

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**FOUNDATIONS OF SOCIAL WORK PRACTICE I
SWK 6003
Block, 2015**

COURSE DESCRIPTION

This is the first of a two-semester sequence in social work practice. This course provides students with introductory knowledge of social work methodology within the context of agency-based practice. As such, the focus of this course will build upon a liberal arts foundation to develop beginning relationship and assessment skills. As a foundation generalist course, it provides a framework for the beginning student to gain an understanding of how to help people in any setting using a multiplicity of skills grounded in a systems approach.

Core principles and concepts such as “starting where the client is”, the worker's conscious use of self, social work as a planned change process in which knowledge, value, skill and purpose determine professional action, are studied in depth and provide the foundation for the development of specific practice skills. As this course is taken in conjunction with the field practicum, this course provides the theoretical basis for beginning social work practice. A foundation approach to the helping process is stressed which utilizes micro, mezzo and macro content. Broad based practice skills are introduced which include communication between client and worker, interviewing, relationship building, assessment, and problem solving, sensitivity to issues of difference and their impact on practice, and work with vulnerable and at risk populations including the elderly, women, those socioeconomically disadvantaged and the disabled. Within the overall curriculum for beginning students, this course is linked conceptually to Human Behavior and the Social Environment, Research I, and Social Policy.

The course will stress the environmental, social, cultural, economic and psychological factors that affect clients' lives and their capacities for seeking and using help, as well as those that affect workers' capacities to provide the type of help and service needed. Within the context of practice, the course infuses content on values and ethics throughout the semester as it applies to the various learning modules.

COURSE COMPETENCY OUTCOMES

Upon completion of this course, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly. They will engage in learning and supervision and consultation, they will practice self-reflection, demonstrate professional demeanor, and recognize boundary and integration issues (CSWE Advanced Competency 2.1.1).
2. Apply social work ethical principles that guide professional practice. They will be able to recognize their personal values, make informed ethical decisions, and manage professional boundaries (CSWE Advanced Competency 2.1.2).

3. Apply critical thinking to inform and communicate professional judgments. They will analyze relationships between the client, family and worker and use appropriate practice models (CSWE Advanced Competency 2.1.3).
4. Engage diversity and difference in practice. They will manage potential conflicts between personal feelings and institutional responsibility, recognize and communicate their understanding of the importance of difference in shaping lives, gain self-awareness to eliminate the personal bias (CSWE Advanced Competency 2.1.4).
5. Apply knowledge of human behavior and the social environment. They will use conceptual frameworks to guide the process of assessment, intervention and evaluation (CSWE Advanced Competency 2.1.7).
6. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities. They will engage, assess, intervene, and evaluate their clients (CSWE Advanced Competencies 2.1.20 a, b, c, and d).

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

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

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

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, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, 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.

E-RES (Electronic Reserve)

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

How do I Use E-RES?

1. Go to the library's online resources page:
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. 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. [all Foundations courses will be listed under **Beder**, the sequence chair].
4. Click on the link to your course.
5. Enter the password given to you by your instructor. Code is **BESWK**.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. 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

Required Texts:

Hepworth, D.H., Rooney, R.H., Rooney, D.R., Strom-Gottfried, K. & Larsen, J.A. (2013). *Direct social work practice: Theory and skills 9th edition*. Cengage Learning/Brooks Cole.
ISBN: 978-1-133-31259-8, \$112.00

Shulman, L. (2012). *The skills of helping individuals, families, groups and communities, 7th edition*. Cengage Learning/Brooks Cole.
ISBN: 978-1-111-63320-2, \$122.00

Suggested Texts:

Roberts, A.R. & Greene, G.J. (2002). *The social workers' desk reference*. New York & London, Oxford University Press.

Saleebey, D. (2009). *The strengths perspective in social work practice, 5th edition*. New York & London: Longman.

COURSE REQUIREMENTS

Assignment I - Due 2nd class session

Asking for Help: An Experiential Paper

This assignment measures the practice behavior in Core Competencies 2.1.1 (Identity as a social worker) and 2.1.9 (Respond to contexts that shape practice).

Describe a situation in which you found it necessary to ask someone for help. Describe your feelings before, during and after this experience. The request need not have been made of a professional but it should not have been a trivial matter.

The focus of this assignment is on the thoughts and feelings you experienced in relation to asking for help rather than on the situation itself.

Please answer the following questions in your discussion:

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

This paper should not exceed five, double spaced pages.

- Identify any internal (staffing issues, space, etc) /external (political, funding, community) pressures on this agency/organization that impact service delivery?

Assignment II – Engagement, Assessment, Goal Setting and Contracting

This assignment measures the practice behavior in Core Competencies 2.1.2 (Apply social work ethical principles to guide professional practice), 2.1.3 (Apply critical thinking to inform and communicate professional judgments), 2.1.4 (Engage diversity and difference in practice), 2.1.7 (Apply knowledge of human behavior an the social environment) and 2.1.10 (Engage, assess, intervene and evaluate individuals, families, groups, organizations and communities).

This assignment asks the student to consider the process of developing a relationship with a client/client system and discusses the process of engagement, assessment, contracting and goal setting. If you have never done volunteer work or worked with a client system, make up a client in collaboration with your professor.

Answer each question.

- 1) Identify and describe a client system with whom you have been engaged or anticipate being engaged.
- 2) Describe in detail your expectation in being able to engage this client. What might the differences

and similarities between you and the client system (racial, age, ethnic, socioeconomic, religion, etc.) be and discuss how these differences/similarities affect the engagement process.

3) Describe the strengths and challenges of the potential client.

4) What social work literature has informed your approach to engaging with this client/client system? What specific readings/text material will guide you?

5) What goals and contracting arrangements would you and the client decide upon? What does the literature say about setting goals with the client/client system?

7) Describe any ethical dilemmas anticipated in working with this client/

This paper should be between 6-8 pages and uses a minimum of 5 references beyond the required texts, to include journal articles, other texts and related readings.

All written assignments require understanding of theoretical concepts and materials presented in the readings. References should be made to relevant materials and integrated into the discussion of practice. All papers are to be written observing current APA format, double-spaced using 12 point font.

EVALUATION

This course will be graded in the following manner:

- 75% Written Assignments (3)
 - Assignment I - ungraded
 - Assignment II - 30%
 - Assignment III – 45%
- 25% Class Attendance and Participation

TEACHING METHODS

- Required and suggested readings;
- Personal reactions to readings;
- Lectures and discussions; Films or Speakers;
- Use of students' work experience in the field;
- Analysis of teaching records;
- Role-plays and classroom exercises;
- Audio-visual aides; Films and tapes;
- Assignments.

COURSE OUTLINE

Unit I. Foundations of Social Work Practice (Sessions 1, 2, 3)

Content Covered:

1. The culture and professional milieu of social work;
2. Social work values and ethics;
3. The Generalist Practice model of social work practice.

A. Introduction to Generalist Practice (Session 1)

Required Readings:

Hepworth, et al: Chapter 1, The challenges of social work, 3-21; Chapter 2: Direct Practice, 25-34; Chapter 3: Overview of the helping process, 35-56.

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

Healey (2012). Remembering, apologies, and truth: Challenges for social work today. *Australian Social Work*, 65(3), 288-294.

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

Rapp, R.C. (2007). The strengths perspective: Proving “my strengths” and “it works.” *Social Work*, 52(2), 185-187, in ERES.

Suggested Readings:

Saleebey, D. (2009). Chap. 1: Introduction, 1-23; Chap. 2: The Challenge of Seeing Anew the World we Know, 24-44.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41(3), 296-305, in ERES.

B. Social Work Values and Ethics (Session 2)

Required Readings:

NASW Code of Ethics [<http://www.socialworkers.org/pubs/code/code.asp>]

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

Suggested Readings:

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

Loucher, J.L., Bronstein, J., Robinson, C.O., Williams, C. & Ritchie, C.S. (2006). Ethical issues involving research conducted with homebound older adults. *The Gerontologist*, 46(2), 160-164.

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

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

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

C. Introduction to the Core Skills in Social Work (Session 3)

Required Readings:

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

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

Shulman: Developing successful therapeutic relationships, 375-379. In *Social Workers' Desk Reference*.

Suggested Readings:

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

Gerdes, E. & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work*, 56(2), 141-148, in ERES.

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

Unit II. An Overview of Practice Approaches (Session 4-5)

Micro Practice

Required Readings:

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

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

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

Mezzo Practice

Required Readings:

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

Kurland, R. & Salmon, R. (1992). Group work vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, 15(4), 3-10, in ERES.

Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2), 11-26, In ERES.

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

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

Steinberg, D.M. (2011). Mutual aid: A contribution to best practice social work. *Social Work with Groups*, 33, 53-28, in ERES.

Macro Practice

Required Readings:

In *Social Workers' Desk Reference*...

Mizrahi: Community organizing principles and practice guidelines. 517-524.

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

Unit III. Assessment and Role of the Agency in Social Work Practice (Sessions 6)

Required Readings:

Hepworth et al: Chapter 8, Assessment: Exploring and Understanding Problems and Strengths, 179-205.

Hepworth et al: Chapter 9, Assessment: Intrapersonal and Environmental Factors 206-239.

Suggested Readings:

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

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

Unit IV. Planning and Contracting in Social Work Practice (Sessions 7 & 8)

Required Readings:

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

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

Skills in the Work Phase (Session 9, 10)

Required Reading:

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

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

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

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

Suggested Readings:

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

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

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

Unit VI. Vulnerable Clients and Communities (Session 11-12)

Required Readings:

Women - choose two or more articles

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

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

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

Elderly - choose two or more articles

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

- Chung, I. (2004). The sociocultural reality of the Asian immigrant elderly: Implications for group work practice. *Journal of Gerontological social work practice*, 44, (1/2), 81-93, in ERES.
- Goldberg, C. (2002). A place to call their own: The importance of the Jewish Home for the Aged for Jewish nursing home residents with dementia. *Journal of Jewish Communal Service*. Winter-Spring.86-88, in ERES.
- Howell, N, (2012). Toward a more accurate view of the elderly. *Journal of Gerontological Social Work*, 55, 379-381, in ERES.
- Kaufman, A. & Tang, M. (2008). Gerontological social work. In DiNitto, D.M. & McNeece, C.A. (Eds). *Social Work Issues and Opportunities* (pp. 261-282). Chicago: Lyceum in ERES.

GLBT - choose two or more articles

- Bailey, G., Onken, S.J., Crisp, C. & Sloan, L. (2008). Social work practice with gay, lesbian, bisexual, and transgender people. In In DiNitto, D.M. & McNeece, C.A. (Eds). *Social Work Issues and Opportunities* (pp. 121-142). Chicago: Lyceum.
- Hines, J. (2011). Using an anti-oppressive framework in social work practice with lesbians. *Journal of Gay and Lesbian Social Services*, 24(1), 23-39.
- Messinger, L. (2004). Out in the field: Gay and lesbian social work students' experiences in field placement. *Journal of Social Work Education*, 40 (2), 187-204.
- Wilkerson, J., Rybicki, S., Barber, C. & Smolenski, D. (2011). Creating a culturally competent environment for LGBT. *Journal of Gay and Lesbian Social Services*, 23(3), 376-394.
- Wilkinson, W.W. (2006). Exploring heterosexual women's anti-lesbian attitudes. *Journal of homosexuality*, 51(2), 137-155.

Children & Adolescents -choose two or more articles

- Burns, J.R. & Rapee, R.M. (2006). Adolescent mental health literacy: Young people's knowledge of depression and help seeking. *Journal of Adolescence*, 29(2), 225-239, in ERES.
- Malekoff, A. (2007). A flexible organizing framework for social work with adolescents. *Social Work with Groups*. 30(3), 85-102, in ERES.
- Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social Work with Groups*, 26(3), 61-76, in ERES.
- Staller, K.M. & Nelson-Gardell, D. (2005). "A burden in your heart": Lessons of disclosure from female preadolescent and adolescent survivors of sexual abuse. *Child Abuse and Neglect*, 29(12), 1415-1432.

Unit VI. Social Action and Community Social Work (Sessions 13)

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.

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: Chapter 16, Social Work in the Community, 540-576.

Suggested Readings:

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 in ERES.

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

Unit VII. Practice Across Difference (Session 14)

Required Readings:

Ackerman, B.J. (2007). Empowering people with severe mental illness: A practical guide. *Social Work, 52*(1), 90

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

Hendricks, C.O. (2003). Learning and teaching cultural competence in the practice of social work. *Journal of Teaching in Social Work, 23*(1/2), 73-86 in ERES.

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

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

Bibliography

- Beckerman, N.L. (2000). The impact of HIV in women's relationships: Implications for the direct practitioner. *Practice, 12*(1), 5-16.
- Boehm, A. & Staples, L. (2005). Grassroots leadership in task-oriented groups: Learning from successful leaders. *Social Work with Groups, 28, 2*, 77-96.
- Bradley, V. (2000). Changes in service and supports for people with developmental disabilities: New challenges to established practices. *Health & Social Work, 25*(3), 191-201.
- Clemans, S.E. (2005). A feminist group for women rape survivors. *Social Work with Groups, 28*(2), 59-75.
- Caputo, R.K. (1999). Becoming poor and using public assistance. *Journal of Poverty, 3*(1), 1-23.
- Dietz, C. (2000). Responding to oppression and abuse: A feminist challenge to clinical social work. *Affilia, 15*(3), 369-390.
- Fast, J. (2003). When is a mental health clinic not a mental health clinic? Drug trial abuses reach social work. *Social Work, 48*(3). 425-427.
- Goldberg, C. (2002). A place to call their own: The importance of the Jewish Home for the Aged for Jewish nursing home residents with dementia. *Journal of Jewish Communal Service, Winter-Spring*, 86-88.
- Hendricks, C.O. (2003). Learning and teaching cultural competence in the practice of social work. *Journal of Teaching in Social Work, 23*(1/2), 73-86.
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-30.
- Lowenberg, F., Dolgoff, R. & Harrington, D. (2000). *Ethical decision for social work practice* (6th ed.). Itasca, Il: F.E. Peacock.
- Miley, K., O'Melia, M., & DuBois, B. (2001). *Generalist social work practice: An empowering approach*. Needham Heights, Ma: Allyn & Bacon.
- Negroni-Rodriguez, L. (2000). Latino families in therapy: A guide to multicultural practice. *Clinical Social Work Journal, 28*(1), 42-49.
- O'Dell, S. (2000). Psychotherapy with gay and lesbian families: Opportunities for cultural inclusion and clinical challenge. *Clinical Social Work Journal, 28*(2). 171-184.
- Ragg, D. (2001). *Building effective helping skills*. Boston: Allyn & Bacon.
- Ringstad, R. (2005). Conflict in the workplace: Social workers as victims and perpetrators. *Social Work, 50*(4), 305-313.

- Rose, S. (2000). Reflections on empowerment based practice. *Social Work, 45*(5), 403-413.
- Sanders, G.R. & Conboy, A. (2000). The experiences of African American and white women with mothers in nursing homes. *Arete, 24*(2), 64-79.
- Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social Work with Groups, 26*(3), 61-76.
- Steen, J.A. (2006). The roots of human rights advocacy and a call to action. *Social Work, 51*(2), 101-105.
- Steinberg, D.M. (2002). The magic of mutual aid. *Social Work with Groups, 25*(1/2), 31-38.
- Weick, A. (2000). Hidden voices. *Social Work, 45*(5), 395-403.