**McMaster University School of Social Work**

**Social Work 2A06E:**

**Theory, Process & Communication Skills for Social Work**

September 4, 2018 - April 9, 2019, Wednesdays, 7:00 to 10:00 pm

Instructor: Anna Marie Pietrantonio

Office: KTH #328

Office hours: by appointment

Email: [pietram2@mcmaster.ca](mailto:pietram2@mcmaster.ca)

Phone: 905-521-2100, ext. 73106

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# Course Overview

## Course Description:

This course focuses on the knowledge, value base, and intervention methods of social work practice, and basic skills development in interpersonal communication and interviewing.

## Course Objectives:

This course begins the process of integrating theory and practice. Social workers rely on theory, process, communication and self-awareness to undertake their work. In this class students have the opportunity to learn about this knowledge and how to draw upon it in developing their own practice. Learning will include select foundation theories, professional values and ethics, basic communication and interviewing skills and critical reflexivity (students reflecting on their own values, life experiences and practice in relation to the course content). This course is taught from a perspective compatible with the School of Social Work Mission Statement:

*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.*

By the end of this course, students should be able to:

* Comprehend the knowledge bases of practice for a professional social worker, to understand the values of the profession and the social context in which it operates, particularly the complexity of Canadian society, including the dynamics affecting Anglophone, Francophone, Indigenous peoples, and new-comer populations, and power imbalances based on age, class, gender identity, geographic location, health, ability, race, sexual identity and income etc.
* To be able to apply, explain and adhere to social work values and ethics
* Work with generalist theories and interventions, to evaluate the appropriateness of different approaches to addressing problems, and to integrate these in practice
* Use select social work interventions appropriately and to understand the role and use of process in doing so
* Effectively use specific skills in interpersonal communication and interviewing through direct practice with peers and process recording
* Recognize issues of diversity, oppression, social exclusion, human rights and social justice, and to address these issues in the context of one's practice through critical reading reflection assignments
* Employ critical thinking and reflexivity in professional practice
* Utilize self-awareness and capacity for self-evaluation in relation to social work
* Understand the limits to one's own knowledge and ability, to appreciate uncertainty, ambiguity and limits to knowledge, and to engage in persistent inquiry into the theoretical and research

## Course Format

Lecture/Discussion & Interviewing Practice

Each class is divided into two parts. The first part usually consists of full class meetings with discussions, lectures, films and presentations. During the second part students divide into small groups where they actively participate in live interviewing simulations, role-plays, discussions and practice exercises based on scenarios amongst your peers. It is a course requirement that each student will participate in interviews in their small groups.

## Required Texts:

The text below is required. In addition, this course uses podcasts and readings accessed by hyperlink from an electronic copy of this course outline. For some of these readings, you will need to enter your Mac ID. It is possible that some online journal links will “expire” during the course, in which case students should access the relevant online journal through the McMaster Library to retrieve an updated link. The instructors will suggest additional readings as the course proceeds. Students are also expected to be proactive learners and independently seek out readings and other knowledge as the course proceeds and to integrate this with the concepts presented in class.

1. Mandatory Reading:

Louise Harms and Joanna Pierce (2011). *Working with People: Communication Skills for Reflective Practice, Canadian Edition.* ISBN 13: 9780195433548 Oxford University Press.

1. Mandatory Reading:

Canadian Association of Social Workers [Code of Ethics](http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf) and the [Guidelines for Ethical Practice](http://casw-acts.ca/sites/default/files/attachements/CASW_Guidelines%20for%20Ethical%20Practice.pdf) available at <http://www.casw-acts.ca/en/what-social-work/casw-code-ethics>

## Additional Suggested Readings

1. Optional Reading:

Healy, K. (2014). *Social work theories in context: Creating frameworks for practice*. Macmillan International Higher Education.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Attendance Pass/Fail Ongoing
2. Participation 15% Ongoing- evidence of readings in class/assignments.
3. Five mini reflection assignments 3% each with a value of 15% collectively. Maximum of one exercise handed in per-week starting October 3, 2018 with all five submitted by December 5, 2018. Reflect on a reading and its corresponding week’s interviewing skills practice exercises performed in class.
4. Mid-term Assignment (Fall Term): Assessment and formulation. 20% Assignment distributed in class October 31, 2018 and due on November 28, 2018.
5. Problem Based Learning Group Assignment. 25% Group Presentation 15% & Reflection 10% (due 1 week later). Groups will be given a professional practice scenario and will develop presentations to respond to the scenario. Presentations due on January 23, 2019.
6. Video process recording and summary. 25% Assignment distributed January 30, 2019 and due by March 27, 2019.

## Requirement/Assignment Details

1. 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.*

Learning in this course requires exposure to and interaction with ideas, media and exercises presented in the classroom. If non-attendance is for medical or other reasons approved by the Associate Dean’s office, where possible and practical, efforts will be made to assign additional work to make up the missed learning.

1. Class Participation

Since this course stresses process and communication, active class and group participation, mutual support, self-evaluation, reflexivity and the ability to utilize feedback are essential. Students will be evaluated in these processes based on:

1. Contributing to the creation of a mutually considerate, respectful and constructive learning environment
2. Engaging in critical thinking, discussion and debate, as well as reflective listening
3. Reading the material in preparation for the class
4. Attending on time and remaining for the duration of the class
5. Mini-assignments: Reflections on practice and readings

You are responsible for completing five (5) mini-exercises between October 3 and December 5, 2019. Length: 2-3 pages each. In each assignment students will reflect on a reading and its corresponding week’s interviewing skills practice exercises performed in class to comment on new learnings, areas for development, embodied experiences, and critical reflection or any remarkable aspects of seeing “yourself” (in terms of identity or experience) in the subject matter or practice experience for the week.

1. Mid-term (Fall Term) assignment: Application of Theory- Assessment and formulation

The focus of the mid-term will be on understanding core concepts in social work and their application in the helping process, including assessment and formulation. Students will view a film and prepare an assessment and formulation based on course material and the application of course concepts and theories to the practice scenario offered in the film Note: This is an independent assignment; do not collaborate with fellow students. Length: Maximum 12 pages.

1. Problem based learning exercises

The PBL assignment includes a presentation and a reflection paper. Groups will be given a professional practice scenario and will develop presentations to respond to the scenario.

1. Video process recording and summary

Videotape an interview you conduct with a standardized client, a friend who is role-playing, or a classmate. The interview should be about 30 minutes in length. Choose approximately 12 minutes of the interview to include in a process recording (see handout for format). In this 12-minute process recording, select four portions of the interview: a portion from the beginning of the interview, a portion from the end, a portion that went well, and a portion from a challenging section of the interview. After completing the process recording, write an analysis of the entire interview and the interviewee’s situation. Please consult class readings and other relevant literature to support your analysis. Submit written work in the usual manner and the video on a USB or by electronic link.

Length: Maximum 12 pages of analysis (the Process Recording should be attached as an appendix and is not included as part of the page content).

PLEASE NOTE: USBs will not be returned until the end of the exam period.

# Assignment Submission and Grading:

## Form and Style

All written assignments should be typed and double-spaced and include a front page containing the title, student’s name, student number, email address and date. Number all pages (except title page & do not count title page in the number count). When submitting in hard copy, staple the paper, and please DO NOT use folders or binders.

Paper format must be in accordance with the current edition of the American Psychological Association Publication (APA) 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). Do not exceed the maximum space allowed (by going over the page limit, reducing font size or line spacing); such papers will only be graded on the content that falls within the assignment space parameters. Students are to make use of and cite appropriate sources. When submitting, students should keep a spare copy of assignments.

Arrangements for the return of assignments from the options above are detailed below:

**Submission & grading** when using hard copies or video assignments. Paper submissions are due at the start of the class on the day the assignment is due. Please submit in an envelope labeled with your name.

Video assignments are to be submitted at the start of the class on the day the assignment is due. Please submit by electronic link or on a data-stick (in a format playable on a PC), placed in an envelope labelled with your name. If you wish your hard copy process recording final assignment returned to you, please submit in duplicate with a stamped self-addressed envelope.

#### **Statement for Foundation 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 5 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.

## 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 and University Policies

Adult learning principles are employed; students are expected to think critically and be self-reflective. It is anticipated that students will contribute to class learning by bringing, sharing and exploring their own ideas and by helping to make the class a place for others to do the same, and by contributing to the creation of a respectful environment conducive to learning. It is a student’s responsibility to submit assignments on time.

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.

Audio or video recording in the classroom without permission of the instructor is strictly prohibited.

## Foundation 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.

## 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), located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

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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

The instructor reserves the right to use a software service designed to reveal plagiarism. Students may be asked permission for their work to be submitted electronically to this service so that it can be checked for academic dishonesty. In addition, the instructor reserves the right to request a student undertake a viva examination of a paper in circumstances where the paper appears to be written by someone other than the student themselves (i.e. papers written by custom essay writing services). Academic dishonesty also entails a student having someone 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)](https://sas.mcmaster.ca/) to make arrangements with a Program Coordinator. [Student Accessibility Services](https://sas.mcmaster.ca/) 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.

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.

*Disclosure to the instructor of personal issues, illness or injury or extenuating circumstances are not required for accommodation requests. I am both approachable and flexible so please feel free to contact me as soon as needs arise so that I can help anyway I can. I understand that not all needs are foreseeable as well, so I can also help with alternative assignments and make-up work planning to foster successful learning and completion of the course.*

## 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, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI:

http://www.mcmaster.ca/uts/support/email/emailforward.html

\*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

## 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

## Week 1: September 5

### Topics:

* Introduction to Social Work: Human services work, domains and roles, values, rights, discrimination; change and phases of practice

Skills/exposure:

* Introductions to group process and groups work and to one another
* Beginning self-reflection on human service work
* Identifying social location and values, rights, discrimination
* Thinking about change, process and phases of practice
* Authenticity and empathy

### Readings:

* Harms and Pierce chapter 1: Working towards Change
* Fook, J. & Askeland, G.A. (2007). Challenges of critical reflection: ‘Nothing ventured, nothing gained’. *Social Work Education*, 26(5), 520-533

Group:

* Interview activity: Ice breakers/group formation, name tag activity
* Review of course outline
* Lecture: Introduction to Social work

Small Groups:

* Work on presentation for week 2

## Week 2: September 12

### Topics:

* Worldviews, paradigms, theories

Skills/exposure:

* Exploring understandings of worldviews, paradigms and theories as they influence listening and practice
* Check-in/mutual support
* Basic interpersonal skills

### Readings:

* Harms & Pierce Chapter 3: Communication and Change
* Singer, J. B. (Host). (2009, October 10). Prochaska and DiClemente's Stages of Change Model for Social Workers [Episode 53]. Social Work Podcast at <http://socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html> or click [Podcast Link](http://socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-of.html)
* Heather W. Hackman (2005) Five Essential Components for Social Justice Education, Equity & Excellence in Education, 38:2, 103-109, DOI: 10.1080/10665680590935034

Large Group:

* Check-in
* Group presentations
* Lecture: World Views, Paradigms, Theories, Introduction to the helping process
* Mapping “roles” exercise
* TAs make small groups

## Week 3: September 19

### Topics:

* Establishing a working relationship; Social work values and ethics

Skills/exposure:

* Applying values to analysis
* How to begin an interview-being transparent about ethics, roles
* Applying ethics to practice

### Readings:

### Canadian Association of Social Workers [Code of Ethics](http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf) and the [Guidelines for Ethical Practice](http://casw-acts.ca/sites/default/files/attachements/CASW_Guidelines%20for%20Ethical%20Practice.pdf) available at <http://www,casw0acts,ca/en/what-social-work/casw-code-ethics> or click [PDF](http://www.casw-acts.ca/en/what-social-work/casw-code-ethics)

### Harms & Pierce Chapter 6: Establishing a good working Relationship

### Singer, J. B. (Host). (March 11, 2013). Social Work Ethics: Interview with Allan Barsky, JD [Episode 78] *Social Work* [*Podcast link*](http://socialworkpodcast.blogspot.ca/2013/03/social-work-ethics-interview-with-allan.html) *or* <http://socialworkpodcast.blogspot.ca/2013/03/social-work-ethics-interview-with-allan.html>

Large Group:

* Lecture, discussion and practice exercise: Values and ethical dilemma

Small Groups:

* Intro to small groups and TA’s, ice-breakers, rules discussion

## Week 4: September 26

### Topics:

* Self-awareness, Use of self and Introduction to Self Care

Skills/exposure:

* Practice differential use of self/skillful disclosures
* Introduction to impact of the work

### Readings:

* Leigh Arden Ford & Robbin D. Crabtree (2002) Telling, Re-Telling and Talking

about Telling: Disclosure and/as Surviving Incest, Women's Studies in Communication, 25:1, 53-87, DOI: 10.1080/07491409.2002.10162441

* Harms & Pierce Chapter 4: Preparing for Practice

Large Group:

* Lecture: The “Self”
* Practice exercises: self-awareness
* Review mini-assignments

Small Group

* Team/group building exercises
* Interviewing practice - mock interviewing with your group leader re: How to begin an interview including roles, ethics and obligations, disclosure/use of self.

## Week 5: October 3

### Topics:

* Basic Skills 1: Establishing the story, Empathy, Authenticity

Skills/exposure:

* Recognizing skills and providing feedback
* Conveying/practicing empathy, respect and authenticity
* Minimal encouragers, probing,
* Open-ended vs closed questioning
* Succinct, relevant and specific questions types, difficult questions and timing

### Readings:

* Harms and Pierce Chapter 7: Establishing the Story
* Herring, S., Spangaro, J., Lauw, M., & McNamara, L. (2013). The intersection of trauma, racism, and cultural competence in effective work with aboriginal people: Waiting for trust. *Australian Social Work, 66*(1), 104-117. doi: 10.1080/0312407x.2012.697566 <http://journals2.scholarsportal.info/details?uri=/0312407x/v66i0001/104_tiotrawapwft.xml&school=mcmaster> or click on [[PDF]](http://libaccess.mcmaster.ca/login?url=http://journals2.scholarsportal.info.libaccess.lib.mcmaster.ca/show_pdf.xqy?uri=/0312407x/v66i0001/104_tiotrawapwft.xml&school=mcmaster)

Large Group:

* Lecture, discussion, case scenarios: Basic Skills and Conveying Empathy

Small Group:

* Interviewing practice: empathy and authenticity, beginning, encouraging, probing and questioning

## October 10– Reading Week

## Week 6: October 17

### Topics:

* Basic Skills 2: Exploring and Focusing

Skills/exposure:

* Reflecting skills
* Paraphrasing
* Summarizing
* Normalizing

### Readings:

### Harms and Pierce Chapter 8: Paraphrasing and Summarizing

### Mark S. Kiselica and Michelle Robinson (2001). Bringing Advocacy Counseling to Life: The History, Issues, and Human Dramas of Social Justice Work in Counseling.

### Journal of Counseling & Development, 49, 3-13.

Large Group:

* Lecture: Direction and understanding of the interview process and the relevant skills: Reflecting, paraphrasing and summarizing
* Case examples and discussion

Small Group

* Interviewing practice: Reflecting, Paraphrasing and Summarizing

## Week 7: October 24

### Topics:

* What is Theory 1 : Discourse and Theories for Practice

Skills/exposure:

* Attending to how theories impact the process/interview
* Thinking about assessment/framing/formulations

### Readings:

* Healy, K. (2014). *Social work theories in context: Creating frameworks for practice*. Macmillan International Higher Education. Chapter 1 [Available under course resources, Avenue to Learn]
* Absolon, K. (2010). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child and Family Review 5*(2), 74-87. [[[PDF]](http://www.fncaringsociety.com/sites/default/files/online-journal/vol5num2/Absolon_pp74.pdf)] <http://www.fncaringsociety.com/sites/default/files/online-journal/vol5num2/Absolon_pp74.pdf>
* Singer, J. B. (Host). (2009, June 21). Theories for clinical social work practice: Interview with Joseph Walsh, Ph.D. [Episode 52]. *Social Work* [*Podcast*.](http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html) <http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html>

Large Group:

* Lecture and Discussion: Introduction to theoretical frameworks, assessment, formulation

Small Groups

* Interviewing practice: assessment

## Week 8: October 31

### Topics:

* What is Theory 2? Theory and assessment

Skills/exposure:

* + Assessment from differing vantage points: the individual, ecological, systems, strengths focus

### Readings:

* Harms & Pierce Chapter 9: Forming an Assessment
* Theory lecture
* Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Wor*k 41(3), (296-305).
* Singer, J. B. (Host). (2007, January 22). Bio-psychosocial-Spiritual (BPSS) assessment and Mental Status Exam (MSE) [Episode 2]. Social Work [Podcast.](http://socialworkpodcast.com/2007/02/bio-psychosocial-spiritual-bpss.html) <http://socialworkpodcast.com/2007/02/bio-psychosocial-spiritual-bpss.html>

Large Group:

* Lecture and Discussion: Theoretical frameworks, assessment, formulation
* Review of mid-term assignment: Assessment and formulation-application to a scenario

Small Groups

* Interviewing practice: assessment continued

## Week 9: November 7

### Topics:

* Crisis Intervention and Suicide Assessment

Skills/exposure:

* Crisis intervention protocols/knowledge of suicide intervention protocols,
* Intervention skills in crisis, i.e., connecting understanding engaging ambivalence assisting/safe-planning

### Readings:

* Harms & Pierce, Chapter 11: Task-Centered and Crisis Intervention Skills
* Overmars, D. (2010). Diagnosis as a naming ceremony: Caution warranted in use of the DSM-IV with Canadian Aboriginal Peoples. *First Peoples Child and Family Review 5*(1), 78-85. [[PDF]](http://www.fncaringsociety.com/sites/default/files/online-journal/vol5num1/Overmars_pp78.pdf) <http://www.fncaringsociety.com/sites/default/files/online-journal/vol5num1/Overmars_pp78.pdf>
* Singer, J. B. (Host). (2007, January 29). Crisis intervention and suicide assessment: Part 1 - history and assessment [Episode 3]. Social Work [Podcast](http://socialworkpodcast.com/2007/01/crisis-intervention-and-suicide.html). <http://socialworkpodcast.com/2007/01/crisis-intervention-and-suicide.html>
* Singer, J. B. (Host). (2007, January 29). Crisis intervention and suicide assessment: Part 2 - intervention and crisis assessment [Episode 4]. Social Work [Podcast.](http://socialworkpodcast.com/2007/02/crisis-intervention-and-suicide.html) <http://socialworkpodcast.com/2007/02/crisis-intervention-and-suicide.html>

Large Group:

* Lecture & Discussion: Crisis intervention, suicide assessment, mental status exam assessment

Small Groups

* Interviewing practice: working with crisis scenarios, suicide risk assessment

## Week 10: November 14

### Topics:

* Critical analysis of evidence informed social work practice and use of standardized assessment stools

Skills/exposure:

* Practicing critical thinking skills about assessment and evidence
* Where do we intervene and why?

### Readings:

* Singer, J.B. (Host) (March 9, 2011) The Process of Evidence-Based Practice: Interview with Danielle E. Parrish. *Social Work* [*Podcast*](http://socialworkpodcast.blogspot.ca/2011/03/process-of-evidence-based-practice.html) <http://socialworkpodcast.blogspot.ca/2011/03/process-of-evidence-based-practice.html>
* Gomory, T., Wong, S. E., Cohen, D., & Lacasse, J. R. (2011). Clinical social work and the biomedical industrial complex. Journal of Sociology and Social Welfare, 38(5), 135-165
* **Witkin, S. & Harrison, W.D. (2001**) Whose Evidence and for What Purpose? *Social work,* 46(4):293-296.

Large Group:

* Lecture & discussion: Evidenced informed social work and standardized assessment tools
* Review mental health or dementia assessment tools offer critique

Small Groups

* Interviewing practice

## Week 11: November 21

### Topics:

* Critical perspectives on biological determinism
* Neurobiology and social work: mind/body connections

Skills/exposure:

* Using/critique of the language of neurobiology

### Readings:

* Mulvany, J. (2000). Disability, impairment or illness? The relevance of the social model of disability to the study of mental disorder. Sociology of Health & Illness, 22(5), 582-601.

Large Group:

* Lecture: Trauma assessment and neuro-discourse
* Use of EMDR (eye movement desensitization and reprocessing) and PMR (progressive muscle relaxation)

Small Group:

* Interviewing practice: scenario

## Week 12: November 28

### Topics:

* Goal setting and contracting

Skills/exposure:

* Issues identification
* Goal setting
* Prioritization
* Action planning
* Clarifying

Readings:

* Review Harms & Pierce Chapter 9: Forming an Assessment

Large Group

* Lecture & Discussion: Goal setting, contracting
* Interviewing practice: issues identification, goal setting, prioritization

## Week 13: December 5

### Topics:

* Skills review and self assessment/learning plan

Skills/exposure:

* Skills identification
* Goal setting
* Prioritization
* Action planning

### Readings:

* Interviewing learning plan-to be shared for placement planning

Large Group:

* Course: Review and evaluation, how are we doing?
* Interviewing learning plan: self-rate interviewing skills to date, plan for development

## Week 14: January 9

### Topics:

* Professional practice: problem-based learning

Skills/exposure

* Knowledge translation
* Practicing professional judgement
* Professional use of self
* Communication skill/difficult conversations
* Group work process
* Critical reflexivity

### Readings:

* Research for presentations

Large Group:

* Introduction of Problem-based learning and assignment
* Reflection activity on group process

Small Groups:

* Review of case scenarios regarding students in placement settings
* Develop plan for group work and presentation

## Week 15: January 16

### Topics:

* PBL and social work practice: Case studies

Skills/exposure:

* Knowledge translation
* Practicing professional judgement
* Professional use of self
* Communication skill/difficult conversations
* Group work process
* Critical reflexivity

### Readings:

* Research for presentations

Large Group:

* no large session

Small Group:

* Develop presentations

## Week 16: January 23

### Topics:

* PBL Class presentations

Skills/exposure:

* Knowledge translation
* Practicing professional judgement
* Professional use of self
* Communication skill/difficult conversations
* Group work process
* Critical reflexivity
* Presentations

### Readings:

* Research for presentations

Large Group:

* Group presentations: 3 x ½ hour

## Week 17: January 30

### Topics: Process Recording Assignment Review/Handout

Skills/exposure:

* Transcribing
* Assessment
* Skill identification
* Skill development planning

### Readings:

### Process Recording Assignment Instructions

Large Group:

* Questions and details for process recording assignment
* Instructor/TAs prepare summary of progress to date including interests and areas for growth to be used for field placement discussions

Small Group:

* Review progress to date including interests and areas for growth
* Practice interview – review skills

## Week 18: February 6

### Topics:

### Difficult Situations: Working with "resistance" and "reluctance" in clients & our own limitations

Skills/exposure:

* Difficult situational skills (including validation, empathy, interpretation, challenges, confrontation)
* Recognizing our own limitation
* Working with resistance, reluctance

### Readings:

### Ferguson, I., and Lavalette, M. (2006), Globalization and global justice: towards a social work of resistance*. International Social Work, 49*(3). 309-318.

* Harms & Pierce chapter 10: Assessing Risk Situations

Large Group:

* Lecture, discussion, case scenarios: Difficult Situations

Small Groups:

* Interviewing practice: Difficult situation scenarios

## Week 19: February 13

### Topics:

### Consent and Capacity

### Skills/exposure:

### What do we mean by consent vs informed consent?

* What do we mean by capacity?
* How do we think about these concepts with children and youth, aging populations, in relation to mental health and disability?

### Readings:

* Ontario Human Rights Commission, Consent and Capacity <http://www.ohrc.on.ca/en/policy-preventing-discrimination-based-mental-health-disabilities-and-addictions/16-consent-and-capacity>
* Ontario Woman’s Justice Network, Sexual Assault and Consent. <http://owjn.org/2016/08/sexual-assault-and-consent/>

Large Group:

* Lecture, Dialogue, Case Discussion re: consent and capacity with various populations

Small Groups

* Interviewing practice: consent and practice with varying populations

## February 20 – Reading Week

## Week 20: February 27

NOTE: Over the next 3-weeks your instructor/s will either focus on exposure to specific types of intervention, or alternatively will focus on how specific practice approaches inform what social workers do. During these weeks you will critically examine the use of various practice approaches in the context of work to acquire a deeper understanding of the connection between theory and practice; and begin to develop your own practice.

### Topics:

* Applied practice approaches and interviewing skills 1

Skills/exposure:

* + Applying specific practice approaches to a specified client group within differing contexts of practice.

Readings:

* Singer, J. B. (Host). (2007, February 12). Person-centered therapy [Episode 8]. *Social Work* [*Podcast.*](http://socialworkpodcast.com/2007/02/person-centered-therapy.html)<http://socialworkpodcast.com/2007/02/person-centered-therapy.html>
* Singer, J. B. (Host). (2007, March 12). Behavior therapy [Episode 12]. *Social Work* [*Podcast.*](http://socialworkpodcast.com/2007/03/behavior-therapy.html) <http://socialworkpodcast.com/2007/03/behavior-therapy.html>
* Singer, J. B. (Host). (2008, March 19). Cognitive-behavioral therapy [Episode 14]. *Social Work* [*Podcast.*](http://socialworkpodcast.com/2007/03/cognitive-behavioral-therapy-cbt.html) <http://socialworkpodcast.com/2007/03/cognitive-behavioral-therapy-cbt.html>

Large Group:

* This week we will examine:
* Person Centered Therapy
* Cognitive/behavioural approaches

Small Groups:

* Interviewing practice: tied to an approach

## Week 21: March 6

### Topics:

* Applied practice approaches and interviewing skills 2

Skills/exposure:

* Applying specific practice approaches to a specified client group within differing contexts of practice

### Readings:

* Harms & Pierce chapter 13: Narrative and Solution Focused Skills
* Iveson, C. (2002). Solution-focused brief therapy. *Advances in Psychiatric Treatment, 8(*2), 149-157. [[PDF]](http://apt.rcpsych.org.libaccess.lib.mcmaster.ca/content/8/2/149.full.pdf+html) <http://apt.rcpsych.org/content/8/2/149.full.pdf+html>
* Göpfert, M. (2002). Commentary (on Solution-focused brief therapy). *Advances in Psychiatric Treatment, 8*(2), 156-157. [[webpage]](http://libaccess.mcmaster.ca/login?url=http://apt.rcpsych.org.libaccess.lib.mcmaster.ca/content/8/2/156.full)

Large Group:

* This week we will examine:
* Brief solution focused approaches
* Narrative approaches and skills

Small Groups:

* Interviewing practice: tied to an approach

## Week 22: March 13

### Topics:

* Applied practice approaches and interviewing skills 3

Skills/exposure:

* Applying specific practice approaches to a specified client group within differing contexts of practice

### Readings:

* Harms & Pierce chapter 14: Feminist and Critical Theory Skills

Large Group:

* This week we will examine:
* Feminist and Critical Theory approaches and skills

Small Groups

* Interviewing practice: tied to an approach

## Week23: March 20

### Topics:

* Link between micro and macro practice: Community intervention and advocacy

Skills/exposure:

* Applying practice skills to community settings
* Facilitation skills
* Linking skills application across contexts/roles

### Readings:

* Lee, B. (1999). Pragmatics of Community Organizing. 3rd ed. Mississauga: Common Act Press. Chapter 2: Objectives of a pragmatic community practice & Chapter 3: Roles and skills in pragmatic community work. [Available under resources, Avenue to Learn]

Large Group:

* Practice in community

Small Groups:

* Interviewing practice: community

## Week 24: March 27

### Topics:

* Preparing for practice Self-Care and Trauma informed/decolonizing trauma
* Preparing for practice: Field considerations working on teams, and professional presentations

Skills/exposure:

* Attending to the self
* Understanding the signs compassion fatigue
* Understanding the signs of vicarious trauma
* Thinking beyond psychiatric discourses on trauma

### Readings:

* Harms & Pierce Chapter 5: Sustaining yourself in practice
* Decolonizing Trauma Work, Linklater, R. (2014)- Chapter 1

Large Group:

* Lecture and Dialogue – preparing for practice, self-care and the impact of the work

Small Groups:

* Interviewing practice: checking for signs of burnout

## Week 25: April 3

### Topics:

* Closing, transition and goodbye phases and skill

En Skills/Exposure:

* The ending phase transitioning
* Closing and ending skills
* Reviewing
* Evaluation

### Readings:

* Harms & Pierce chapter 15: Finishing the Work
* Gallop, C. (2013). Knowing Nothing: Understanding New Critical Social Work Practice. Journal of Applied Hermeneutics, 0(2). Retrieved from <http://jah.journalhosting.ucalgary.ca/jah/index.php/jah/article/view/44>

Large Group:

* Dialogue, course review, celebration