

# SW 3E03 Individual Practice Across the Lifespan

* September 3 – December 4, 2019, Tuesdays, 2:30-5:20 p.m.
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# Course Overview

## Course Objectives:

1. To develop an understanding of selected theoretical approaches and their application to social work practice with individuals.
2. To develop an understanding of developmental life stages and how this knowledge is important in working with individuals across the lifespan.
3. 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.

By the end of the course you will:

1. Have a working knowledge of many social work practice theories used in working with individuals.
2. Be able to critically analyze the theories.
3. Begin to apply these theories in practice situations (case examples, videos etc.).
4. Understand how life course development and context of work settings impact selection and application of particular theories for practice.
5. 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

Information will be presented through lectures, case study analyses, videos, small group and large group discussion, guest speakers and online material. The information will focus on selected theoretical frameworks as applied to social work practice with individuals. Concurrently, we will be integrating the various stages of the life course into our discussions.

## Required Texts:

1. Coady, Nick and Lehmann, Peter (Eds). (2016) Theoretical Perspectives for Direct Social Work Practice (3rd edition). New York, Springer Publishing
2. Walker, Janet (2017) Social Work and Human Development (5th ed.) London, SAGE

## Additional Suggested Resources:

#### Payne, Malcolm (2016) Modern Social Work Theory (4th ed.) Oxford University Press

1. Turner, Francis (2017) Social Work Treatment: Interlocking Theoretical Approaches (6th ed.) Oxford University Press
2. Walsh, Joseph (2014) Theories for Direct Social Work Practice (3rd ed.) Cengage Publishing

# Course Requirements/Assignments

## Requirements Overview/Assignment Details

1. Assignment #1: Thoughts/Feelings/Reactions to Individual Practice…

Prepare a 5-6 page reflection paper that outlines your current (I recognize this will be evolving) 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 more broadly? Is it possible, in your opinion, for social work practice with individuals to be social justice focused? What might your response be to people who assert that social work practice with individuals does not match with the School’s philosophy (see below) --that “real“ social work can only be done at macro levels? Do you agree or disagree with this assertion? Why or why not? How do you make sense of this for yourself as you prepare to enter field placements and the world of work? Use 3-4 references to support your position.

 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.*

\*\* You may also choose as an alternative to a written reflection to submit an audio/video file of the above (sources still required). The video/audio should be approximately 8-10 minutes in length.

Due date: October 1st, 2019

Weight: 20% of final grade

1. Assignment # 2 Choice of in class test (60 multiple choice questions on readings and lecture material to date) or Choosing, Summarizing and analyzing 4 practice-based articles of your choice related to social work theory (one per week (you can choose from any 4 of the 5 weeks) between week 2 and week 6 (inclusive)) that connects with one of the theories discussed each week. Each one should be 3 pages in length (1-page summary and 2 pages reflection/analysis). There should be evidence of linkage to course material and course readings in the analysis. I will be sending around a sheet in class on September 24 asking people to let me know which choice you are selecting (Test or papers).

Due Date: October 22, 2019

Weight: 30% of final grade

1. Assignment #3 Summary and reflection on any 1 of the 3 guest speaker presentations for the course. It should be 4-5 pages long. No more than 1 page should be summary and the remainder should be your analysis and reflection on the material presented. Incorporate course readings and lecture material into your responses.

Weight: 15% of final grade

Due date: It is due two weeks after the presentation. For example, reflection for example Oct. 29th presentation the paper will be due Nov. 12th.

1. Assignment # 4. You will note that on Oct. 1st and November 12th class material will be posted online on Avenue and we will not hold class on campus these days. There will be questions posted on Avenue related to the class material which should be completed and answered within 24 hours of class ending. They will be short questions/reflections on Avenue. Your participation and responses will be worth 2.5 marks for each day (2.5% for Oct. 1 and 2.5% for Nov. 12th). They will not be graded. You will receive the marks for completing the questions. If you don’t complete them you will not get the marks. It is meant to be completed during class time although I will give you 24 hours to submit. Due to this there will be no extensions granted.

 Weight: 5% of final grade

1. Assignment #5 Analysis of theory with individuals-final paper

Select a case situation from your field placement or work setting (if working in the field). Please provide a 1-2 page summary of the scenario/situation as an addendum to your paper (it will not be counted in your paper length). If you don’t have such an example because you haven’t started a placement yet or are not working in a social service related position a list of films will be posted on Avenue from which you can choose one.

Analyse the situation using 2 social work theories discussed in this class. In your analysis please address the following questions:

* What major concepts taken from these two theories would you explore in your work with the individual?
* What other concepts might be relevant? What theories/approaches are they from? How might you integrate them into your work with the individual?
* What questions would you ask or statements would you make to explore or identify these concepts (in all theories used)?
* How might structural forces be impacting the client’s situation? How would you address them/integrate them into your work?
* How does knowledge about developmental stage help you understand their situation or lived experience?
* How might your social location (and values attached to it) influence your perspective on this case situation and/or your selection of these particular practice theories? What do you need to be mindful of?
* Have your perspective/views about theory changed at all since the start of the course (look back at your initial reflection)? What is your sense of your own emerging integrated theoretical approach to practice?

Papers should include reference to course lectures and readings as well as go beyond them. 10-12 references should be used.

Maximum Length: 10-12 pages

Weight: 30% of final grade

Assignment Due: December 3, 2019

# Assignment Submission and Grading

## Form and Style

* Assignments must be typed and double-spaced with12 pt. font Times Roman 12) and 1-inch margins. Please number all pages except the cover page.
* We will be using Avenue to Learn in this course-all assignments should be submitted there by the beginning of class.
* Assignments must be properly referenced (e.g. APA style).
* Please keep a copy of all your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

All 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. Late papers will be penalized 5% per day or part thereof including week-ends.

In exceptional circumstances an extension will be granted if discussed and agreed upon prior to the due date.

## 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.](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

* You are expected to attend all classes and come prepared to engage in thoughtful discussions about assigned readings, class content, and personal experiences as dialogue and active reflection are important to learning. Participation refers not only to active questioning, sharing, listening and communication of ideas but it also includes contributing to other student’s learning by creating a respectful space where people can openly explore, test and challenge ideas. Thus, students are expected to contribute to the creation of a respectful and constructive learning environment. It is important to remember that constructive contribution does not mean dominating discussion.
* Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A break will be provided in the middle of each class.
* Non-course related use of laptop computers and hand-held electronic devices during class can be distracting to those around you 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 keep cell phones silent during class and refrain from text messaging until break or after class.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Foundation Course Attendance:

For Foundation courses: 2A06, 2B03, 2BB3, 3E, 3F, 4J, 4O, 4X, 3D and 4D: 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.

Please note: An attendance sheet will be circulated each week after break. It is your responsibility to ensure you have signed it. If it is not signed, I will assume you were not there.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations
* Academic dishonesty also entails a student having someone else sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

## Academic Accommodation of Students with Disabilities

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

## Accessibility Statement

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

## Religious, Indigenous and Spiritual Observances (RISO)

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

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

## E-mail Communication Policy

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

## Requests for Relief for Missed Academic Term Work

### McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (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* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Week 1: September 3

* Introduction: Social Work Practice and Theories-Why do we use them? Their importance…
	+ Critical Theories and Social Justice lens as the foundation for Social Work Practice with Individuals
	+ Importance of Life Course Knowledge

Readings:

Ch. 1, 2 Coady

Ch. 1 and 2 Walker

Week 2: September 10

* Critical Ecological Systems
* Life Stage: Adulthood

Readings:

Ch. 4 Coady

Ch. 6 Walker

Week 3: September 17

* Problem-Solving and Strengths Based
* Life stage: Old age

Ch. 3 and 6 Coady

Ch. 7 Walker

Week 4: September 24

* Attachment Theory
* Life Stage: Childhood

 Readings:

 Ch. 7 Coady

Ch. 3 and 4 Walker

Week 5: October 1

* Feminist Practice and Empowerment Models
* Life Stage: Adolescence

 Readings:

Ch. 16 and 17 Coady

Ch. 5 Walker

\*\* Assignment #1 due = 15% of final grade

\*\*Online only! No class on campus

Week 6: October 8

* Crisis Intervention

Readings:

Ch. 11 Coady

October 15 – Reading Week-No class

Week 7: October 22

In class test or research/reflective papers due today

\*\*If you are choosing to complete the research/reflective papers you do not need to attend class, but your papers are due on Avenue by the end of class (5:30 pm)

Week 8: October 29

* CBT-Guest speakers

 Readings:

 Ch. 10 Coady

Singer, J.B. (Host). (2008, March 19). Cognitive-behavioural therapy [Episode 14]. Social Work Podcast. <http://socialworkpodcast.blogspot.ca/2007/03/cognitive-behavioral-therapy-cbt.html>

Week 9: November 5

* DBT-Guest speakers

Readings:

Linehan Ch. 1 posted on Avenue

Singer, J.B. (Host). (2007, Oct.15). Dialectical Behaviour Therapy: Interview with Sabrina Heller, LSW. [Episode 26]. Social Work Podcast.

<http://socialworkpodcast.blogspot.ca/2007/10/dialectical-behavior-therapy-interview.html>

Week 10: November 12

* Solution Focused and Narrative-Lecture, videos, questions all online

 \*\*Online only! No class on campus

 Readings:

Ch. 18 and 20 Coady

Week 11: November 19

* Trauma-Informed Practice Across the Lifespan
* Readings TBA and will be posted on Avenue

Week 12: November 26

* Grief and Loss Across the Lifespan: Guest Speakers
* Readings TBA and will be posted on Avenue

#### **Week 13: December 3**

* Topic: What do we think of Theories now?
* Wrap up and Evaluation

 \*\*Final papers due today