WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY  

GENERALIST SOCIAL WORK PRACTICE II  
SWK 6004  
Spring, 2018  

COURSE DESCRIPTION  

This is the second of two generalist practice courses in social work practice required of all students. It builds upon material considered in the first practice course and focuses on designing interventions based on assessments and theories of practice. A deeper exploration of clinical practice, group work, and community social work practice is initiated with attention to theoretical orientation and application of practice skills to specific case materials. An expansion of the social work role will include activities of advocacy, brokering and case management are introduced. Skills of evaluation and termination of the change effort are explicated. This course is conceptually linked to the Human Behavior, Research and Social Welfare. 

The course stresses agency context as one of the defining aspects of practice, with an emphasis on values and ethics, vulnerable populations and social justice. As this course is taken in conjunction with the field practicum, it provides a theoretical basis for practice for beginning social work students.

i. COURSE COMPETENCIES  

This course addresses Council on Social Work Education Competencies #3, #6, #7, #8, and #9 as described below. Competencies #3 and #9 were 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 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.

**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, 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.

**COURSE COMPETENCY OUTCOMES**

Competencies #3 and #9 were measured using student outcome data.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about the theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Social workers apply their understand of social, economic, and environmental justice to advocate for human right at the individual and system levels; and

- Social workers engage in practices that advance social, economic, and environmental justice.

**Competency #3 Measure**

**Competency Indicator 3A**

Continuously discover, appraise and attend to changing locales, populations, scientific and technological development and emerging societal trends to provide relevant social services.
Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers select and use appropriate methods for evaluation of outcomes;

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency #9 Measure
Competency Indicator 9A
Analyze, monitor and evaluate interventions.

II. INSTRUCTIONAL METHODS

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

III. COURSE EXPECTATIONS AND GRADING

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: 45% each for both assignments and 10% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Texts for the Course


Recommended Texts:


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

IV. COURSE REQUIREMENTS

Midterm Assignment I (Due 6th class)

This assignment addresses competencies #6, #7 and #8.

APPLICATION OF THEORY TO ASSESSMENT & INTERVENTION

Identify a theory discussed in this course that is most applicable to your anticipated field work setting or a theory that particularly interests you. Select a case from your active caseload - or discuss with your professor - that this theory can be applied. Remember, a case can be an individual, a family, a couple, a group, or a community. Using it as a reference point, address the following:

Using the social work and other literature, describe the tenets/assumptions of this theory. Talk about your reasons why you might select it and its relevance to your fieldwork setting and your caseload.

Describe how you might have used or might use this theory to guide your practice with your client(s). How can this theory inform your assessment of your client? (Paying particular attention to the client’s gender, ethnic/religious identity and socioeconomic class)

How might this theory help you plan specific clinical interventions with your client(s)?

How might the theoretical model you selected conflict with the philosophy of your agency?

How would you negotiate such a conflict?

Are there aspects of this theory that you disagree with or that feel inappropriate to your client or setting? Discuss these limitations.

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 5th Edition is also required.

Final Paper: Assignment II (Due 13th class)
THE PROCESS OF TERMINATION

Using the social work literature, talk about the concept of the termination process. Why is termination such an important part of social work? Why can’t we just say, “so long” and move on? What did you learn from your reading on the termination process?

How do you feel personally about the process of termination (of both your work with your clients and your field placement)? Why is it important for you to have an understanding of your own feelings in this area? Talk about what the literature says about self-awareness and conscious use of self.

Select a client from your active caseload (or one with whom you have already terminated). Remember, a case can be an individual, a family, a couple, a group, or a community.

What are the factors that led up to this termination?

What do you anticipate are the difficult areas of termination for the client? For you, the worker? For the agency?

How do you think that gender, culture, and socioeconomic status, sexual orientation, age, and religion affect the termination process? How would you appraise your client’s access to and use of needed services?

What specific social work skills are necessary for a successful termination? What are some of the common pitfalls social workers often fall into around termination?

Include a part of a process recording where you talk to a client about saying goodbye and ending your therapeutic relationship. What skills are evident in this process recording? What is your self-assessment of your work in this particular area of termination? What could you have done differently?

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 5th Edition is also required.

This assignment measures:

Competency #3 – Advance Human Rights; Social Economic & Environmental Justice
Indicator #3A – Continually Appraise Relevant Social Services

Competency #9 – Analyze, Monitor and Evaluate Interventions.
Indicator #9A - Analyze, monitor and evaluate interventions.

V. 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, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.
VI.  E-Reserves
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. Go to the library’s online resources page: http://www.yu.edu/libraries/
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the ‘search for Courses’ box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VII. 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, which may include expulsion.

VIII. 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. This means 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.

IX. COURSE OUTLINE

UNIT I. SOCIAL WORK VALUES AND ETHICS REVISITED [SESSIONS 1-2]
Competency Covered: 1
Learning Themes
Ethics and values as they impact on the on-going work with clients and client systems

Required Readings
- Hepworth, et al: Chapter 4, Operationalizing the cardinal social work values, 57-64.
- Review NASW Code of Ethics distributed last semester

Recommended Readings
- Compton & Galaway, Chapter 7: Values and social work practice, 219-262.

UNIT II. UNDERSTANDING THE PERSONAL CONSEQUENCES OF SOCIAL WORK AND HOW TO MANAGE WORK-RELATED STRESS (SESSION 3)

Learning Themes
Theories of Vicarious Traumatization, Secondary Traumatic Stress, Compassion Fatigue, Burnout, and Countertransference
How these concepts are relevant to social work practice
The importance of self care, peer support and supportive supervision for professional development and ethical care of clients

Required Readings

**Recommended Readings**


**UNIT III. CASEWORK PRACTICE REVISITED (SESSIONS 4-6)**

**Learning Themes**

The role of theory in guiding social work practice

Various theoretical orientations for casework practice

**A. Theory for Social Work Practice**

**Required Readings:**

• Compton & Galaway: Chapter 4: Theoretical perspectives for social work practice, 118-152.


• Shulman: Chapter 1: An interactional approach to helping, 2-50 [Review]; Chapter 5: Skills in the work phase, 161-241 [Review].


**B. General Systems Theory, Social Learning, Role Theory, Cognitive Theory**

**Required Readings**


UNIT IV. SOCIAL GROUPWORK PRACTICE REVISITED (SESSIONS 7-8)

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

A. Social Group Work Theory
Required Readings


- Kurland, R. & Salmon, R. (2005). Group work vs. casework in a group: Principles and
implications for teaching and practice. *Social Work with Groups, 28*(3/4), 121-
132. ERES

38. ERES

Perceptions of students about the nature and clarity of their experience. *Social Work

Recommended Readings
232. ERES

Columbia University Press.

work With Groups, 33*, 53-68.

UNIT V. COMMUNITY SOCIAL WORK PRACTICE REVISITED (SESSIONS 9-10)

Learning Themes
The role and value of community social work in the generalist social work framework
Various theoretical orientations for community social work practice
Specific social work skills, struggles, and dilemmas of community practice and case
management

A. Community Social Work, Advocacy and Case Management

Required Readings
Shulman: Chapter 16, Social Work in the community, 699-747.

- Itzhaky, H. & York, A. (2005). The role of the social worker in the face of terrorism:

- Saleebey, D. Chapter 5: The strengths perspective for case management: Principles and
helping functions, 97-114.

51*(2), 101-105. ERES

community guides: Lessons for professionals practicing with and in communities. *Social
UNIT VI. TERMINATION AND TRANSITIONS IN SOCIAL WORK PRACTICE
SESSIONS 11-13

Learning Themes
The role and importance of the process of termination in work with clients
Specific social work knowledge and skills to guide work in the termination phase

Recommended Readings


Required Readings


Recommended Reading


Unit VII. EVALUATING PRACTICE (SESSION 14)

Learning Themes
The need and mandate for social workers to monitor and evaluate their practice.
To introduce preliminary strategies for practice and research evaluation.

Required Readings
- Shulman: Chapter 17, Evidence based practice – 749-811.
- Compton & Galaway, Chapter 17: Evaluating Practice, 456-468.

Recommended Reading

RECOMMENDED COURSE READINGS


• Raines, J.C. (2004). Evidence-based practice in school social work: A process in


