CARLETON UNIVERSITY SCHOOL OF SOCIAL WORK

Course Outline SOWK 3201 A

COURSE: SOWK 3201 A Social Work Practice with Individuals, Families and Groups

CLASS DAYS AND TIMES: Tuesday 2:30 – 5:30

PLACE: Room 517 Dunton Tower

TERM: Fall Term 2013

INSTRUCTOR: Roy Hanes

OFFICE: 604 Dunton Tower

OFFICE HOURS: Tuesday 9:30- 11:30 and by appointment

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Course Description

This course focuses on the development of beginning practice skills for working with individuals, families and groups and to link these skills to the Structural Approach to Social Work. It is often the case that students learn about the Structural Approach as being solely aimed at an understanding of broader societal structures, policies and programs which contribute to the oppression of people. However, this is a limited view of the Structural Approach to Social Work as the Structural Approach is just as concerned about individual, couple, family and group change as it is about broader systemic and societal change. Hence, the major aims of this course are to make connections between direct practice and the Structural Approach to Social Work and to learn some beginning assessment and counseling skills. (It is obvious that within the short span of 12 weeks only a beginning appreciation of skills for working with individuals, families and groups will be attained.)

Course Objectives

1. To teach and learn in a mutually respectful and supportive classroom environment.
2. To teach and learn beginning counseling skills for direct practice with individuals, families and groups and to connect these skills to the Structural Approach to Social Work.
3. To help students develop beginning assessment, counseling and intervention skills that will provide a foundation for field placement and future practice.
4. To develop a classroom context wherein theory and practice converge through “action teaching/learning” by incorporating the use of role play, small and large group activities, guest presenters, lectures, and written assignments.
5. To provide opportunities for experiential learning through the practice of skills in-class.
6. To examine the appropriate use of self in Structural Social Work for Direct Practice.
Required Book


This book can be purchased at Haven Books, 63 Seneca Street, Corner of Sunnyside Ave.

Recommended Book


This book can be purchased at Haven Books, 63 Seneca Street, Corner of Sunnyside Ave.

Other required readings are listed in the Outline of Weekly Sessions below and these course readings will be on Reserve in the library.

Attendance and Participation

Students are expected to participate constructively in all classes and to do all the readings. If students miss more than two classes the grade will be reduced by 5% for every class that students miss. This reduction in grade does not apply to exceptional circumstance such as illness, death of a loved one, accident, significant injury etc. But missing classes for these reasons has to be limited to as short as time as possible as SOWK 3201 is a core practice skills course and students need to be in class to learn and to get credit for the course. If students miss 3 or more classes they will have to meet with the instructor and Coordinator of the BSW Program Coordinator to discuss withdrawal from the course. Medical and other documentation must be provided for absence of more than one class. A sign-in sheet will be available for every class and it is students’ responsibility to sign in as no name is an indication of absence. Students are not permitted to make up missed classes by taking classes in a different section of SOWK 3201 nor are students (at any time) permitted to switch Sections.

Use of Lap top computers and cell phones.

Laptop computers are recognized as an important educational tool but sometimes they can be barriers to classroom learning and dialogue therefore ground rules for the use of lap top computers need to be established. Laptop tops are to be used for 3 purposes only: note taking, developing genograms and viewing counseling skills vignettes. Besides these 3 instances laptop tops are not necessary and there is no need to have them opened in class. Checking facebook, e-mails, etc. shows disrespect for the instructor and fellow students and will not be tolerated. When students need to be using their laptop tops, they will only be permitted to use laptops with batteries as the use of power cords can lead to accidents- in short no power cords, batteries only.

Cell phones must be turned off and texting is not permitted.

For any misuse of cell phones and or laptop tops students will be given a warning but after this warning there will be a 5% grade reduction for each offence.
COURSE ASSIGNMENTS AND GRADING

SOWK 3201 attempts to provide an introduction to the development of direct practice Structural social work skills and as such the course requirements attempt to reflect these skills.

Early on in the term students will be assigned a case study and they will work on this case study throughout the term.

There are three sections for the case study

Section A- Macro Structural Social Work skills focus
Section B- Assessment Skills focus
Section C- Micro Structural Social Work skills focus

DESCRIPTION OF ASSIGNMENTS

Helping Skills (Macro Structural Approach Skills)     Case Study “A”

For part “A” student’s will apply primary themes from Maurice Moreau, Lynn Leonard, Colleen Lundy, Ben Carniol, Gayle Goldberg Wood and Carol Tully as well as additional scholarly resources which will enhance the analysis of part 1 of the case study. Students will take on the role of the social worker- develop the presenting problem or problems as determined in the assessment develop a plan of intervention based on material from the above authors, class discussions and handouts. Students will be evaluated according to how well they show an understanding of the Structural Approach for practice; how well the material is applied, how well they show an understanding of the social work role; how well they develop issues from a Structural perspective; how well possible contextual issues such as racism, classism, heterosexism, sexism, ableism and other forms of oppression are analyzed; use of additional scholarly resources and overall development of material being presented.

Length of Case Study Section A: 8- 10 doubled spaced pages (excluding the bibliography)

Case Study “B” Assessment Skills (Genogram, Cultragram, Ecogram)

Assignment “B” of the Case Study is the development of a diagramatic assessment, a description of family dynamics, family memberships, and the identification of the presenting issues. For this assignment students will utilize assessment tools: Genogram, Cultragram, Ecogram

If a student wishes to add material to the case study this is permissible but the student must discuss any possible additions with the course instructor first. More complete handouts regarding the requirements for this assignment will be provided during the term.

Length of the Case Study, Part B = 6-8 double spaced pages excluding the bibliography.

Practice skills application Case Study Part C

For ”Part C” of the case study, students will incorporate direct practice/intervention skills of Structural Approach for direct practice learned during the term. This element of the case study will be evaluated according to how well students are able to: show and analyze counselling and
intervention skills which were taught throughout the course. Students will be expected to include materials from weekly readings (especially Shulman), class discussions, class handouts and additional scholarly resources which will enhance the analysis of part 2b of the case study. In fact, much of this assignment should reflect a well rounded application and critique of L. Shulman.

**Length of Case Study, Part C** of the Case Study is 8 - 10 double spaced pages (Excluding the bibliography.)

**DUE DATES:**

- **Assignment A is due on October 9th.** 30 %
- **Assignment B is due on November 6th.** 25 %
- **Assignment C is due on December 4th.** 45 %

Any case studies passed in after this time will be deducted 5% of the grade each day until the paper is passed in.

**Deadlines**

Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. In such cases, students must contact the instructor before the paper is due. Extensions to the due date will only occur with appropriate documentation.

Work submitted after the final date, without prior discussion and approval of the instructor, will be deducted 5% for each day the assignment is overdue (including weekends). Papers are to be submitted at the beginning of the class on the day that they are due. If they are handed in later that day, they will already be considered late and will be penalized 5%.

If students would like their final papers returned, please provide a self-addressed, stamped envelope.

**Extra Copies**

Students must keep a copy (electronic or hard copy) of all assignments that you submit for this course.

**Font Size:** All papers must be written in 12 point font, except for quoting a long piece from a text wherein a smaller font is required.

**Referencing**

Please use the APA style of referencing your work as your ability to follow a reference style accurately and consistently will be evaluated as part of the overall quality of the paper.

**Grading Guidelines:**

A assignments have a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the
sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

B papers display a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C essay and the text will be relatively free of grammatical and stylistic errors.

C papers are average or acceptable pieces of work that do a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way or another the essay has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace; those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.

D papers are below average. They show a weak comprehension of concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

An F assignment has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer’s words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction.

**General Information**

**Academic Accommodation for Students with Disabilities**

Carleton University is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. The University has a Senate-approved policy on Academic Accommodation that forms part of its Human Rights Policy. This policy should be consulted for further information and is available at the front of this Calendar and online at: carleton.ca/equity. The policy promotes efforts to accommodate students with disabilities so that they will have the opportunity to meet learning objectives and be fairly evaluated in their performance. In no case, however, does academic accommodation negotiate
away, lower, or remove the academic standards and learning objectives of any course or program at the University.

The Paul Menton Centre for Students with Disabilities is the designated unit at the University for assisting the Carleton community in integrating persons with disabilities into all aspects of Carleton's academic and community life. The Paul Menton Centre provides assessment of academic accommodation, advises students on strategies to open a dialogue with instructors and acts as consultant, facilitator, coordinator and advocate in this area for all members of the University community.

Students are responsible for applying for special services by making an appointment with the appropriate coordinator at the Paul Menton Centre. All requests will be considered on the basis of individual need. Students are advised to come to the Centre early in the term to discuss service requests.

2.10 Academic Accommodation for Students with Religious Obligations

Carleton University accommodates students who, due to religious obligation, must miss an examination, test, assignment deadline, laboratory, or other compulsory event. The University has a Senate-approved policy on religious accommodation that forms part of its Human Rights Policy, available at: carleton.ca/equity.

Accommodation will be worked out directly and on an individual basis between the student and the instructor(s) involved. Students should make a formal written request to the instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term*, or as soon as possible after a need for accommodation is known to exist, but in no case later than the penultimate week of classes in that term. Instructors will make reasonable accommodation in a way that shall avoid academic disadvantage to the student.

Students unable to reach a satisfactory arrangement with their instructor(s) should contact the Director of Equity Services. Instructors who have questions or wish to verify the nature of the religious event or practice involved should also contact this officer.

*When a student's presence is required prior to the date on which classes begin (e.g. for field trips or orientation activities), any student who cannot meet this expectation of attendance for reasons of religious accommodation should notify the Registrar's Office in advance.”

Plagiarism

Plagiarism is a serious offense with serious consequences. It occurs when: (1) students directly copy another’s work without acknowledging it; (2) students closely paraphrase the equivalent of a short paragraph or more without acknowledging it; (3) students borrow without acknowledgment, any ideas in clear and recognizable form in such a way as to present them as your own thoughts, where if they were your ideas they would contribute to the merit of your work; (4) when students use direct quotes without quotation marks (or indenting and single-spacing) and references.

From the undergraduate calendar:
The Carleton University Undergraduate calendar defines plagiarism as “pass[ing] off as one’s own idea, or product, work of another without expressly giving credit to another”.

How plagiarism is committed.
Plagiarism is committed if you were to hand in someone else's paper.
--Turning in under your name a piece of work that was written by another person, either with or without that person’s consent.
--Turning in under your name a paper obtained from a website, or another source.
Plagiarism can also involve the way you write your papers.
--Taking information from a source without acknowledging where it came from.
--Using the exact words of one of your sources (books, articles, websites) without putting these in quotation marks, even if you do put in a reference to where they came from.

For a more detailed information about plagiarism please refer to the undergraduate calendar policy statement on plagiarism.

Instructional Offences

Regulations
The Senate of the University has enacted the following regulations for instructional offences:
Any student commits an instructional offence who:
1. cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
2. submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment;
3. contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
4. commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
5. disrupts a class or other period of instruction if he or she:
   a) is a registered member of the class or period of instruction;
   b) is warned to discontinue any act or behaviour reasonably judged by the instructor of the course or period of instruction to be detrimental to the class.

COURSE SCHEDULE

CLASS 1. Introductions, Course Review and Discussions about the Direct Practice Skills and the Structural Approach to Social Work.


## Classes 3, 4 and 5 will focus on an overview of beginning counseling skills. ##

CLASS 3:. Beginning Counselling Skills.


Chapter 3: The Preliminary Phase of Work.
Chapter 4: Beginnings and Contracting Skills.
Chapter 5: Skills in the Work Phase.
Chapter 6: Endings and Transitions.

CLASS 4. Beginning Counseling Skills: Engagement, Exploring and Elaborating


Chapter 3: The Preliminary Phase of Work.
Chapter 4: Beginnings and Contracting Skills.
Chapter 5: Skills in the Work Phase.
Chapter 6: Endings and Transitions.

CLASS 5. Beginning Counseling Skills: Engagement, Exploring and Elaborating


Chapter 3: The Preliminary Phase of Work.
Chapter 4: Beginnings and Contracting Skills.
Chapter 5: Skills in the Work Phase.
Chapter 6: Endings and Transitions.

**CLASS 6, October 27th. Beginning Counseling Skills: Engagement, Exploring and Elaborating with Families**

Shulman, Lawrence. “Chp 7”. The Beginning and Preliminary Phases in Family Practice.


Congress, E. “The Use of Culturagrams to Assess and Empower Culturally Diverse Families”, *Families in Society, the Journal of Contemporary Social Services* 9, 1994, pp 531-540. Journal is on line – connect via Catalogue in MacOdrum Library

**CLASS 7. Beginning Counseling Skills: Engagement, Exploring and Elaborating with Families**


Shulman, Lawrence. “Chp 8”. The Middle and Ending Phases in Family Practice.

**CLASS 9. The Importance of Support Groups**


CLASS 10. The Use of Groups for Empowerment and Social Change


CLASS 11. Ethical Practice


CLASS 12. Course review, Endings and Transitions.