

**Social Work 2A06:**

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

September 6, 2022 -- April 12, 2023, Mondays – 2:30 pm to 5:20 pm

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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.

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## 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).

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.*

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

1. 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.
2. To be able to apply, explain and adhere to social work values and ethics
3. Work with generalist theories and interventions, to evaluate the appropriateness of different approaches to addressing problems, and to integrate these in practice
4. Use select social work interventions appropriately and to understand the role and use of process in doing so
5. Effectively use specific skills in interpersonal communication and interviewing through direct practice with peers and process recording
6. 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
7. Employ critical thinking and reflexivity in professional practice
8. Utilize self-awareness and capacity for self-evaluation in relation to social work
9. 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 theory and research

## Course Format

Lecture/Discussion & Interviewing Practice  
Each class is divided into two parts. The first part usually consists of large group/class meetings with discussions, lectures, films, and presentations. During the second part students divide into small group tutorials in which 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 textbook below is required. In addition, this course uses podcasts and readings accessed by hyperlink from an electronic copy of this course outline and/or posted on the Avenue course page. 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/podcasts etc. 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.

Mandatory Reading:

* Louise Harms and Joanna Pierce (2020). Working with People: Interviewing and Assessment Skills for Human Service and Social Work Practice, Second Canadian Edition. ISBN 10:9780199029860 Oxford University Press.
* Canadian Association of Social Workers Code of Ethics and the Guidelines for Ethical Practice available at <https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics_0.pdf>

## Additional Suggested Readings

* 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 (Details below)

1. Participation 15% Ongoing - evidence of readings in class, engagement in tutorial activities, assignments, online discussion forums.
2. Critical reflection assignments 15%. The first critical reflection worth 5% to be submitted no later than October 7, 2022. The second critical reflection assignment worth 10% to be submitted no later than November 7, 2022.
3. Mid-term Assignment (Fall Term) – Video-recording and Process Recording 20%. Assignment distributed October 3, 2022, and due on December 5, 2022.
4. Problem Based Learning Group Assignment 25%. Group Presentation 15% and Reflection 10% (due 1 week later). Groups will be given a professional practice scenario and will develop presentations to respond to the scenario. Presentations in late January early February 2023.
5. Application of Theory – Assessment and Formulation Assignment. 25% Assignment distributed February 6, 2023. Final assignment due April 3, 2023

## Requirement/Assignment Details

**Attendance:**  
Students are expected to attend all classes including small group practice/tutorial 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)

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.

More information on reporting absences to the Associate Dean’s Office through the McMaster Student Absence form (MSAF) can be found in the section below called Requests for Relief for Missed Academic Term Work. For more information, please contact Tammy Maikawa, Administrator: [millet@mcmaster.ca](mailto:millet@mcmaster.ca)

### Class Participation

Since this course stresses process and communication, active class and group participation, mutual support, self-evaluation, reflexivity, and the ability to receive and 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/reviewing assigned material in preparation for class
4. Attending on time and remaining for the duration of the class

### Critical Reflection Assignments: Reflections on practice and readings You are responsible for completing two (2) critical reflections.

### First critical reflection assignment (5%) due on or before October 7, 2022, the student will reflect on a minimum of one reading (or more) and interviewing skills practice exercises performed in class. The readings can be chosen from any of the assigned readings except the assigned text book (Harms & Pierce). The student will reflect on new learnings, areas for development, embodied experiences, and/or any remarkable aspects of seeing "yourself" (in terms of identity or experience) in the subject matter or practice experience. Length 3 – 4 pages.

### In the second critical reflection assignment (10%) due on or before November 7, 2022, the student will reflect on a social work value. The student will define/describer a central social work value and the relevance to the student’s interview practice and exercises performed in class and relevant readings. The readings can be chosen from any of the assigned course readings (except the assigned textbook – Harms & Pierce) and/or any additional readings/sources. The student will reflect on the relevance of the social work value to the student, new learnings, areas of development, embodied experiences and/or any remarkable aspects of seeing “yourself” (in terms of identity or experience) in the subject matter or practice experience. Length 4 – 5 pages.

### Mid-term (Fall Term) assignment: Video-recorded Interview and Process Recording

Due: December 5, 2022

### The student will video record an interview conducted with a simulated client, a friend who is role-playing, or a classmate. The interview should be about 20 - 30 minutes in length. Choose approximately 12 minutes of the interview to include in a process recording (Additional information will be provided on Avenue). 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. The emphasis will be on the student’s ability to analyze their work and demonstrate their understanding of their specific social work skills used in the interview, demonstrate an awareness of the process on the interview process whereby the student’s own feelings/responses are impacted by the service user’s feelings/responses and demonstrate an understanding or awareness of what could be done to improve the quality of the interview.

### Note: There is no page limit on this assignment.

### Problem based learning (PBL) exercises

Due: late January, early February 2023

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. Additional information and direction will be provided during class.

1. **Application of Theory - Assessment and Formulation**

**Due: April 3, 2023**

The focus of the final assignment 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 of their choice and prepare an assessment and formulation based on course material and the application of course concepts and theories to the practice scenario surrounding one character offered in the film. The student will be expected to consult/utilize class readings and/or other relevant literature to support the analysis. (Additional information will be provided). Note: This is an independent assignment; do not collaborate with fellow students. Whilst you may use the same films, the assignment is independent.

Length: Between 12 - 15 pages.

Your instructor can give you film suggestions if needed.

All course assignments to be submitted through Avenue to Learn.

# Assignment Submission and Grading

## Form and Style

* Assignments must be written in accordance with the current addition of the American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12) spacing (double-spaced) and margins (minimum 1 inch at the top, bottom, left and right of each page). Include a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* 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 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 are to be submitted electronically. Additional instructions for submitting assignments electronically will be provided on Avenue.

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.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.

In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during in person class to be distracting and at times disruptive. Consequently, during in-person classes, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.

## 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)

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

## Accessibility Statement

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

## Academic Accommodation for 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 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).

## 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

## Week 1: September 12

### Topics:

* Introduction to Social Work 2A06: Overview of the course, expectations, and introduction to the teaching team and one another

### 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,
* Authenticity and empathy

## Week 2: September 19

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

### Skills/exposure:

* Introduction to group process
* Basic interpersonal skills
* 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
* 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>

## Week 3: September 26

### Topics:

* Social work values and ethics: Establishing a working relationship

### 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 and the Guidelines for Ethical Practice available at <http://www,casw0acts,ca/en/what-social-work/casw-code-ethics>
* Review Harms and Pierce, Chapter 1, pp 8 – 19
* Mattison, M. (2000). Ethical decision making – The person in the process. Social Work, 45(3), 201-212.
* 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>

## Week 4: October 3

### Topics:

* Self-awareness, Positionality, Intersectionality, Cultural Humility and Use of self

### Skills/exposure:

* Practice critical self-reflection, reflexivity
* Practice differential use of self/skillful disclosures

### Readings:

* Harms & Pierce Chapter 4: Preparing for Practice
* Fook, J. & Askeland, G.A. (2007). Challenges of critical reflection: 'Nothing ventured, nothing gained'. Social Work Education, 26(5), 520-533. Retrieved August 6, 2020 from <https://www.researchgate.net/publication/228354523_Challenges_of_Critical_Reflection_%27Nothing_Ventured_Nothing_Gained%27>
* Chavez, V. (August 9, 2012). Cultural Humility [Video]. YouTube. <https://www.youtube.com/watch?v=SaSHLbS1V4w>

## Week 5: Mid-term recess – no class October 10

## Week 6: October 17

### Topics:

* Basic Skills 1: Establishing the story
* Introduction to Facilitative skills – Empathy, Authenticity, Respect
* Introduction to Micro skills – probing, asking questions
* Establishing confidentiality and its limits

### Skills/exposure:

* Recognizing skills and providing feedback
* Conveying/practicing empathy, respect, and authenticity
* Minimal encouragers, probing,
* Asking questions (open-ended, succinct, relevant, specific etc.) and timing

### Readings:

* Harms & Pierce, Chapter 6: Establishing a Good Working Relationship
* Harms and Pierce Chapter 7: Establishing the Story
* Chimamanda Ngozi Adichie (July 2009). *The danger of a single story* [Video] TED <https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en>

## Week 7: October 24

### Topics:

* Basic Skills 2: Establishing the Story
* Exploring and Focusing

### Skills/exposure:

* Reflecting skills
* Paraphrasing
* Summarizing
* Normalizing
* Validation
* Use of Empathy and Self-disclosure

### Readings:

* Harms and Pierce Chapter 8: Paraphrasing and Summarizing
* Katz, E., McPartland, S. & Rines, J. (2021). Exploring micro-skills as the underpinnings of effective social work practice. *Journal of Social Work Practice* 35(2), 177-190. <https://doi.org/10.1080/02650533.2020.1737514>
* 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, 4, 387-397.

## Week 8: October 31

### Topics:

* Assessment – Role of Theory #1
* Worldviews, paradigms, theories
* Attending to how theories impact the process/interview
* Thinking about assessment/framing/formulations

### Skills/exposure:

* Exploring understandings of worldviews, paradigms, and theories as they influence practice (listening, assessment, change process)

### 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. (2019). Indigenous wholistic theory: A knowledge set for practice. First Peoples Child and Family Review 14(1), 22-42. <https://fpcfr.com/index.php/FPCFR/article/view/370/302>
* 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>

## Week 9: November 7

### Topics:

* Assessment: Role of Theory #2

### Skills/exposure:

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

### Readings:

* Harms & Pierce Chapter 9: Forming an Assessment
* Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. Social Work 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>

## Week 10: November 14

### Topics:

* Assessment and Practice: Role of Theory #3
* Neurobiology and social work: mind/body connections
* Trauma-informed practice

### Skills/exposure:

* Using/critique of the language of neurobiology
* Core principles of trauma-informed social work practice (i.e. - recognizing, responding, safety, collaboration, choice, trust)

### 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.
* 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>
* Media Co-op (2015, September 21). Trauma and the Brain. [Video] YouTube  <https://www.youtube.com/watch?v=4-tcKYx24aA>
* IHDCYH Talks Entretiens de l'IDSEA (November 1, 2018). Adverse Childhood Experiences (ACEs): Impact on brain, body, and behaviour. [Video]. YouTube <https://www.youtube.com/watch?v=W-8jTTIsJ7Q>.

## Week 11: November 21

### Topics:

* Assessment and Practice – Crisis Intervention and Suicide Assessment – Part 1

### Skills/exposure:

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

## Week 12: November 28

### Topics:

* Assessment and Practice – Crisis Intervention and Suicide Assessment – Part 2
* 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

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## Week 13: December 5

### Topics:

* Goal setting and contracting
* Skills review and self-assessment/learning plan
* Interviewing learning plan-to be shared for placement planning

### Skills/exposure:

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

### Readings:

* Review Harms & Pierce Chapter 9: Forming an Assessment, pp. 182-187

## TERM 2 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

## Week 15: January 16

### Topics:

* No class
* Working with tutorials
* 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

## 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

## Week 17: January 30

### 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

Week 18: February 6

### Topics:

* Assessment – Communication & Documentation
* Goal setting and contracting
* Assessment and Formulation Assignment Review/Handout

### Skills/exposure:

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

### Readings:

* Dean, R. & Poorvu, N. L. (2008). Assessment and Formulation: A Contemporary Social Work Perspective. *Families in Society: The Journal of Contemporary Human Services*, *89*(4), 596–604. https://doi.org/10.1606/1044-3894.3822
* Review Harms & Pierce Chapter 9: Forming an Assessment, pp. 182-187

## Week 19: February 13

### Topics:

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

### Skills/exposure:

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

### Readings:

* Harms & Pierce chapter 10: Assessing Risk Situations
* Review Harms & Pierce, Chapter 7: Establishing the Story, pp. 138-145
* Ferguson, I., and Lavalette, M. (2006). Globalization and global justice: towards a social work of resistance. *International Social Work*, 49(3). 309-318.

## Week 20: February 20 - Mid-term recess (NO CLASS)

## Week 21 – February 27

## 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/>

## Week 22: March 6

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:

* Harms & Pierce, Chapter 12, Psychodynamic and Cognitive Behavioural Skills
* Singer, J. B. (Host). (2007, February 12). Person-centered therapy [Episode 8]. Social Work Podcast. <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>
* 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>

## Week 23: March 13

### 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/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://www.solutions-centre.org/pdf/APT-2002-Iveson-149-56.pdf)

## Week 24: March 20

### 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

## Week 25: March 27

### Topics:

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

### 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>
* Witkin, S. & Harrison, W.D. (2001) Whose Evidence and for What Purpose? Social work, 46(4):293-296.
* 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>

## Week 26: April 3

### Topics:

* Preparing for practice - Self-Care and impact of the work

### Skills/exposure:

* Attending to the self
* Understanding the signs compassion fatigue, vicarious trauma, burnout
* Thinking beyond psychiatric discourses on trauma
* Working on teams
* Professionalism

### Readings:

* Harms & Pierce Chapter 5: Sustaining yourself in practice
* TEDxTalks (April 23, 2015). *Beyond the Cliff, Laura van Dernoot Lipsky*, [Video]. YouTube. <https://www.youtube.com/watch?v=uOzDGrcvmus>
* Decolonizing Trauma Work, Linklater, R. (2014) Chapter 1 [Available under course resources, Avenue to Learn]

## Week 27: April 10

### Topics:

* Closing, transition and goodbye phases and skill

### Skills/exposure:

* The ending phase transitioning
* Closing and ending skills

### Readings:

* Harms & Pierce chapter 15: Finishing the Work