

# SOCIAL WORK 3E03: Individual Practice Across the Lifespan

* Course Information
* Thursday January 11 - April 14, 2021, 2:30 p.m. – 5:30 p.m.
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* Virtual Office hours: By appointment

# Table of Contents

[Course Overview 1](#_Toc59625798)

[Course Requirements/Assignments 3](#_Toc59625799)

[Assignment Submission and Grading: 5](#_Toc59625800)

[Student Responsibilities 7](#_Toc59625801)

[Course Weekly Topics and Readings: 10](#_Toc59625802)

# Course Overview

## Course Objectives:

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| 1. To develop an understanding of selected theoretical approaches and their application to social work practice with individuals. | 1. Have a working knowledge of many social work practice theories used in working with individuals. |
| 1. To examine issues around social location and social context and how they may impact individual development and the use of social work practice theories with individuals. | 1. Be able to critically analyze the theories. |
| 1. To increase your understanding of how theoretical foundations are based in clinical work | 1. Begin to apply these theories in practice situations (case examples, videos etc.). |
| 1. To enhance your comfort and insight into acknowledging the existence of theory in your practice and should you decide to supervise placement students to be able to pass along your knowledge | 1. Understand how life course development and context of work settings impact selection and application of particular theories for practice. |
| 1. To improve your ability to advocate for the legitimacy of social work as a professional practice based in empirically proven foundational theory and practice-based theories. | 10. Begin to develop and articulate your own integrated theoretical approach to 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

* This class will be delivered remotely. All course material will be delivered through online platforms: Avenue to Learn and Zoom.
* Your lecture material will be made available weekly via links posted on Avenue to Learn. Please view the video and complete the weekly readings before your tutorial.
* You will need to be available to participate in online tutorials weekly from 4:30pm-5:30pm. Zoom links for your tutorial will be posted on Avenue to Learn weekly by your tutorial leader.

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| Required Texts: |
| Howe, D (2009) *A Brief Introduction to Social Work Theory,* Red Globe Press |
| Maclean, S., Harrison, R (2015) *A Straightforward Guide for Practice Educators and Placement Supervisors*, (2nd Edition) Kirwin Maclean Associates Ltd |

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| --- |
| Additional Suggested Readings |
| Payne, Malcolm (2016) *Modern Social Work Theory* (4th ed.) Oxford University Press |
| Turner, Francis (2017) *Social Work Treatment: Interlocking Theoretical Approaches* (6th ed.) Oxford University Press |
| Walker, Janet (2017) *Social Work and Human Development* (5th ed.) London, SAGE |

# Course Requirements/Assignments

## Requirements Overview and Deadlines

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| --- | --- | --- |
| Assignment | Due Date | Percentage of Your Grade |
| **Theory in Motion** | 2 due before February 18, 2021  2 due by April 8, 2021 | 10% each x 4 submissions |
| **Reflection Paper** | January 28, 2021 | 20% |
| **Final Paper** | April 8, 2021 | 30% |
| **Participation** | Ongoing | 10% |

## Requirement/Assignment Details

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| --- | --- |
| Assignment | Description |
| **Participation/**  **Engagement** | * As tutorials are student driven, each student is expected to attend, to be actively involved, to be reflective and to be engaged in the collaborative learning process. * Students are also encouraged to support the learning of classmates by encouraging their participation, hearing their perspectives and giving feedback, while respecting the confidentiality of the shared material * Prior to each tutorial, it is expected that students reflect on the topic/theme, complete readings and watch the lecture material posted on Avenue to Learn. |
| **Theory in Motion** | * 2 due any time before February 18, 2021 at 4pm * 2 due any time before April 8, 2021 at 4pm * Reflect on: * How the material discussed in the training is connected to any of the theories and/or working models discussed in class * How do you see their application to practice? * Length: 2-3 pages * References: Minimum of 2 * Training Websites:  1. Ontario Domestic Assault Risk Assessment Training: <https://odara.waypointcentre.ca/> 2. Community Treatment Orders: <https://www.eenet.ca/initiative/CTO#about> 3. Psychological First Aid: <https://www.coursera.org/learn/psychological-first-aid> 4. Situation Table Training: <https://www.wlu.ca/professional-development/centre-for-public-safety-and-well-being/situation-table.html> 5. Feminism and Social Justice: <https://www.coursera.org/learn/feminism-social-justice> 6. Demystifying Mindfulness: <https://www.futurelearn.com/courses/de-mystifying-mindfulness> 7. Work-Life Balance and the Impact of Remote Working: <https://www.futurelearn.com/courses/work-life-balance-remote-working> 8. Understanding Depression, Anxiety and CBT: <https://www.futurelearn.com/courses/anxiety-depression-and-cbt> 9. Youth Mental Health, Helping Young People with Anxiety: <https://www.futurelearn.com/courses/youth-mental-health> 10. Understanding Suicide and Suicide Prevention Strategies, A Global Context: <https://www.futurelearn.com/courses/suicide-prevention> 11. **Being a Mindful Employee: An Orientation to Psychological Health and Safety in the Workplace:** <https://www.mentalhealthcommission.ca/English/online-training-psychological-health-and-safety> 12. Trauma Focused CBT: <https://www.mentalhealthcommission.ca/English/online-training-psychological-health-and-safety> |
| **Reflection Paper** | * A reflection paper that outlines your current view of social work as it relates to practice with individuals * From your perspective, where does Social Work practice with individuals fit in relation to Social Work theory * Why is theory-based work important? * What are your concerns with respect to theory driven work? * What would you like to see in place for you to feel more confident identifying theory within your practice and why? * Length: 5-6 pages * References: 4-5 (can be from lecture materials, course readings as well as additional academic references) |
| **Final Paper** | * The class will be provided with the opportunity to be connected with Theory Mentors. These are social workers in the community who have agreed to speak to you about a particular theory that they have implemented into their practice. * I will arrange opportunities for you to meet with them via zoom and/or telephone to discuss a theory of your choice, from a list provided by me. * Following the discussion provide a summary of your findings as well as an analysis of the interview * Discuss strengths and limitations of the theory * Discuss strategies they’ve utilized in practicing this theory and/or practice model * Has your perspective about Social Work theory changed based on this interview? Why or why not? * Discuss how you see yourself utilizing this theory and/or practice model and whether you have any concerns and/or hopes for this work * Length: 8-10 pages * Minimum 8 references * *Submit your theory preference by March 11, 2021 at the end of your tutorial as your T. A’s will then submit them to me. I will then follow up with everyone regarding next steps.* |

Requirements for visibility: 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, 4W03, 4X03, 3D06 and 4D06. The policy, and contacts for further information and support, is available [here](https://macdrive.mcmaster.ca/f/fd70550cf5b0441fac49/)

# Assignment Submission and 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:

1. Logic: relevance, orderly marshalling of facts and arguments (organization), rational sequencing of sections.
2. Quality of Communication: clarity of expression, grammar, spelling, documentation.
3. Quality of Information: relevance, scope, knowledge of literature.
4. Quality of Arguments: critical reasoning, ability to develop a line of thought.
5. Ability to relate general issues and perspectives to specific issues.
6. Personal/Professional Perspective: awareness of values, possibility of choice.

Please note: All assignments are to be submitted at the beginning of class on the due date.

## 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-Roman 12 and/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.

## Avenue to Learn & Zoom Sessions

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

### Minimum Grade Requirements:

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.
* **Cameras are expected to be on during zoom tutorials. The policy on visibility, and contacts for further information and support, is available**  [here](https://macdrive.mcmaster.ca/f/899b5f2330c8444a933d/?dl=1)
* 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.

### Attendance

Students are required to attend all tutorials via video, have their cameras on and ready to participate as much as possible. Should you not be able to attend a tutorial email myself and your tutorial leader ahead of time to notify us of your absence.

## Course Attendance: (foundation course):

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) Print URL <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

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

### 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.

### 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:

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| Week & Date | Topic & Readings |
| **Week 1: January 14** | *Introduction to Social Work*  *Embracing Theory…It’s Not Just Food For Thought*  *NO TUTORIAL THIS WEEK*  View video by me on Avenue to Learn  Reading(s):   1. Maclean, Chapter 1: pages 9-13 |
| **Week 2: January 21** | *You’ve Got the Whole Wide World In Your Hands: Systems & Ecological Systems Theory*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s):   1. Howe, Chapter 14: pages 108-120 |
| **Week 3: January 28**  **REFLECTION PAPER DUE** | *Cracking the Code on the Generational Gap, Guest Speaker: Karen Davies, “Living and Working with People Through Life Stages”*  NO TUTORIAL THIS WEEK  NO READINGS THIS WEEK |
| **Week 4: February 4** | *I Need Love, Love To Ease My Mind: Attachment Theory*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s):   1. Maclean, Chapter 17: pages 104-117 |
| **Week 5: February 11** | *In every job that must be done, There is an element of fun, You find the fun, and snap! The job's a game, And every task you undertake, Becomes a piece of cake: Problem Solving and Solution Focused Model*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s):   1. Howe, Chapter 10: pages 75-82 2. Howe, Chapter 12: pages 90-99 |
| **Week 6: February 18** | *READING WEEK: HAVE FUN😊* |
| **Week 7: February 25** | *In Crisis, be quick with the facts and slow with the blame: Crisis Intervention*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s):   1. Maclean, Chapter 40: pages 243-246 |
| **Week 8: March 4** | *Feminist Theory: “A Feminist is anyone who recognizes the equality and full humanity of women and men” ~ Gloria Steinem*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s):  Maclean, Chapter 11: pages 71-75 |
| **Week 9: March 11**  **THEORY SELECTION DUE AT END OF TUTORIAL** | *Every great narrative is at least two narratives – the thing that is on the surface and then the things underneath which are invisible: Narrative theory*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s):   1. Maclean, Chapter 33: pages 202-204 |
| **Week 10: March 18** | *:CBT 101*  View video on Avenue to Learn  *Guest Speaker: Andrea Dermody MSW, RSW*  *NO TUTORIAL THIS WEEK*  Reading(s):   1. Maclean, Chapter 28: pages 181-185 |
| **Week 11: March 25** | *Remaining the bus driver of your own life: DBT 101*  View video on Avenue to Learn  *Guest Speaker: Karen Durocher MSW, RSW*  NO TUTORIAL THIS WEEK  NO READINGS THIS WEEK |
| **Week 12: April 1** | *Express Yourself, Don’t Repress Your Client: Trauma Informed Theory/Practice*  View video on Avenue to Learn  *Guest Speaker: Rebecca Sepper MSW, RSW*  *NO TUTORIALS THIS WEEK*  NO READINGS THIS WEEK |
| **Week 13: April 8**  **FINAL PAPER DUE** | *Who Doesn’t Love Buffets: Eclectic Practice in Social Work*  *So Long, Farewell, Teaching You Was Swell: Closing*  View video by me on Avenue to Learn  *Zoom tutorial: 4:30pm-5:30pm (Link posted on avenue)*  Reading(s)   1. Maclean, Chapter 45: pages 281-284 |