

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**GENERALIST SOCIAL WORK PRACTICE II
SWK 6004**

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 social work theories of change. A deeper exploration of clinical practice 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.

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 will help students achieve the following competencies: #1, #2, #3, #7, #8, #9 as described below. Competencies #1, #3, and #9 are measured using student outcome data.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and

constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

COURSE COMPETENCY OUTCOMES

Competencies #1, #3 and #9 were 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles

of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Measure: Competency Indicator: 1a and 1d

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
- d. use supervision and consultation to guide professional judgment and behavior

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty,

marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Coursework Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
1A. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards	Student does not make ethical decisions based on the standards outlined by NASW Code of Ethics.	Student makes some ethical decisions based on the standards outlined by NASW Code of Ethics.	Student often makes ethical decisions based on the standards outlined by NASW Code of Ethics.	Student consistently makes ethical decisions based on the standards outlined by NASW Code of Ethics.
1D Use supervision and consultation to guide professional judgment and behavior.	Student does not use supervision and consultation to guide practice	Student uses supervision and consultation to guide practice	Student often uses supervision and consultation to guide practice	Student consistently uses supervision and consultation to guide practice
3A Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level.	Student does not demonstrate anti-racist and anti-oppressive knowledge to their social work practice.	Student demonstrates some anti-racist and anti-oppressive knowledge to their social work practice.	Student often demonstrates anti-racist and anti-oppressive knowledge to their social work practice.	Student consistently demonstrates anti-racist and anti-oppressive knowledge to their social work practice.
9A Select and use culturally responsive methods for evaluation of outcomes.	Student does not make use of culturally responsive methods for evaluation of outcomes.	Student sometimes uses culturally responsive methods for evaluation of outcomes.	Student often uses culturally responsive methods for evaluation of outcomes.	Student consistently uses culturally responsive methods for evaluation of outcomes.

Competency #3 Measure; Competency Indicator 3a

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency #9 Measure; Competency Indicator 9a:

- a. select and use culturally responsive methods for evaluation of outcomes

Competency Measure Rubric (Measured from Final Assignment):

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address:
<https://yeshiva.tk20.com/campustoolshighered/start.do>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

II. LEARNING OBJECTIVES

The learning objectives of this course build upon the objectives achieved in the General Practice I course. At the conclusion of this course, students will be able to

1. Demonstrate self-awareness, sensitivity and flexibility in the application of communication skills to professional helping relationships and meetings with diverse client systems and collateral contacts with sensitivity to issues of values and ethics;
2. Display professional skill, within the agency context, in the conduct of interviews, assessments and meetings through which problems are defined, contracts developed, services made available, and help is received;
3. Incorporate a theoretical orientation into generalist social work practice assessment and intervention, including trauma, general systems theory, social learning, cognitive behavioral theory, narrative theory, solution-focused theory, social action theory, and ecological and psychosocial perspectives as they relate to understanding individual, group and community behavior and implications for social work practice;

4. Demonstrate capacity to expand the social work role to include advocacy, brokering and case management on behalf of diverse marginalized and oppressed populations;
5. Demonstrate professionalism and skill in termination and evaluation of the change effort to maximize client growth;
6. Be able to integrate relevant knowledge, skills and values from core courses - Human Behavior and the Social Environment, Research, and Social Welfare and Social Change - as they relate to the Generalist Practice content;
7. Exhibit understanding of the concepts of Vicarious Traumatization, Secondary Traumatic Stress, and Self Care as a way of improving work with clients and managing work-place stress.

III. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as didactic lecture, class discussion, discussion boards, audio visual tools, role plays, and integration of field experience. Required readings are listed in each unit.

IV. COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Generalist Practice II.

Assignment	Grade Percentage	Due Date
Assignment 1: Application of Theory	40%	7 th Session
Assignment 2: Termination Paper	35%	13 th Session
Course Participation & weekly discussion boards	15%	Weekly discussion boards 1 hour per week
Attendance	10%	

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, synthesizing across readings and discussions, expanding the class's perspective, and appropriately challenging assumptions and perspectives 8 points	Attends class regularly and <i>sometimes contributes</i> to the discussion in the aforementioned ways. 6 points	Attends class regularly but <i>rarely contributes</i> to the discussion in aforementioned ways. 4 points	Attends class regularly but <i>never contributes</i> to the discussion in the aforementioned ways 2 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. 10 points	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. 8 points	Late to class semi-frequently; misses deadlines. 4 points	Late to class frequently, misses deadlines 2 points
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.	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment	Recurring concerning comportment issues, behaves in ways that are not always respectful of peers, and the learning environment	Consistent comportment concerns; is often disrespectful to peers and the learning environment

	7 points	6 points	4 points	2 points
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Texts for the Course

- Hepworth D.H., Vang P.D, Blakey J.M, Schwalbe C, Evans, C.B.R., Rooney, R., Rooney, G.D., Strom, K. (2023) Direct social work practice: Theory and skills (11th Edition). Cengage Learning/Brooks Cole. ISBN: 978-0357630594 \$83.94 (paperback)
- 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.

Recommended Texts:

- Compton, B. & Galaway, B. (2004). Social work processes, 7th edition. Pacific Grove, California: Brooks/Cole Publishing Company. ISBN: 9780534365592 \$55
- Saleebey, D. (2012). The strengths perspective in social work practice, 6th edition. New York and London: Longman. ISBN: 9780205011544, \$120.00.
- Turner, F. (2011). Social work treatment: Interlocking theoretical approaches. 6th edition New York: Oxford University Press ISBN: 978-0190239596 \$66.00

Note: All required readings other than textbooks are available on-line through electronic reserve.

V. COURSE REQUIREMENTS

Midterm Assignment (Due 7th class). This assignment addresses learning objectives 1,2,3,4,5,6 & 7.

APPLICATION OF THEORY TO ASSESSMENT & INTERVENTION

This should **not** be written in a question-and-answer response since it is a paper. Do not give bullet pointed responses. Support your work with assigned readings and professional literature. Integrate your work with the client throughout the paper.

- Identify a client/case with whom you have had an ongoing case. Keep in mind that a case can be an individual, a family, a couple, a group, or a community and need not be a client/case that you see weekly, but one with whom you have repeated contact. Apply a theory that has been discussed in this course that is most applicable to your current work with the client and to the fieldwork setting.
- Using the social work and other literature, describe the basic assumptions of this theory, interventions that apply to the theory, and the efficacy of this theory. What are the limitations of this theory? Discuss what makes this theory relevant to your fieldwork setting and your caseload.
- How does the assessment of your client inform your choice of theory? Describe how you currently apply this theory and the interventions associated with it or could envision application to guide your practice with your client.
- Discuss all aspects of intersectionality, ie. gender, ethnic/religious identity, oppression, and socioeconomic class. How do these identities play out in your relationship with the client? Are there aspects of your identity that connected well with the client or created challenges in your work together?
- Use a section of a process recording that relates to the client you are presenting, that identifies a clinical intervention you were attempting to use that relate to this theory.

What was your intent? What was the real outcome? What would you do differently? Discuss other clinical interventions that you could envision initiating. What outcomes would you expect/hope to accomplish with their use?

- Is this a theory sanctioned or suggested by the agency? If not, would utilizing this theory present conflict with the philosophy of your agency? How would you negotiate such a conflict given your ethical obligations to the agency?
- If you were to integrate another theory in working with your client, which would be most applicable and what makes it so?

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including peer-reviewed 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 7 is also required throughout the paper and on the Reference page.

Final Paper: Assignment II (Due 13th class)

THE PROCESS OF TERMINATION

This assignment addresses learning objectives 1,2, 3, 4, 5, 6 and 7.

Final Assignment: Termination

Using the social work literature, talk about the concept of the termination process. This should **not** be written in a question-and-answer response since it is a paper. Do not give bullet pointed responses. Work with your client should be integrated throughout the paper. Support your work with assigned readings and professional literature.

- Why is termination such an important part of social work? Why can't we just say, "so long" and move on? Discuss the process of termination as it relates to your current field placement and the clients you serve and reference the NASW Code of Ethics values that apply to the termination process.
- Provide a brief description of your client and your work together.
 - Identify the interventions that were particularly useful in your work together.
 - What theory of change informed the interventions you employed? What challenges did you and the client have in implementing the interventions you identified above and how did they contribute to the client's growth, self-awareness, and coping? What would you have changed looking back on your work together?
 - What are the factors that led up to this termination? Is/was this a planned or unplanned termination? What does the literature say about this type of termination?
- How did you introduce termination to the client? Were the reactions what you anticipated? Discuss both yours and the client's response to termination. What concerns do you have for the client regarding termination?
- How do issues of racism, oppression, gender, culture, socioeconomic status, sexual orientation, age, race, and religion affect the termination process? Speak to the differences in your identity vs. the client's and how you managed that in the relationship.

- What specific social work skills unique to endings are necessary for a successful termination? What are some of the common pitfalls social workers often fall into around termination? Discuss how cultural awareness as well as awareness of intersectional factors may have impacted the process. What are some factors that led to a faulty or effective termination for you and your client?
- Include dialogue from a part of a substantial part of a process recording where you interact with a client about saying goodbye and ending your working relationship. What skills are evident in this process recording? What is your self-assessment of how you managed termination? What could you have done differently?
- What are your feelings about ending this relationship and about termination and transitions in general? Discuss processing this in supervision as it relates to completing your internship (clients, supervisor, and colleagues). What evidence of transference and countertransference can you identify in the ending process? How did you manage this?
- Reflect on your supervision experience and how it guided your practice, interventions, ethical thinking, and skill development.

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. Do not use random websites, you must be scholarly material. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 7th Edition is also required throughout the paper and on the Reference page.

This assignment measures:

Competency #1 Demonstrate Ethical and Professional Behavior

Indicator #1A Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Indicator#1D Use supervision and consultation to guide professional judgment and behavior.

	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 15%	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 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 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 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.
Content & depth of analysis 25%	Paper explores the topic in depth and demonstrates an understanding of social work principles and demonstrating the application of theory to practice.	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 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 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.

Integration of literature & class discussions 25%	Paper provides integration of professional literature & discussions.	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 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 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.
Organization & Clarity 20%	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	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 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 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.

Competency #3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Indicator #3A – demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

Competency #9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Indicator #9A - select and use culturally responsive methods for evaluation of outcomes.

GRADING RUBRIC FOR PAPERS

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 complete these at the conclusion of the course.

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/>

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, Wilfods@yu.edu, during the first week of class. The office is located in the Belz Building, suite 412. Once you have been approved for accommodations, please submit your accommodation letter and discuss any specifics with me to ensure the successful implementation of your accommodations.

Student Responsibilities

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self-disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an [Intake form](#).
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our [Disability Documentation Guidelines](#) and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professor
- If you have any questions regarding Disability Services, please call: **646-592-4280**
- **Accommodation letters must be submitted to your professors as soon as they are received.**

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

Go to your class Canvas page.

Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

If you wish to access e-reserves from the library home page (library.yu.edu),

Use "wurzweiler" all lower case, as the password.

If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp

Click on E-RES; you will be prompted for your [Off Campus Access Service login](#) and password.

Use "wurzweiler" all lower case, as the password for all courses in all social work programs.

If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

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.

Click on the link to your course.

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 **FAILS** 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. USE OF ARTIFICIAL INTELLIGENCE (AI)

The objective of this protocol is to define clear guidelines for the appropriate use of Artificial Intelligence (AI) tools and platforms, such as ChatGPT, at WSSW. These guidelines aim to preserve academic integrity, prevent plagiarism, and promote independent scholarly work while acknowledging the potential benefits of AI tools in enhancing research and learning. Though AI tools do offer some potential for enhancing the learning experience, these tools also present significant risks related to academic dishonesty, particularly plagiarism, and the undermining of critical thinking and originality in scholarly work. Students may use AI tools for the following purposes, provided these uses are in addition to their own creative efforts and they are not relying exclusively on AI: (1) Research Assistance: ChatGPT and other similar tools should not replace primary research and initial literature searches. Tools such as ProQuest, PubMed, and Google Scholar should first be consulted. Students may use other AI tools to supplement an initial search into a topic, but only after academic databases, libraries, or other reputable scholarly sources are used and referenced. All sources derived from AI should be carefully checked as they are frequently incorrect. (2) Language Support: AI can assist with language translation, grammar checks, and vocabulary. WSSW's Writing Consultants should be sought for any writing beyond these areas. Tools such as Grammarly may be used to assist in proofreading, but they should not be used in any way to generate ideas, arguments, or content for assignments. The use of AI language models, such as ChatGPT, for the purposes listed above, are subject to strict adherence to certain conditions. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic growth. The following actions are prohibited and will be considered academic misconduct: (1) Content Generation: Students are prohibited from using AI platforms, including ChatGPT, to generate any content submitted as original work. (2) Conceptualization and Analysis: Students may not use AI tools to develop original arguments, ideas, analysis, hypotheses, conclusions, or to structure, summarize, paraphrase, or contextualize content for assignments. The cognitive work of creating ideas, forming arguments, and critically engaging with course material must be entirely the student's own effort. If you are in need of assistance in these areas, we advise using the Writing Consultants. The use of AI language models, such as ChatGPT will be checked by your professor to ensure that your work is your own. Turnitin and other plagiarism detection tools will be used to verify the originality of your work. Any submission that includes this content presented as the student's own work constitutes plagiarism (see WSSW Policy Manual). More specifically, any content created that is not your own qualifies as academic misconduct and will be referred to the Student Review Committee for further action. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic and professional growth. If there are questions regarding the authenticity of your work, your professor will contact you.

XI Grade of Incomplete

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an “I” to an “F” for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

XII. 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.

XIII. 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](#).

XIV. COURSE SCHEDULE

UNIT I. INTRODUCTION TO TRAUMA INFORMED PRACTICE (SESSION 1)

Learning Objectives Covered: 1, 3

Learning Themes

Understanding and assessment of trauma and how it manifests in the individual and intergenerationally.

Required Readings

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., . . . van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390-398.

George, C. (2015, Sept). Do you have Post-traumatic Slave Syndrome? *Ebony.com*

Grasso, D., Boonsiri, J., Lipschitz, D., Guyer, A., Houshyar, S., Douglas-Palumberi, H., . . . Kaufman, J. Posttraumatic stress disorder: The missed diagnosis. *Child Welfare*, 88(4), 157-176.

Kawam, E., & Martinez, M.J. What Every New Social Worker Needs To Know Trauma informed Care in SW. *The New Social Worker: The Social Work Careers Magazine*.

Lieberman, A.F., & Knorr, K. (2007). The impact of trauma: A developmental framework for infancy and early childhood. *Psychiatric Annals*, 37(6), 416-422.

Miri Bar-Halpern & Jaclyn Wolfman (2025) Traumatic invalidation in the Jewish community after October 7. *Journal of Human Behavior in the Social Environment*, 35:8, 1366-1393

Paudel, N. (2021). Person centered and trauma informed approach in social work practice and ways to ensure diversity in both approaches. *Asian Social Work Journal*, 6(5):21-24.

Recommended Readings

Gee, D. (2018, June 20). *I study kids who were separated from their parents. The trauma could change their brains forever.* Vox. <https://www.vox.com/first-person/2018/6/20/17482698/tender-age-family-separation-border-immigrants-children>

Ruiz, R. (2014, July 7). How childhood trauma could be mistaken for ADHD. *The Atlantic*.

Span, P. (2017, September 29). A child's death brings 'Trauma that doesn't go away'. *The New York Times*.

UNIT II. CRISIS INTERVENTION [SESSION 2]

Cacciatore, J., Carlson, B., Michaelis, E., Klimek, B., & Steffan, S. (2011). Crisis intervention by social workers in fire departments: An innovative role for social workers. *Social Work*, 56(1), 81-88.

Ghelani, A. (2021). Knowledge and Skills for Social Workers on Mobile Crisis Intervention Teams. *Clinical Social Work Journal* (2022) 50:414–425

Roberts, A. & Otten, A. (2005, Nov). The Seven-Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem. *Brief Treatment and Crisis Intervention*, Vol5(4): 329-339.

Shulman, L. (2016). *The skills of helping individuals, families, groups and communities*. (8th ed.). Boston, MA: Cengage Learning.

- **Chapter 17: Evidence Based Practice: Additional Social Work Models**

Singer, J.B. (2018, April 16). #119 - Helping the Suicidal Person: Interview with Stacey Freedenthal PhD, LCSW [Audio Podcast]. *Social Work Podcast*
<http://www.socialworkpodcast.com/2018/04/freedenthal.html>

Singer, J. B. (Producer). (2014, April 13). #86 - Addressing suicide risk in schools: Interview with James Mazza, Ph.D. and David Miller, Ph.D. [Audio Podcast]. *Social Work Podcast*. <http://www.socialworkpodcast.com/2014/04/mazza-miller.html>

Sommers-Flanagan, J. (n.d.). Safety Planning with Suicidal Clients. *Psychotherapy.net*
<https://www-psychotherapy-net.ezproxy.yu.edu/stream/yu1/video?vid=439>

Sommers-Flanagan, J. (n.d.). Using a Mood Scale for Suicide Assessment. *Psychotherapy.net*
<https://www-psychotherapy-net.ezproxy.yu.edu/stream/yu1/video?vid=442>

Subardhini, J. & Riyadi, S. (2026, Jan.) Crisis Intervention approaches in social work: Evidence based practice from a systemic literature review perspective. *International Journal of Social and Education (INJOSEDU)*, Vol. 2(10):3185-3205.

UNIT III. THEORIES OF CHANGE: (SESSIONS 3-7)

Learning Themes

The role of theory in guiding social work practice
Various theoretical orientations for practice

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

Theory for Social Work Practice including Cognitive Theory, Behavior Theory and Social Learning, Solution-Focused, Narrative, Crisis Intervention, Suicide Assessment

Required Readings:

Theory overview and CBT:

Cohen, J.A., & Mannarino, A.P. (2015, July). Trauma-Focused Cognitive Behavioral therapy for traumatized children and families. *Child & Adolescent Psychiatry Clinical N Am*, 24(3): 557-570.

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

Edward S. Friedman, E.S., Thase, M. E., & Wright, J. E. (2008). Cognitive and Behavioral Therapies, pp. 1920-1947. In *Psychiatry*, Third Edition. Tasman, J. K., Lieberman, J. A., First, M. B., and Maj. M. (Eds.). John Wiley & Sons, Ltd. ISBN 978-0470-06571-6.

Friedman, E.S., Thase, M. E., & Wright, J. E. (2008). Cognitive and behavioral therapies. 1920-1947. In Tasman, J. K., Lieberman, J. A., First, M. B., & Maj. M. (Eds.), *Psychiatry* (3rd ed.) (pp. 1836-1858). Chicago, IL: John Wiley & Sons, Ltd.

Hayes, P.A. (2019). Introduction. In Iwamasa, G.Y., & Hayes, P.A. (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2nd ed, pp. 3–24). American Psychological Association.

Hepworth, et al.: Part 3 Change Oriented Strategies: Chapter 13: Choosing and implementing Interventions to Facilitate Change.

Maura, J. & Kopelovich, S. (2020). Cultural considerations in applying cognitive behavioral therapy to racial/ethnic minority groups with serious mental illness. Mental Health Technology Transfer Center network, SAMHSA.

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

Shulman, L. (2016). *The skills of helping individuals, families, groups and communities*. (8th ed.). Boston, MA: Cengage Learning. Chapter 17: Evidence Based Practice: Additional Social Work Models

Turner, F. (2011). *Social work treatment: Interlocking theoretical approaches*. New York: The Free Press, Chapter 1.

Vourlekis, B.S. (1999). Cognitive theory for social work, 173-205 in Greene, R.R.: *Human behavior theory and social work practice* (2nd ed.). (pp. 173-205). New York, NY: Aldine de Gruyter.

Williams C. & Garland, A. (2002). Identifying and challenging unhelpful thinking Advances in psychiatric treatment, vol. 8, pp. 377–386

Behavioral, Social Learning, Solution-Focused Brief Theory and Task-Centered Approach

Enquist, M., Eriksson, K., & Ghirlanda, S. (2007). Critical social learning: A solution to Rogers's paradox of non-adaptive culture. *American Anthropologist*, 109(4), 727-734.

Bannink, F. P. (2007). Solution Focused Brief Therapy. *Journal of Contemporary Psychotherapy*, Vol. 37(2): 87-94.

Reid, W.J. (1997). Task centered - Research on Task Centered Practices. *Social Work Research*, 21(3), 132-137.

Narrative Theory

Heath, T. (2023, Jan). Spitting Truth from my Soul: A case of Rapp, Probation and the Narrative Practice, – Parts I & II. *Psychotherapy.Net*. <https://www.psychotherapy.net/perspectives/articles/spitting-truth-from-my-soul-a-case-story-of-rapping-probation-and-the-narrative-practices-part-i/> and <https://www.psychotherapy.net/perspectives/articles/spitting-truth-from-my-soul-a-case-story-of-rapping-probation-and-the-narrative-practices-part-ii/>

Horner, E., & Tully, P. D. (2016). Divorcing the voice of fear: A collaborative, narrative approach to anxiety. *The International Journal of Narrative Therapy and Community Work*, (2), 37-43.

Lichtenstein, T. & Baruch, R. (1996, Feb.). "I was born from the earth" - Reconstructing the Adoption Self-Narrative in the treatment of a pre-adolescent girl. *Families in Society: The Journal of Contemporary Human Services* pp.90-97

Merscham, C. (2000). Restorying trauma with narrative therapy: Using the phantom family. *The Family Journal: Counseling and Therapy for Couples and Families*, 8(3), 282–286.

Young, E. (2010). Narrative therapy and elders with memory loss. *Clinical Social Work Journal*, 38(1), 193-202.

Psychotherapy.net Videos:

Berg, I.K. (1994). Irreconcilable Differences: A Solution-Focused Approach to Marital Therapy. *Psychotherapy.net*

Berg, I.K. (1997). Solution-Focused Therapy. *Psychotherapy.net*

Liese, B. (2000). Cognitive Therapy for Addictions. *Psychotherapy.net*

Madigan, S. (1998). Narrative Family Therapy. *Psychotherapy.net*

Madigan, S. (2002). Narrative Therapy with Children. *Psychotherapy.net*

Masek, B. (2001). Cognitive -Behavioral Child Therapy. *Psychotherapy.net*

Richter, P. & Fefergrad, M. (2013). Cognitive behavioral therapy for anxiety. *Psychoterapy.net*

Steen, S. (n.d.). Solution-focused techniques with a child. *Psychotherapy.net*

Steen, S. (n.d.). Solution-focused techniques with a pre-teen. *Psychotherapy.net*

UNIT IV. TERMINATION AND TRANSITIONS IN SOCIAL WORK PRACTICE (SESSIONS 8-9)

Competencies Covered 1, 2, 3, 4, 5, 6, 7

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

Required Readings

Baum, N., (2006). End-of-year treatment termination: Responses of social work trainees. *British Journal of Social Work*, 36(4), 639-656.

Baum, N. (2007). Field supervisor's feelings and concerns at the termination of the supervisory relationship. *The British Journal of Social Work*, 37(6), 1095-1112.

Bhatia, A., & Gelso, C. J. (2017). The termination phase: Therapists' perspective on the therapeutic relationship and outcome. *Psychotherapy*, 54(1), 76-87. doi:10.1037/pst0000100

Grumbach, G., Johnson, A.H., Engel, E. & Campos-Moreira, L.D. (2021). Virtual Termination amid COVID-19" Strategies for school social work interns and field instructors. *Children & Schools*, 43(4), 216-223.

Hepworth, et al: Chapter 19, The final phase: Evaluation and termination, 591-607.

Reamer, F. R. (2023, Summer/Fall). Social Work Boundary Issues in the Digital Age: Reflections of an Ethics Expert Advances in *Social Work*, Vol. 23(2):375-391.

Reamer, F. R. (2013). Social Work in a Digital Age - Ethical and Risk management Challenges. *Social Work*, Vol 58(2):163-172.

Roman, C.P. (2006). A worker's personal grief and its impact on processing a group's termination. *Social Work with Groups*, 29 (2-3), 235-242. doi: 10.1300/J009v29n0215

Shulman: Chapter 6: Endings and transitions, 242-278; Chapter 14: Endings and transitions with groups, 622-652.

Szczygiel, P., & Emery-Fertitta, A. (2021). Field placement termination during COVID-19: Lessons on forced termination, parallel process, and shared trauma. *Journal of Social Work Education*, 57(Sup1, 137-148).

Recommended Reading

Anthony, S. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26 (3), 281-297.

Fortune, A. E. (1987). Grief only? Client and social worker reactions to termination. *Clinical Social Work Journal*, 16(2), 159-171.

Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35(2), 91-95.

Walsh, J. (2002). Termination and your field placement. *The New Social Worker*, 9(2), 14-17.

Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal*, 36(3), 301-311.

UNIT V. SOCIAL WORK WITH FAMILIES (SESSIONS 9-10)

Learning Themes

The role of theory in guiding social work practice with families

Family Dynamics and Systems

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

Required Readings

Basham, K. (2004). Transforming the legacies of childhood trauma in couple and family therapy. *Social Work in Health Care*, 39(3/4), 263-285.

Haefner, J. (2014). An application of Bowen family systems theory. *Issues in Mental Health Nursing*, 35, 835-841.

Hartman, A. (1978, Oct). Diagrammatic Assessment of Family Relationships. *Social Casework*, 59(8):465-476.

Hepworth, et al.: Chapter 10: Assessing family functioning in diverse Family and Cultural Contexts, Chapter 15: Enhancing family functioning and relationships..

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.

Paquin G. W. & Bushorn, R. J. (1991). Family Treatment Assessment for Novices Families in Society: The Journal of Contemporary Human Services

Polkki, P., Ervast, S.A., & Huupponen, M. (2004). Coping and resilience of children of a mentally ill parent. *Social Work in Health Care*, 39(1/2), 151-163.

Shulman: Part II, Social Work with Families, Chapter 7: Family practice in the social work context, 280-317; Chapter 8: Middle and ending phases in family practice, 319-338

Tadros et al. (2021). Systemic racism and family therapy. *The American Journal of Family Therapy*, 1-11. doi: 10.1080/01926187.2021.1958271

Taibbi, R. (2015). *Doing Family Therapy*. Guilford Press. Chapters 1 and 2
<https://dl.uswr.ac.ir/bitstream/Hannan/139670/1/9781462521203.pdf>

Tam, B.Y. et al. (2017). Indigenous families: Who do you call family? *Journal of Family Studies*, 23(3), 243-259.

Unit VI. SOCIAL ACTION AND COMMUNITY SOCIAL WORK (SESSION 11-12)Learning Themes

In this unit students will examine the relationship between social action and community social work, i.e. how to transform an action into a broader community agenda.

Required Readings

Belcher, J.R., DeForge, B.R. & Zanis, D.A. (2005). Why has the social work profession lost sight of how to end homelessness? *Journal of Progressive Human Services*, 16(2), 5-23.

Compton, B., Galaway, B., & Cournoyer, B. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole Thomson Learning.

Everett, J.E., Homstead, K, Drisko, J. (2007). Frontline worker perceptions of the empowerment process in community-based agencies. *Social Work*, 52(2), 161-171.

Mondros, J.B. Principles and Practice Guidelines for Social Action. 534-539. In Social Workers' Desk Reference.

Shulman: Part V, Macro Social Work Practice. 561-748.

Recommended Readings

Fairfax, C.N. (2017). Community practice and the Afrocentric paradigm. *Journal of Human Behavior in the Social Environment*, 27(1-2), 1-8.

Hartnett, H.P. & Harding, S. (2005). Geography and shelter: Implications for community practice with people experiencing homelessness. *Journal of Progressive Human Services*, 16(2), 25-46.

Sun, A. (2012). Helping homeless individuals with co-occurring disorders: The four components. *Social Work*, 57(1), 23-33.

UNIT VII. UNDERSTANDING THE PERSONAL CONSEQUENCES OF SOCIAL WORK AND HOW TO MANAGE WORK-RELATED STRESS (SESSION 13-14)

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

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

Required Readings

Bello, C. H., & Robinson, E. H. (2013). Shared Trauma in Counseling- Information and Implications for Counselors *Journal of Mental Health Counseling*, 35(4), 310-323.

Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work*, 52(1), 63-70.

Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Social Work Today*, 4(2), 13-17.

Jang, S.J. & Zippay, A. (2012). The Juggling Act- Managing Work–Life Conflict and Work–Life Balance *Families in Society*, 92(1), 84-90.

Lee, J. & Miller, S.E. (2013). Self-Care Framework for Social Workers- Building a Strong Foundation for Practice. *Families in Society*, 94(2), 96-103.

Singer, J. B. (Producer). (2021, May 26). #130 - Self-care and Cultural Humility in the 2021 NASW Code of Ethics: Interview with Allan Barsky, JD, MSW, PhD [Audio Podcast]. *Social Work Podcast*. Retrieved from <https://www.socialworkpodcast.com/2021/05/2021CoE.html>

Singer, J. B. (Producer). (2014, September 11). #91 – Shared trauma: Interview with Carol Tosone, Ph.D. [Audio Podcast]. *Social Work Podcast*. Retrieved from <http://www.socialworkpodcast.com/2014/09/shared-trauma.html>

Tanis, J (2023). Stepping into the wilderness. *Clinical Social Work Journal* 52:391-396.

Thomas, J. (2013). Association of personal distress with burnout, compassion fatigue, and compassion satisfaction among clinical social workers. *Journal of Social Service Research* Vol. 39(3): 365-369.

Tosone, C., Nuttman-shwartz, O., & Stephens, T. (2012). Shared trauma: When the professional is personal. *Clinical Social Work Journal*, 40(2), 231-239.

Tosone, C., Bauwens, J, & Glassman, M. (2014, Sept 10). The Shared Traumatic and Professional Posttraumatic Growth Inventory. *Research on Social Work Practice published on-line* DOI: 10.1177/1049731514549814

Recommended Readings

Bourassa, D., & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. *Groupwork*, 20(2), 7-23.

Callahan, A.M. (2007). Second thoughts from the front line: *Social Work*, 52(4), 364.

Cunningham, M. (2003). The impact of trauma work on the social work clinician. *Social Work*, 48(4), 451-459.

Figley, C.R. (2002). Treating compassion fatigue. New York: Routledge.

Meyer, D., & Ponton, R. (2006, June). The Healthy Tree: A Metaphorical Perspective of Counselor Well-being *Journal of Mental Health Counseling*; Vol. 28(3); pg. 189 - 201.

Pooler, D., Wolfer, T., Freeman, M. (2014). Finding joy in social work. *Social Work*, 59(3), 213-221.

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Anthony, S. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26 (3), 281-297.

Basham, K. (2004). Transforming the legacies of childhood trauma in couple and family therapy. *Social Work in Health Care*, 39(3/4), 263-285.

Baum, N., (2006). End-of-year treatment termination: Responses of social work trainees. *British Journal of Social Work*, 36(4), 639-656.

Baum, N. (2007). Field supervisor's feelings and concerns at the termination of the supervisory relationship. *The British Journal of Social Work*, 37(6), 1095-1112.

Bello, C. H., & Robinson, E. H. (2013). Shared trauma in counseling: Information and implications for counselors. *Journal of Mental Health Counseling*, 35(4), 310-323.

Biggerstaff, M.A. (2005). Social work ethics online: Reflective learning. *Journal of Technology in Human Services*, 23(3/4), 245-257.

Bourassa, D., & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. *Groupwork*, 20(2), 7-23

- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work*, 52(1), 63-70.
- 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.
- Bryan, V. (2006). Moving from professionally specific to the common morality: Essential content in social work. Callahan, A.M. (2007). Second thoughts from the front line: *Social Work*, 52(4), 364.
- Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Journal of Teaching in Social Work*, 26(3/4), 1-17.
- Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 41-58.
- Cunningham, M. (2003). The impact of trauma work on the social work clinician. *Social Work*, 48(4), 451-459.
- Dean, R. G. (2002). Teaching contemporary psychodynamic theory for contemporary social work practice. *Smith College Studies in Social Work*, 73(1), 11.
- Feldman, D. & Kahn, G. (2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy*, 59(1), 109-126.
- Figley, C.R. (2002). Treating compassion fatigue. New York: Routledge.
- Furman, R. & Bender, K. (2003). The social problem of depression: A multi-theoretical perspective. *Journal of Sociology and Social Welfare*, 30(3), 123-137.
- Gelman, C. (2010). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29(2), 169-187.
- Jang, S. & Zippay, A. (2012). The juggling act: Managing work-life conflict and work-life balance, *Families in Society*, 92(1), 84-90.
- 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.
- Kleinmuntz, J. (2011). On becoming a group worker. *Social Work with Groups*, 34, 219-232.
- Kurland, R. & Salmon, R. (2005). Groupwork vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, 28(3/4), 121 - 132.
- Lee & Miller. (2013). A Self-Care Framework for Social Workers: Building a Strong Foundation for Practice. *Families in Society: The Journal of Contemporary Social Services*, Vol. 94(2): 96-103.
- Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, 50(3), 231-238.
- MacFarlane, C.D. (2006). My strength: A look outside the box at the strengths perspective. *Social Work*, 51(2), 175-176.

- Podea, D., Suci, R., Suci, C., & Ardelean, M. (2009). AN UPDATE ON THE COGNITIVE BEHAVIOR THERAPY OF OBSESSIVE-COMPULSIVE DISORDER IN ADULTS. *Journal of Cognitive and Behavioral Psychotherapies*, 9(2), 221-233.
- Polkki, P., Ervast, S.A., & Huupponen, M. (2004). Coping and resilience of children of a mentally ill parent. *Social Work in Health Care*, 39(1/2), 151-163.
- Raines, J.C. (2004). Evidence-based practice in school social work: A process in perspective. *Children and Schools*, 26(2), 71-85.
- Reid, W.J., Kenaley, 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.
- Recupero, P., Samama, E. (2005). Informed consent to E-therapy. *American Journal of Psychotherapy*, 59(4), 319-331.
- Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35(2), 91-95.
- Steen, J.A. (2006). The roots of human rights advocacy and a call to action. *Social Work*, 51(2), 101-105.
- Steinberg, D.M. (2002). The magic of mutual aid. *Social Work with Groups*, 25(1/2), 31-38.
- Swartz, R. (2007-2008). Social work values in an age of complexity. *Journal of Social Work Values and Ethics*, 4, 1-6.
- 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.
- Unger, M., Manuel, S., Mealy, S. Thomas, G., & Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. *Social Work*, 49 (4), 550-561.
- Walsh, J. (2002). Termination and your field placement. *The New Social Worker*, 9(2), 14-17.
- Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal*, 36(3), 301-311.