This focus of this course will be on the philosophical foundations that are at the core of the helping professions. The themes of this course provide a unique lens through which clinicians, educators and clergy members may develop their own philosophy of helping as they minister to their communities and spheres of influence at the critical and pivotal stage of later life.

The content of this course will provide a spiritual, biblical and philosophical framework that can be uniquely applied to individuals at the later stages of life when individuals and families may confront illness, frailty, loss, and suffering. Resilience will be a common thread throughout the course material as we begin to understand and unwrap the skills and behaviors that are at the core of syntonic responses to trauma. The philosophical perspective provides a framework for understanding the existential crisis that clients, congregants, and community members will ultimately confront as they navigate illness, loss of functioning, and life and death choices.

Topics and themes that will be explored throughout this course are the spiritual nature of care, the dual nature of man, loneliness, loss, suffering, sin, teshuva/repentance, and man’s search for meaning. Sub-topics will include providing service to diverse members of the Jewish community, such as the convert, baal teshuva, atheist, agnostic, and immigrant populations who may approach the end of their lives with differing needs and cultural perspectives.

**COURSE COMPETENCY OUTCOMES**

**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; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • use technology ethically and appropriately to facilitate practice outcomes; and • use supervision and consultation to guide professional judgment and behavior.

Measure 1A – Practice personal reflection and self-correction to assure continual professional development

Measure 1B – Attend to professional roles and boundaries

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; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Measure 2A** – Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

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**II. INSTRUCTIONAL METHODS**

Students in this course will follow the course curriculum as it is provided in the Canvas modules. **Required Readings** are mandatory for assignments and may be accessed through EReserves or through an attached PDF file whenever possible. **Suggested Readings** are provided for the benefit of the student and it is expected that students who wish to amplify their learning on a specific topic will utilize these readings at their leisure.

**III. WHAT IS EReserve?**

EReserve (Electronic Reserve) is Yeshiva University’s on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

**HOW DO I USE EReserve?**

1. Click on “Online library resources and e-reserves” on the course Canvas page.

2. If you must access e-reserves from the library home page ([https://library.yu.edu/home](https://library.yu.edu/home)) you will need a password. Please use “wurzweiler” (all lower case) This will go into effect Spring 2019 for all Wurzweiler courses, both traditional and online.

3. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password

4. In the ‘search for Courses’ box, type in the name of your course.

5. Click on the link to your course.

6. When the article text or book record appears on the screen, you can print, email, or save it to disk.

7. If you have any problems, please contact - ereserves@yu.edu.
IV. COURSE EXPECTATIONS AND GRADING

Any student enrolled in this course encountering specific challenges with the course material, assignments or exercises are required to speak directly with the professor. All grades will be pass/fail unless the professor is otherwise informed by the enrolled student that a grade is essential for the purposes of transferring to the MSW program. All discussions and reflective assignments will be online and due dates will be flexible, but the date for the end of the course will be respected.

V. 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, gender is directly related to the case presentation it can be included if it will not allow for identification.

MODULE I:
Introduction to the Role of Spirituality and Social Work

Learning Themes:
The role and efficacy of spirituality in the helping process,
Differentiating between a religious and a spiritual perspective

Readings:


**Suggested Readings:**


**MODULE II**
Learning Themes:
The creation story in Genesis and implications for understanding human nature
The human being in dynamic interaction
The individual as a spiritual being

**Readings:**


Heschel, A. J. (1972). The sacred image of man.,Chapter 10, p 150-167


**Suggested Reading:**


**MODULE III**

Learning Themes:
- Man's relationship with God
- Man's quest for meaning
- Existentialism
- The role of creativity and productivity

**Readings:**


**MODULE IV**

Learning Themes:

Gender Roles: Feminism to LGBTQ

**Readings:**


**Suggested Readings:**

**MODULE V**

Learning Theme:
Distinguishing between Time and Space in the Helping Process
The role of suffering and pain as a human condition
How religion responds to illness and human suffering
Man’s Search for Meaning

**Readings:**


*Taft, J. (1949). Time as the medium of the helping process. *Jewish social service quarterly, 36* (2), 189-198 Eres

**Suggested Readings:**


**MODULE VI**

Learning Themes:
The Psychology of Behavior Change
The impact of "sinful" behavior on the personality
The clinician's observation of clients' behaviors.
Repentance and the process of behavioral change

**Readings:**


**Suggested Readings:**


**MODULE VII**

Learning Themes:
Challenges in the Aging Process
The efficacy of spirituality at the end of life
A just death

Readings:

Lerner, M.J. (1997) What Does the Belief in a Just World Protect Us From: The Dread of Death or the Fear of Understanding Suffering?, Psychological Inquiry, 8:1, 29-32,


MODULE VIII:

Learning Themes:
Individuals Facing End of Life
How diverse groups approach death
Working with family members
The role of the clergy in end of life decision making
Where is God?

Readings:


Eres


**Suggested Readings:**