Course Description
In this course theories and perspectives such as person-centered psychotherapy, cognitive-behavioral, symbolic interactionist, ecological, empowerment, radical, structural, critical and anti-oppressive will be presented and examined. This course examines the relationships between theories in social sciences and social work and explores their connections to social work practice.

Course Objectives
The objectives of this course are to make students acquainted with major theoretical frameworks that have shaped social work; to foster students’ awareness of the influence of theories on social work practice; and to enhance students’ ability to critically analyze social issues.

Course Evaluation
Course evaluation will be based on students' attendance and active participation in class discussion (5%), short paper (20%), class presentation (20%), and term paper (55%).
* Depending on the class size, some elements of the evaluation scheme may be modified.

I) Class Attendance and Participation (5%)
Since this class is organized in an interactive format and professionals are invited to discuss various aspects of social work, students are expected to attend classes regularly, do the assigned readings, identify issues for class discussion, and actively participate in discussion.
* Students will lose all 5 marks if they miss five classes, except in exceptional circumstances such as the death in the family or the student’s illness. In the event of illness, student must provide a medical certificate.
* Students who miss more than five classes will have two marks taken from their final grade for each additional class missed.

II) Short Paper (20%) (Oct 10)
Each student will write a short paper (7 to 10 pages) on a topic of his/her choice. The short paper is intended to be an application of one or more theories. The short paper must be typed, and cannot be more than 10 double-spaced pages with a 12-point font (including bibliography and end-notes/foot-notes).
* Students must use a minimum of five scholarly sources for their paper.
* There is a penalty of 1 mark per day from final grade for late submission.

III) Class Presentation (20%)
In class 7,8, 9, and 10 groups of 2-3 students will do a class presentation. Each group has 25-30 minutes to present and answers to questions. Groups are expected to review the outline of their presentation with the instructor beforehand and to submit a copy of their presentation to instructor after presentation. Please choose your group early for the greatest possibility of getting your topics preference. As this is a joint effort, the evaluation will be based on the paper that is submitted and presented and one grade will be assigned to all group members.
* Groups must use a minimum of six academic sources for their presentation. Students are expected to submit a copy of their presentation to me after their presentation.

IV) Term Paper (55%) (Dec 8)
The term paper is intended to be an application of one or more theories. The term paper must be typed, it can not be less than 16 pages and more than 20 double-spaced pages using a 12-point font (including bibliography and end-notes/foot-notes) and should be handed to me personally, left in my mailbox, or deposited in the Department Essay Box. Enclose a self-addressed envelope with sufficient postage if you wish to have your essay returned by mail. Students are advised to keep a copy of their paper.
* Students must use a minimum of ten scholarly sources for their paper
* There is a penalty of 2 marks per day from final grade for late submission of the term paper
* Students are encouraged to print their assignments double-sided and not use bindings (especially plastic).
Evaluation Criteria for the Short and Term Papers

I) Organization and Clarity (10%)
Clarity of ideas and definitions
Citations (author(s), year, and page)
References (author(s), title, publisher, year, volume, number, and page)
References include only the material cited in the text
Structure of paper (length of paragraphs, subheadings, distribution of paper into different sections)

II) Comprehensiveness of Literature Review (20%)

III) Presentation of the paper’s thesis, Theoretical Framework, Key Concepts, Findings (50%)
Statement of purpose/problem/thesis
Rationale and Relevance of the topic
Definition of theoretical framework and models as well as key concepts used for analysis
Presentation of the paper’s finding and conclusions
Elaboration of the argument

IV) Critical Reflections (20%)
The essay is intended to be an application of the theories and material studied in the course as well as to illustrate student’s analytical ability
SOWK 5501
Class Presentation

Each group has a maximum of 30 minutes of which about 20 minutes is allocated for the presentation and the rest for class discussion. Each group is expected to facilitate and guide a class discussion. Therefore, students will prepare a handout containing some of the highlights of their presentation as well as questions for class discussion.

Each group will: (1) describe the purpose/thesis of its presentation and explain its relevance; (2) define and apply theoretical framework(s) and key concepts used for analysis; and (3) provide its critical reflections and analysis (e.g., its observations regarding the strengths and weaknesses of a theory, the existing debates around the topic of their presentation, and the relevance of an intervention for the social work profession).

Evaluation of the class presentation will be based on the ability of the students to provide a non-descriptive analysis of the topic of their presentation, to clearly define and apply theories and concepts, to identify strengths and weaknesses of the used theory or approach, to show the complexity of the debate, to meet the time frame, to engage the class in discussion, and to produce a good quality handout.

Groups are expected to review the outline of their presentation with the instructor beforehand and to submit a copy of their presentation to instructor after presentation. Grades will be provided in the week following each presentation.
COURSE READINGS

*The course readings are available in the Reserve Desk of the McOdrum Library.*

**CLASS 1**  
Introduction and Overview of the Course  
Sep 12

**CLASS 2**  
Psychological Perspectives  
Sep 19


**CLASS 3**  
Cognitive-Behavioral Perspective  
Sep 26


Interventions for Emotional and Behavioral Disorders. School-Based Practice (pp. 173-203). New York: The Guilford Press. [RJ505C63C63]

CLASS 4  Strengths-Based & Solution-Focused Perspectives (First Assignment)
Oct 3


CLASS 5  Symbolic Interactionist Perspective (First Assignment)
Oct 10


CLASS 6  Radical & Structural Perspectives
Oct 17


CLASS 7 Radical & Critical Perspectives
Oct 24


CLASS 8 Constructivist & Narrative Perspectives
Nov 7


**CLASS 9**  
**Risk Society**  
**Nov 14**  


**CLASS 10**  
**Communication Theories & Social Work Practice**  
**Nov 21**  


**CLASS 11**  
**Ecological Approach**  
**Nov 28**  


CLASS 12 Oppression & Anti-Oppressive Approaches (Term Paper)
Dec 5


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

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, rule, regulation, or policy 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.
The Paul Menton Centre provides individualized support services, based on appropriate and up to date documentation, to persons who are deaf or hard of hearing, with learning disabilities, attention deficit disorder (ADD), visual impairments, head injuries, physical disabilities including mobility impairments, or who have psychiatric, other medical or non-visible disabilities.

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.

Examination accommodations for all tests and examinations (in-class, CUTV, or formally scheduled) must be arranged by specific deadline dates. Please consult the Paul Menton Centre for a list of deadlines for all examinations. Accommodation requests not made prior to the specified deadlines will not be fulfilled.

**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.