Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2021

Course Code: SOCWK 220R (Section 1)  
Course Title: Social Work with Individuals, Theory and Practice 1

Class Times/Location: Tuesdays 6:30 – 7:50 PM via ZOOM link (same link each week)

https://us06web.zoom.us/j/87588770473?pwd=MUhJTFBrZUdaU2twZGdpVjJxYUJjQT09

This course will be delivered synchronously and it is expected that students attend virtually if able. The lecture components of the course will be recorded and shared on the LEARN shell. After Reading week, we will begin to practice interviewing and assessing skills in triads. These practice interviews will not be recorded.

Instructor: Bianca Bitsakakis
Phone: by request
Email: bfbitsakakis@uwaterloo.ca
Office Hours: by request

Course Description:
A presentation of conventional and progressive perspectives within Social Work including an overview of oppression and social justice which provide some context necessary for the understanding of the individual in the counselling relationship, as well as an introduction to some useful interventions.

Also, a specific model – “Intentional interviewing and counseling” by Allen Ivey, Mary Bradford Ivey, & Carlos Zalaquett (9th ed., 2018) will be taught. Students will practice the interviewing skills during class.
**Course Objectives and Learning Outcomes**

Upon completion of this course, students should be able to:

A. Recognize concepts of oppression and social justice and how these concepts relate to social work practice with individuals.

B. Describe and demonstrate social work values and principles and their application to ethical practice.

C. Understand the interview as intervention and how it is used throughout the phases of the problem-solving process;

D. Develop interviewing and assessing skills according to the Ivey model.

E. Become a collaborative, problem-solving conversationalist.

F. Recognize the differences between interviewing and conversation;

G. Demonstrate a knowledge of and a beginning use of interviewing techniques, including acquiring the social history of individuals

**Required Texts:**


**Course Requirements and Assessment**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation Partner/Conversation Journal</td>
<td>Week 11, November 23</td>
<td>20%</td>
</tr>
<tr>
<td>Mid Term Assignment</td>
<td>Week 5, October 12</td>
<td>25%</td>
</tr>
<tr>
<td>Video Tape Assignment</td>
<td>December 10</td>
<td>35%</td>
</tr>
<tr>
<td>Practice Role Play and Reflection X 2 Weeks 8-11</td>
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<td>20%</td>
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**Total**                                          | **100%**                  |
1. Conversation Partner/ Conversation Journal –

To gain new interviewing and communication skills and to practice critical reflection related to personal communication style in different contexts, students will complete one of two options:

A) Conversation Partner

The Conversation Partner Program is offered through the Renison International Office. International students are always looking for a conversation partner- someone who they can practice their English with. RIO is looking for volunteers who would be interested in having an enriching cultural exchange experience by learning about other cultures in exchange for sharing cultural norms with the international student. The volunteer is expected to meet up at least once a week (virtually) or whatever is decided as a comfortable arrangement with the international student, with scheduling being up to the volunteer and the international student. This should be a consistent meet up in order for both parties to benefit from it. Upon completion of the hours and handing in a log sheet, the volunteer may request a letter of participation. At the end of the day, the goal is for the volunteer to have a fun, crosscultural experience while helping another student practice their English! Please fill out an application form here: https://uwaterloo.ca/renison-international-office/programs-and-services/conversation-partner-program

After completion of the application, you will be contacted for a short interview with Louann Nhan: Advisor, International Experience at Renison. Apply as soon as possible.

Student will then submit time sheets and will write a 3-4 page reflection paper on the experience, and what communication tools they were able to utilize (verbal, non verbal).

Things to consider when reflecting on the experience:

a) Tone of voice; non verbal body language; style of questioning; language used
b) Differences in communication patterns
c) Challenges with communication and/or conversation
d) Use of self reference to lectures and textbook to strengthen reflection to be utilized.

B) Conversation Journal

Communication is how we interact with others on a daily basis, whether it be formally or informally. We communicate both verbally and non verbally. This assignment requires the student to keep a journal of interactions with others, specifically focusing on conversations and the students own use of communication tools. How we interact also depends on the context or situation in which we find ourselves.

Student will be asked to keep a journal of 5 different and unique conversations that they have had in different contexts. Students must reflect on:

a) Communication with family
b) Communication in work/professional capacity
c) Communication with friends
d) Communication with strangers/public
e) Phone conversations
While reflecting on these conversations, students must pay attention to and reference their own:

e) Tone of voice; non verbal body language; style of questioning; language used
f) Differences in communication patterns
g) Challenges with communication and/or conversation
h) Use of self in the differing contexts

Journal must be 5-6 pages, in length, double spaced, and must refer to what skills, if any, were recognized and used in these different interactions. **DUE November 23, 2021 at 11:59 PM**

2. **Mid-Term Assignment** - will be released on October 5, 2021 and will be available in the Drop Box. You are asked to answer the questions in full, double spaced. There is no need for outside references or research. Please double space. **DUE October 12, 2021 at 11:59 PM**

3. **Role Play Reflections** – Students will complete role plays with each other in groups of 3-4, from Weeks 8-11. Students will be provided with a Reflection Form on LEARN in weeks 8-11. Each reflection is worth 10 % and will be due the Sunday following class at 11:59 PM. These role plays will be completed via breakout rooms in ZOOM during the second part of the class. I will be adding a Thursday evening option to complete these practice role plays, in case students cannot attend on Tuesday. If a student is unable to participate on either Tuesday or Thursday, please e mail me for alternate arrangements. Please double space reflections.

4. **Videotape Assignment and Analysis Video**
   Each student is required to videotape an interviewing and assessing role-play for 15 minutes (the student role plays the counsellor and finds a volunteer to role play a client). Student will create a fictional scenario for their “client“ and is asked not to provide counseling for a real issue that their volunteer is having. This assignment shall not be scripted and the session should be videotaped in one take (not edited).

   **Analysis**
   The assignment also requires students to provide a written critique of their work according to the interviewing skills studied in the course (approx. 1500 words in length).

   **Guiding questions for the analysis portion of assignment:**
   1. **Introduction of the Session**
      Who is the client? What is the presenting problem?

   2. **Review of Skills**
      Describe how the skills you used enhanced/effect ed/determined the session. Share insights into how skills could have been better utilized as well as what strengths were brought to the session. Articulate a clear understanding of the level of success while using these skills.
3. Review of Session
Identify how you used your non verbal communication skills in conjunction with your verbal communication skills to show empathy and build relationship. Critically analyze the level of skill and where your strengths were evident. What is your understanding of your role as counsellor and areas for improvement.

4. Overall Review
Analyze your overall performance in session. Reflect with clarity your ability to utilize all skills to provide a successful counselling session. Provide evidence of learning through this exercise.

This analysis is to be in essay form, double spaced.

Videotape assignments are to be submitted into the DropBox via Youtube link. Due: December 10, 2021 11:59 PM.

Counselling role play = 18 marks

Written critique = 12 marks

LEARN
Course schedules, assignments, additional readings and announcements are all posted on LEARN. You must become acquainted and proficient in LEARN in order to access some readings and to submit all of your assignments.

Course Outline

WEEK 1
Sept. 14
Introduction/Overview – Instructor introduction

WEEK 2
Sept. 21
An overview of and rationale for a generalist-eclectic approach to direct social work practice – Coady, N. & Lehman, P.
Cournoyer, B.R. Common Factors; Relationship Factors

WEEK 3
Sept. 28
Eco maps
Strengths approach - Saleeby, D.
Challenging Oppression and Confronting Privilege – Mullaly, B & West, J.
WEEK 4
Oct. 5
Towards intentional interviewing and counseling - Chapter 1 (text
Structural Social Work: A Progressive View – Mullaly, B & Dupre, M.

WEEK 5
Oct. 12
MIDTERM Assignment Due

WEEK 6
Oct 9-Oct 17
READING WEEK NO CLASSES

WEEK 7
Oct. 26
Attending behaviour: Basic to Communication -Chapter 3 (text

WEEK 8
Nov. 2
Questions: Opening communication - Chapter 5 (text)
Practice skill Role-play

WEEK 9
Nov. 9
Observation skills - Chapter 4 (text)
Analyzing communication skills through media
Practice Role Play

WEEK 10
Nov. 16
Encouraging, paraphrasing and summarizing: Key skills of active
listening -Chapter 6 (text)
Practice Skill Role-play

**WEEK 11**
Nov. 23
Observing and reflecting feelings: A foundation of client experience - Chapter 7 (text)
Practice Skill Role-play

**WEEK 12**
Nov. 30
How to conduct a 5 stage counselling session using only listening skills
Chapter 8 (text)

**WEEK 13**
Dec. 7
Counseling in a multicultural society: Chapter 2 pp.30-44; Chapter (text)- Brown, D. & Srebalus, D.;
Review and Consolidation

**BIBLIOGRAPHY**


**IMPORTANT COURSE INFORMATION**

**Late Work**
Students will be penalized 1 mark per day for late assignments.

**Electronic Device Policy**
Electronic devices are allowed in class, provided they do not disturb teaching or learning.

**Attendance Policy**
To be discussed in the first class.

**Final Examination Policy**

For **Fall 2021**, the established examination period is **December 9 – December 23**. The schedule will be available after mid-February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [https://uwaterloo.ca/registrar/final-examinations](https://uwaterloo.ca/registrar/final-examinations)) NOTE: There is not a Final Exam in this class.

**Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [http://www.registrar.uwaterloo.ca/students/accom_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

**Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary
penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (uWaterloo):** http://uwaterloo.ca/academic-integrity/

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**
- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources (PDF)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

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**Accommodation for Students with Disabilities:**

*Note for Students with Disabilities:* The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

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**Cross-listed course:**

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

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**A respectful living and learning environment for all**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.
If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison’s external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.