



School of Social Work

Faculty of Community Services

Creation of New Diploma to Degree Pathway for Social Services Worker (SSW) College Diploma Graduates

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Introduction

The School of Social Work at Ryerson University (“Ryerson University”) aimed to create a new program that provides a direct entry into the second year of its Bachelor of Social Work (“BSW”) program for college graduates with a Social Services Worker (“SSW”) Diploma, who do not have two years of cumulative paid work experience in the Social Work field (“field”).

SSW graduates have, increasingly, expressed a strong interest in obtaining a BSW immediately upon the completion of an SSW College Diploma. These students have strongly advocated for new pathways into university level social work education (i.e. BSW program). For more than two years, the Director and the Dean of the SSW program at George Brown College have advocated on behalf of students for Ryerson University to create a more seamless pathway into the BSW program. Ryerson University’s internal and external partners (e.g. George Brown College) have met multiple times to discuss these matters.

Taking into consideration the growing and ever pressing need for new pathways into university level social work education, Ryerson University has modified its current BSW curriculum, for such student group.

Fall 2014, Ryerson University launched its Direct Entry to 2nd Year of the BSW program for college graduates with an SSW Diploma, who have less than two years of cumulative paid work experience in the field. The first cohort consisted of 30 students.

The demand for a new pathway to university level social work education is evident in the number of applications Ryerson University has received: 320 applications for 30 available spaces.

Admission Criteria for Direct Entry to Second Year of the BSW Program for College Graduates

Following extensive discussions among Ryerson University's Faculty of Community Services, School of Social Work's Faculty, Curriculum Advising Office, Planning Office, and the Office of the Registrar and Admissions Office, the following admission criteria were established:

- SSW Diploma
- 3.0 GPA
- No (or less than 2 years) cumulative paid social work experience

If all of the above conditions are met, potential students are eligible to apply for direct entry to the second year of the BSW program. However, as part of their [curriculum requirements](#), they are required to complete two 'reach-back' courses:

- 1 liberal studies course; and
- [SWP 331](#) Social Work Theories of Practice

In exchange for completing these two courses, this group of students is exempt from the requirement to complete [SWP 36 A /B](#) Field Practicum.

Adjustments made to the BSW curriculum, designed specifically for SSW Diploma graduates, are in compliance with the University's [Undergraduate Degree Level Expectations \("UDLES"\)](#).

Ryerson University's School of Social Work follows grades-only admissions process.

Advantages of this model

- It provides a much needed and sought after pathway from college to university for SSW Diploma graduates coming straight from the college system. In the past, due to systematic barriers, SSW Diploma graduates were unable to access BSW education, immediately upon graduation. Their only point of entry was to start the BSW program from year one, at the same level as students with a high school diploma, thus negating the skills and knowledge they obtained throughout 3 years of study at a post-secondary institution(s).
- Taking into account particular skill set(s) the SSW Diploma graduates bring to the classroom setting, this model allows the exemption of students from their third year field placement. Upon reviewing the information about the placement(s) SSW Diploma graduates were

required to complete during their 3 years of study at their post-secondary institution(s), Ryerson University has determined that they meet the learning outcomes and objectives for BSW's SWP 36A/B Field Practicum course¹.

- Upon further review of the SSW Diploma curriculum, Ryerson University has determined a slight gap in the students' theoretical knowledge, as is taught at BSW level. However, via this model, students are required to take SWP 331 Social Work Theories of Practice², which enables them to gain the theoretical knowledge at BSW level, thus ensuring their success in the BSW program.

¹ Appendix A – Course outline 2014/15

² Appendix B – Course outline 2014/15

Program Administration / Infrastructure

In an effort to ensure a seamless integration of students into the Direct Entry to 2nd year of the BSW program, Ryerson University has implemented numerous operational adjustments that are in direct correlation with several internal units.

Recruitment and Admissions

Addition of the Direct Entry to 2nd year of the BSW program to Ryerson University's current BSW program streams (1st year entry for students with a high school diploma; and 3rd year entry for students with two or more years of cumulative paid work experience in the field) was made fruitful due to collaborative efforts and transparent information-sharing channels between the School of Social Work, Admissions Office and Recruitment Office.

Impact on the Recruitment Office:

- Ryerson University's Recruitment Office has experienced a significant increase in the volume of inquiries received regarding various program streams available for the BSW program. Direct Entry to 2nd year of the BSW program for college graduates holding an SSW Diploma, in particular, is generating extremely high interest rate that is on a continuous rise.
- Multiple BSW program streams and their unique admission requirements have had a direct impact on the time needed to train student recruiters to be able to speak to the main, and more nuanced, differences between the three BSW program streams and on the length of time needed to field individual inquiries.

Impact on the Admissions Office:

- A separate process was developed to ensure proper admission of students who are admitted into the Direct Entry to 2nd year of the BSW program.
- This program is unique insofar that there are no similar programs available at Ryerson University at present and, as such, has required the development of a specific admissions process. Every student who is admitted receives a Basis of Admission Form³ outlining the admission, number of transfer credits they are eligible to receive, and the type of 'reach-back' courses they are required to take.

³ Appendix C – Basis of Admission Form (“BOA”)

- In addition to issuing program-specific Basis of Admission Forms, the Admissions Officer is also required to complete additional forms for submission to the Transfer Credit Union and Curriculum Management Office that are used to build student-specific graduation checklists.
- The Direct Entry to 2nd year to the BSW program has increased the workload volume for the assigned Admissions Officer to the level where the position had to be restructured.

Curriculum / Course Planning and Management

Integration of the Direct Entry to 2nd year of the BSW program into its existing framework, required Ryerson University to increase the number of course sections for course(s) in its BSW program. For example, in the inaugural year of the Direct Entry into 2nd year of the BSW program, Ryerson University was required to increase the number of course sections offered for the SWP 331 Social Work Theories of Practice, SWP 341 Transformative Social Work Practice⁴ and SWP 435 Aboriginal Approaches to Social Work⁵. Consequently, class sections for all 2nd year courses have increased to accommodate the new cohort of 30 students. All course sections in subsequent years (Years 3 and 4 of the BSW program) will experience a slight inflation and/or, alternatively, the creation of additional sections, as this cohort of 30 students in the Direct Entry to 2nd year of the BSW program moves through the required curriculum.

Impact on Scheduling and Time tabling

- In close collaboration with the school, a new program code was developed for course enrollment purposes for the cohort of 30 students in the Direct Entry to 2nd year of the BSW program. Evaluation mechanisms were developed and put in place to facilitate the management of ‘force-loading’ required courses.

Impact on the School of Social Work

- During the Direct Entry to 2nd year of the BSW program development phase, the School of Social Work’s Administrative Team took on a leadership role in meeting with external stakeholders to determine the synergies between the SSW College Diploma program and the Bachelor of Social Work program. The School of Social Work’s Administrative team spearheaded meetings with internal stakeholders to create the most accessible Diploma to Degree pathway for SSW program graduates who have less than two years of cumulative paid work experience in the field.
- During the preliminary implementation phase of the Direct Entry to 2nd year of the BSW program, the School of Social Work’s Administrative team continued holding a leadership role in meeting with

⁴ Appendix D – Course outline 2014/15

⁵ Appendix E – Course outline 2014/15

external stakeholders to ensure that all parties involved were informed of the Direct entry to 2nd year of the BSW program [admission requirements](#), relevant application deadlines and the BSW curriculum that is specific to college graduates who have an SSW Diploma. All students are required to adhere to the Ryerson University's [significant dates schedule](#).

- An all-encompassing financial analysis⁶ was conducted, based on operational needs involved in introducing and conducting the new BSW program stream (e.g. promotional materials and/or events, additional course sections, operating supplies)
- The Departmental Hiring Committee expended its hiring activities to include the recruitment of teaching staff for additional course sections.

Impact on the Student Affairs Coordinator

- In order to ensure that the students in the Direct Entry to 2nd year in the BSW program are enrolled in the appropriate classes and that they are provided with the appropriate information regarding course requirements, the Student Affairs Coordinator was required to devote significant additional time to this cohort of students.
- Post enrollment student management, involving periodic one-on-one consultations, was and is continually needed.
- The Student Affairs Coordinator has provided, approximately, 2 hours of support per student for this cohort of students, in their first term (Fall 2014). This averages to 60 hours of additional student support provided by the Student Affairs Coordinator.
- Expansion of the Student Affairs Coordinator's portfolio has been made permanent.
- The Student Affairs Coordinator's portfolio will continue to be monitored for the office capacity building opportunities as we further grow and develop the Direct Entry to 2nd year in the BSW program.

Impact on the Field Education Office

- The Field Education Office's internal operations had to be restructured and external outreach activities had to be increased to prepare for the requirement to accommodate 30 additional field placements once the Direct Entry to 2nd year of the BSW program students enter their 4th year of study.
- The Field Education Office will, on average, invest 300 hours in securing appropriate placement settings for this cohort of students. Securing field placement is an ongoing process that is completed in collaboration with students and community partners, to ensure proper alignment between program/student's learning objectives and community partner's needs.

⁶ Appendix F – Financial Statement

- The Field Education Office will continue to be monitored for the office capacity building opportunities as we further grow and develop this program.

Impact on the Faculty of Community Services Dean's Office

- Financial and human resources required for maintaining and further developing the Direct Entry to 2nd year of the BSW program have a direct impact on the Faculty Dean's fiscal planning activities.

Student Support

Campus-Wide Student Support

Upon admission, students in the Direct Entry to 2nd year of the BSW program become full-time undergraduate students and, as such, have access to all Ryerson University's [Student Resources](#).

Ryerson University also offers various [Student Services](#) that are designed to provide students with opportunities to be successful in the university setting.

Ryerson University's [Library](#) provides all students with an extensive collection of print and audio-visual resources.

Students in the Direct Entry to 2nd year of the BSW program are represented by the [Ryerson Student Union](#) and are free to access their services, as needed.

School-Based Student Support

Students in the Direct Entry to 2nd year of the BSW program have open access to the School's Student Affairs Coordinator and the Associate Director, Undergraduate Program. Both the Student Affairs Coordinator and the Associate Director, Undergraduate Program, are available for student consultations.

All School of Social Work students are represented by the School of Social Work Student Union. The School of Social Work Student Union acts as a liaison between the School of Social Work and the collective student body.

Learning outcomes

Attrition Rate

Ryerson University inaugurated Direct Entry to 2nd Year of the BSW program with a cohort of 30 students in the academic year 2014-2015. As of March 2015, the number of students expected to proceed to 3rd Year of the BSW program is 28. Two students are no longer in the program due to unforeseen personal circumstances. The expected graduation rate for this cohort of students, at present, is 93 per cent.

Student feedback

In March of 2015, Ryerson University held a de-brief session for the students in the Direct Entry to 2nd year of the BSW program. Student feedback was positive. However, the students have raised an issue of not having an orientation that is specific to their program stream. They also indicated that more information about the [SWP 51A/B Field Practicum](#) course requirements and expectations would be welcome.

Future Planning and Development

Program growth

In order to accommodate the high demand for a new pathway to university level social work education, Ryerson University will increase its enrollment numbers to the Direct Entry to 2nd year of the BSW program from 30 to 90 for the 2015-16 academic year.

Student Support

Ryerson University will develop an orientation for students in the Direct Entry to 2nd year of the BSW program that will be integrated into the [Ryerson University's Orientation Week](#) activities, during the 1st week of September 2015.

School of Social Work Student Union will actively encourage students in this program stream to elect a student representative to join the existing Student Union.

Appendix A

Ryerson School of Social Work Course Outline

SWP 36A/B Field Practicum Fall 2014/Winter 2015

* According to Ryerson University policy (www.ryerson.ca/senate/policies/pol157.pdf), communication between students and instructors by email will occur only through official Ryerson email addresses. Please ensure you check your email on a regular basis.

Course Description

This first field practicum provides opportunities for students to have direct contact with service users. Each placement offers the student beginning level experience with an emphasis on understanding social work skills, values and ethics within the community, organizational and policy context of practice. Most students attend placement two days a week for two semesters; alternate methods of completing this credit may be available to students with extensive prior experience or those undertaking an international placement.

Course Objectives

- To gain a beginning understanding of the social work field through introduction to community agencies.
- To develop practice skills, such as engagement, assessment, planning, implementation, research, termination and evaluation skills.
- To prepare students to become a critical self-evaluating, knowledgeable and reflexive professional social work practitioner.
- To apply a critical understanding of existing social, economic and political forces and their implications for policy and practice within a field practicum setting. Particular emphasis will be given to issues of diversity, power, privilege, oppression, individualism, and transformative change.
- To gain a critical understanding of the ways in which agencies respond to manifestations of oppression from an anti-oppression framework and their implications for practice.

Teaching Methodology

- The experiences of the practicum are designed to enable students to integrate theoretical knowledge and practice skills under the field instruction of a qualified practitioner in the community. Settings and field instructors are selected by the School in accordance with the curriculum and the standards set out by the Canadian Association of Social Work Education.
- Practica are available in a wide range of fields of practice. Availability of a given setting may vary from year to year.
- The practicum is unpaid and students are responsible for related costs such as travel to and from the practicum setting, a criminal record check, required vaccinations, or health examinations.

Variations within a Course

Sequencing of content areas, methodology and assignment details will vary among instructors. For instance, scheduling of student presentations may vary. Examinations will be distinct for each section of the course. Some topics of instruction will also vary according to an instructor's area of interest and research. of the sections.

Role of Faculty Consultant

The person teaching your section (your instructor) is your faculty consultant. The teaching responsibilities of faculty consultants for this course fall within the CASWE's requirement for the "activities of coordination, liaison and instruction" (CASWE Accreditation Standards SB6.13.5). These responsibilities include being available to students, field instructors and Field Education Office as needed for those activities related to any student's placement. These responsibilities of the Faculty Consultant are required to "maintain close, reciprocal and ongoing relationships with field instructors, exchange important information, monitor the students educational experience in the classroom and consult and collaborate with the field instructor and student regarding student progress or problems" (CASWE Accreditation Standards: SB6.12.3). Such responsibilities may be conducted through any combination of phone, online (e.g. email) and in person (e.g. field visit) contact with students and/or field instructors, including attendance at Field Instructor workshops as appropriate. **It is expected that the Faculty Consultant will visit each student in placement at least once during the placement.** Additional visits may be required to address issues that arise in field placements. The need for additional visits may be identified by the Faculty Consultant, Field Instructor, or Student.

Attendance Policy

All full-time *Third Year* students are in their Field Practicum, usually on Tuesday and Thursday of each week, throughout the full school year, 7 hours per day including, when necessary, some individual meeting time with the faculty consultant for a total of *364 practicum hours*. The actual days of placement may vary according to practicum setting but the total number of hours remains 364 hours over the academic year.

Academic Consideration and Appeals

There will be no penalty for work missed for a justifiable reason. Students **need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance**, and request any necessary considerations according to the policies and well in advance. **Failure to do so will jeopardize any academic appeals.**

Except in cases of accommodations for disabilities, where documentation is handled directly by the Access Centre, students must fill out an Academic Consideration form and **submit it to their own program office: School of Social Work, Student Affairs Co-ordinator, EPH 200, Eric Palin Hall.**

http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf

Medical Certificate Guidelines

When a student formally requests academic consideration for medical grounds, Ryerson University requires that a Medical Certificate or letter from a physician be submitted

A certificate must be presented **within 3 working days** of missed or affected classes, tutorials, practica, labs, assignments, tests or examinations to receive consideration for that exam to the **School of Social Work, Student Affairs Co-ordinator, EPH200**. The program office will notify all instructors that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make-up exam. (See policy details and forms for physician and department <http://www.ryerson.ca/senate/forms/medical.pdf>)

Religious, Aboriginal & Spiritual Observance

As per the Senate policy on Accommodation of Student Religious, Aboriginal and Spiritual Observance at <http://www.ryerson.ca/senate/policies/pol1150.pdf>, students must complete a form for alternate arrangements needed with respect to due dates for assignments, exams or absence from placement due to religious observance. Requests for accommodation of specific religious or spiritual observance must be presented **to the program office** no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/relobservforminstr.pdf>) to their program office (**School of Social Work, Student Affairs Coordinator, EPH200**). The office will notify all instructors when they have received the request form.

Other requests for Academic Consideration which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form to the **School of Social Work, Student Affairs Co-ordinator, EPH200**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.

Regrading of Work or Recalculation

Students who believe that an assignment, test or exam, either in whole or part, has not been appropriately graded, or that there has been a miscalculation of a grade due to an omission, improper addition, etc., must contact the instructor to resolve the issue within ten (10) working days of the date when the graded work is returned to the class. Grades not questioned within this period will not be recalculated at a later date. Please see Senate Policy No. 134 for further details. <http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>

Students with Disabilities

With respect to disability, we take a critical approach in this course. This means that, if for reasons of self-identified health/mental health/madness/disability, students are not able to complete an assignment by the due date, be present physically or engaged intellectually in class, they are encouraged to contact me to discuss alternatives as soon as possible prior to any deadlines. These alternatives are open to discussion whether or not you are registered with the Access Centre. It also means that all students recognize such challenges in the classroom and in group work with peers.

In addition, students with disabilities or health concerns can register with the Access Centre at Ryerson, POD 61. Phone: 416-979-5094, TTY: 416-979-5274; accessfrontdesk@ryerson.ca. We welcome your feedback on accessibility issues related to this course. Please provide your feedback to your instructor or to the Associate Director, Undergraduate Program.

Disruptions to course and office hours

Pursuant to the University's commitment to accessibility for all students, you shall be notified of cancelled classes or any changes to the posted office hours or pre-arranged appointments with your instructor. You will receive such information by email, sent to your official Ryerson email address.

Plagiarism

The Ryerson Student Code of Academic Conduct defines plagiarism and the sanctions against students who plagiarize. All students are strongly encouraged to go to the academic integrity website at www.ryerson.ca/academicintegrity and complete the tutorial on plagiarism.

Academic Integrity

To preserve the academic integrity of this course, Ryerson University's regulations regarding academic misconduct will be strictly followed. This includes regulations concerning academic dishonesty, misrepresentation of personal performance, and aiding or abetting academic misconduct. Please see the Student Code of Academic Conduct for details of these regulations and the penalties for academic misconduct at www.ryerson.ca/senate/policies/pol160.pdf.

Culture of Respect

Consistent with the mission, policies and services of the University, the School of Social Work promotes a culture of respect for human diversity and collegiality among faculty, students, staff, field instructors and **clients-consumers-people**. Students are expected to familiarize themselves with the policies and procedures of the Student Code of Non-Academic Conduct at www.ryerson.ca/senate/policies/pol161.pdf

Ryerson Academic Policies

For more information on Ryerson's academic policies, visit the Senate website at www.ryerson.ca/senate.

Course Management Policy No. 145

Student Code of Academic Conduct No. 60

Student Code of Non-Academic Conduct No. 61

Examination Policy No. 135

Policy on Grading, Promotion, and Academic Standing Policy No. 46

Undergraduate Academic Consideration and Appeals Policy No. 134

Accommodation of Student Religious Observance Obligations Policy No. 150

Academic Accommodation of Students with Disabilities Policy 159

School of Social Work Assignment and Exam Policy

- Students are expected to take responsibility for making sure that all assignments have been received by the faculty member.
- Students are expected to maintain rough notes and drafts of course work/ assignments.
- Students must keep a copy of each assignment on file until the original has been marked and returned.
- Unless otherwise notified, students' papers should reflect the guidelines defined in the current edition of Publication Manual of the American Psychological Association.
- In case of any delay in submitting assignments the faculty member should be notified. Late assignments will be downgraded by **2%** of the assignment grade per day *including weekends, holidays and Reading Week days*. There is a *seven-day maximum* limit by which to accept late assignments where the student has not asked for an extension. No late assignments will be accepted beyond this limit.
- In extenuating circumstance, it is recognized that some students may require extensions for assignments. Faculty will assign new due dates not later than two weeks from the beginning of the next semester courses . Extensions beyond these dates are only available under extenuating circumstances and need to be negotiated with the Associate Director, Undergraduate Program. If this negotiation does not take place any incomplete grades will convert to an F. It is the student's responsibility to follow up with the Faculty Member and Associate Director.
- There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance, and request any necessary considerations according to the policies and well in advance.

Method of Posting Grades

- Assignments will normally be returned within two weeks from the date of submission, and where the faculty member is unable to do so s/he will notify students in writing.
- All grades will be made known to students in class or on Blackboard.
- Students will receive their final course grades only from the Registrar.

Evaluation

This course is graded on a "pass/fail" basis. A grade of pass or fail will be assigned only after all the requirements have been fulfilled and according to students' performance in placement as evaluated by the field instructor and the Ryerson instructor and recorded in the mid-term and final evaluations. The final grade is assigned by the Ryerson instructor.

Required components of this course:

Placement Hours – 364 hours [To be completed over two terms (fall & winter- two days per week).

- Students are expected to be in placement 14 hours per week. Placement hours are usually done on Tuesdays and Thursdays.

- Placement can begin after the first practice class.
- Placement ends in early to mid-April and when students complete 364 hours.
- Students are not required to attend placement during the University exam periods (*Dates will be specified during the terms*).
- Students are expected to complete a minimum of two days of placement (i.e. 14 hours) in the period between the completion of fall term classes and the start of winter term classes.
- Students are not required to attend placement during reading weeks.
- The faculty consultant will conduct at least one field visit while students are completing their placement hours. Additional visits will be conducted as needed.
- The faculty consultant will keep in regular contact with field instructors as needed.
- Additional activities may be applied to "placement hours" as authorized by field instructors and/or faculty consultants (e.g. seminars, workshops, trainings, etc.).

International, block and late-start placement times and schedules are negotiated with your faculty consultant and placement supervisor; however, the requirement is that you complete 364 hours of placement.

Learning Plan (Due October 22, 2014)

- The learning plan guides students' work in field placement. It is to be developed in conjunction with the field instructor, with guidance from the faculty consultant. Students are responsible for ensuring the learning plan is complete, has been signed by their field instructor, and is handed in on-time.
- A faculty consultant may ask for revisions to the learning plan in order to ensure all aspects of the curriculum are met in the context of each field placement. If a faculty consultant asks for revisions, students are responsible to re-engage the field instructor in a conversation about how to best satisfy the learning goals as set out in the School's curriculum in the context of the field placement.
- The faculty consultant is available for assistance as students and field instructors develop the learning plan.

Mid-term Evaluation (Due November 26, 2014 or at the mid-term examination)

- The field instructor is responsible for completing this document and ensuring it is submitted on time. It is often useful for students to complete a self-evaluation as part of this process. It is acceptable for field instructors to ask students to deliver completed evaluations to the school. Students should have an opportunity to give input, to read and to discuss their evaluation with their field instructor before it is finalized.

Reflective Logs (Due September 24, October 29, January 28 and March 18)

- These short written assignments involve student reflection on professional practice. A reflection log is a diary of an experience that students identify as a learning experience. The experience can be related to social work education and/or practice and should be one that raised questions and or challenged a student's understandings, drew attention to their actions, heightened or raised thoughts and feelings, and overall engaged the student. Exploring this experience through a reflection log can provide a better understanding and thereby enhance learning of oneself as a social worker.
- Each section of the course will have its own specific assignments. Instructors will distribute more information about these reflective logs in class.
- In total, four reflective logs are to be completed, with two in the first term and two in the second.
- Logs are to be 2-3 typed double-spaced pages in length.

Final Evaluation (Due on April 8, 2015 or at final examination)

- The field instructor is responsible for completing this document and submitting it on time. It is often useful for students to complete a self-evaluation as part of this process. It is acceptable for field instructors to ask students

- to deliver completed evaluations to the school. Students should have an opportunity to give input, to read and to discuss their evaluation with their field instructor before it is finalized.
- Final grades in this course cannot be assigned until the final evaluation form has been received.

Placement Evaluation by student (Due on April 8, 2015 or at final examination)

- The student is responsible for completing this document and submitting it on time. This form allows students to give feedback about the strengths and challenges of both the placement setting and the specific supervisor. This evaluation will not be shared with the placement but will go directly to the Field Education Office.
- Final grades in this course cannot be assigned until this evaluation form has been received.

Alternate Due Dates/Assignments

There may be some unique due dates/ assignments specific to students in the BSW program with Advanced Standing (including students in FNTI), in block placements or in international placements, given their unique placement schedules and learning goals. In addition, if you are starting placement late, due dates can be negotiated. Talk to the faculty member teaching your section.

Alternative Options

Third Year Practicum Challenge Credit: Full-time students with a minimum of three years paid social work experience may be eligible to challenge their third year Field Practicum. The challenge examination consists of a written examination and a demonstration of practice skills involving an interview with a simulated client or client group. The challenge examination is reviewed by at least three Faculty members. Fourth Year practicum SWP 51A/B cannot be challenged.

All students are eligible to do an International Placement in a spring/summer block, in the same academic year in which they complete their practice seminar course. The faculty member in charge of international placements holds an information session in the Fall semester so students can be informed of what is involved in doing an international placement in time to make the appropriate request.

Required Readings

In all sections of this course, required reading includes:

- BSW Field Education Manual
- All handouts regarding placement (including WSIB forms and instructions)
- A set of section specific readings which are drawn from a pool of common readings for this course. These readings will be grouped in a reprotox with the readings for SWP 31. This reprotox is available for purchase at the Ryerson University Bookstore.

Course Schedule: Fall 2014

UNIT I – ORIENTATION & PREPARING FOR LEARNING

Orientation

Reading:

- BSW Field Education Manual

Discussion:

- Receive all field material
- Review course outline & course requirements and field manual
- Discuss safety in field, expectations about placement.

Preparation for Learning

Reading:

Napier, L. (2010). Practicing critical reflection. In A.O'Hara, Z.Weber, and K. Levine (Eds.) *Skills for human service practice: Working with individuals, groups and communities*, pp.1-11. Toronto: Oxford University Press.

Bogo, M. and Vayda, E. (1998). The beginning phase. In *The practice of field instruction in social work: Theory and process*, (pp. 47-58). Toronto: University of Toronto Press.

Sidell, N. & Smiley, D. (2008). Communicating in supervision. In *Professional communication skills in social work* (pp. 82-99). Boston: Pearson Education Inc.

Discussion:

- What does a 3rd year placement look like, and what are your expectations?
- What are your hopes and activities in placement?
- Common learning goals in learning plan – role, function and purpose.
- Developing your learning plan.

♦ Assignment:

Learning Plan due (submit in practice class October 22, 2014).

Note: Regarding Placement Hours --Reading Weeks

- Students are not expected to complete any placement hours during Reading Week.
- Students may negotiate with the field instructor to complete hours during this week to make up for earlier missed hours; students cannot complete hours during this week to finish the placement early
- Students should make sure their field instructors are informed about how their hours will be completed during this time period.

UNIT II – THEORIES THAT FRAME PRACTICE/UNDERSTANDING SELF / SUPERVISION

Reading:

O'Hara, A. (2010). Understanding and managing conflict. In A.O'Hara, Z.Weber, and K. Levine (Eds.) *Skills for human service practice: Working with individuals, groups and communities*, (pp. 183-198). Toronto: Oxford University Press.

Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples' Child and Family Review* 4(1), 28-37.

Irwin, J. (2010). Making the most of supervision. In A.O'Hara, Z.Weber, and K. Levine (Eds.) *Skills for human service practice: Working with individuals, groups and communities*, (pp. 30-43). Toronto: Oxford University Press.

Mullaly, B. (2006). Working within (and against) the system: Radical humanism. In *The new structural social work, 3rd edition* (pp. 288-330). Oxford: Oxford University Press.

Discussion:

- Understanding your own learning needs and strengths

- Communicating needs with supervisor
- How to balance being assertive and negotiating with supervisor.

♦ Assignment:

Reflective logs due

UNIT III – ASSESSMENTS AND EVALUATIONS

Reading:

Strega, S. (2009) Anti-oppressive approaches to assessment, risk assessment and file recording. In S. Strega, S. and J. Carriere (Eds), *Walking this path together: Anti-racist and anti-oppressive child welfare practice*, (pp. 142-157) Toronto: Fernwood Press.

Smith, K. (2011). Occupied spaces: Unmapping standardized assessments in health and social service organizations. In In D. Baines, (Ed.) *Doing anti-oppressive practice: Social justice social work* (pp. 199-213). Halifax: Fernwood Press.

Discussion:

- How do you carry out assessments
- How are client assessments linked to your evaluation
- What is evaluation? What have your experiences been?
- Content and process of evaluation
- Formative and summative evaluation
- Review of mid-term evaluation form

♦ Assignment:

Mid-Term Evaluation due (submit in last practice class in Term 1, or at Term 1 exam).

Note: Regarding Fall Term Placement Hours --

- Students are expected to complete 14 hours of placement between end of Fall term classes and start of Winter term classes, with no placement hours expected during the University exam period.
- Students should make sure their field instructors are informed about how their hours will be completed during this time period.

Winter 2015

UNIT IV – CULTURAL FRAMES/FEEDBACK/REFLECTIVE PRACTICE

Reading:

Finch, J. B., Bacon, J., Klassen, D. and Wrase, B. (2003). Critical Issues in Field Instruction: Empowerment Principles and Issues of Power and Control. In W. Shera (Ed). *Emerging Perspectives In Anti-Oppressive Practice* (pp.431-446). Toronto: Canadian Scholar's Press.

Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review*, 24, (1), 105-114.

El-Lahib, Y., and Wehbi, S. (2012). Immigration and disability: Ableism in the policies of the Canadian state.

International Social Work 55(1), 95-108.

Discussion:

- Have cultural approaches informed my practice
- What feedback have I received and from whom?
- What is my reaction to feedback?
- How can I learn from feedback and integrate it into my practice?
- What is praxis?
- Understanding critical reflection

♦ Assignment:

Reflective logs due

UNIT V – TERMINATION & TRANSITIONS

Reading:

Birkenmaier, J. & Berg-Weger, M. (2006). Termination: the beginning of an end (or the end of a beginning?). In *The Practicum Companion for Social Work: Integrating Class and Field Work* (2nd ed.) (pp. 251-284). Boston: Pearson Allyn & Bacon.

Bogo, M. and Vayda, E. (1998). Evaluation and ending. In *The practice of field instruction in social work: Theory and process*, (pp. 163-188). Toronto: University of Toronto Press.

Discussion:

- Saying good-bye
- Using 3rd year learning plan and evaluations to consider own learning needs
- Transitioning to 4th year placement

♦ Assignment:

Student Placement Evaluation Form (Due on the last day of class)
Final Evaluation (Due on the last day of class or at the final exam)

Appendix B

**Ryerson School of Social Work
Course Outline
SWP 331: SOCIAL WORK PRACTICE THEORIES
(Section 011)**

Fall 2014

Course Description

This course explores theories that influence the practice of social work. These theories are examined within the context of anti-oppressive perspectives. Attention is given to the social and institutional arrangements that determine definitions of social problems and the social work responses to these problems. Students will critically analyze their social location, professional role and ethical responsibilities.

Course Objectives

1. Students will develop an understanding of select theoretical perspectives that affect social work practice.
2. Students will develop a critical understanding of the social, institutional and professional contexts of social work practice
3. Students will critically examine different aspects of their social location, professional context and their implications for social work practice.
4. Students will link anti-oppressive as well as a wide variety of other social work approaches to practice.

Variations within a Course

Sequencing of content areas, methodology, and assignment details will vary among instructors. Some topics of instruction will also vary according to instructors' areas of interest and research. Details for each section of the course are provided in the section-specific course outline for each of the sections.

Teaching Methodology

A variety of classroom formats may be used, such as group discussion, lecture, role play, class presentation, videos and films, group presentation, guest speakers, debates, case studies and use of simulations. The course requires students to be involved in activities outside of the classroom and to complete tasks in preparation for class.

Attendance & Participation Policy

Class attendance is essential not only to participation but to the development of collegial relationships that characterize learning, reflection and critical analysis of social work practice theories. Students are expected to attend all classes on time and remain for the duration of the class. In the event that a student cannot attend or remain in class, it is expected that the instructor will be notified by telephone or email **in advance** of the class.

Technology use policy

Students are expected to refrain from using laptops, cell phones, smart phones and other electronic devices during class time. The reason for this expectation is that use of these devices is consistently found by students and instructors to pose distractions which interrupt our ability to attend to classroom lectures, discussions and other learning activities. Cell phones should be turned off except in cases of emergency or for parents who require access to their children or child care providers. If you must have your cell phone on during class, please discuss this with me at the beginning of class and set your phone to vibration mode. If you require electronic devices due to an accommodation arrangement or you are taking notes for someone, please discuss this with me at the beginning of the course.

Academic Considerations

Religious, Aboriginal & Spiritual Observance

As per the Senate policy on Accommodation of Student Religious, Aboriginal and Spiritual Observance at <http://www.ryerson.ca/senate/policies/pol150.pdf>, students must complete a form for alternate arrangements needed with respect to due dates for assignments, exams or absence from placement due to religious observance.

Medical Certificates

A medical certificate is required, within 3 working days, for deadlines, tests and exams missed due to illness. See <http://www.ryerson.ca/senate/forms/medical.pdf> for the policy and certificate form.

Student Learning and Writing Supports

There are many supports at Ryerson to help you learn how to write in an academic way (I even used something similar when I was an undergraduate!). Students can seek help with researching, critical reading and writing from:

1. The Learning Skills Strategists (LSC) & ESL: Reed Hilton-Eddy & Iram Khan (iram.khan@ryerson.ca & rhiltoneddy@ryerson.ca)
LSC website: www.ryerson.ca/learningsuccess
2. The Library (LIB 2 nd floor) provides research workshops and individual assistance. Enquire at the Reference Desk or at www.ryerson.ca/library/info/workshops.html
3. The Writing Centre (LIB 272B) offers handouts (including one on APA format), workshops and one-on-one tutorial help with writing and workshops. <http://www.ryerson.ca/writingcentre/index.html>
4. The Learning Success Centre (VIC-B15) offers workshops, tutoring, individual and group sessions as well as resources covering various aspects of writing, and studying. <http://www.ryerson.ca/studentservices/learningsuccess/>
5. English Language Support (VIC B-17) offers workshops to improve overall communication skills-www.ryerson.ca/studentservices/els/
6. Faculty of Community Services student support services offer individual appointments with a learning strategist and with an English language specialist. The site also offers information on awards and grants-<http://www.ryerson.ca/fcs/Students/>

7. The Tri mentoring program is a Ryerson wide mentoring program to support learning, leadership, and employment. <http://www.ryerson.ca/studentservices/trimentoring/index.html>

Accommodations & Accessibility

With respect to disability, I take a critical approach. This means that, if for reasons of self-identified health/mental health/madness/disability, students are not able to complete an assignment by the due date or be present physically or engaged intellectually in class, they are encouraged to contact the instructor to discuss alternatives as soon as possible prior to any deadlines. It also means that all students recognize such challenges in the classroom. In addition, students with disabilities or health concerns can register with the Access Centre at Ryerson, POD 61. Phone: 416-979-5094, TTY: 416-979-5274; accessfrontdesk@ryerson.ca.

We welcome your feedback on accessibility issues related to this course. Please provide your feedback to your instructor or to the Associate Director, Undergraduate Program.

Disruptions to course and office hours

Pursuant to the University's commitment to accessibility for all students, you shall be notified of cancelled classes or any changes to the posted office hours or pre-arranged appointments with your instructor. You will receive such information by email, sent to your official Ryerson email address.

Culture of Respect

Consistent with the mission, policies and services of the University, the School of Social Work promotes a culture of respect for human diversity and collegiality among faculty, students and staff. Students are expected to familiarize themselves with the policies and procedures of the Student Code of Non-Academic Conduct at www.ryerson.ca/senate/policies/pol61.pdf.

Within the classroom, a culture of respect stresses that all members of the class:

- Listen with an open mind to all that is presented and discussed by both the instructor and each other
- Not interrupt or speak when someone else is talking
- Think carefully before responding to anything that is presented
- Ask for clarity if something is unclear
- Challenge content in ways that lead to greater understanding for all
- Refrain from body language and voice tones that are dismissive (e.g. rolling of the eyes)
- Support one another by being on time and remaining attentive in the class room

Academic Integrity

To preserve the academic integrity of this course, Ryerson University's regulations regarding academic misconduct will be strictly followed. This includes regulations concerning academic dishonesty, misrepresentation of personal performance, and aiding or abetting academic misconduct. Please see the Student Code of Academic Conduct for details of these regulations and the penalties for academic misconduct at www.ryerson.ca/senate/policies/pol60.pdf.

Assignments and Grading

1. Grand Theory assignment- 25%
2. Participation – 15 %
3. Practice Theory Paper – 30 %
4. Final Exam – 30 % (Multiple Choice Questions - To be held during the examination period)

Grand Theory Assignment – Due October 06, 2014 at beginning of class

For this first assignment, students will seek out an example of a ‘grand’ theory as discussed in classes two and three (e.g. modernism, structuralism). An example may be a short sample of **text** that reflects the central ideas of the grand theory/philosophy (from a journal article, funding proposal, web site, song, story or other source) or a **photo** of a building, space, action, piece of art or other representation that visually incorporates the grand theory’s tenets. Along with a copy of the example, students will submit a double spaced, 4 page reflection (not including title page and possible reference page) that responds to the following questions:

- a. Which grand theory/philosophy does your example represent?
- b. How does it do this? (hint: go back to the slides in week 2)
- c. Why did this example appeal to you?

Students should include a cover page and details about where the example came from such as the writer, artist, publisher, magazine or web site. Students should double space and edit their work as well as use a 12 point font. No additional references (from journals or books) are necessary, but if you do include references, be sure to use proper APA formatting!

Practice Theory Paper – Due November 24, 2014 at the beginning of class

For this assignment, students will submit a 5-6 page paper (in addition to a reference page) with at least 7 references from journals or books, with at least 4 of these from the course readings. The paper will have an additional cover page, be printed in a 12 point font, be double-spaced and use APA format for referencing. In terms of the content, students will:

- a. Choose and describe a theory of practice such as:
 - Task-centred Approach
 - Systems Theory
 - The Strengths Perspective
 - A Feminist Perspective
 - Anti-Oppressive Practice
 - Critical Race Theory
 - Narrative Therapy
 - Queer Theory
 - Trans Theory
- b. Outline which grand theory/philosophy (e.g. post conventionalism) the selected practice theory is linked to and describe why / how you believe it to be so.
- c. Discuss:

- How you would use this practice theory (i.e. Critical Race Theory) to respond to a group/issue close to your heart (i.e. imagine yourself using it to work with women from racialized communities who are depressed for example and reflect on what may or may not work)
- d. End the paper by reflecting on where you now position yourself theoretically. (i.e. with respect to your preferred grand and social work practice theory, who are you, how will you describe yourself and what are you still struggling with?)

Participation

We will be looking for and grading you on all kinds of participation including your in-class work as well as your assignments. We will also be asking you to do periodic in-class reflections and exercises that will count towards your participation grade.

Expectations with regard to class participation include all of the following:

- Attendance at all classes.
- Come to the class prepared (i.e. read the required readings prior to class, bring questions and/or reflections on the reading) and demonstrate this preparedness in class discussions.
- Participate actively and frequently in class discussions, without dominating.
- Be engaged in class by making attempts to answer questions asked and raising questions about the material being discussed.
- Demonstrate leadership in class (i.e example, by asking critical questions which push dialogue forward, by adding to or building upon previous discussions, or by bringing relevant material from outside class into class discussions).
- Contribute effectively to class discussions (i.e, share comments that keep discussion focused, are relevant to class, and respond to what others have said; offer differing viewpoints in a respectful manner; share material that is relevant to the subject that is being discussed).
- Ensure your contributions in class demonstrate critical analysis of required readings.
- Contribute effectively during all class exercises (i.e, take a leadership role in small group work, engage with the exercises and the material).
- Actively listen to the professor and to your peers and stay focused on what is happening in class.
- Arrive on time and stay for the duration of class.

Assignment Policy

Please note that a detailed description of each assignment will be provided on blackboard.

- Students are expected to take responsibility for making sure that assignments have been received by the faculty member.
- Students are expected to maintain rough notes and drafts of course work/ assignments.

- Only the original copy of an assignment is acceptable for submission. Students must keep a copy of each assignment on file until the original has been marked and returned.
- In case of any delay in submitting assignments the faculty member should be notified. Late assignments will be downgraded by **2%** of the assignment grade per day including weekends, holidays and Study Week days. There is a seven-day maximum limit by which to accept late assignments where the student has not asked for an extension. No late assignments will be accepted beyond this limit.
- A request for an extended deadline for an assignment or rescheduled exam will be given only on medical or compassionate grounds. If a request for an extension is required, the faculty member must be informed and a Request for Extension Date for an Assignment form must be submitted **before** the due date. Failure to submit this form will result in “0” grade for that assignment. The form is available from the School’s website:
<http://www.ryerson.ca/socialwork/extension%20forms/>. Please note that if you request more than one extension in the same semester, you will be required to meet with the Associate Director, Undergraduate Program to discuss this situation.
- Faculty will assign new due dates not later than January 15th for Fall semester courses and May 8th for Winter semester courses. Extensions beyond these dates are only available under extenuating circumstances and need to be negotiated with the Associate Director, Undergraduate Program.
- If there is a concern that the assignment has not been appropriately graded, the faculty member should be approached within 10 working days of the date of return of the graded assignment. If you wish to pursue a request for regarding, please contact the Associate Director, Undergraduate Program for procedures to follow.
- Unless otherwise notified, students’ papers should reflect the guidelines defined in the current edition of *Publication Manual of the American Psychological Association*.

Examination Policy

Student Accommodations for Exam

In the case of emergency situations, the faculty member must be contacted and a *Request to Reschedule an Examination* form must be submitted within **three days** of the missed examination date. The form is available from <http://www.ryerson.ca/socialwork/extension%20forms/>.

Method of Posting Grades

- Assignments will be returned within two weeks from the date of submission.
- All grades will be made known to students in class or on Blackboard.
- Students will receive their final course grades only from the Registrar.

E-mail contact

According to Ryerson University policy (<http://www.ryerson.ca/senate/policies/pol157.pdf>) communication with you by e-mail will occur through your official Ryerson address only.

Required and Recommended Readings

Required text book: Healy, Karen. (2005). *Social work theories in context: Creating frameworks for practice*. New York: Palgrave. (available through Ryerson bookstore)

Other recommended readings will be made available on the course Blackboard site.

Class Schedule

Sept 08

Introduction to the Course

- Overview of the course outline, assignments, class culture

Sept 15

The Context and Philosophical Foundations of Social Work:

Approaching Theory Reflexively

Required readings:

- Healy, K. (2005). Chapters 1 and 5

Sept 22

Philosophical Foundations 2: Aboriginal / Indigenous Ways of Knowing and Decolonization

Required readings:

- Green, J. (2009). The Complexity of Indigenous Identity Formation and Politics in Canada: Self-Determination and Decolonisation. *International Journal of Critical Indigenous Studies*, 2(2), 36 – 46.
- St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, 30(4), 1068-1092.
- <http://www.congress2013.ca/blog/changing-subject-teacher-education-indigenous-diasporic-and-settler-colonial-relationsx>

Sept 29

From Philosophy to Practice Theories:

1) Problem Solving Approaches

Required reading:

- Healy, K. (2005). Chapter 6.

Oct 06	2) "How to Find": Everything You Need to Know for Finding Materials in the Library, both Online and in Print!
	Guest Lecturer: Diane Granfield
	<i>First assignment due at the beginning of class</i>
Oct 13	READING WEEK – No classes scheduled
Oct 20	3) The Strengths Perspective and Systems Theory: Three Waves
	Required readings:
	<ul style="list-style-type: none"> ● Healy, K. (2005). Chapter 7. ● Parrish, M., Burry, C. & Pabst, M. (2003). Providing comprehensive case management services to urban women with HIV/AIDS and their families. <i>Affilia-Journal of Women and Social Work</i>, 18(3): 302-315. (on-line) ● Healy, K. (2005). Chapter 8. ● Oko, J. (2006). Evaluating alternative approaches to social work: A critical review. <i>Families in Society</i>; 87(4): 601-611 (on-line)
Oct 27	4) Critical Anti-Oppressive Approaches
	Required readings:
	<ul style="list-style-type: none"> ● Healy, K. (2005). Chapter 9 ● Strega, S. (2007). Anti-oppressive practice in child welfare. In <i>Doing anti-oppressive practice: Building transformative politicized social work</i>. Halifax: Fernwood: 67-82. (on reserve)
Nov 03	5) Anti-Racism / Critical Race Theory Approaches
	<ul style="list-style-type: none"> ● Gosine, K. & Pon, G. (2011). On the front lines: The voices and experiences of racialized child welfare workers in Toronto, Canada. <i>Journal of Progressive Human Services</i>, 22: 135-159. ● Duhaney, P. (2010-In press). Why Is Our Education System Still Guilty Of Whiteness? <i>Canadian Social Work Journal</i>. (on-line)
Nov 10	6) Feminist Approaches
	Required readings:
	<ul style="list-style-type: none"> ● Deepak, A. C. (2014). A postcolonial feminist social work perspective on global food insecurity. <i>Affilia</i>, 29(2): 153-164 (on-line)

- Munch, S. (2006). The women's health movement: Making policy, 1970-1995. *Social Work in Health Care*, 43(1):17-32. (on-line)
- Black, C. (2003). Creating curative communities: Feminist group work with women with eating disorders. *Australian Social Work*, 56(2): 127-140. (on-line)

Recommended reading:

- hooks, bell. (1988). Straightening our hair. *Z Magazine* (on-line)

Note: We will review the Final Assignment Grading Guide this week

Nov 17

7) Postconventional Approaches

Required readings:

- Healy, K. (2005). Chapter 10
- Todd, S. & Burns, A. (2007). Beyond structural practice in child protection. *Canadian Social Work Review*, 24 (1): 23-37
- Carr, A. (1998). Michael White's narrative therapy. *Contemporary Family Therapy*, 20(4), 485-503. (on-line)

Nov 24

8) Queer and Trans approaches

Required readings:

- Willis, P. (2007). "Queer Eye" for social work: Rethinking pedagogy and practice with same-sex attracted young people. *Australian Social Work*, 60(2): 181-196.
- Burdge, B. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community.

Practice Theory Paper due at the beginning of class.

Dec 01

Exam Review / Wrap-up

FINAL EXAM – SEE EXAMINATION SCHEDULE

Additional Recommended Readings

- Arnd-Caddigan, M. & Pozzuto, R. (2008). Types of knowledge, forms of practice. *The Qualitative Report, 13 (1)*: 61-77.
- Baines, D. (Ed.) (2007). Chapter 1. *Doing anti-oppressive practice: Building transformative politicized social work*. Halifax: Fernwood; pages 1-30
- Besley, A. C. T. (2002). Foucault and the turn to narrative therapy. *British Journal of Guidance & Counselling, 30*(2), 125-143
- Brown, C. (1993). Feminist contracting: Power and empowerment in therapy. In *Consuming passions: Feminist approaches to weight preoccupation and eating disorders*. Toronto: Second Story Press. Pages: 176-194.
- D'Cruz, H. Gillingham, P. and Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the Literature. *British Journal of Social Work (2007) 37*, 73–90.
- Dominelli, Lena. (2002). *Feminist Social Work Theory and Practice*, Hampshire, UK: Palgrave Macmillan.
- Graveline, F.J. (1998). *Circle works: Transforming Eurocentric Consciousness*. Halifax: Fernwood.
- Greene, G., Kondrat, D., Lee, M., Clement, J. et al. (2006). A solution-focused approach to case management and recovery with consumers. *Families in Society; 87*(3):339-350.
- Houston, S. (2005). Philosophy, theory and method in social work: Challenging empiricism's claim on evidence-based practice. *Journal of Social Work, 5*(1): 7 - 20.
- Jeffrey, D. (2007). Radical problems and liberal selves: Professional subjectivity in the anti-oppressive social work classroom. *Canadian Social Work Review, 24* (2): 125-139.
- Murray, C. (2006). Controversy, constraints, and context: Understanding family violence through family systems theory. *The Family Journal: Counseling and Therapy for Couples and Families, 14*(3): 234-239.
- Pazaratz, D. (2000). Task-centered child and youth care practice in residential treatment. *Residential Treatment for Children & Youth. 17*(4): 1-16.
- Payne, M. (1997). *Modern social work theory. 2nd Edition*. Chicago: Lyceum Books.
- Penna, S. (2004). On the perils of applying theory to practice. *Critical Social Work, 5*(1): 1-6.
- Rossiter, Amy. (2005). Discourse analysis in critical social work: From apology to question. *Critical Social Work, 6*(1).
- Spence, M. & Goldstein, B. (1995). Managing the tension between being task-centered and being anti-oppressive. *Groupwork, 8* (2): 205-216.

Taylor, C. & White, S. (2006). Knowledge and reasoning in social work: Educating for humane judgement. *British Journal of Social Work*, 36(6): 937-954.

SURNAME: _____

GIVEN NAME: _____

RYERSON NUMBER: _____

PROGRAM/PLAN: SW001 (BOA Lvl 3) ADMIT TERM: 1159

Date Revised: _____

Scanned: Updated by: _____

BOA Coding by UAR only; TC/AS coding by TC Unit Only

(A) COURSE DIRECTIVES (e.g. CDID151 / 152 / 251 / 252 = IRN100)

Coding by CA/SR Only

DEPARTMENT AUTHORIZATION:

SIGNATURE:

Comments:

(PLEASE PRINT NAME)

NOTE: Department authorization only required when establishing a Transfer Credit Rule or granting an exception. If Expiry Date not circled, default is 10 years.

ADMISSIONS AUTHORIZATION: Ryan Dearing DATE ISSUED:

Appendix D

Ryerson School of Social Work

Common Course Outline

SWP341: Transformative Social Work Practices

Winter 2015

COURSE DESCRIPTION

Building upon theoretical and conceptual frameworks that inform social work practice, the course develops strategies, approaches and skills that reflect an anti-oppression perspective. Specific attention is given to centering the person in all intervention approaches; addressing issues of difference and power; drawing on people's strengths and understandings; solidarity building; addressing resistance; and developing critical consciousness. Specific skills will include: active listening, reframing, open-ended questions, advocacy, and reflexivity.

COURSE OBJECTIVES

- 1) To acquire a comprehensive understanding of the diverse contexts in which social work practices are situated.
- 2) To develop an awareness of one's personal social location, to include positions of power and powerlessness, and privilege and oppression as these impact your role as a social worker.
- 3) To develop an awareness of one's personal agency, to include strengths, assets and resilience as these impact your role as a social worker.
- 4) To develop a capacity for critical reflexivity in relation to practice situations that requires active listening, empathy and care.
- 5) To acquire a beginning understanding of the process of problem solving, to focus on assessment, and strategies for engagement and advocacy.

TEACHING METHODOLOGY

A variety of classroom formats may be used, such as simulations, discussion, lecture, role play, class seminar, audio/videotape, group presentation, guest speakers. It is important that students are prepared to engage in critical discussions of the assigned readings. In addition to reading the assigned weekly material, students may be asked to complete specific tasks and additional readings in preparation for class.

VARIATIONS WITHIN A COURSE

Sequencing of content areas, methodology, and assignment details will vary among instructors. Some topics of instruction will also vary according to instructors' areas of interest and research. Details for each section of the course are provided in the section-specific course outline for each of the sections. Additional readings may be assigned in each section.

ATTENDANCE & PARTICIPATION POLICY

Class attendance is essential to understand concepts and engage in critical discussion. Participation is necessary for the development of self-reflexivity and critical responsible practice. Students are expected to attend classes on time and remain for the class duration. As a courtesy, students are asked to inform the instructor in advance that they cannot make it to class. Note that there is a participation grade in this course, as detailed in the Assignments and Grading section of this course outline. While the grade is not assigned based on attendance, given the interactive and experiential nature of the course, and the connection of all assignments to classroom experiences, low attendance will significantly hamper full participation in the course.

TECHNOLOGY AND SOCIAL MEDIA USE POLICY

Cell phone use is not allowed in the classroom. You are expected to be respectful and use laptops for note-taking and course-related research only. The instructor reserves the right to discontinue laptop use. Laptop use will not be permitted during in-class exercises, group work and other activities specified by the instructor. All laptop users need to sit in the back row.

Unless social media use is part of the class (as instructed by the faculty member and included elsewhere in this course outline), students shall not share information and materials obtained in the class through any form of social media.

DISRUPTIONS TO COURSE AND OFFICE HOURS

Pursuant to the University's commitment to accessibility for all students, you shall be notified of cancelled classes or any changes to the posted office hours or pre-arranged appointments with your instructor. You will receive such information by email, sent to your official Ryerson email address.

ACADEMIC CONSIDERATIONS AND APPEALS

There will be no penalty for work missed for a justifiable reason. Students **need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance**, and request any necessary considerations according to the policies and well in advance. **Failure to do so will jeopardize any academic appeals.**

Except in cases of accommodations for disabilities, where documentation is handled directly by the Student Learning Support – Academic Accommodation Support - students must fill out an Academic Consideration form and **submit it to their own program office: School of Social Work, Student Affairs Co-ordinator, EPH 200, Eric Palin Hall.**

http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf

Supplemental material is required in addition to the Academic Consideration form (see Medical Certificate Guidelines, Religious Observance and Other Requests).

Medical Certificate Guidelines

When a student formally requests academic consideration for medical grounds, Ryerson University requires that a Medical Certificate or letter from a physician be submitted.

A certificate must be presented **within 3 working days** of missed or affected classes, tutorials, practica, labs, assignments, tests or examinations to receive consideration for that exam to the **School of Social Work, Student Affairs Co-ordinator, EPH 200**. The program office will notify all

instructors that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make-up exam. (See policy details and forms for physician and department <http://www.ryerson.ca/senate/forms/medical.pdf>)

Religious Observance

Requests for accommodation of specific religious or spiritual observance must be presented to the **School of Social Work, Student Affairs Co-ordinator, EPH 200** no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/relobservforminstr.pdf>) to their program office (**School of Social Work, Student Affairs Coordinator, EPH 200**). The office will notify all instructors when they have received the request form.

Other Requests

Other requests for academic consideration which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form to the **School of Social Work, Student Affairs Co-ordinator, EPH 200**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.

Regrading of Work or Recalculation

Students who believe that an assignment, test or exam, either in whole or part, has not been appropriately graded, or that there has been a miscalculation of a grade due to an omission, improper addition, etc., must contact the instructor to resolve the issue within ten (10) working days of the date when the graded work is returned. Grades not questioned within this period will not be recalculated at a later date. Please see Senate Policy No. 134 for further details.

<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>

STUDENT LEARNING SUPPORT (FORMERLY KNOWN AS ACCESS CENTRE)

With respect to disability, we take a critical approach in this course. This means that, if for reasons of self-identified health/mental health/madness/disability, students are not able to complete an assignment by the due date, be present physically or engaged intellectually in class, they are encouraged to contact the instructor to discuss alternatives as soon as possible prior to any deadlines. It also means that all students recognize such challenges in the classroom and in group work with peers. Please note that this critical approach does not apply to other courses outside the School of Social Work. We welcome your feedback on accessibility issues related to this course. Please provide your feedback to your instructor or to the Associate Director, Undergraduate Program.

Of course, students with disabilities or health concerns can register with Student Learning Support – Academic Accommodation and **are encouraged to do so if your accommodations extend to courses outside of the School of Social Work**. Student Learning Support offers assistance related to Academic Accommodation for students living with disabilities looking for help with academic accommodations. Student Learning Support also offers English Language, Study Skills and Transition, Writing and Math supports. Please visit www.ryerson.ca/studentlearningsupport. To contact Academic Accommodation Support email accessfrontdesk@ryerson.ca or call 416-979-5290.

ACADEMIC INTEGRITY

To preserve the academic integrity of this course, Ryerson University's regulations regarding academic misconduct will be strictly followed. This includes regulations concerning academic dishonesty, misrepresentation of personal performance, and aiding or abetting academic misconduct. Please see the Student Code of Academic Conduct for details of these regulations and the penalties for academic misconduct at www.ryerson.ca/senate/policies/pol60.pdf

PLAGIARISM

The Ryerson Student Code of Academic Conduct defines plagiarism and the sanctions against students who plagiarize. All students are strongly encouraged to go to the academic integrity website at www.ryerson.ca/academicintegrity and complete the tutorial on plagiarism.

CULTURE OF RESPECT

Consistent with the mission, policies and services of the University, the School of Social Work promotes a culture of respect for human diversity and collegiality among faculty, students and staff. Students are expected to familiarize themselves with the policies and procedures of the Student Code of Non-Academic Conduct at www.ryerson.ca/senate/policies/pol61.pdf.

E-mail contact

According to Ryerson University policy (<http://www.ryerson.ca/senate/policies/pol157.pdf>) communication with you by e-mail will occur through your official Ryerson address only.

RYERSON ACADEMIC POLICIES:

For more information on Ryerson's academic policies, visit the Senate website at www.ryerson.ca/senate.

Course Management Policy No. 145

Student Code of Academic Conduct No. 60

Student Code of Non-Academic Conduct No. 61

Examination Policy No. 135

Policy on Grading, Promotion, and Academic Standing Policy No. 46

Undergraduate Academic Consideration and Appeals Policy No. 134

Accommodation of Student Religious Observance Obligations Policy No. 150

Academic Accommodation of Students with Disabilities Policy 159

SCHOOL OF SOCIAL WORK ASSIGNMENT AND EXAM POLICY

- Students are expected to take responsibility for making sure that assignments have been received by the faculty member.
- Students are expected to maintain rough notes and drafts of course work/ assignments.
- Students must keep a copy of each assignment on file until the original has been marked and returned.
- Unless otherwise notified, students' papers should reflect the guidelines defined in the current edition of *Publication Manual of the American Psychological Association*.
- In case of any delay in submitting assignments the faculty member should be notified. Late

- assignments will be downgraded by **2%** of the assignment grade per day including weekends, holidays and Study Week days. There is a seven-day maximum limit by which to accept late assignments where the student has not asked for an extension. No late assignments will be accepted beyond this limit and will result in a grade of “0” for that assignment.
- In extenuating circumstance, it is recognized that some students may require extensions for assignments. Faculty will assign new due dates not later than two weeks from the beginning of the next semester courses. Extensions beyond these dates are only available under extenuating circumstances and need to be negotiated with the Associate Director, Undergraduate Program. If this negotiation does not take place any incomplete grades will convert to an F. It is the student’s responsibility to follow up with the Faculty Member and Associate Director.

METHOD OF POSTING GRADES

- Assignments will normally be returned within two weeks from the date of submission, and where the faculty member is unable to do so s/he will notify students in writing.
- All grades will be made known to students in class or on Blackboard.
- Students will receive their final course grades only from the Registrar.

REQUIRED & RECOMMENDED READINGS

Required readings are noted in the class schedule below. All course readings are available in class or on Blackboard. Note that the course readings are heavily concentrated early in the semester, so we can focus more on the simulation experiences as the course proceeds.

EVALUATION: ASSIGNMENTS AND GRADING

Assignment Details

There are four forms of evaluation in this course: class participation (10%), simulation documentation/observation analysis essays (30%), simulation debriefing group presentation (30%), and simulation critical self-reflection essay (30%). Brief details are provided below; full assignment details will be provided in the first class. All assignments draw from the in-class simulations. In groups of 6, (i.e. 5 groups), students participate in a simulation in a social worker role. The simulation is not graded. All students are required to participate. Assignments are based on either being a participant in or an observer of simulations as detailed below.

(1) Class Participation (10% of total grade)

The focus of this second year course (SWP 341) is the application of theory and research within the context of classroom/seminar learning. Class attendance and participation are essential to the development of collegial relationships that characterize learning, reflection and critical analysis within social work practice. *Attendance* is necessary for participation in simulations and role plays and for assignment completion. *Participation* is necessary to the clarification of personal and professional values and their relationship to knowledge development and practice efficacy. *Participation in this course means* active involvement in class discussions, contribution to the reflective process in simulations, review of the articles in the discussion of issues, participation in the simulations and other activities assigned in class.

(2) Simulation Documentation/Observation Analysis Essays (30% of total grade)

Students will complete **two** short papers based on observation and analysis of a simulation in class, other than the one where they participate. The essay focuses on critical self reflexivity based on observation of a simulation. Each essay is 1000-1200 words. In this assignment you are to demonstrate your ability to critically engage in a theoretical reflexive understanding of anti-oppressive practice in a practice simulation. Five references are required. Grading will be based partly on documentation of the simulation, and mostly on the analysis/reflection of the simulation. The assignment is due before / at the start of the class immediately following the class when the simulation occurred.

(3) Simulation Debriefing Group Presentation (30% of total grade)

Each simulation group will facilitate a class discussion that will explore, critique, and reflect upon the previous week's simulation with the rest of the class. This assignment provides an opportunity for the group and the class to explore the strengths and barriers pertaining to the previous week's simulation as well as deliberate possible options and solutions for anti-oppressive social work practice. References may be helpful to this presentation. Grading will be based partly on the presentation style and mostly on the analysis/reflection/response to the simulation experience and to the class discussion. The presentation occurs in the first half of the class the week following their simulation. A group grade is assigned.

(4) Simulation Critical Self Reflection Essay (30% of total grade)

Following the simulation where you participate in a social work role, you will write a critical self reflection essay. You will document what occurred in the simulation, and then explore what happened in your social worker role, examining your strengths and gaps in the context of anti-oppressive social work practice. This assignment requires you to consider how social work knowledge, skills and values intersect, alongside your social location/subject position and the context of the simulation. The essay is 8 pages maximum and must include a minimum of 5 references. Grading will be based partly on the documentation of the simulation and mostly on your critical self-reflection about the experience. The assignment is due before / at the start of the class immediately following the class when your group facilitated the debriefing group presentation.

Appendix E

Ryerson School of Social Work Course Outline

SWP435: ABORIGINAL APPROACHES TO SOCIAL WORK- SECTION 61

WINTER 2015

* According to Ryerson University policy (www.ryerson.ca/senate/policies/pol157.pdf), communication between students and instructors by email will occur only through official Ryerson email addresses. Please ensure you check your email on a regular basis. Instructors will make their best efforts to respond to e-mail and voice mail from students within two working days. E-mail is the preferred method of communication when personal discussion is not possible.

COURSE DESCRIPTION

The course introduces students to issues confronted by contemporary Aboriginal peoples in Canada. Aboriginal perspectives on the origins of these issues and their resolution will be examined in the context of aboriginal self-determination. Students will examine the importance of world views, identity, and values of Aboriginal peoples and themselves in the provision of services. Aboriginal perspectives on the role of "helper", "healer", and "ally" will be addressed.

PREREQUISITES AND/OR EXCLUSIONS

SWP132 and SWP331

COURSE OBJECTIVES/LEARNING OUTCOMES

- To connect institutional and structural oppression to the history and current impacts of colonization upon Aboriginal Peoples and communities
- To encourage the student to gain an understanding of Indigenous knowledges and worldviews as applied to the helping professions
- To provide opportunities for students to apply critical thinking and dialogue on what colonization and Indigenous knowledges mean to them as social workers and Canadian citizens
- To assist the student in self-exploration around the impact of identity and values for both themselves and Aboriginal Peoples within a social work relationship

TEACHING METHODS

A variety of classroom formats may be used, such as discussion, lecture, simulation, class presentation, un-graded reflections, and small group discussion.

VARIATIONS WITHIN A COURSE

Sequencing of content areas, methods, and assignment details will vary among instructors. Some topics

of instruction will also vary according to instructors' areas of interest and research. Details for each section of the course are provided in the section-specific syllabus. There is a core reading being used across sections and each section will have no more than one additional reading per week that will differ across sections.

TECHNOLOGY AND SOCIAL MEDIA USE POLICY

Cell phone use is not allowed in the classroom. You are expected to be respectful and use laptops for note-taking and course-related research only. The instructor reserves the right to discontinue laptop use. Laptop use will not be permitted during in-class exercises, group work and other activities specified by the instructor.

Unless social media use is part of the class (as instructed by the faculty member and included elsewhere in this course outline), students shall not share information and materials obtained in the class through any form of social media.

DISRUPTIONS TO COURSE AND OFFICE HOURS

Pursuant to the University's commitment to accessibility for all students, you shall be notified of cancelled classes or any changes to the posted office hours or pre-arranged appointments with your instructor. You will receive such information by email, sent to your official Ryerson email address.

ACADEMIC CONSIDERATIONS AND APPEALS

There will be no penalty for work missed for a justifiable reason. Students **need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance**, and request any necessary considerations according to the policies and well in advance. **Failure to do so will jeopardize any academic appeals.**

Except in cases of accommodations for disabilities, where documentation is handled directly by the Student Learning Support – Academic Accommodation Support - students must fill out an Academic Consideration form and **submit it to their own program office: School of Social Work, Student Affairs Co-ordinator, EPH 200, Eric Palin Hall.**

http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf

Supplemental material is required in addition to the Academic Consideration form (see Medical Certificate Guidelines, Religious Observance and Other Requests).

Medical Certificate Guidelines

When a student formally requests academic consideration for medical grounds, Ryerson University requires that a Medical Certificate or letter from a physician be submitted.

A certificate must be presented **within 3 working days** of missed or affected classes, tutorials, practica, labs, assignments, tests or examinations to receive consideration for that exam to the **School of Social Work, Student Affairs Co-ordinator, EPH200**. The program office will notify all instructors that the documents have been received. It is the student's responsibility to make arrangements with instructor for a make-up exam. (See policy details and forms for physician and department <http://www.ryerson.ca/senate/forms/medical.pdf>)

Religious Observance

Requests for accommodation of specific religious or spiritual observance must be presented to the **School of Social Work, Student Affairs Co-ordinator, EPH200** no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/relobservforminstr.pdf>) to their program office (**School of Social Work, Student Affairs Coordinator, EPH200**). The office will notify all instructors when they have received the request form.

Other Requests

Other requests for academic consideration which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form to the **School of Social Work, Student Affairs Co-ordinator, EPH200**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.

Regrading of Work or Recalculation

Students who believe that an assignment, test or exam, either in whole or part, has not been appropriately graded, or that there has been a miscalculation of a grade due to an omission, improper addition, etc., must contact the instructor to resolve the issue within ten (10) working days of the date when the graded work is returned. Grades not questioned within this period will not be recalculated at a later date. Please see Senate Policy No. 134 for further details.

<http://www.ryerson.ca/content/dam/senate/policies/pol134.pdf>

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EVALUATION (see last three pages of course outline for details on each assignment)

1. Media Report 30% of Final Grade
Due date Week of January 26, 2015

Purpose	Demonstrate critical assessment of current issues
2. Simulation	30% of Final Grade
Due dates	March 23 rd or March 30 th (one week after your involvement in the simulation)
Purpose	Demonstrate ability to apply social work skills with Aboriginal peoples
3. Group Assignment	30% of Final Grade – Three classes each worth 10%
Due Date	Week of: January 28 th , February 23 rd and March 9 th
Purpose	Demonstrate knowledge and critical understanding of course readings
4. Participation:	10% of Final Grade
Purpose	Demonstrate critical understanding of in-class discussions
A total of five reflections will be completed in class at unannounced times throughout the course. Students must be present to hand in their reflections.	

REQUIRED & RECOMMENDED READINGS

Baskin, C. (2011). *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*. Toronto: Canadian Scholars' Press.

Other readings on e-reserve as outlined in the syllabus.

CLASS SCHEDULE/SYLLABUS

DATE	TOPIC	READINGS AND ACTIVITIES
Week of Jan 12 th	Opening, Introductions Orientation	Introductions Review Readings/ Assignments Video: Kanehsatake: 270 Years of Resistance
Week of Jan 19 th	History, Values and Terminology	Teaching: Seven Fires Prophecies Reading: <i>Terminology Guide</i> Retrieve from: http://www.naho.ca/publications/topics/terminology/ Reading: Borrows, J. (2008). Seven Generations, Seven Teachings: Ending The Indian Act. Research Paper for the National Centre for First Nations Governance. Video: Angaangaq: one Earth - one Race
Week of Jan 26 th	Colonization & Contemporary Issues	** Media Assignment Due Reading: Baskin, C. Chapter 1 Reading: Baskin, C. Chapter 2 Reading: Hart, M. (2007). Indigenous knowledge and research: The míkiwáhp as a symbol for reclaiming our knowledge and ways of knowing. <i>First Peoples Child & Family Review</i> . 3(1), 83-90. Group Work
Week of Feb 2nd	Social Work Theories and Models Self-Reflexivity	Reading: Baskin, C. Chapter 3 Reading: Baskin, C. Chapter 4
Week of Feb 9th	Values and Ethics Research	Reading: Baskin, C. Chapter 5 Reading: Baskin, C. Chapter 12
Week of Feb 16th	READING WEEK – NO CLASS	
Week of Feb 23rd	Holistic Approaches Spirituality	Reading: Baskin, C. Chapter 6 Reading: Baskin, C. Chapter 8, Reading: Tse, S., Lloyd, C., Petchkovsky, L. & Manaia, W. (2005). Exploration of Australian and New Zealand indigenous people's spirituality and mental health. <i>Australian Occupational Therapy Journal</i> . 52, pp.181-187. Video: The World We Want – Mary Simon Group Work
Week of	Community	Reading: Baskin, C. Chapter 7

Mar 2nd	Justice	<p>Reading: Baskin, C. Chapter 9</p> <p>Reading: Stenning, P. & Roberts, J. (2001). Empty Promises: Parliament, The Supreme Court, and the Sentencing of Aboriginal Offenders. <i>Saskatchewan Law Review</i>. 64, 137-168.</p> <p>Video: Honouring our Elders - Pinehouse 2010: The gift of language and culture.</p>
Week of Mar 9th	Family Focus	<p>Reading: Baskin, C. Chapter 10</p> <p>Reading: Manitoba Métis Federation and Métis Child and Family Services Authority. (2013). Métis Children and Families, and the Child Welfare System: An Urban Winnipeg Perspective. Prepared for the Commission of Inquiry into the Circumstances Surrounding the Death of Phoenix Sinclair.</p> <p>Video: Fostering and Aboriginal Perspective - NAHO Group Work</p>
Week of Mar 16th	Simulations	
Week of Mar 23rd	Simulations	** Reflection on simulation from previous week due
Week of Mar 30th	End or New Beginning?	<p>** Reflection on simulation from previous week due</p> <p>Reading: Baskin, C. Chapter 14</p>
Week of Apr 6th	Into the Future	<p>Closing remarks and Outstanding Topics</p> <p>Closing Ceremony: Pot luck feast</p>

INSTRUCTIONS AND EVALUATION OF MEDIA REPORT (30%)

Choose a current news piece (no further back than September 2014) from the media that focuses on Aboriginal Peoples/communities/issues. Media includes both “mainstream” (eg. CBC, the Toronto Star, etc.) and “alternative” (eg. APTN, Windspeaker, etc.) sources. Your choice can come from newspapers, television, radio, magazines, etc. Write a 3 page report about the news piece addressing the topics noted below.

Include a copy of the news piece or the link to it if it is only available online with your report. Please include the following in our report:

A) INTRODUCTION

- Brief synopsis of what you will be writing about

B) DISCUSSION AND ANALYSIS

- Who wrote the piece?
- How informative is it?
- Whose voices are included and whose are left out?
- What are the underlying political positions/values/biases within the piece?
- What are your reactions to it?
- What questions come up for you?
- Logic of statements
- Inclusion of all applicable areas
- Critical thinking
- Explanations for critiques

C) TERMINOLOGY

- Appropriate terms for Aboriginal Peoples and communities
- Appropriate capitalization of terms

D) SUMMARY

- Conclusions
- Learning from assignment

Report will be graded with respect to organization and writing style, specifically:

- Logical development
- Spelling
- Grammar
- Punctuation
- Sentence structure
- APA
- Terminology

INSTRUCTIONS AND EVALUATION OF SIMULATION (30%)

In class simulations will take place with an “Indigenous family.” In small groups, students will be involved in the simulation putting into practice aspects of Indigenous worldviews learned in the course such as listening, use of silence, questioning, roles of family members, engagement, respect of knowledge and revealing strengths, as well as exploring possible impacts of colonization, experiences of personal and structural racism and stereotyping.

One week after participating in the simulation, students are expected to hand in a 4 page (individual) maximum (double spaced) reflection. Reflections are to include:

- What went well and how do you know?
- What was challenging and why?
- What did you learn about yourself/others?
- What do you want to work on in the future?

Students will be graded on their self-reflection, not on specific actions in the simulation. Further information about the family and their situation will be provided to students prior to the simulation.

LEARNER GOALS WHILE PART OF THE SIMULATION:

- Make family feel comfortable
- Identify family’s concerns
- Clarify needs
- Actively listen and allow for silence
- Allow for expression of feelings
- Ensure all family members have an opportunity to speak
- Express respect for family values, roles, relationships and responsibilities
- Acknowledge when you do not know something
- Assess significance of Aboriginal teachings and practices to the family members
- Assess strengths and supports
- Assess impacts of personal and structural colonialism/oppression upon family
- Gather information without many direct questions
- Answer the questions of the family members
- Appropriate self-disclosure

LEARNER GOALS WHILE OBSERVING THE SIMULATION:

- Respond to instructor’s calls for time outs when she asks for feedback on what is occurring in the simulation and ideas to try with the family
- Respond to learner’s calls for time outs when s/he is not sure how to proceed by offering suggestions

LEARNER GOALS AFTER THE SIMULATION: 4 PAGE REFLECTION :

- What went well and how do you know
- What was challenging and why
- What did you learn about yourself

- What do you want to work on in the future

INSTRUCTIONS AND EVALUATION OF GROUP ASSIGNMENT

Students will be placed in groups of three for a total of three group assignment activities.

Students will be required to complete and submit answers to questions based on some or all of the readings from the assigned class date. Questions will be posted on Blackboard the week of group work.

Students will be required, as a group, to submit their answers via e-mail to the instructor within 24 hours of the class.

Evaluation will be based on student's demonstrated understanding, critical analysis and thoughtful interpretations of the readings.

Due Dates:

Week of: January 28th, February 23rd and March 9th

CLASS SCHEDULE

The class schedule is listed by session number as the actual date of each class varies according to the course section. Dates can be confirmed with your faculty member. Note there are no classes during Reading Week February 16-20, 2015 and Good Friday, April 3, 2015.

Session 1: January 9, 12, 13

Introduction to Course

Welcome Back: Review course outline, assignments and expectations

Reading:

Didham, S., Dromgoole, L., Csiernik, R., Lou Karley, M.L., and Hurley, D. (2011). Trauma exposure and the social work practicum. *Journal of Teaching in Social Work*, 31: 523-537.

Session 2: January 16, 19, 20

Social Work Practices and Processes

Readings:

Payne, M. (2005). Social work process. In R. Adams, L. Dominelli & M. Payne (Eds.). *Social work futures: Crossing boundaries, transforming practice* (pp. 21-35). New York: Palgrave MacMillan.

Lundy, C. (2004). The helping process: Assessment and intervention. In *Social work and social justice: A structural approach to practice* (pp. 111-127). Peterborough, ON: Broadview Press.

Allen, G. & Langford, D. (2007). Types and purposes of interviews in the agency context. In *Effective interviewing in social work and social care: A practical guide*, (pp. 52-77). New York: Palgrave McMillan.

Session 3: January 23, 26, 27

SIMULATION – Group 1 (*No Reading*)

Session 4: January 30, Feb. 2, 3

Engaging in and Reflecting on Social Work Practices

SIMULATION DEBRIEFING – Group 1

Readings:

D'Cruz, H., Gillingham, P. & Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. *British Journal of Social Work*. 37, 73–90.

Fook, J. & Gardner, F. (2007). The theoretical frameworks underlying critical reflection. In

Practising critical reflection: A resource handbook (pp. 22-39). Maidenhead, UK: Open UP.

Lishman, J. (1998). Personal and professional development. In R. Adams, L. Dominelli, & M. Payne (Eds.). *Social work: Themes, issues and critical debates* (pp. 89-103). London, UK: MacMillan.

Session 5: February 6, 9, 10

SIMULATION - Group 2 (No Reading)

READING WEEK – FEBRUARY 14 - 20 (No Class)

Session 6: February 13, 23, 24

Ethical Practices and Documentation

SIMULATION DEBRIEFING – Group 2

Readings:

Rooney, R. (2009). Legal and ethical foundations for work with involuntary clients. In R. Rooney (Ed.), *Strategies for work with involuntary clients* (2nd ed.) (pp. 19-44). New York: Columbia UP.

Healy, K. & Mulholland, J. (2007). Writing case records. In *Writing Skills for Social Workers* (pp. 68-86). London, UK: Sage.

Session 7: February 27, Mar.2, 3

SIMULATION – Group 3 (No Reading)

Session 8: March 6, 9, 10

Critical and Creative Practice

SIMULATION DEBRIEFING – Group 3

Readings:

Pollack, S. (2007). Hope has two daughters: Critical practice within women's prison. In D. Mandell (Ed.), *Revisiting the use of self: Questioning identities* (pp. 105-120). Toronto: Canadian Scholars Press Inc.

Malekoff, A. (2009). Gatekeepers, gatecrashers and gateways in group work with kids: A mystery story. *Social Work with Groups*, 32(3), 193-208.

Session 9: March 13, 16, 17

SIMULATION – Group 4 (No Reading)

Session 10: March 20, 23, 24

Termination

SIMULATION DEBRIEFING – Group 4

Reading:

Baum, N. (2006). End-of-year treatment termination: Responses of social work student trainees. *British Journal of Social Work*, 36(4), 639-656.

Session 11: March 27, 30, 31

SIMULATION - Group 5 (No Reading)

GOOD FRIDAY – APRIL 3, 2015 (No Class)

Session 12: April 6, 7, 10

Self-Care & Wrap-up

SIMULATION DEBRIEFING – Group 5

Reading:

Moore, S., Perry, A., Bledsoe, L., & Robinson, M. (2011). Social work students and self-care: A model assignment for teaching. *Journal of Social Work Education*, 47(3), 546-553.

Web-site Links Referenced

Curriculum Requirements:

www.ryerson.ca/calendar/2014-2015/pg3612.html

SWP 331 Social Work Theories of Practice:

www.ryerson.ca/calendar/2014-2015/pg3792.html

SWP 36A/B Field Practicum:

www.ryerson.ca/calendar/2014-2015/pg3792.html

Undergraduate Degree Level Expectations (“UDLES”):

ryerson.ca/lpt/programs/curriculum/degreelevelexpectations/index.html

Admission Requirements:

www.ryerson.ca/calendar/2014-2015/pg912.html

Significant Date Schedules:

www.ryerson.ca/currentstudents/calendars/significant-dates.html

Student Resources:

www.ryerson.ca/currentstudents/

Student Services:

www.ryerson.ca/studentservices/

Library:

library.ryerson.ca/

Ryerson Student Union:

www.ryerson.ca/content/dam/undergraduate/admission/downloads/TIR2015/RSU.pdf

SWP 51A/B Field Practicum:

www.ryerson.ca/calendar/2013-2014/pg3418.html

Ryerson University's Orientation Week:

studentlife.ryerson.ca/orientation/