

**Wurzweiler School of Social Work  
Yeshiva University**

**Capstone Seminar**

SWK 6905

Spring 2018

**Course Description**

This capstone seminar is a one-semester course for graduating students. It is an opportunity for students to integrate their learning and demonstrate their ability to apply social work knowledge, skills, and values through an in-depth case analysis. The course will highlight and review key content in the masters of social work curricula.

The course fulfills the Wurzweiler School of Social Work's requirement to complete a final experience that includes the use of content from all core courses prior to graduation. Students will demonstrate their practice competence by applying skills in work with individuals, groups, and the community.

**Grading for the course will be "P" or "F".**

**Course Competencies**

At the end of the course, students will demonstrate:

1. Ability to identify as a professional social worker and conduct oneself in an ethical and professional manner. Students will demonstrate ethical decision making by applying the standards of the NASW Code of Ethics to practice situations in their course work and field internships. Additionally, they will demonstrate professional behavior in their work with clients as indicated by their field evaluations. (Competency #1)
2. An understanding of human rights and social, economic and environmental justice. They will demonstrate their understanding of human, social, economic and environmental justice at the individual and systems levels through their coursework and practices in field internships. (Competency #3)
3. An ability to use the skills of engagement, assessment and practice interventions in work with individuals, families, groups, organizations, and communities. Students will demonstrate competency through their

conceptualizations in class discussions and their clinical demonstrations and in their group projects. (Competencies 6, 7,8,&9)

4. An ability to engage issues of diversity and difference in their practice. They will apply self-awareness and self-regulation to manage their personal values and biases when working with diverse clients. Coursework and field evaluations will demonstrate the achievement of this competency. (Competency #2)
5. An ability to understand and engage in policy that affects practice through discussion of social welfare and economic policies that affect the delivery and access to social services. . Coursework and field evaluations will demonstrate the achievement of this competency .(Competency #5)
6. An understanding of practice informed research and research informed practice through critical discussions of evidenced based decisions on chosen interventions, evaluation of their work, and an understanding of translating research into practice decisions. Coursework and field evaluations will demonstrate the achievement of this competency. (Competency #4)

7.

### **Instructional Methods**

This class includes a variety of methods including lecture, critical reflective class discussion, and group work.

### **Course Requirements**

**No required texts**

### **CLASS PARTICIPATION**

Class participation is an important part of the learning process and all students are expected to participate in all assigned exercises and discussions.

**Traditional In class:** students are expected to be prepared for class discussions on assigned readings, related questions raised by the professor and/or in class exercises.

## **STUDENTS WITH DISABILITIES**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Abby Kelsen, Wilf Campus, 646-685-0118, [akelsen@yu.edu](mailto:akelsen@yu.edu), during the first week of class. Please submit your accommodations letter to the Disability Services Office immediately. **After approval for accommodations is granted, documentation should be submitted to the professor; this should be done by the end of the third class. Any accommodations must be discussed and negotiated with the individual professor; specific accommodations are not automatic.**

## **PLAGIARISM**

Students should remember that the School will not condone plagiarism in any form and will sanction 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. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

## **HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like 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.

## **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same

commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

### **Course Outline**

This is a 10-week class comprised of **7 face-to-face classes, 3 on-line** exercises.

### **Modules**

- I. Introduction and overview of course, differentiation of social work practices from all other helping disciplines. Definition and explanation of application of critical thinking skill to social work practice. Presentation of a case.

*Required Reading:*

Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue or art. *Families in Society*, 71 (1), 32-42.

- II. How to apply knowledge of Human Behavior and the Social Environment to a case.

*Required Reading:*

Hutchison, E.D. (2015). Dimensions of Human Behavior: Person and Environment, New York: SAGE Publications, 5<sup>th</sup> Edition, Chapter 1.

- III. How to apply the conceptual paradigm of assessment and diagnostic process to a case.

*Required Reading:*

Erzoff, E.R., & Drisko, J. (2015). What Clinical Social Workers need to Know: Bio-Psycho-Social Knowledge and Skills for the 21<sup>st</sup> Century, *Clinical Social Work Journal*, 43, (3), 263-273.

Overton, SL., Medina, SL., (2008) The Stigma of Mental Illness. *Journal of Counseling and Development*, 86(2), 1-11.

- IV. How to apply one or more Practice theories to assessment, treatment planning and intervention phases of work.

*Required Reading:*

Barth, C.D. (2011). Integrative Approaches to Clinical Practice. *Clinical*

*Social Work Journal*, 39 (2), 119-121

Drisko, J. (2015). Evidence Based Practice in Social Work: A Contemporary Perspective, *Clinical Social Work Journal*, 43 (3), 274-283.

- V. Diversity, human rights and social justice. How to apply these conceptual issues to a case.

*Required Reading:*

Jackson, K., Samuels G. (2011). Multi-racial Competence in Social Work: Recommendations for Culturally Attuned Work with Multi-racial People. *Social Work*, 56 (3). 235-245.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. [Retrieved December 31, 2003] from the Vanderbilt University Center for Teaching

- VI. Social Work principles and Code of Ethics. How to apply ethical and value issues to a case.

*Required Reading:*

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

- VII. Impact of policy, program development and program evaluation to a case.

*Required Reading:*

Reid, W.J., Kenakey, B.D., & Colvin, J. (2004). Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research*, 28(2), 71-81.

