WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM

GENERALIST SOCIAL WORK PRACTICE I
SWK 6003

COURSE DESCRIPTION

This is the first of a two-semester course that will introduce students to the fundamental knowledge base and the practical application of skills in social work practice. This course provides students with introductory knowledge of social work methodology within the context of agency-based practice with individuals, families, and communities. Students in generalist practice are expected to coalesce the knowledge they will be gaining through their fieldwork, readings, and classroom discussions in order to forge meaningful interactions with their clients. The focus of the first semester will be on the core principles and concepts that underpin effective communication, active listening, empathy, and the conscious use of self. Core principles and concepts such as "starting where the client is", social work as a planned change process in which knowledge, value, skill and purpose determine professional action, are studied in depth and provide the foundation for the development of specific practice skills. As this course is taken in conjunction with the field practicum, this course provides the theoretical basis for beginning social work practice. A foundation approach to the helping process is stressed which utilizes micro, mezzo and macro content. A theoretical framework will be presented to help students gain an understanding of how to work through a multi-dimensional lens, develop cultural competence, and interact within multi-disciplinary settings. Within the context of practice, the course infuses content on values and ethics throughout the semester as it applies to the various learning modules. Students will be encouraged to share their fieldwork experience in the classroom in order that they and their peers gain a broader understanding of the diversity of the field experience, including work with vulnerable populations

This course will be simultaneously taken with Human Behavior and the Social Environment, Research, and Social Welfare Organization, laying a strong foundation for social work practice.

I.   COURSE COMPETENCIES

This course addresses CSWE Competencies #1, #2, #6, #7, and #8.

Competencies #6, #7, and #8 are measured using student outcome data.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics,

relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Social workers use technology ethically and appropriately to facilitate practice outcomes; and

Social workers use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences; and

Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

COURSE COMPETENCY OUTCOMES

Competencies #6, #7, and #8 are measured using student outcome data.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

Social workers use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency #6 Measure

Competency Indicator 6A

Develop a mutually agreed on focus of work and desired outcomes.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

Social workers select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency #7 Measure; Competency Indicator 7A

Select appropriate intervention strategies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Social workers negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency #8 Measure; Competency Indicators 8A, 8B

8A – Implement prevention interventions that enhance client's capacities.

8B – Help clients resolve problems.

II.   LEARNING OBJECTIVES:

At the completion of this course, students will achieve the following objectives:

1. Be able to apply social work skills to the engagement process with individuals, families, groups and communities.
2. Be capable of assessing and understanding a problem-solving process model of generalist practice in which workers engage individuals, families, groups and communities in a systematic process of activities which include engagement, assessment, problem definition, goal identification, establishment of a contract, formulation of an action plan, implementation, evaluation, and termination or continuation;
3. Have an understanding of problem-solving models to implement with individuals, families, groups, and communities
4. Have developed an understanding of relationship building, communication, and interviewing skills necessary for work with all types of clients, including ethnically and racially diverse populations and at-risk populations.
5. Be able to work with clients based on the values and ethics outlined in the NASW Code of Ethics, applying assessments and interventions that are ethically sound.
6. Be capable of understanding the role of intersectionality, the impact and effects of difference - sexism, racism, ageism, poverty, homophobia, heterosexism, and discrimination - on the client population and on the worker.
7. Have an understanding of the student role in agency-based social work practice.
8. Be able to apply basic skills in social work practice with special emphasis on data collection, planning, assessment skills, including problem definition, goal setting, and contracting.
9. Be able to assess the conscious use of self in the helping process.
10.   Have the ability to integrate relevant knowledge, skills and values from the core courses - Human Behavior and the Social Environment, Research, and Social Welfare and Organization - as they relate to social work practice.
11.   Be able to engage and process the termination process with their clients.

III.   INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role plays, oral presentations, and discussions from field experience.

IV.   COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Generalist Practice I

Assignment	Percentage	Due Date
Assignment 1: Asking For Help	10%	2nd Session
Assignment 2: Midterm – Engagement with Agency Paper	25%	8th Session
Assignment 3: Final – Engagement, Assessment, Goal Setting, Contracting	40%	13th Session
Class Participation and attendance	25%	

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

Rubric for Participation, Attendance and Comportment

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives **10 points**	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways. **8 points**	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways. **6 points**	Attends class regularly but *never contributes* to the discussion in the aforementioned ways. **4 points**
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. **7 points**	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. **5 points**	Late to class semi-frequently; misses deadlines. **3 points**	Late to class frequently misses deadlines **1 point**
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. **8 points**	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment **6 points**	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment **4 points**	Consistent comportment concerns; is often disrespectful to peers and the learning environment **2 points**

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 75% each for the written assignments and 25% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

<u>Texts for the course</u>:

- Hepworth, D.H., Rooney, R.H., Rooney, D.R., Strom-Gottfried, K. & Larsen, J.A. (2017). Direct social work practice: Theory and skills 10th edition. Cengage Learning/Brooks Cole. ISBN: 133-31259-8, $112.00.

- Shulman, L. (2016). The skills of helping individuals, families, groups and communities, 8th edition. Cengage Learning/Brooks Cole, ISBN: 978-1-305-49793-1 $188.28.

<u>Recommended Text:</u>

- Saleebey, D. (2012). The strengths perspective in social work practice,

6th edition. New York & London: Longman. ISBN: 9780205011544, $102.00.

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

V.   COURSE REQUIREMENTS

Assignment I - Due 2nd class session - Asking for Help: An Experiential Paper

Describe a situation in which you found it necessary to ask someone for help. The request need not have been made of a professional, but it should not have been a trivial matter. For instance, it should not be a superficial experience, such as asking a friend for help finding an apartment. Describe your feelings before, during and after this experience.

The focus of this assignment is on the thoughts and feelings you experienced in relation to asking for help rather than on the situation itself.   Students will address each of the following questions:

1. What have you learned from this experience of seeking help?
2. How will this experience influence your approach to clients who are asking for help in an agency in which you are placed?
3. Discuss how your experience relates to the conceptualization of social work practice that has been presented in your readings and in class discussions thus far.

This paper should be approximately four-five, double spaced pages.

Assignment II - Due 8th class session – The Engagement Process within the context the Agency

1) This assignment addresses competencies #1 and #2.

Agencies provide services within communities. It is essential for social workers to have an understanding of the agencies in which they work and the communities they serve. This assignment requires you to become familiar with the organization, the services you can provide for your clients and the parameters that guide your engagement and eventual interventions with your clients.

A. Agency:

* A brief history of the agency/organization, Is it for profit? Not-for profit? Where does the primary funding come from? Please include any other disciplines operating in the agency.
* What is the agency/organization's mission statement?
* How is this carried out through the services the agency provides? Give an idea of the breadth of services provided and how they are delivered (individual, group, advocacy, etc).Has the mission statement changed over time? Why? If so, how has this affected the delivery of service?

B. Community:

* What type of community does the agency serve? Geographic? Virtual? Issue/Problem based?
* What are the demographics of the community?
* Is there an overlap of services similar to your agency in this community?
* Provide your assessment of community strengths and resources
* How will the knowledge you have gained about your agency/organization and the community it serves help you in your practice? Based on what you have learned about the agency and its mandate, how do you see the role of the social worker in the agency?

C. Give an account of what the client encounter in working with this agency/organization looks like?

* What is the process the client goes through from initial referral and intake?

- Provide a description of a client system with whom you are now engaged.
- Describe in detail your experience engaging with this client system. What are the differences and similarities between you and the client system (racial, age, ethnic, socioeconomic, religion, etc.) and discuss how these differences/similarities affect the engagement process including any biases that may have arisen for you and/or the client.
- Using social work terminology please describe the skills that you are using to engage with this client. Please add some material from a process recording that reflects the early stage of engagement with this client/client system and you use of social work skills.
- Describe the strengths and challenges of the client.
- What social work literature has informed your approach to engaging with this client/client system? What specific readings/text material guided you?

Recommended length for this paper is approximately 10 pages, 5 peer-reviewed references beyond your required texts. APA 6 style, please proof read your papers.

Assignment III – Final – Due 13th Session -Engagement, Assessment, Goal Setting and Contracting

This assignment asks the student to consider the on-going process of the developing relationship with a client/client system focusing in the processes of engagement, assessment, contracting and goal setting. Choose a client with whom you have had an on-going relationship. If this is not the case, please discuss with your professor.

Answer each question.

1. Describe the client with whom you have been engaging – including your initial impressions and challenges. Were there any value conflicts between you the agency and the client?

2. Provide a detailed assessment of the client system beginning with how the client came to agency, ie: the referral source, what is the presenting problem, issue that needs to be addressed? How do you partialize the problem(s) presented? Are there other systems interacting with the client with whom you must connect? Discuss the approach you used grounding this discussion in the literature.

3. Use of conscious use of self is a critical aspect of professional social work skills. Referring to the professional literature, discuss your understanding of this concept and how you are developing this skill. Please add some content from a process recording that demonstrates your conscious use of self during the engagement/assessment process.

4. What goals did you and the client identify? Are these consistent with the client's needs and the agency's services? Were there referrals and linkages that had to be made to accommodate the client's needs? Was the client part of the process of identifying and setting goals? If not, why and with whom did you did you develop goals? How might the outcome of the work be impacted by client participation or lack of participation in the goal setting stage? Were there any ethical dilemmas for you in the goal setting process? Please integrate the professional literature into your response.

5. What contracting arrangements did you and the client decide upon? Did you have to recontract with the client during the assessment and the beginning of the work stage? What does the literature say about the importance of contracting?

6. Provide a conclusion that ties the paper together do not simply reiterate what you did, but be thoughtful in your concluding statements.

This paper should be between 10-12 pages, double spaced, APA-6 style and uses a minimum of 7 references beyond the required texts, to include peer-reviewed journal articles, other texts and related readings.

This assignment measures:

Competency #6- Engage with Individuals, Families, Groups, Organizations, and Communities.
Indicator #6A – Develop a mutually agreed-on Focus of Work and Desired Outcomes.
Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities
Indicator #7A – Select appropriate intervention strategies.
Competency #8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.
Indicator #8A – Implement prevention interventions that enhance client   capacities.
Indicator #8B – Help Clients solve problems.

GRADING RUBRIC FOR PAPERS

	Competent (A= 94-100; A- = 90-93)	Developing Competence (B+ = 87-89; B= 83-86)	Emerging Competence (B-=80-82; C+ = 75-79)	Lacks Competence (C=70-74 F<74)
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro does not sufficiently identify the theme and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a present and identifiable theme and does not guide the reader into the body of the paper. The conclusion is either missing or restates the intro paragraph verbatim.
Content & depth of analysis	Paper explores the topic in depth and demonstrates an understanding of social work principles as well as demonstrating the application of practice skills.	Paper meets the parameters of the assignment but does not adequately demonstrate application of practice skills.	Paper does not address some aspects of the assignment; and/or demonstrates a basic application of social work practice skills.	Paper does not address the assignment and demonstrates a poor understanding of social work practice skills.
Integration of literature & class discussions	Paper provides integration of professional literature & discussions.	Paper shows some integration of professional literature & discussions.	Paper shows little evidence of integration of professional literature & discussions.	Paper does not provide evidence integration of professional literature & discussions.
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.

VI. EVALUATION

Students are provided opportunity to evaluate master courses. An evaluation form pertaining to the course and instructor will be conducted on-line. Evaluation is ongoing and students are encouraged to

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of

reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/

VIII. E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is http://yulib002.mc.yu.edu:2262/er.php. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1.   Go to your class Canvas page.
2.   Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1.   If you wish to access e-reserves from the library home page (library.yu.edu),
2.   Use "**wurzweiler**" all lower case, as the password.
3.   If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1.   Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2.   Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3.   Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4.   If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES
1.   Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2.   Click on the link to your course.
3.   When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

IX. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose sanctions to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to

those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **NOT** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker
www.dustball.com/cs/plagiarism.checker www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XI. FERPA & OTHER UNIVERSITY POLICIES

A. Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found here.
B. Drug-Free University Policy can be found here.
C. Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found here.
D. The University's Computer Guidelines can be found here.

XII. COURSE SCHEDULE

Unit I. FOUNDATIONS OF SOCIAL WORK PRACTICE (SESSIONS 1, 2, 3)

Learning Themes

This unit introduces the culture and professional milieu of social work and social work values and ethics. The unit will also introduce the Generalist Practice model of social work.

A. Introduction to Generalist Practice

Required Readings

Hepworth, et al: Chapter 1, The challenges of social work, 3-21; Chapter 2: Direct Practice, 25-34;

Chapter 3: Overview of the helping process, 35-56.

Healey (2012). Remembering, apologies, and truth: Challenges for social work today. Australian

Social Work, 65(3), 288-294.

Murdoch, A. (2011). Mary Richmond and the image of social work. Social Work, 56(1), 92-94.

Rapp, R.C. (2007). The strengths perspective: Proving "my strengths" and "it works." Social Work,

52(2), 185-187.

Shulman: Chapter 1, An Interactional Approach to Helping, 2-47.

Recommended Readings

Saleebey, D. (2009). Chap. 1: Introduction, 1-23; Chap. 2: The Challenge of Seeing Anew the World

we Know, 24-44.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions.

Social Work, 41(3), 296-305.

B. Social Work Values and Ethics

Competency Covered: 1

<u>Required Readings</u>

NASW Code of Ethics

Hepworth et al: Chapter 4, Operationalizing the cardinal social work values, 57-86.

Adler, R. (2004). To live outside the law, you must be honest: Boundaries, borderlands and the ethics

of cultural negotiation. *The Reconstructionists, 68*(2), pp. 4-15

<u>Recommended Readings</u>

Fast, J. (2003). When is a mental health clinic not a mental health clinic? Drug trial abuses reach social

work. Social Work, 48(3). 425-427, in ERES.

Loucher, J.L., Bronstein, J., Robinson, C.O., Williams, C. & Ritchie, C.S. (2006). Ethical issues

involving research conducted with homebound older adults. The Gerontologist, 46(2), 160-164.

Mattison, M. (2000). Ethical decision-making: The person in the process. Social Work, 45(3). 201-212.

Murdoch, A. (2011). What happened to self-determination? Social Work, 56(4), 371-373.

Reamer, F. G. (1998). The evolution of social work ethics. Social Work, 43(6), 488-500.

C. Introduction to the Core Skills in Social Work

Competencies Covered: 1, 2, (Competency 1 & 2)

<u>Required Readings</u>

Hepworth et al: Chapter 5, Building blocks of communication, 89-134.

Shulman: Chapter 2, The preliminary phase of work, 68-97.

<u>Recommended Readings</u>

Compton & Galaway: Chapter 8, Engaging potential clients, 197-232.

Gerdes, E. & Segal, E. (2011). Importance of empathy for social work practice: Integrating new

science. Social Work, 56(2), 141-148.

Saleebey, D. (2009). Chapter 12: Using the Strengths Perspective in Context, 220-239.

Unit II. AN OVERVIEW OF PRACTICE APPROACHES (SESSION 4-5)

<u>Learning Themes</u>

This unit will introduce the learner to the diverse practice approaches traditionally utilized by social workers including micro, mezzo and macro levels of intervention.

Micro Practice

<u>Required Readings</u>

Hepworth et al: Assessing family functioning in diverse and cultural contexts, 240 – 282

Shulman: Part II, Social Work with Individuals, 67-220

Shulman: Part III, Social Work with Families, 257-294.

Mezzo Practice

<u>Required Readings</u>

Kleinmetz, J. (2011). On becoming a group worker. Social Work with Groups, 34, 219-232.

Kurland, R. & Salmon, R. (1992). Group work vs. casework in a group: Principles and implications for

teaching and practice. Social Work with Groups, 15(4), 3-10.

Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with

vulnerable populations. Social Work with Groups, 30(2), 11-26.

Shulman: Part IV, Social Work with Groups, 265-470

Steinberg, D.M. (2002). The magic of mutual aid. Social Work with Groups, 25(1/2), 31-38.

Steinberg, D.M. (2011). Mutual aid: A contribution to best practice social work. Social Work with

Groups, 33, 53-28.

Macro Practice

<u>Required Readings</u>

In Social Workers' Desk Reference...Mizrahi: Community organizing principles and practice guidelines.

517-524. Weil & Gamble: Community practice models for the 21st century. 525 – 534.

Unit III. ASSESSMENT AND ROLE OF THE AGENCY IN SOCIAL WORK PRACTICE (Session 6)

Learning Themes

In this unit, the student will learn the process of assessment as it is reflected in the agency mandate.

Required Readings

Hepworth et al: Chapter 8, Assessment: Exploring and Understanding Problems and Strengths, 179-
205 & Chapter 9, Assessment: Intrapersonal and Environmental Factors 206-239.

Recommended Reading

Compton & Galaway: Chapter 10, Data collection and assessment, 346-394.

Saleebey, D, (2009). Chapter 3, The Opportunities and Challenges of Strengths-Based Person-
Centered Practice, 47-71.

Unit IV. PLANNING AND CONTRACTING IN SOCIAL WORK PRACTICE (SESSIONS 7 & 8)

Learning Themes

This unit describes the process of planning and contracting with the client. Goal setting and discussion around setting goal is central to understanding the assessment and contracting experience.

Required Readings

Hepworth: Chapter 12, Negotiating goals and formulating a contract, 313 - 354.

Shulman: Chapter 4, Beginnings and contracting skills, 74-110.

Unit V. SKILLS IN THE WORK PHASE (SESSIONS 9 & 10)

Learning Themes

This unit explores the articulation of the plan for work and moves on to the actual implementation of the assessment.

Required Readings

Hepworth, Chapter 13, Planning and Implementing Change Oriented Strategies, 379-438

Hepworth et al: Chapter 14, Developing Resources, 439-470.

Shulman: Chapter 5, Skills in the Work Phase, 146-220.

Shulman: Chapter 11, The work phase in the group, 387-435.

Recommended Readings

Compton & Galaway: Interventive methods: Implementation of roles, 337-365.

Hudson, C. (2012). Disparities in the geography of mental health: Implications for social work.
Social Work, 57(2), 107-115.

Jackson, K. & Samuels, G. (2011). Multiracial competence for social work: Recommendations for
culturally attuned work with multiracial people. *Social Work, 56*(3), 235-245.

UNIT VII. SOCIAL GROUP WORK PRACTICE (SESSIONS 11)

Learning Objectives Covered 1, 2, 3, 4, 5, 6, 7

Learning Themes

The role and value of group in generalist social work practice

The various theoretical orientations for group work practice.

Specific social work skills of successful group work practice

Review the following materials from last semester:

Shulman, L. (2016). *The skills of helping individuals, families, groups and communities.* (8th ed.). Boston, MA: Cengage Learning.
    Part IV: Social Work with Groups
    Chapters 10-12

Required Reading

Brown, A. & Mistry, T. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups, 28*(3/4), 133-148.

Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. Social Work with Groups, 30(4), 41-58.

Hepworth, et al: Chapter 11, Forming and assessing social work groups, 295-326; Chapter 16: Intervening in social work groups, 507-533.

Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups, 30*(4), 21-39.

Knight, C. & Gitterman, A. (2014). Group work with bereaved individuals: The power of mutual aid. *Social Work, 59*(1), 5-12.

Shulman: Part IV, Social Work with Groups, Chapters 10-12, 369-649. [Review].

Sweifach, J. & Laporte, H.H. (2009). Group work in foundation generalist classes: Perceptions of students about the nature and clarity of their experience. *Social Work with Groups, 32*(4), 303-314.

Recommended Readings

Feldman, D. & Kahn, G. (2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy, 59*(1), 109-126.

Kleinmuntz, J. 2011). On becoming a group worker. *Social Work with Groups, 34*, 219-232. ERES

Northen, H. & Kurland, R. (2001). Social work with groups, 3rd Ed. New York: Columbia University Press.

Steinberg, DM. (2009). Mutual aid: A contribution to best-practice social work*. Social work With Groups, 33*, 53-68.

Unit VI. VULNERABLE CLIENTS AND COMMUNITIES (SESSIONS 12-14)

<u>Learning Themes</u>

In this unit, students are expected to choose an area of interest while working with another student, prepare a presentation to the class covering issues pertinent to that chosen population.

In this final unit, students will explore their own attitudes and experiences as they relate to working across differences.

<u>Required Readings</u>

Women - **choose two or more articles:**

Clemans, S.E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.

Dietz, C.A. (2000). Responding to oppression and abuse: A feminist challenge to clinical social work. *Affilia, 15*(3), 369-389.

Eyal-Lubling, R. & Kumer-Nevo, M. (2016). Feminist social work: Practice and theory of practice. *Social Work, 61(3), 245-254.*

Mackay, J, & Rutherford, A. (2012). Feminist women's accounts of depression. *Affilia 27* (2, 180-189.

Elderly - choose two or more articles

Berridge, C. (2012). Envisioning a gerontology-enriched theory of care. *Affilia, 27*(1) 8-21.

Chung, I. (2004). The sociocultural reality of the Asian immigrant elderly: Implications for group work practice. *Journal of Gerontological social work practice, 44*, (1/2), 81-93.

Goldberg, C. (2002). A place to call their own: The importance of the Jewish Home for the Aged for Jewish nursing home residents with dementia. *Journal of Jewish Communal Service*. Winter-Spring.86-88.

Howell, N, (2012). Toward a more accurate view of the elderly. Journal of Gerontological Social Work, 55, 379-381.

Kaufman, A. & Tang, M. (2008). Gerontological social work. In DiNitto, D.M. & McNeece, C.A. (Eds). Social Work Issues and Opportunities (pp. 261-282). Chicago: Lyceum.

LGBTQIA - choose two or more articles

Bailey, G., Onken, S.J., Crisp, C. & Sloan, L. (2008). Social work practice with gay, lesbian,

bisexual, and transgender people. In In DiNitto, D.M. & McNeece, C.A.   (Eds). Social Work Issues and Opportunities (pp. 121-142). Chicago: Lyceum.

Messinger, L. (2004). Out in the field: Gay and lesbian social work students' experiences in

placement. *Journal of Social Work Education, 40* (2), 187- 204.

Weil, E. (2006, September 24). What if it's (sort of) a boy and (sort of) a girl? *The New York Times*

Magazine.

Wilkerson, J., Rybicki, S., Barber, C. & Smolenski, D. (2011). Creating a culturally competent

environment for LGBT. *Journal of Gay and Lesbian Social Services,   23(*3), 376-394.

Wilkinson, W.W. (2006). Exploring heterosexual women's anti-lesbian attitudes. *Journal of*

Homosexuality, 51(2), 137-155.

Children & Adolescents - choose two or more articles

Burns, J.R. & Rapee, R.M. (2006). Adolescent mental health literacy: Young people's knowledge of

depression and help seeking. *Journal of Adolescence, 29*(2), 225- 239, in ERES.

Malekoff, A. (2007). A flexible organizing framework for social work with adolescents. *Social Work with*

Groups. 30(3), 85-102, in ERES.

Staller, K.M. & Nelson-Gardell, D. (2005). "A burden in your heart": Lessons of disclosure from female

preadolescent and adolescent survivors of sexual abuse. *Child Abuse and Neglect, 29*(12), 1415-1432.

Immigrants and Undocumented Persons

Duvell, F. & Jordan, B. (2001). "How low can you go?" Dilemmas of social work with asylum seekers in

London. *Journal of Social Work Research and Evaluation, 2*(2), 189-205.

Jones, S. (2012). Working with immigrant clients: Perils and possibilities for social workers. *Families in*

Society: The Journal of Contemporary Social Services, 93(1), 47-53.

Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social

work model with immigrant adults in a pluralistic society. *British Journal of Social Work, 37,* 515-535.

People with Disabilities and Different Abilities

Ackerman, B.J. (2007). Empowering people with severe mental illness: A practical

guide. *Social Work, 52*(1), 90.

Mishna, R., & Muskat, B. (2004). "I'm not the only one!" Group therapy with older children and

adolescents who have learning disabilities. *International Journal of Group Psychotherapy, 54*(4), 455-476.

Wallis, C. (2009). A powerful identity, a vanishing diagnosis. *The New York Times Magazine.*

Hill-Weld, J. (2011). Psychotherapy with families impacted by intellectual disability, throughout the

lifespan. *Advances in Mental Health and Intellectual Disabilities, 5*(5), 26-33.

Dillenburger, K., & McKerr, L. (2009). "40 years is an awful long time": Parents caring for adult sons

and daughters with disabilities. *Behavior and Social Issues, 18*, 1-20.

Parmenter, T. (2014). Inclusion and quality of life: Are we there yet? *International Public Health Journal,*

Supplemental Special Issue: Quality of Life in a Social Context, 6(4), 413-428.

Gross, J. (2006, April 20). Learning to savor a full life, love life included. *The New York Times*

Magazine.

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Bent-Godfrey, T. (2015). A call for social work activism. *Social Work,* 60(2), 101-103.

Bent-Godfrey- T. 2016). Social workers paving the way for change one client at a time.   *Social Work, 61(1),* 5-6.

Bent-Godrey, T. (2016). Social work's grand challenges: Mobilizing the profession. *Social Work 61*(3), 197-198.

Caputo, R.K. (1999). Becoming poor and using public assistance. *Journal of Poverty,* (1), 1-23.

Compton & Galaway: Chapter 9, Communication across cultures, 235-252.

Dietz, C. (2000). Responding to oppression and abuse: A feminist challenge to clinical social work. *Affilia, 15*(3), 369-390.

Drisko, J. (2015). Evidence-based practice in social work: A contemporary persepective. *Clinical Social Work Journal, 43*(3), 274-283.

Fast, J. (2003). When is a mental health clinic not a mental health clinic? Drug trial abuses reach social work. *Social Work, 48*(3). 425-427.

Hartwig, E. (2016). Social networks: A village of support for single mothers. *Journal of Family Social Work, 19*(1), 22-37.

Jackson, K. Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally

attuned work with multiracial people. *Social Work, 56*(3), 235-245.

Johnson, Chun-Sing Cheung (2-016). Confronting the challenge in using social network sites for cyber youth work. *Social Work, 61*(2), 171-173.

Kelly, L. & Knowles, J. (2016). The integrated care team: A practice model in child and family services. *Journal of Family Social Work, 18*(5). 382-395.

Kiehna, E. (2106). Latino perspective in social work. *Social Work, 6i*(2*),*119-126.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-30.

Perry. A. & Lewis, S. (2016). Leaving legacies: African America men discuss the impact of their fathers on the development if their own paternal attitudes and behavior. *Journal of Family Social Work, 19*(1), 3-21.

Reamer, F. (2015), Clinical social work in a digital environment: Ethical and risk management. *Clinical Social Work Journal, 43* (2) 120-123.

Sadd, J. (2016). Race, racism and social work: Contemporary issues and debates. *Journal of Social Work, 16*(2), 252-254.

Severson, M. (2007). Racism, African Americans, and social justice. *Social Work, 52*(1), 88-89.

Shafer. K. & Wendt, K. (2015). Men's mental health: A call to social workers. *Social Work, 60*(2), 105-112.

Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social Work with Groups, 26*(3), 61-76.

Steen, J.A. (2006). The roots of human rights advocacy and a call to action. *Social Work, 51*(2), 101-105.

Tufford, L. (2016). Reporting suspected child maltreatment: Managing the emotional and relational aftermath. *Journal of Family Social Work, 19*(2) 100-112.

Weick, A. (2000). Hidden voices. *Social Work, 45*(5), 395-403.