

# Social Work 3E03: Individual Practice Across the Lifespan

* September 7th- December 8th, 2021, Thursday’s 7pm-10pm on zoom!
* INSTRUCTOR: Renata Hall
* Email: hallr1@mcmaster.ca
* Teaching Assistants: (contact information to come)
	+ TA 1: Alexe Bernier
	+ TA 2: Sonia Mills
	+ TA 3: Larissa Smeltzer
	+ TA 4: TBA
* Virtual Office Hours: By Appointment

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# Course Overview

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 when working with individuals across the lifespan
3. To examine issues around social location and social context and how they may impact individual development and use social work practice theories with individuals
4. To be able to critically analyze and reflect the selected theories of the course
5. To increase your understanding of foundations for practice and develop introductory understanding of blending theories to develop an eclectic approach
6. To develop an understanding of your own social location when using theories and articulate your integrated theoretical approach to practice

**By the end of this course you will:**

1. Have a working knowledge of social work practice theories when working with individuals
2. Be able to critically analyze and reflect on theories
3. Understand how life course development and context of social work setting impact selection and applications of theories
4. Begin to apply these theories to practice
5. Begin to develop your social work toolbox of eclectic approaches to practice
6. Understand your social location while using theories, working with populations, and how this impacts 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. In addition to a course textbook, other course materials such as video’s and optional readings will be delivered through the following platforms: Avenue to Learn and Zoom.
* Zoom links will be emailed to you at the beginning of the semester and will be available on A2L in the announcements.
* Information will be presented through lectures, case study analyses, videos, small and large group discussions, guest speakers, and online materials.
* Lectures will occur synchronously on Zoom from 7-8:15pm
* Tutorials will also run on Zoom from 8:30pm-10pm.
* There will be 3 in person drop-in sessions available during the semester which will also be broadcasted “live” on zoom should you be unable to come in person. These drop in’s are optional/voluntary. Please see weekly breakdown for dates and location.
* You will need to be available to participate in the class online during the scheduled class and tutorial times.
* Core readings and materials are to be completed prior to scheduled class time to enhance discussion and learning.
* Participation can be through: use of voice, use of chat function, through email, in tutorial, audio recording or video recording

## Required Texts: Mandatory

1. Bolton, Kristin., Hall, Christopher., Lehmann, Peter (Eds). (2021). Theoretical Perspectives for Direct Social Work Practice: A Generalist-Eclectic Approach (4th edition). New York, Springer Publishing.

## Additional Suggested Readings

* Additional suggested readings will be available but are not mandatory
* Each week will have additional readings and/or videos/podcasts for your consideration
* The additional readings are to provide resources to students to develop specificity in the following areas:
	+ practice techniques,
	+ application to intersectional populations,
	+ and modalities to reflect on theory
* Ideally, these can also be used as easy scholarly resources to apply to assignments within and outside of this course.

# Course Requirements/Assignments

## Requirements Overview and Deadlines and Requirement/Assignment Details

1. Reflection Paper

Reflect on: Understanding of social work with individuals, importance of theories and an eclectic approach, theories and populations of interest, concerns of theory driven work, and social location. Full outline and rubric on A2L.

* Length: 4-5 pages
* References: 1-2 references

Due Date: Due any time before September 30th, 2021

Percentage of Grade: 25%

1. Theory, After Dark (2)

Reflect on: Module of choice, practice techniques, social locations, and application to practice. Full outline and rubric available on A2L.

* Length: 2-4 pages PER paper
* References: minimum of 3 references PER paper
* Modules: Available under “Modules” Tab under the content section in A2L.

Due Date: 1 due on or before: Oct 21st, 2021. 1 due on or before: Nov 18th, 2021.

Percentage of Grade: 15% each x 2 = 30%

1. Final Paper: Eclectic Approaches

Critical Analysis and Reflection of: case study of choice, use of 2 core theories and 2 practice techniques per theory, plan of care, social location, and cultural/identity considerations. Full outline and rubric available on A2L.

* Length: 10-12 pages
* References: minimum of 8 references

Due Date: December 2nd, 2021

Percentage of Grade: 35%

1. Participation/Engagement
* Attendance in tutorial (90% attendance rate), active engagement, bouncing ideas and insights off other tutorial members
* Hearing perspectives, giving feedback, respecting confidentiality
* Completion of readings and lecture in advance of tutorial to deepen conversation
* Types of engagement: verbal, written in chat function, emailed, audio/video recorded short reflections

Due Date: Ongoing

Percentage of Grade: 10%

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, 4X03, 3D06 and 4D06. The policy, and contacts for further information and support, is available [here](https://macdrive.mcmaster.ca/f/899b5f2330c8444a933d/?dl=1)

# Assignment Submission and Grading

All written work will be marked on grammar, clarity of writing, and organization, as well as content and analysis. What is looked for in assignments reflects 5 components which will be clearly reflected and weighted in the rubrics for each assignment:

1. Logic: organizing facts and arguments, rational sequencing of sections, relevance
2. Quality of Communication: grammar, spelling, sentence structure, and clarity of argument
3. Quality of Information: scope and knowledge of literature and secondary sources, relevance
4. Quality of Arguments: ability to develop clear line of thought and argument, critical reasoning
5. Professional and Practice Perspectives: awareness of values, social location, possibilities and influence on choices

## Form, Style, Submission

* 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).
* If needed; assignments can be audio or video recorded for accessible submission option; should this be of interest to you, please connect with your TA to clarify submission requirements (length of recording and audio citations).
* All assignments must be submitted via Avenue to Learn; email assignments will not be accepted unless this was previously arranged with Teaching Assistant
* Assignment must be submitted by 11:59pm on due date
* Paper format must be in accordance with APA referencing
* When submitting, please keep a spare copy of your assignments.

Please note: In exceptional circumstances, an extension will be granted if discussed and agreed upon PRIOR to the due date.

## Avenue to Learn & Zoom

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 for Foundational Courses:

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

* While cameras are expected to be on during zoom tutorials; tutorials will not be recorded. Due to zoom lectures being recorded for accessibility, camera usage is optional. The policy on visibility, and contacts for further information and support, is available.
* 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.
* Students should read material in preparation for class, attend class on time and remain for the full duration. A 15-minute break will be provided in the middle of each class.
* 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 and have their cameras on and ready to participate as much as possible. Should you not be able to attend tutorial, please email myself and your tutorial leader ahead of time to notify us of your absence. 2 in-person drop in’s will be available during the course semester. These will be optional and also will be streamed on Zoom for convenience. During the drop-in dates, regular tutorial will not occur.

## Foundation Course Attendance:

For foundation courses: 2A06, 2BB3,2CC3, 3E03, 3F03, 4J03, 4X03 4ZZ3, 3D06, AND 4D06: Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

### Academic Integrity

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

 The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

### 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! Extensions will be granted an initial 3-day extension. Extensions beyond 3 days will be for exceptional cases and will be agreed upon with your TA or Course Instructor. 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 Jennie Vengris, Undergraduate Chair (vengris@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/undergraduate-resources/policy-on-extensions-and-incompletes-november-2019.docx/view) 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* *Jennie Vengris, Undergraduate Chair (**vengris@mcmaster.ca**).*

# Course Weekly Topics and Readings

## All lectures and tutorials will be held on Zoom; links are in Avenue to Learn

## Week 1: (September 9th) Synchronous Lecture on Zoom

## NO TUTORIAL THIS WEEK

### Topics:

* Overview of Course Syllabus
* Navigating A2L
* Embracing Theory…Why so Eclectic?

 Core and Optional Readings:

* Core: Course Text Chapter 1
* Optional: See Avenue to Learn under Optional Readings and Videos

## Week 2: (September 16th) Synchronous Lecture on Zoom

## Tutorial group on Zoom from 8:30-10pm

## Topics:

* Critical Ecological Systems Theory
* Social Location & Unpacking Privilege
	+ Guest Speaker Madison Brockbank

 Core and Optional Readings:

* Core: Course Text Chapter 3
* Optional: See Avenue to Learn under Optional Readings and Videos

Week 3: (September 23rd) Synchronous Lecture on Zoom

Tutorial group on Zoom from 8:30-10pm

* Assignment 1 Discussion

\*Voluntary Drop-in, in person check in available 5:30-6:30pm (Location TBA)

## Topics:

* Problem Solving and Solutions Focused Models
* Working with Seniors

 Core and Optional Readings:

* Core: Course Text Chapters 2 & 20
* Optional: See Avenue to Learn under Optional Readings and Videos

## Week 4: (September 30th) Synchronous Lecture on Zoom

## NO TUTORIAL THIS WEEK

\*Reflection Paper due by 11:59pm

### Topics:

* Critical Theories: CRT, Critical Social Theories, Structural theory, AOP

 Core and Optional Readings:

* Core: Course Text Chapter 17
* Optional: See Avenue to Learn under Optional Readings and Videos

## Week 5: (October 7th) Synchronous Lecture on Zoom

## Tutorial group on Zoom from 8:30-10pm.

## Assignment two (Theory, After Dark) submission Discussion

## Topics:

* Feminist, Empowerment, Strengths-Based Theories
* Working with Adolescents
	+ Guest Speaker Chelsea Davenport

 Core and Optional Readings:

* Core: Course Text Chapter 15
* Optional: Course Text Chapters 6 and 16 and See Avenue to Learn under Optional Readings and Videos

## Week 6: (October 14th) Reading Week – Enjoy a Break!

Week 7: (October 21st) Synchronous Lecture on Zoom

\*Theory, After Dark 1 due by 11:59pm

Tutorial group from 8:30-10pm

\*Voluntary, Drop-in, in person check in available 5:30-6:30pm (Location TBA)

## Topics:

* Narrative theory

 Core and Optional Readings:

* Core: Course Text Chapter 18
* Optional: See Avenue to Learn under Optional Readings and Videos

## Week 8: (October 28th) Synchronous Lecture on Zoom

## NO TUTORIAL THIS WEEK

### Topics:

* Trauma Informed, Indigenous Holistic Theory
	+ *Guest Lecture TB*
* Working with Children and Youth
	+ *Guest Lecture by Elliott Young*

 Core and Optional Readings:

* Core: Course Text Chapter 11
* Optional: See Avenue to Learn under Optional Readings and Videos

Week 9: (November 4th) Synchronous Lecture on Zoom

Tutorial group from 8:30-10pm

## Topics:

* Cognitive Behavioural Therapy (CBT)
	+ Guest Lecture by Andrea Dermody

 Core and Optional Readings:

* Core: Course Text Chapter 5 and YouTube Video on A2L Week 9
* Optional: See Avenue to Learn under Optional Readings and Videos

Week 10: (November 11th) Synchronous Lecture on Zoom

Tutorial group from 8:30-10pm

## Topics:

* Dialectical Behavioural Therapy (DBT)
	+ Guest Lecture by Kate Brockbank
* Working with Adults

 Core and Optional Readings:

* Core: Course Text Chapter 8
* Optional: See Avenue to Learn under Optional Readings and Videos

Week 11: (November 18th) Synchronous Lecture on Zoom

\*Theory, After Dark (2) due by 11:59pm

Tutorial group from 8:30-10pm

* + Final Assignment Discussion

## Topics:

* Attachment Theory

 Core and Optional Readings:

* Core: Course Text Chapter 10
* Optional: Course Text Chapter 21 and See Avenue to Learn under Optional Readings and Videos

Week 12: (November 25th) Synchronous Lecture on Zoom

Tutorial group from 8:30-10pm

\*Voluntary, Drop-in, in person check in available 5:30-6:30pm (Location TBA)

## Topics:

* Crisis Intervention
* After Life; Working in Grief and Loss

 Core and Optional Readings:

* Core: Course Text Chapter 9
* Optional: See Avenue to Learn under Optional Readings and Videos

Week 13: (December 2nd) Synchronous Lecture on Zoom

\*Final Paper due by 11:59pm

Tutorials on Zoom with TA’s 8:30-10pm

## Topics:

* Wrapping up the Eclectic Approach

Core and Optional Readings:

* No readings!