

COURSE SYLLABUS

Academic Year **2025 - 26**, Semester – **[Fall / Spring]**

GED 150 – Foundations for Community Engagement and Social Work

1. COURSE INFORMATION

Course Title:	Foundations for Community Engagement and Social Work			
Course Code:	GED 150			
Course Credit:	3-0-3			
Contact Hours:	Lec [45 Hrs], Lab/Non-Lec [0 Hrs] Total: 45 Hrs			
Course Pre-requisite(s):	None			
Course Co-requisite(s):	None			
Course Category:	University Requirement (GE):	✓	Program Requirement:	
Course Type:	Compulsory:	✓	Elective:	

2. FACULTY INFORMATION

Instructor Name:	This section will be filled at the time of offering of course.
Lecture/Lab Timings:	
Office Location:	
Office Hours:	
E-mail:	
Office Telephone:	
Course Website:	Course Website on Moodle

3. COURSE DETAILS

3.1 Course Description

This course is designed to develop practice knowledge and skills necessary to begin professional social work practice, while introducing you to the values, philosophies and knowledge base integrated into social work practice. The course will assist you in the early development of skills such as: self-awareness, personal values, professional values, communication, observation, building professional relationships, and identification and analyses of ethical dilemmas. Specific emphasis will be given to developing a sense of professional identity, responsibility and basic practice skills with individuals, families and communities.

Course Learning Outcomes (CLOs) and Alignment to GE Learning Outcomes (GELOs)

On successful completion of this course, the student will be able to:

Course Learning Outcomes (CLOs)		GELOs
CLO 1	Understand the role of social workers in a social service or community agency, as well as their relationship to other professionals in these settings.	1

Course Learning Outcomes (CLOs)		GELOs
CLO 2	Develop basic practice skills with individuals, groups, and communities in the helping process.	1
CLO 3	Appraise people's presenting problems through good communication (oral and written) skills, critical thinking, and cultural sensitivity.	7

4. TEACHING SCHEDULE

4.1 Lectures Schedule

Week No.	Topic Covered in Class	CLOs	Reference/ Course Material	Course Assessment (Please specify if the assessment is out-of-class)	
				Assignment Type	Due Date*
1	Introductions, Group Norms, Course Overview	1	TB: Chapter 1		
2	The Helping Relationship	1	TB: Chapter 3		
3	Values and Ethics in Social Work Practice	1	TB: Chapter 2		
4	Problematizing Ethics	1	RB # 2		
5	Intercultural Communication	2	TB: Chapter 10		
6	Therapeutic Rapport & Use of Self	2	RB # 3	Values Paper Due	
7	Communication Skills: Listening & Responding	3	TB: Chapter 4		
8	Midterm	1, 2, 3		Midterm	
9	Communication Skills: Empathy & Asking Questions	3	TB: Chapter 6		
10	The First Interview	3	RB # 4		
11	Vicarious Trauma, Burnout and Self Care	3	RB # 5		
12	Practice with Adults, Families and Children	3	RB # 6		
13	Practice with Groups and Communities	3	RB # 7		
14	Mock Interviews	1,2,3			
15	Mock Interviews	1,2,3		Reflection Paper Due	
16				Final Exam	

*Due date will be included at the time of the offering of the course.

4.1 Lab Schedule

N/A

5. TEACHING PEDAGOGY

This course uses lecture for primary teaching methods. In addition, slides, group discussions, videos, assignments, and other relevant methods of teaching may be used when and where appropriate.

6. TEXTBOOK/REFERENCE BOOK/COURSE MATERIAL

Textbooks (TB):

Shebib, B. (2024). Choices: Interviewing and counselling skills for Canadians (Sixth Edition). Toronto, ON: Pearson

Reference Books (RB):

1. Lukas, S. (1993). Where to start and what to ask: An assessment handbook. New York, NY: W.W. Norton & Company, Inc.

2. Weinberg, M. & Campbell, C. (2014). From codes to contextual collaborations. Shifting the thinking about ethics in social work. *Journal of Progressive Human Services*. 25(1), 37-49.
3. Dewane, C.J. (2006). Use of self: A primer revisited. *Clinical Social Work Journal*, 34(4): 543-558.
4. Lukas, S. (1993). How to conduct the first interview with an adult. In *Where to start, what to ask: An assessment handbook* (pp. 1-12). New York, NY: W.W. Norton & Company.
5. Trippany, R.L., White Kress, V.E., Wilcoxon, S.A (2004). Preventing vicarious trauma: What counselors should know when working with trauma survivors. *Journal of Counseling and Development*, 82(1), 31-37.
6. Lukas, S. (1993). How to conduct the first interview with a family. In *Where to start, what to ask: An assessment handbook* (pp. 44-57). New York, NY: W.W. Norton & Company.
7. Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social work with groups*, 35(3), 287–296.

7. LEARNING RESOURCES

Course website on Moodle contains class announcements, lecture notes, homework assignments, etc.

8. COURSE ASSESSMENT AND EVALUATION

The information concerning the appropriate distribution of grade weight amongst various assessment items and their corresponding linkage with the stated CLOs is provided in the following table.

Assessment Items	Grade Weight	Course Learning Outcomes (CLOs)		
		1	2	3
Values Paper	20	✓		
Mock Interview & Reflection Paper	20	✓	✓	✓
Midterm Examination	25	✓	✓	✓
Final Examination	35	✓	✓	✓

9. ASSESSMENT METHODOLOGY

Values Paper: You will write a 4 page paper, double-spaced that explores your personal values and how they may link to professional practice. As this is a self-reflection assignment, no references are to be included although a title page is required. The following provide a guideline for your paper

1. Describe your social background i.e. culture, ethnicity, socioeconomic status, religion, spirituality and gender.
2. List any 3 values that you hold dear giving examples in your life that demonstrate this.
3. Give one specific example of a time in your life when a particular value of yours (from the 5 noted above) demonstrated an assumption, a prejudicial attitude, or a stereotype. Identify the value and comment on how you addressed this. Was addressing it a positive or negative experience?
4. If you were to interview one of your 3 values (as if it was a person) and ask it how it will assist or benefit you, when you are working with individuals in a social work role, what would it say?

Mock Interview & Reflection Paper: The purpose of this assignment is to provide you with the opportunity to demonstrate your use of interviewing skills in an interview with a peer, focusing on non-traumatic materials and your capacity to analyze your use of skills in an accompanying paper.

Each student will conduct an interview and submit a reflection paper. There are two parts to this assignment.

Part A: The Interview (Weight: 10%): In pairs (with a classmate), create a 20 minute taped interview. You will be interviewing and role-playing a client regarding his/her experience on a social issue or concern (i.e. anxiety, poverty, racism, sexism, social discrimination, unemployment, addictions, medical or mental health, etc.). If you choose an issue, ensure that it does not encompass traumatic material or experiences. For approx. 10 minutes of the video, one of you will portray the social worker who is the interviewer while the other will be the client who is interviewed; you will then switch roles for the remaining 10 minutes.

In your interview you will demonstrate the following which was covered in class:-How to begin an interview;- Ability to ask relevant questions to gather information; Exhibit examples of interview skills and types of questions including: active listening, paraphrasing, empathizing, clarifying, summarizing, possibly utilizing motivational interviewing questions, etc; Recognize and respond to non-verbal communication as well as remaining aware of your own; Ending the interview.

Part B: Reflection Paper (Weight: 10%): You will write a 4-5 page paper reflecting on the interview, focusing on the following:

- What was your experience of the interview?
- What was the experience of the individual interviewed?
- Discuss how you believe you demonstrated the various interviewing skills.
- What difficulties or challenges did you experience in the interview? What contributed to the challenge/s? How might you manage this situation differently if provided the opportunity?
- What did you notice about yours and the client's non-verbal communication? What do you believe contributed to these reactions and how did you respond?
- How do you believe that yours and the client's age, ethnicity, culture, sexual orientation, gender or gender expression, ability, race, spiritual beliefs, or other demographic factors influenced the interview or possible questions asked?
- Did yours or the client's values, beliefs or assumptions impact the interview in any way?

Examination: Two exams will be administered. A mid-term exam and a final exam. The mid-term exam will be administered during the regular class time in week eight and will deal with material covered in the previous seven weeks. It may consist of short problems and essay questions. The final exam is given at the end of the semester during the examination period which is announced by the Registrar's office. It is a comprehensive exam which deals with the entire course material. However, more emphasis is usually placed on the material covered after the mid-term exam.

10. COURSE REQUIREMENTS AND POLICIES

The students are required to fully understand and observe the following policies of the university.

10.1 Attendance Policy

Attending classes is compulsory in all courses. CUD Students will not be allowed to take the final examination if they are absent for 25% or more of the classes in a course. (Students should refer to their respective Department or School/Faculty for additional specific program-related information.)

- a. When a student has been absent for 10% of the course an absence reminder would be sent by email.

- b. When a student has been absent for 20% of the course a second absence reminder would be sent by e-mail
- c. When a student has been absent for 25% of the course a notice of Failure for Non-Attendance will be sent by email and grade “FA” with Grade Point of 0.0 will be awarded.

A student with a verifiable and legitimate reason for missing a class (e.g., hospitalization) may request his instructor not to count such an absence towards the 25%. Such excusable absences must be noted in the Course File Attendance Report.

Should an acceptable explanation for a student’s absenteeism be available, the Dean/Designated Representative of the Faculty concerned may consider the student’s withdrawal without penalty from the particular course. A withdrawal without penalty or any other alpha grade under these circumstances may only be considered with the consent of the Registrar.

10.2 Incomplete Work Policy

Students whose course work is at a passing level but who for verifiable reasons beyond their control are unable to finish course work by the end of a term (or the specified end of a course) may be granted a grade of "Incomplete".

The “I” is not intended to be a permanent grade. It is only a temporary acknowledgment of a legitimate reason for granting a one-time, limited extension to the time normally allowed to complete all course requirements.

Students have up to 12 calendar months after the scheduled end of the course to complete required additional work as determined by the teacher who assigned the “I”, and to thereby qualify for a passing grade.

After 12 calendar months, outstanding “I” grades are converted to “F”.

Thereafter, the student must repeat the course in order to achieve a passing grade.

The number of “Incomplete” courses allowed per semester is established by the School. Please contact the School for further information.

NOTE: An Incomplete grade for a pre-requisite course must be completed before the student is allowed to proceed to the higher-level course unless otherwise approved by the appropriate Academic Administrator (Dean or Designate).

10.3 Academic Integrity

Cheating refers to attempting or using unauthorized materials or obtaining unauthorized assistance in an academic activity, including all types of examinations or evaluations. This may include impersonating another student; looking at another student’s materials; using unauthorized notes/books/calculators; talking to other students; using communication devices such as mobile phones or any Bluetooth devices.

Plagiarism includes, but is not limited to, representation of others’ work, lending unauthorized assistance, and using strategies or processes with the aim of attaining dishonest grades on tests or examinations. Students may not submit any material created by or acquired from another person or business. Plagiarizing any type of course work will not be tolerated. All instances of plagiarizing shall be documented, presented to the Head/Dean of the program and to the Registrar, and recorded in the student’s file. The maximum permissible similarity index limit is 20% for the assignments required to be submitted through Turnitin.

Any violation of the academic integrity policy is a serious offence which will be sanctioned as per the Academic Integrity Policy published in the Student Handbook. Please refer to the Catalogue for further information on student Academic Integrity.

11. GRADING SYSTEM

The University uses the relative grading system which is based on a four-point scale. An overall grade will be assigned on the following grading scale.

Percentage Score	Alpha Grade	GPA Points	Percentage Score	Alpha Grade	GPA Points
90-100	A+	4.0	60-64	C	2.0
80-89	A	3.8	55-59	D+	1.5
75-79	B+	3.5	50-54	D	1.0
70-74	B	3.0	0-49	F	0.0
65-69	C+	2.5			

The students must also read and comprehend the full version of the “Grading System” of the University which is published in the relevant Catalogue.

12. GRADING RUBRICS FOR ASSESSED ELEMENTS

13. VERIFICATION

(i) I verify that the contents of this document are up to date.

Instructor’s Name and Signature

Date

(ii) I have reviewed this course syllabus and state that it complies with CUD policies and guidelines.

 Name and Signature of Department Chair/Program
 Coordinator

 Date

Note: *This page of the course syllabus is only for the purpose of documentation and therefore it should not be distributed to the students.*