

# Social Work 3E03:

# Individual Practice Across the Lifespan

September 6 - December 6, 2022, Tuesdays, 2:30 p.m. - 5:30 p.m.

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Office Hours: By Appointment

# Table of Contents

[Course Overview 1](#_Toc12438429)

[Course Requirements/Assignments 3](#_Toc12438430)

[Assignment Submission and Grading 4](#_Toc12438431)

[Student Responsibilities 6](#_Toc12438432)

[Course Weekly Topics and Readings 10](#_Toc12438433)

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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 Description:

Examination of theories of social work practice with individuals at various life stages. Exploration of how social location and social context affects individual development and subsequent social work intervention.

## 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 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 U
6. Understand your social location while using theories, working with populations, and how this impacts practice

## Course Format

Information will be presented through lectures, case study analyses and discussion.

For approximately one-third of the class time, information will be given in a lecture-discussion format. This information will focus on a selected theoretical framework as applied to social work practice with individuals.

## There are no required texts for this course. There will be weekly suggested readings and/or videos, podcasts for your consideration. These are to provide resources to students to develop specificity in the following areas:

* practice techniques
* application to intersectional populations
* 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.

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# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Reflection Paper – September 20 - 26%
2. Eclectic Approaches Paper – December 6 - 30%
3. Weekly Muse – (12 weeks, 2% each) - 24%
   1. September 13, 20, 27
   2. October 4, 11, 18, 25
   3. November 1, 8, 15, 22, 29

## Requirement/Assignment Details

1. Reflection Paper – 26%

Reflect on: Your 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/reflexivity. Full outline and rubric on A2L.

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

Due Date: September 20, 2022

1. Eclectic Approaches

Please use the following headings:

1. Case study – Develop your own case study that will include client(s) information (demographics, etc.) as well as presenting problem, and goal of therapy.
2. Core Theories and Practice Techniques and Critical Analysis (use *two* core theories and *two* practice techniques per theory and include a Critical Analysis subheading, or interweave critical analysis in this section)
3. Plan of care and cultural/identity considerations
4. Reflexivity on your social location in relation to this therapeutic intervention.

Paper will be discussed in class during the tutorial on November 15. Feel free to have an outline completed and any questions.

Length: 8-10 pages

References: minimum of 8 references

Due Date: December 6, 2022

Percentage of Grade: 30%

1. Weekly Muse – 24% (12 weeks, 2% each)

* Due by the end of the day on the day of class
* You will be provided 30min at the end of each class to complete this
* This is based on the lecture and tutorials
* Template will be available on A2L
* If you are not able to attend class that week due to illness, please connect to talk about an alternative way to complete this assignment

Due Dates:

* September 13, 20, 27
* October 4, 11, 18, 25
* November 1, 8, 15, 22, 29

Percentage of Grade: 24%

## Assignment Submission and Grading

## Form and Style

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

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

* 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

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| --- | --- | --- | --- |
| Letter  Grade | Grade  Point | Percentage | Grade guideline |
| A+ | 12 | 90-100 | Exceptional work of the highest quality that fully meets the assignment requirements. Where it is a written, such work will at a level that could be submitted for publication (with minor modifications) in a newsletter or minor non-refereed journal. Where the work is not written it will be of a comparable level of excellence to such publishable work |
| A | 11 | 85-89 | Exceptional work that fully meets assignment requirements. Such work will contain characteristics such as high levels of creativity, originality of thought, sophisticated levels of interpretation and argument, highly developed critiques, an outstanding ability to connect ideas and issues, and/or other characteristics relevant to the assignment |
| A- | 10 | 80-84 | Exceptional work that fully meets the assignment requirements. Such work will contain characteristics such as creativity, originality of thought, sophisticated levels of interpretation and argument, well developed critiques a good ability to connect ideas and issues, and/or other characteristics relevant to the assignment |
| B+ | 09 | 77-79 | Very good work that fully meets all the assignment requirements and contains some characteristics such as creativity, originality of thought, good levels of interpretation and argument, well developed critiques a good ability to connect ideas and issues, and/or other characteristics relevant to the assignment |
| B | 08 | 73-76 | Very good work that meets all the assignment requirements |
| B- | 07 | 70-72 | Good work that meets all the assignment requirements |
| C+ | 06 | 67-69 | Satisfactory work that meets the assignment requirements |
| C | 05 | 63-66 | Satisfactory work that largely meets the assignment requirements |
| C- | 04 | 60-62 | Less satisfactory work but it largely meets the assignment requirements |
| D+ | 03 | 57-59 | Weak work which meets assignment requirements |
| D | 02 | 53-56 | Weak work which marginally meets assignment requirements |
| D- | 01 | 50-52 | Weak work which marginally meets assignment requirements and is barely adequate for a pass |
| Fail | 0 | 0-49 | Very weak work which does not meet the standards for a pass |

### Foundation Course

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

* Trust – we will work together to establish overarching mutual responsibilities.
* Communication is essential, please keep open and ongoing communication for any questions, concerns, or items of clarification.
* Students are expected to contribute to the creation of a respectful and constructive learning environment.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Course Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss. Note: It is the student's responsibility to track their own attendance; instructors will only calculate attendance at the end of the course.

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

### Academic Integrity

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

## Authenticity/Plagiarism Detection

## 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. 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.

## Confidentiality

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

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

### E-mail Communication Policy

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

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

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

Course Weekly Topics and Readings

Please note, there may be guest speakers throughout the course. As guests are confirmed, the class will be made aware which weeks to expect a guest speaker.   
*These topics and content are subject to change.*

## Week 1: September 6

## No tutorial

### Topics:

* Overview of Course Syllabus
* Embracing Theory…Why so Eclectic?
* No readings this week

## Week 2: September 13

Weekly reflection

## Topics:

* Lecture: Critical Ecological Systems Theory
* Tutorial: Social Location & Unpacking Privilege

Watch:

Epistemology: Introduction to Theory of Knowledge <https://www.youtube.com/watch?v=r_Y3utIeTPg>

Recommended reading (will be discussing in class):

Peña, S., Klawetter, S., Begun, S., Brown, S. (2015). MSW Students’ Understanding of Social Location: The Development of a Positionality Measure. *Perspectives on Social Work, 11*(2).   
  
<https://tspace.library.utoronto.ca/bitstream/1807/96868/1/MSW%20Students%27%20understanding%20of%20social%20Location_Begun.pdf>

Week 3: September 20

Weekly reflection

Tutorial

* Assignment 1 Discussion

## Topics:

* Problem Solving and Solutions Focused Models
* Working with Older Adults

Reading Suggested:

Swinford, E., Galucia, N. & Morrow-Howell, N. (2020). Applying Gerontological Social Work Perspectives to the Coronavirus Pandemic. *Journal of Gerontological Social Work, 63*(6-7), 513-523. [10.1080/01634372.2020.1766628](https://doi.org/10.1080/01634372.2020.1766628)  
  
Available:   
https://www.tandfonline.com/doi/full/10.1080/01634372.2020.1766628

Week 4: September 27

\*Reflection Paper due by 11:59 p.m.

Weekly reflection

Tutorial: Conversation and discussion on this podcast, *please listen to it before class*: <https://dont-call-me-resilient.simplecast.com/episodes/why-you-shouldnt-be-afraid-of-critical-race-theory>

Topics:

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

No readings, listen to above podcast.

## Week 5: October 4

## Weekly reflection

## Tutorial

## Topics:

* Working with Adolescents

Readings: TBD

## Week 6: October 11 Reading Week – Enjoy!

## Week 7: October 18

Tutorial

Weekly Reflection

## Topics:

* Narrative theory
* Feminist theory

Watch:  
https://www.youtube.com/watch?v=JRci2V8PxW4

## Week 8: October 25



## NO TUTORIAL THIS WEEK

### **Topics:**

* Trauma Informed, Indigenous Holistic Theory
* Working with Children and Youth
  + *Guest Lecture TBA*

Readings TBD

Week 9: November 1

## Tutorial - CBT in practice

## Topics:

* Cognitive Behavioural Therapy (CBT)

Readings:   
Nowrouzi, B., Manassis, K., Jones, E., Bobinski, T., & Mushquash, C. J. (2015). Translating Anxiety-Focused CBT for Youth in a First Nations Context in Northwestern Ontario. *Journal of the Canadian Academy of Child and Adolescent Psychiatry = Journal de l'Academie canadienne de psychiatrie de l'enfant et de l'adolescent*, *24*(1), 33–40.  
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4357332/

Week 10: November 8

## Tutorial: - DBT in a clinical setting, skills required

## Topics:

* Dialectical Behavioural Therapy (DBT)
* Working with Adults

Reading:  
https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/dialectical-behaviour-therapy

Week 11: November 15

Tutorial

Final Assignment Discussion

## Topics:

* Attachment Theory

Optional Readings:

<https://kidskinder.com.au/attachment-theory-in-childcare-setting/>

Week 12: November 22

Tutorial

## Topics:

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

Core and Optional Readings:

Ghelani, A. (2021). Knowledge and Skills for Social Workers on Mobile Crisis Intervention Teams. *Clinical Social Work Journal.*  <https://doi.org/10.1007/s10615-021-00823-x>

Available: <https://link.springer.com/article/10.1007/s10615-021-00823-x#citeas>

Week 13: November 29

## Tutorial: Next steps, questions, application

## Topics:

* Video
* Wrapping up the Eclectic Approach

Week 14: December 6

No readings!