Carleton University School of Social Work

SOWK 3201 – Social Work Practice with Individuals, Families, and Groups

Fall 2012
Tuesdays, 8:30am – 11:30am
Room: DT 517

Instructor: Gundel Lake, M.S.W., R.S.W.
Phone Number: 613-325-8186
Email: gundellake@yahoo.ca *preferred method of contact*
Office Hour: By appointment

COURSE DESCRIPTION

PURPOSE

This course focuses on the development of practice competency in working with individuals, families and groups. Emphasis is on integrating interpersonal and analytic skills in learning effective helping strategies.

Practice will be examined within a structural framework that acknowledges the influence of class, race/ethnicity, gender, sexual orientation and ability in shaping personal and social well-being. The development of social work skills essential to the practice of working with individuals, families, and groups will be built from the experience students bring to the class.

OBJECTIVES

The objectives of this course are to:

1. Teach and learn in a mutually respectful and supportive class room environment
2. Teach and learn beginning counselling skills for direct practice with individuals, families, and groups
3. Develop beginning assessment, counselling, and intervention skills that will provide a foundation for field placement and future practice
4. Explore the use of self for social work practice
5. Provide opportunities for experiential learning through the practice of skills in-class
PLEASE NOTE: This course will be taught in a seminar format where students will be encouraged to use critical thinking, and analytic and practice skills as they examine ways of working with individuals, families and groups. Course objectives will be achieved through a variety of learning opportunities such as class and small group discussions, role playing, case analysis, peer presentations, course assignments, lectures, guest speakers and videotapes.

REQUIRED TEXT


*Available at Haven Books (43 Seneca Street, Ottawa (613) 730-9888)

Please Note: Other readings may be required or suggested. When required, you will find them either on reserve in MacOdrum Library (Ares) or posted on WebCT.

ASSIGNMENTS AND EVALUATION

PLEASE NOTE: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

This course will be evaluated as follows:

1. **Participation, Involvement, and Readings** – 10%
   As this class is meant to be very practical and interactive, attendance is mandatory. You are expected to attend every class, do all the readings and be prepared to engage in thoughtful discussions about the readings. Please let the instructor know if you will be arriving or leaving at any time other than the beginning and end of class.

   However, please be aware that simple attendance alone will not guarantee a full 10% participation mark. The course relies heavily on the participation of class members and your participation is essential in learning the practice of social work. The rich work and life experience that class members bring can significantly contribute to everyone's learning in the classroom. Since much of the learning will take place within the classroom, attendance is required.

   Occasionally, illness and family commitments/emergencies may interfere with your ability to attend class. In such circumstances please e-mail or voice mail me to indicate that you will be absent. **PLEASE be advised that a sign-in sheet will be circulated at each class. It is your responsibility to sign the sheet. If you have not signed the sheet I will assume that you did not attend the class.**

2. **Attachment History** – 20%: DUE October 2nd
3. **Group Project: Role Play and Individual Paper** – 40%: DUE October 30th, November 6th, 13th
4. Case Analysis – 30%: DUE TUESDAY DECEMBER 2nd

*Please Note: Further information regarding the assignments will be distributed in class.

GENERAL REMINDERS

WRITING SKILLS
It is expected that you are proficient in written English and will present your work in an academic format and style. Students who have any trouble with grammar, sentence structure, argument construction or overall essay organization are encouraged to visit Carleton’s Writing Tutorial Service for support. Check the webpage at www.carleton.ca/wts.

ASSIGNMENTS ON TIME
Assignments must be submitted on time. Handing in assignments late is unfair both to other students and the Instructor. In exceptional circumstances (illness or family emergency) it may be difficult to meet a deadline and in such cases, please speak to the Instructor before the paper is due. In these cases, extensions to the due date must be justified with a medical or other appropriate certificate.

Work submitted after the final date without discussion with the Instructor will be deducted one letter grade for each day late. For example, a paper which has been graded B+ will receive a B for the first day overdue, a B- for the second day overdue, etc.

HANDING IN AND RETURNING ASSIGNMENTS
Please keep an extra copy of your written assignment. Assignments that cannot be handed in at the beginning of class as required must be delivered to the main office (DT509) where they are date-stamped. Please do not slip your paper under an office door.

ACCOMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: http://www2.carleton.ca/equity/

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health
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Disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www2.carleton.ca/equity/

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original sources;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of “F” for the course.

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.

**Grading Guidelines**

**A:** assignment is well organized and has an argument of substance. It often has something extra which distinguishes it from a competent B-plus paper: for example originality, a special way with words, exceptionally sound research and analysis. Finally, A work because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

**B:** assignment displays 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 richness of the content characteristic of an A assignment. 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:** assignment is an average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis.

**D:** assignment is poor. It shows a weak comprehension of the concepts, 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.

**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.
Outline of Weekly Sessions

Class 1: Tuesday September 11\textsuperscript{th}, 2012

Topic: Introductions, Expectations, and Planning: WELCOME to SOWK 3201!

Reading:

Class 2: Tuesday September 18\textsuperscript{th}, 2012


Readings:

Class 3: Tuesday September 25\textsuperscript{th}, 2012

Topic: ETHICS and LAW


Class 4:      Tuesday October 2\textsuperscript{nd}, 2012  

Topic:      The Helping Process  


Due: ASSIGNMENT #1: ATTACHMENT HISTORY  

Class 5:      Tuesday October 9\textsuperscript{th}, 2012  

Topic:      Models of Helping: Specific Modalities  

Readings:  To Be Announced  

Class 6:      Tuesday October 16\textsuperscript{th}, 2012  

Topic:      Working With Individuals  


Class 7:      Tuesday October 23\textsuperscript{rd}, 2012  

Topic:      Working With Individuals  


Class 8:      Tuesday October 30\textsuperscript{th}, 2012  

Topic:      Working with Groups  


DUE: ASSIGNMENT #2: GROUP PROJECT
Class 9: Tuesday November 6th, 2012
Topic: Working with Groups
DUE: ASSIGNMENT #2: GROUP PROJECT

Class 10: Tuesday November 13th, 2012
Topic: Working with Groups
DUE: ASSIGNMENT #2: GROUP PROJECT

Class 11: Tuesday November 20th, 2012
Topic: Working with Couples and Families

Class 12: Tuesday November 27th, 2012
Topic: Working with Couples and Families
Readings: To Be Assigned

Class 13: Tuesday December 2nd, 2012
Topic: Micro Practice in a Macro Context: The Direct Practice of Structural Social Work
DUE: ASSIGNMENT #3: Final Paper