
Course Outline

INSTRUCTOR: Dana Jennejohn, MSW, RSW

OFFICE LOCATION: A2011

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OFFICE HOURS: By appointment M-F 9:00 am-5:00 pm

CLASSROOM: A2202

TIME: 1:00 pm-4:00 pm

DATES: Sept. 6th to December 13th 2023

UNIVERSITY OF REGINA CALENDAR COURSE DESCRIPTION

This course examines the principles, concepts and skills related to social work with individuals, families, and groups, providing a theoretical framework for generalist social work practice. *Note: SW 346 must be taken prior to or concurrently with SW 347. For Yukon SW programs, SW 346 is a prerequisite for SW 347.*

ADDITIONAL YUKON UNIVERSITY COURSE DESCRIPTION

SW 346 is a required course for all students in the BSW program. It is a prerequisite course for SW 347 (Practice II) and for SW 348 and SW 448 (Social Work Practicum I & II).

COURSE REQUIREMENTS

Prerequisites: SW 200 and SW 390

*Students must achieve an overall 70% GPA in SW 390 and 346 (and a 70% GPA for all social work courses) to enter SW 348. A 70% overall average in SW 390, 346, 347 (and a 70% GPA for all social work courses) is required for entering SW 448.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

UR LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Explain a generalist approach to social work practice and compare it with other major theories of social work intervention (e.g. structural, feminist, ecosystems, strengths, solution-focused, etc.).
2. Articulate the CASW Code of Ethics and apply it in a variety of social work settings.
3. Think critically and with self-awareness about one's values, and the nature of intervention, self-determination and empowerment.

4. Apply social work practice theory to diverse populations relevant to the province/territory [e.g. First Nations, rural, immigrant, children, youth, women, seniors, unemployed, those with health issues or disabilities, etc.].
5. Describe the components and principles of intervention with an individual or family (e.g. engagement, assessment, planning, intervention, evaluation, termination).
6. Complete an assessment and case plan for an individual.

COURSE FORMAT

Breakdown of Instructional Hours

Approximately 3 hours in class instructional time per week. Some weeks may include a ½ hour of online activity. It is expected that this course will require approximately 9 hours per week (on average) to complete assigned readings and assignments. It is important to note that the time will vary by individual and depending on the week's assigned readings and when assignments are due.

Delivery Format

This course will take place in person. This course will be conducted through lectures, group discussions/activities, student presentations, guest lecturers, and audio-visual displays both in-person and through on-line platforms along with some online discussion. Students are expected take an active role in class by completing readings, participating in discussions and preparing material to share each class.

EVALUATION:

Assignment #1	25%
Assignment #2	30%
Assignment #3	30%
Final Exam	15%
Total	100%

Attendance & Participation

Attendance and participation are expectations of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, punctuality for class is required, and full engagement in experiential learning within class time is mandatory.

“Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination” (University of Regina, 1996-97, p. 19).

Students who miss more than 2 classes will have 5% of their final grade deducted for each additional class missed or portion thereof. If a student misses more than two classes, they may choose to speak with the instructor and ask for an additional assignment to complete in lieu of this missed class, thereby avoiding a deduction in their term grade. The instructor has discretion over a) whether to grant this option to the student

and b) the content and format of the assignment. Without exception this additional assignment must be completed satisfactorily prior to the end of term.

COURSE WITHDRAWAL INFORMATION

Refer to the University of Regina and Yukon U website for important dates. Each institution has different deadlines for refund and withdraw deadlines.

TEXTBOOKS & LEARNING MATERIALS

Please note: All texts will be available at the bookstore. All texts are also available for purchase online in either hardcopy or e-book versions. Other assigned readings and course materials are available online and links will be provided in the syllabus and on the SW 346 Moodle site.

Baines, D., Clark, N., Bennett, B. (Eds.). (2022). *Doing Anti-oppressive Practice: Rethinking Theory and Practice*. (4th ed.). Canada: Fernwood Publishing.

Canadian Association of Social Workers. (2005) *Social work code of ethics*. Ottawa. Ont.: Canadian Association of Social Workers.

Canadian Association of Social Workers. (2005) *Guidelines for ethical practice*. Ottawa. Ont.: Canadian Association of Social Workers.

Dolgoff, R., Lowenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9th ed.). United States of America: Thompson Brooks/Cole.

Kirst-Ashman, K., & Hull, G. H. Jr. (2018). *Understanding generalist practice*. (8th ed.). Canada: Brooks/Cole, Cengage Learning.

Ivey, Allen E., Bradford Ivey, M., & Zalaquett, C.P. (2023). *Intentional interviewing and counselling: Facilitating client development in a multicultural society*. (10th ed.). United States: Cengage.

RECOMMENDED READING

Burton, A. D., Halononen, D.F., & Heinonen, T. I. (Eds.). (2022). *Social Work Practice and Assessment: A Wholistic Approach*. Canada: Northrose Educational Resources.

Council of Yukon Indians. (No Date). *Code of ethics reflected by stories told by the Elder and the actions of Native people*. Location not known: publisher not known.

Horejsi, Charles R. and Sheafor, Bradford W. (2015). *Techniques and Guidelines for Social Work Practice* (10th ed.). Toronto: Allyn & Bacon.

Turner, F.J. (Ed.). (2002). *Social work practice: A Canadian perspective* (2nd ed.). Scarborough, Ont.: Prentice Hall Allyn & Bacon.

Turner, F.J. (Ed.). (2017). *Social Work Treatment: Interlocking Theoretical Approaches* (6th ed.). United States of America: Oxford University Press.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC AND STUDENT CONDUCT (UNIVERSITY OF REGINA CALENDAR)

5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": www.utoronto.ca/writing/plagsep.html.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;

- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so.
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

SOCIAL WORK STUDENT CONDUCT

As future social workers, students must subscribe to a set of social work values and ethics, which include equality, justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

More information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

ASSESSMENTS and ASSIGNMENTS

Readings

Students are expected to attend classes prepared to discuss assigned readings. Most class sessions involve

assigned readings from the textbooks and/or handouts. Additional material may also be assigned.

Assignments

Refer to the **Assignment Description** document for the details on these assignments which include information on expectations and evaluation criteria. The University of Regina Grading Rubric is used in the evaluation of assignments. The descriptions will be provided on the first day of classes.

Assignment #1 Code of Ethics	Due: Week #5, October 4 th	25%
Assignment #2 Assessment	Due: Week #9, November 1 st	30%
Assignment #3 Planning	Due: Week #13, November 29 th	30%
Final Exam (During regularly scheduled Exam time. TBA)		15%

Writing Expectations, Due Dates and Penalties

- Competence in writing is expected in courses. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (U. Regina Calendar)
- Write assignments using appropriate language. Check grammar and spelling.
- Academic references from professional journals, books, etc. are required for all assignments.
- APA format is to be used for all assignments.
- Assignments are due in class on the date assigned. Assignments handed in after this time must have the date/time of submission noted by an Applied Arts administration assistant. An assignment handed in after 4:00 P.M. of the due date is "late" and penalties will apply. 5% will be deducted for every day late up to a maximum of 5 late days, after which time the assignment will not be accepted.
- The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. Rewriting provides an extra burden of work for the instructor and an uneven and potentially unfair evaluation process. If the instructor permits a rewrite, the maximum mark that can be achieved will be 70% for the assignment.

GRADING DESCRIPTIONS (UNIVERSITY OF REGINA CALENDAR)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.

TOPIC OUTLINE

WEEKS 1 - 4

INTRODUCTION TO & FOUNDATION OF COURSE

Week #1 (September 6)

Welcome! Introduction to Social Work 346.

We will get to know each other, review the course outline, syllabus, assignments, and expectations. We will define Generalist Social Work Practice and identify the skills, values and knowledge of an effective social worker. You will be introduced to the Generalist Intervention Model and oriented to foundational theories of social work practice including anti-oppressive practice and strengths-based practice.

Required Reading for Week #1:

Understanding generalist practice:

Chapter 1 Introducing Generalist Practice: The Generalist Intervention Model (skim this chapter)

Doing Anti-oppressive Practice:

Foreword Introduction to Anti-Oppressive Practice: Roots, Theory, Tensions

Absolon, K. (Minogiihigokwe) (2009). Navigating the Landscape of Practice Dbaagmowin of a Helper . In R. Sinclair, M.A. Hart, G. Bruyere (eds.) *Wicihitowin: Aboriginal Social Work in Canada*. Winnipeg, MB: Fernwood Publishing.

Recommended Reading for Week #1:

Gorman, J. (1995). Being and doing: practicing a secret profession. *Reflections*. 35-40

Week #2 (September 13)

Ethical Practice, Ethical Dilemmas and Ethical Decision Making

This week focuses on understanding personal and professional values and their implications for social work practice. We will review the CASW *Code of Ethics* and *Guidelines for Ethical Practice* and how they are used in practice, their strengths and limitations. You will identify ethical issues and dilemmas, develop skills for sitting with ambiguity and learn how to use ethical decision making frameworks for resolving ethical dilemmas.

Required Reading for Week #2:

Understanding generalist practice:

Chapter 11 Values, Ethics and the Resolution of Ethical Dilemmas

Ethical Decisions for Social Work Practice:

Chapter 2 Values and Professional Ethics

Chapter 4 Guidelines for Ethical Decision Making: The Decision-Making Process & Tools

Code of Ethics 2005, Canadian Association of Social Workers

Guidelines for Ethical Practice 2005, Canadian Association of Social Workers

The Aboriginal Healing Foundation. (2000). Ethics Guidelines for Aboriginal Communities Doing Healing Work. Retrieved from: <http://www.ahf.ca/downloads/ethics-guide.pdf>

Recommended Reading for Week #2:

Carcross Tagish First Nation. (2012). *Code of Ethics*. Retrieved from: https://www.ctfn.ca/media/documents/Code_of_Ethics.pdf

Ethical Decision Making for Social Work Practice

Chapter 3 Guidelines for Ethical Decision Making: Concepts, Approaches, and Values

Singer, J. B. (Producer). (2018, January 3). #113 - 2018 NASW Code of Ethics (Part1): Interview with Allan Barsky, JD, MSW, PhD [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2018/01/Ethics2018-1.html>

Singer, J. B. (Producer). (2018, January 5). #114 - 2018 NASW Code of Ethics (Part2): Interview with Allan Barsky, JD, MSW, PhD [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2018/01/Ethics2018-2.html>

Singer, J. B. (Producer). (2018, January 9). #115 - 2018 NASW Code of Ethics (Part 3): Interview with Allan Barsky, JD, MSW, PhD [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2018/01/Ethics2018-3.html>

Week #3 (September 20)

Review of Communication Theory and the Micro Practice Skills Approach.

We will review the skills learned in Social Work 390 Communication Skills in Social Work Practice. You will practice microskills and discuss how they and the five-stage structured interview format is used in social work practice in conjunction with the Generalist Intervention Model. We will examine our social locations, the concept of 'use of self' as they pertain to communication and building relationship with clients and what it means to merge the science and art of social work.

Required Reading for Week #3:

Understanding generalist practice:

Chapter 2 Practice Skills for Working with Individuals

Ivey, Allen E., Bradford Ivey, M. & Zalaquett, C.P. (2023). *Chapter 8: Integrating Listening Skills: How to Conduct a Five Stage Counseling Session Using Only Listening Skills*. In *Intentional interviewing and counselling. Facilitating client development in a multicultural society*. (10th ed). United States: Cengage.

Godden, N. J. (2017). The Love Ethic: A Radical Theory for Social Work Practice. *Australian Social Work*, 70(4), 405–416. <https://doi-org.yukonu.idm.oclc.org/10.1080/0312407X.2017.1301506>

Samson, P. L. (2015). Practice wisdom: the art and science of social work. *Journal of Social Work Practice*, 29(2).

Week #4 (September 27)

Theory and Social Work Practice.

We will examine concepts relating to social work theory and discuss the importance and application of theory in social work practice. We will identify examples and discuss the application of the five theoretical groups identified by Turner. We will discuss systems theory, ecological perspective, anti-oppressive practice and their application to social work practice and how these are viewed through an Indigenous lens.

Required Reading for Week #4:

Understanding generalist practice. Fourth edition:

Chapter 1 Introducing Generalist Practice: The Generalist Intervention Model
(Pages 9-14)

Doing Anti-oppressive Practice:

Understanding the State: A Central Anti-Oppressive Social Work Skill

Baskin, C. (2016). Chapter 4 Current Theories and Models of Social Work as Seen Through and Indigenous Lens. In *Strong Helper's Teachings: The Value of Indigenous Knowledge in the Helping Professions*. Toronto, Ont.: Canadian Scholars' Press Inc.

Turner, F.J. (2002). Chapter 5 The Theoretical Base of Practice. In *Social work practice: A Canadian perspective (2nd ed.)*. Scarborough, Ont.: Prentice Hall Allyn & Bacon.

Recommended Reading for Week #4:

Singer, J. B. (Host). (2009, June 21). Theories for clinical social work practice: Interview with Joseph Walsh, Ph.D. [Episode 52]. *Social Work Podcast*. Podcast retrieved Month Day, Year, from <http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html>

WEEKS 5 – 14 THE GENERALIST INTERVENTION MODEL: A Planned Change Process

Week #5 (October 4)

Engagement in the GIM, Engaging with Hard to Reach Clients and A Trauma Informed Lens for Practice

This week we will identify strategies on how to engage with clients while keeping social work values and theories of anti-oppressive practice in mind. We will look at how to screen for safety concerns and explore how we obtain and provide informed consent to our clients. We will also identify strategies on how to engage with harder to reach clients.

ASSIGNMENT #1 DUE THIS CLASS.

Required Reading for Week #5:

Understanding generalist practice:

Chapter 5 *Engagement and Assessment in Generalist Practice (pages 161-166)*

Ethical Decisions for Social Work Practice:

Chapter 8 Confidentiality, Informed Consent and the Duty to Protect

Doing Anti-Oppressive Practice:

Perseverance, Determination and Resistance: An Indigenous Intersectional Analysis of Social Work Colonial Violence in the Lives of Indigenous Girls

Levenson, J. (2017). Trauma Informed Social Work Practice. *Social Work*. 62(2), 105-113.

Guidelines for Ethical Practice 2005, Canadian Association of Social Workers. (Pages 4-5)

Recommended Reading Week #5:

Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual Research Review: What is resilience within the social ecology of human development? *Journal of Child Psychology & Psychiatry*, 54(4), 348–366. <https://doi-org.yukonu.idm.oclc.org/10.1111/jcpp.12025>

Week #6 (October 11)

Introduction to Conducting Assessments with Individuals in the GIM

In this class you will be introduced to the theories, principles and practices of assessment.

Required Reading for Week #6:

Understanding generalist practice:

Chapter 5 *Engagement and Assessment in Generalist Practice (pages 166-206)*

Gold, Nora (2002). Chapter 12: The Nature and Function of Assessment. In *Social work practice: A Canadian perspective (2nd ed.)*. Turner, F.J. (Ed.). Scarborough, Ont.: Prentice Hall Allyn & Bacon.

Doing Anti-oppressive Practice:

Occupied Spaces: Unmapping Standardized Assessments

Recommended Reading for Week #6:

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), 75-85.

Week #7 (October 18)

Assessment with Individuals Continued

This week we will continue to explore assessment in micro social work practice and examine more specific tools and strategies available to you in your practice including ecomaps.

Required Reading for Week #7:

Doing Anti-oppressive Practice:

Cultural Humility and Work with Aboriginal LGBTQI+

Elliot, N. (2012). Can Spiritual Ecograms be Utilized in Mental Health Services to Promote Culturally Appropriate Family and Couples Therapy with Indigenous People? *First Peoples Child and Family Review*, 7(1), 11-126.

MSU School of Social Work. *About Ecomaps*.

<https://socialwork.msu.edu/sites/default/files/Koehler/docs/AboutEcomaps.pdf>

Recommended Reading for Week #7:

Calix, Alexandra R., "Is the ecomap a valid and reliable social work tool to measure social support?" (2004). LSU Master's Theses. 3239. https://digitalcommons.lsu.edu/gradschool_theses/3

Week #8 (October 25)

Planning and Contracting in the GIM

We will examine planning and contracting in different contexts along with ethical considerations when developing a contract. Using a case scenario, you will work together establish a contract with a client.

Required Readings for Week #8:

Understanding generalist practice:

Chapter 6 Planning in Generalist Practice

Ethical Decisions for Social Work Practice:

Chapter 5 Client Rights and Professional Expertise

Green, J. (2009). Gyawaglaab (Helping One Another): Approaches to Best Practices through Teachings of Oolichan Fishing. In R. Sinclair, M.A. Hart, G. Bruyere (eds.) *Wicihitowin: Aboriginal Social Work in Canada*. Winnipeg, MB: Fernwood Publishing.

Week #9 (November 1st) Face-to-Face

Planning & Contracting – Ethics and Theories

This week we will revisit planning and contracting in the GIM, considering ethics and theory and their application to this practice component. We will further investigate the influence of values in social work practice. Theories for clinical social work practice, with a focus on strength-based practice will be explored.

ASSIGNMENT #2 DUE THIS CLASS

Readings for Week #9:

Ethical Decisions for Social Work Practice:

Chapter 6 Value Neutrality and Imposing Values

Doing Anti-Oppressive Practice:

Critical Clinical Social Work: Working in the Context of Trauma and (dis)Ability

Hubble, M. A., Duncan, B. L., & Miller, S. D. (Eds.). (1999). No More Bells or Whistles in *The heart and soul of change: What works in therapy*. American Psychological Association.

Saleebey, D. (2013). Chapter 3 Integrating the Core Competencies in Strengths-Based, Person-Centred Practice. In *Strengths Perspective in Social Work Practice (6th ed.)*. New York: Longman.

Recommended Readings for Week #9:

Singer, J. B. (Host). (2007, March 1). Developing Treatment Plans: The Basics [Episode 10]. *Social Work Podcast*. Podcast retrieved Month Day, Year, from <http://socialworkpodcast.com/2007/03/developing-treatment-plans-basics.html>

Week #10 (November 8)

Recording in Social Work Practice

This week will explore the context and implications of recording in social work practice. Specific skills and knowledge for recording will be reviewed:

- Introduction to various social work recording formats.
- Making appropriate recordings for the client situation.
- Review the ethical concerns associated with recordings and handling of client records.

Required Reading for Week #10:

Guidelines for Ethical Practice 2005, Canadian Association of Social Workers. Page 9-10

Understanding generalist practice:

Chapter 16 Recording in Generalist Social Work Practice

Reamer, F. (2005). Documentation in Social Work: Evolving Ethical and Risk-management Standards. *Social Work Education*. 50(4), 325-335.

Cumming, S. et al. (2007). Raising the Titanic: Rescuing Social Work Documentation from the Sea of Ethical Risk. *Australian Social Work*, 60 (2), 239-257.

Recommended Reading for Week #10:

Nosowska, G., Fox, J. (Hosts). (no date). *7a Recording in Social Work* in Helpful Social Work. Podcast retrieved June 20, 2022 from <https://www.helpfulsocialwork.com/6b-recording-social-work/>

Week #11 (November 15)

Implementation: Multiple Problems and Crisis Intervention

This class we will review the "work stage" of intervention in a variety of practice situations.

- Working with clients with multiple problems.
- Practice of Crisis Intervention.

Required Reading for Week #11:

Understanding generalist practice. Fourth edition:

Chapter 7 Implementation Applications - JUST SKIM THIS CHAPTER

Regehr, C. (2011). Chapter 9 Crisis Theory and Social Work Practice. In Francis J. Turner (Ed.), *Social Work Treatment: Interlocking Theoretical Approaches (5th ed.)*. United States of America: The Free Press.

Wells, P. (1993). Preparing for Sudden Death: Social Work in the Emergency Room. *Social Work, 38* (3), 339-342.

Nosowska, G., Fox, J. (Hosts). (no date). *9a Crisis Social Work* in Helpful Social Work. Podcast retrieved June 20, 2022 from <https://www.helpfulsocialwork.com/9a-crisis-social-work/>

Week #12 (November 22)

Implementation: Brokering and Case Management and Case Conferences

This week we will identify the skills, knowledge and values for brokering and case management roles.

Interdisciplinary and multidisciplinary teams and case conferencing. We will also look at the application of Anti-oppressive practice principles in implementation.

Required Reading for Week #12:

Understanding generalist practice:

Chapter 15 Brokering and Case Management

Doing Anti-oppressive Practice:

Bridging the Practice-Activism Divide: Advocacy, Organizing and Social Movements

Soup Days and Decolonization: Indigenous Pathways

Interdisciplinary Team Work: A Discussion Paper for Social Workers

Week #13 (November 29)

Termination and Evaluating Practice in the GIM

We will look at how to work towards a positive end with a client and some of the challenges of closing effectively with clients. We will also examine how to evaluate your practice. Specific skills on how to measure change and whether outcomes have been achieved will be identified.

Required Reading for Week #13:

Understanding generalist practice:

Chapter 8 Evaluation, termination and follow-up in Generalist Practice

Williams, N.J., Sherr, M.E., (2013). Oh How I Try to Use Evidence in My Social Work Practice: Efforts, Successes, Frustrations, and Questions. *Journal of Evidence Based Social Work, 10*, 100-110.

Nosowska, G., Fox, J. (Hosts). (no date). *9a Social Work Evaluation* in Helpful Social Work. Podcast retrieved June 20, 2022 from <https://www.helpfulsocialwork.com/9a-social-work-evaluation/>

ASSIGNMENT #3 DUE THIS CLASS

Exam Period: December 6th to 15th

FINAL EXAM: The final exam will be scheduled during the regular exam period. Do not make holiday plans during this time.

REFERENCES

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- Dolgoff, R., Lowenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9th ed.). United States of America: Thompson Brooks/Cole.
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- Ivey, A., Ivey M. & Zalaquett C. (2023). *Intentional interviewing and counselling. Facilitating client development in a multicultural society*. (10th ed.).United States: Thompson and Brooks/Cole.
- Kirst-Ashman, K., & Hull, G. H. Jr. (2018). *Understanding generalist practice*. (8th ed.). Canada: Brooks/Cole, Cengage Learning.
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- Saleebey, D. (2013). *Strengths Perspective in Social Work Practice* (6th ed). New York: Longman.
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