

**SW 4D06:**

**General Social Work II Course Outline BLOCK**

September 6th, 2022 – December 9th, 2022 – Fridays 10:00 a.m.– 4:00 p.m.

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Virtual office hours: by appointment

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[Course Overview 1](#_Toc77663608)

[Course Requirements/Assignments 2](#_Toc77663609)

[Student Responsibilities 8](#_Toc77663610)

[Student Responsibilities 11](#_Toc77663611)

[Course Weekly Topics and Readings 13](#_Toc77663612)

# 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 of 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.

## 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.
* To 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. To do so, students are expected to go beyond descriptors or adjectives.
* To demonstrate social work skills and knowledge to begin working and contributing to the social work profession in a variety of settings with various stakeholders.
* To demonstrate the application of social work values and ethics to professional practice in a variety of settings.
* To 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:

Seminars will take place in-person and using Avenue to Learn (A2L). Seminars will be delivered through in classroom discussions and divided between AM and PM sessions— with breaks included. Information will be delivered through discussions, student presentations, guest speakers and prepared modules—using multiple resources. It is expected that each section (AM and PM) both—synchronous and asynchronous will last approximately two hrs., with breaks included.

## Required Texts:

1. See A2L

## Additional Suggested Readings

1. As assigned by students

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Expectations for participation 20% Ongoing
2. WSIB Forms No grade Prior to beginning placement
3. Learning Contract No grade September 16th, 2022
4. Problem Based Learning presentations

(30%) October 07th & 20th, 2022

1. Assessment Paper 20% November 04th, 2022
2. Group Supervision 15% November 11th & 17th,
3. Personal Reflection 15% December 02nd, 2022

## Requirement/Assignment Details

1. Expectations for participation – ongoing – 20%

* Students are expected to attend all synchronous and asynchronous online seminars and participate in a way that promotes collaborative, cooperative and non-competitive learning. The school asks that students allow both video and audio access during online seminars as this considered more conducive to productive conversation and participation.
* Participation will be an evaluation of the semester; this means that while missing class is not encouraged- it will not necessarily mean a loss in grades. This also means that there are no “make-up” grades. The 20% includes is based on ‘quality contributions’ to full class discussions and small group discussions. This includes informed and active participation in class conversations, small group exercises, providing a critical analysis of the course content and material and its applications, volunteering for role plays, asking questions, sharing experiences, reflecting on links to practice, listening respectfully to others, and generally communicating ideas. Actively participating is about fostering a co-learning environment, so mistakes are a part of learning- being ‘correct’ is not as important as developing knowledge. It is important to remember that ‘quality contributions’ does not mean dominating the discussion. Students are invited to monitor their own “air time” or lack thereof, as well as the space they utilize, or not, in or group discussions—as these are necessary skills in the profession.
* Furthermore, ‘quality contributions’ relate to:
* Completing assigned readings prior to class and actively participating in the seminar in such a way that demonstrates critical engagement with the assigned readings.
* Supporting each other through listening, encouragement and constructively challenging each other – as the entire seminar group will use the readings to make progress in integrating theory and practice
* Contributing to a seminar environment that promotes learning and growth. This is similar to the contribution professional social workers demonstrate in order to be constructive team members in the field.
* Offering and accept constructive peer support through exploring, listening, helping each other develop and refine ideas and practice skills.

 2. Workplace Safety Forms are due prior to beginning placement – No grade

* These forms will be emailed to you once placement is confirmed and must be fully completed, signed, and returned Lorna prior to the start of your placement for you to continue in your placement. The completed form is necessary should you be injured while on placement. Note: You will NOT be allowed to continue placement, should this form not be completed.

3. Learning contract/plan, ungraded (due September 16, 2022) – No grade

* 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 you, your field instructor, and seminar leader.

4. Problem Based Learning presentations (worth 30%)

Students will break into two groups.

* October 07th Group 1 SW & Disability
* October 20th Group 2 SW & Racial Diversity
* Students will be provided with a short case study, one week 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).

5. Assessment (20%) (due November 04th, 2022)

* 8, double space, pages plus references. If you choose to write beyond the 8 pages, your instructor will provide feedback and a grade only on the first 8 pages. The Title page and references are not included in the page count.
* 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 (i.e., colleagues, judge) — the kind of report or assessment that you might be expected to complete if you were in full-time employment as a social worker.

6. Group Supervision Assignment (15%) – (due November 11th & 17th, 2022)

* Presentation times as scheduled by instructor. In pairs (one group of 3 people if needed) 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 30 minutes in total; allowing for 10-15 minutes to share material and 15 minutes of class discussion. Time management, ability to facilitate group discussion and participation is important in this assignment.
* Presentation is 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 it matters? 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, 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 discuss 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. Before or 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,
	+ help you better achieve your intervention goals, and
	+ help you problem solve any issues that are arising in the process.
* You will be graded on the above and on your ability to facilitate the discussion, constructively engage in and 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.

7. Personal Reflection Paper (15 %; 3, double space, pages maximum plus references (due Dec 2nd, 2022)

* 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 should NOT read as a last-minute rambling and/or incomplete thoughts. Rather it should read as a summary of a well thought out reflective process that has been ongoing during placement. The reflection must be supported by references to the social work literature. The following are some questions to assist with your reflection:
	+ Why the emergent theme(s) is important for you?
	+ What are implications of this theme for your work?
	+ How do 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?

Please remember the above questions are examples only. You need to ensure that your paper has a flow and that it ties in all your ideas to demonstrate your integration of theory-practice and meaning-making processes (how you make sense of things). This assignment should not be a summary of your placement or a description of the organization you did your placement.

# Assignment Submissions 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). Papers’ page number do not include title and reference pages.
* 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 and Zoom

In this course, we will be using Avenue to Learn and, if needed Zoom. 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

* 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. All assignments must be submitted before a final course grade will be issued.
* No hard copy paper will be accepted
* The instructor will endeavor to have all assignments graded within 2 weeks of the due date. This does not apply, if your assignment is handed in late.
* Grades will be posted on A2L when all assignments are graded/presentations delivered.
* Please consult the provided rubrics for each assignment (found on A2L)
* 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.

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### Minimum Grade Requirement

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. 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 (i.e., cell phones) during class to be distracting, disrespectful 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:

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) 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 i.e., not completing the assigned group task s and group peers do the work on your behalf.
* Copying or using unauthorized aids in tests and examinations

## Authenticity/Plagiarism Detection. If the instructor suspect plagiarism, the paper will be submitted to Turnitin.

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

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

Conduct Expectations

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

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments as well. 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

 is able to inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).

· Recordings by students are used for personal study only, and not shared with

 anyone else, and are deleted when no longer needed for personal study

· There will likely be times when students or guest speakers share personal or

 sensitive information. In this circumstance, we expect everyone to stop recording.

 The instructor (or student or guest sharing) may also ask for recording to stop,

 and we expect everyone to respect such a request.

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

## Confidentiality

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

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

## E-mail Communication Policy

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

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 and not on the date the assignment is due. Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to *Tammy Maikawa, Administrator* (millet@mcmaster.ca ) or *Jenny Vengris*, Undergraduate Chair (vengris@mcmaster.ca). We are here to support you to think about options (such as reducing your course load) that may reduce the stress 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*) *or Jenny Vengris*, Undergraduate Chair (*vengris@mcmaster.ca*)*.*

# Course Weekly Topics and Readings

## Week 1: September 09

### Topic ONE: AM

*Introduction to course:*

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

Topic TWO: PM

Readings:

* Course Outline
* Field Placement Manual
* Due diligence checklist
* CASW Code of Ethics
* 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 2:** September 16

Due: Learning Plan Due, Return Due Diligence Checklist, and WSIB forms to be e-mailed to the Social Work office by the end of today

Topic ONE: AM. 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.
	+ Stratford, A. 2020. *Black Lives Matter: Dismantling white supremacy in social work* (Blog Post) <https://nscsw.org/dismantling-white-supremacy/>
	+ Roy, S. (2017). *Why do ethics matter?* (TedTalk) (20 min) <https://www.youtube.com/watch?v=yesE4mcv4CM&t=709s>

Topic TWO: PM. 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 3: September 23

Topic ONE: AM. The Social Work Assessment

* What is it, how is it done?
* Consideration of different methods for different settings

### 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.
* Witkin, S. L., & Harrison, W. D. (2001). Whose evidence and for what purpose? Social Work, 46(4), 293–297.
* Ford, B. *The Assessment Process*. (5 min) <https://www.youtube.com/watch?v=kagGIylgAnw>

Topic TWO: PM. Decolonizing social work.

Reading:

* Borell, B., Moewaka Barnes, H., & McCreanor, T. (2018). Conceptualising historical privilege: The flip side of historical trauma, a brief examination. *AlterNative: An International Journal of Indigenous Peoples*, *14*(1), 25-34.
* Carranza, M. (2021). The colonial grid: mapping the social work classroom. *Whiteness and Education*, 1-15.

**September 30** - No class today National Day for Truth and Reconciliation

### \*Please check A2L for postings on (optional) activities and readings

### Week 4: October 07 – Problem Based Learning (PBL) presentation I

Topic ONE: AM. – Group 1 SW & Disability

Topic TWO: PM. 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.

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### October 14 Reading Week – No class

Week 5: October 21

## Topic ONE*:* AM. Problem Based Learning (PBL) presentation II

### Group 2 SW & Racial Diversity

### Topic TWO: PM. Social Work & Mental Health –

Christine Reardon (2017-Blog Post). *Debate, Soul Searching, Changes* <https://www.socialworktoday.com/archive/051214p10.shtml>

Week 6: October 28 – Guest Lecture: Dr. Bill Lee

Topic ONE: AM. Social Work and Community Development

Sharea Farmer (Podcast 35 min, transcript available) *Justice and Joy*. <https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP61-Justice-and-Joy-Self-Care-in-2020>

### Topic TWO: PM. Social Work and Sexual Diversity – Asynchronous

Nick Mule (CASSW Position Paper). *Equity vs. Invisibility.* <http://www.mun.ca/cassw-ar/papers2/Mule.pdf>

Them. (2018- Video 6 min). Billie Porter Gives a Brief History of Queer Political Action. <https://www.youtube.com/watch?v=XoXH-Yqwyb0>

## Week 7: November 04 - Assessment due

### Topic ONE: AM. SW Ethics and Boundaries. Learning modules - Asynchronous

## Topic TWO: PM. Social Work and Immigration - Asynchronous

## Video: We are not the others. See link on A2L

## Readings:

* Badwall, H. K. (2015). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, *3*(1), 1-23.

## Week 8: November 11

Topics ONE: AM. Group Supervision Topics –

* Readings to be provided by students
* To be posted one week in advance

Topic TWO: PM 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' knowledges and social work theory: conflict or collaboration? *British Journal of Social Work, 30:* 489-503.
* The Unapologetic Black Girl/Renee Hall (2020- video blog, 17 min). Social Order & The Hierarchy of Races. <https://www.youtube.com/watch?v=rdojDup3twg>

## Week 9: November 18

## Topic ONE: AM - Group Supervision –

* 2 Group Supervision Topics
	+ Readings to be provided by students
	+ To be posted one week in advance

## Topic TWO: PM. Suicide Assessment and Prevention. Learning modules – Asynchronous

## Week 10: November 25

## Topic ONE: AM. What do I do after graduation? – Guest speakers

### Topic TWO: PM. 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 11: December 02 – Personal Reflection due - Guest Lecture: Liz Grigg, PhD St.

Topic ONE AM: Revisiting Social Work and Research Ethics

Readings:

* Dlamini, T. T. L., & Sewpaul, V. (2015). Rhetoric versus reality in social work practice: political, neoliberal, and new managerial influences. Social Work, 51(4), 467-481.
* Sewpaul, V., & Henrickson, M. (2019). The (r) evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles. *International Social Work*, *62*(6), 1469-1481

TOPIC TWO PM:

* Becoming a field instructor/supervising others in the field
* Wrap Up
* Final Class – Course review