to be individual.
* Module 1: CBT/DBT
* Module 2: Crisis Intervention
* Module 3: Multidisciplinary Teams
* Module 4: Self Care/Vicarious Trauma
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| Problem Based Learning | * Students will be put into three pre-assigned groups:

January 30, 2023February 6, 2023February 13, 2023February 27, 2023Students will be provided with a short case study 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. These presentations will also include engaging class in a discussion regarding the material, either at the end or throughout the session.* Students are expected to provide their classmates with 2 readings one week in advance of their presentation (at least one must be academic).
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| Assessment Paper | * 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.
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## Assignment Submission and Grading

Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times New Roman, Arial, or Calibri, 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.
* All assignments are due by midnight on the due date

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 written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. Generally speaking, what is looked for in written assignments can be grouped under six main headings:

Logic: relevance, orderly marshalling of facts and arguments (organization), rational sequencing of sections.

1. Quality of Communication: clarity of expression, grammar, spelling, documentation.
2. Quality of Information: relevance, scope, knowledge of literature.
3. Quality of Arguments: critical reasoning, ability to develop a line of thought.
4. Ability to relate general issues and perspectives to specific issues.
5. Personal/Professional Perspective: awareness of values, possibility of choice.

Please note: All assignments are to be submitted by midnight on the due date

Added Statement for Foundation Course Outlines:

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.

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

* Cameras are expected to be kept on during class. This is a program policy.
* 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.

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. Note: It is the student's responsibility to track their own attendance; instructors will only calculate attendance at the end of the course.

In the event that classes need to be taught online: To be able to teach and achieve the learning outcomes and for the evaluation of those learning outcomes, students being visible to each other and to the instructor is an essential requirement in 2A06, 3E03, 3F03, 4X03, 3D06 and 4D06. The policy, and contacts for further information and support, is available [here](https://macdrive.mcmaster.ca/f/899b5f2330c8444a933d/?dl=1).

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

 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

Conduct Expectations

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

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

Academic Accommodation of Students with Disabilities

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

Accessibility Statement

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

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

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

Copyright and Recording

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

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

The School of Social Work requests and expects that:

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

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 ). 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 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* *) .*

Course Weekly Topics and Readings

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| Week 1:September 12, 2022 | Topic: Introduction & WelcomeTo Read:* No readings this week

To Do:* First week of class
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| Week 2:September 19, 2022 | Topics: ITP Loop & Social Work Values and EthicsTasks: * Read: 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.
* Read: CASW Code of Ethics
* Bring back mid term placement evaluation dates
* Class discussion
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| Week 3:September 26, 2022 | Topic: Module 1 CBT & DBT (Guest Speaker: Karen Durocher MSW RSW on DBT)Tasks:* Answer questions that are posted on Avenue to Learn by October 17, 2022
* Watch CBT video independently to be able to complete the module regarding CBT
* Class discussion
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| Week 4: October 3, 2022 | Topic: Module 2 Crisis Intervention Tasks:* Watch video posted on Avenue to Learn *prior* to class
* Answer questions on Avenue to Learn by October 17, 2022
* Class discussion
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| October 10, 2022, Reading Week |
| Week 5: October 17, 2022Modules 1&2 Due | Topic: Trauma Presentation (3 videos)Task: * Watch videos which will be posted on Avenue to Learn *prior* to class
* Discussion of Trauma Presentation
* Check In
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| Week 6:October 24, 2022 | Topic: Module 3 Multidisciplinary CareTasks: * Read: Challenges Face by Social Workers As Members of Interprofessional Collaborative Health Care Teams (Ambrose-Miller, Ashcroft)
* Watch video posted on Avenue to Learn *prior* to class
* Group Discussion
* Answer questions posted on Avenue to Learn by November 29, 2021
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| Week 7: October 31, 2022 | Topic: Check In  |
| Week 8:November 7, 2022 | Topic: Module 4 Self Care, Moral Injury and Vicarious TraumaTasks:* Read: Developing Self Care Practices in a Trauma Treatment Course (Shannon et al)
* Watch video “Drowning in Empathy: The Cost of Vicarious Trauma” posted on Avenue to Learn
* Answer questions posted on Avenue to Learn by November 28, 2022
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| Week 9: November 14, 2022 | Topic: Check In/PBL Groups Assigned |
| Week 10: November 21,2022 | Topic: Social Work AssessmentsTask: * Read: Dean, R. G., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society, 89(4)*, 596-604.

 http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1606/1044-3894.3822* Read: 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.
* Bring assessments from placement with you to discuss
* Review what is required for an assessment
* Class discussion
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| Week 11:November 28, 2022Modules 3 & 4 Due | Allyship & Systems Social Work (Guest Speakers)Joint Class: 4:30pm-6:30pmTasks:* Explore: [Home Page — Learning In Colour (mcmaster.ca)](https://socialsciences.mcmaster.ca/learning-in-colour) prior to class
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| Week 12:December 5, 2022Reflection Paper Due | Topic: Check In/Class Time to Work on PBL |
| Week 13:January 9, 2023 | Topic: Second Semester PlansTasks:* Discuss assignments that are due in the second half of the term
* Review what is required with PBL’s
* Discuss what is required for Assessment Paper
* Ask folks for dates for Final Evaluations
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| Week 14:January 16, 2023 | Topic: Power and Powerlessness in Social Work Tasks: * Class discussion
* Read: Sustaining Social Work (Posted on Avenue) prior to class
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| Week 15:January 23, 2023 | Topic: Check In Class Time to Work on PBL |
| Week 16:January 30, 2023 | Topic: Problem Based Learning Presentation (Racial Diversity)Readings: * TBA

Tasks: * Complete Readings
* Class discussion
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| Week 17:February 6, 2023 | Topic: Problem Based Learning Presentation (Disability)Readings: * TBA

Tasks: * Complete Readings
* Class discussion
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| Week 18:February 13, 2023 | Topic: Problem Based Learning Presentation (Gender Diversity)Readings: * TBA

Tasks: * Complete Readings
* Class discussion
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| February 20, 2022Family Day Holiday |
| Week 19:February 27, 2023 | Topic: Problem Based Learning Presentation Readings: * TBA

Tasks: * Complete Readings
* Class discussion
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| Week 20: March 6, 2023 | Topic: Check In |
| Week 21: March 13, 2023 | Topic: Terminations in Social Work & Reflections on Human Change in Practice (from a Micro and Macro Lense)Tasks: * Read: Curry, A (2020) Envisioning a reflective, relationship-based approach to termination in child welfare: The importance of thinking, feeling, and doing. http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1016/j.childyouth.2020.105201
* Class Discussion
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| Week 22: March 20, 2023 | Topic: Check In |
| Week 23:March 27, 2023Assessment Paper Due | Topic: Pathways Panel (Guest Speakers)Joint Class 4:30-6:30pmTasks: Class Discussion  |
| Week 24: April 3, 2023:  | Topic: Last Week of Class/CelebrationTasks: * How To Become a Field Instructor
* Reflections and Final Thoughts
* Celebrate, you did it!!!
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