

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**FOUNDATIONS OF SOCIAL WORK PRACTICE II
SWK 6004
Block 2015**

COURSE DESCRIPTION

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

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

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 2.1.10 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.

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. \$118.11 (new, Amazon); ISBN: 9780495601678

Shulman, L. (2012). *The skills of helping individuals, families, groups and communities, 7th edition*. Cengage Learning/Brooks Cole. \$108.00 (new, Amazon); ISBN: 9780495506089

Suggested Texts:

Compton, B. & Galaway, B. (2004). *Social work processes, 7th edition*. Pacific Grove, California: Brooks/Cole Publishing Company. \$55.00 (new, Amazon); ISBN: 9780534365592

Saleebey, D. (2009). *The strengths perspective in social work practice, 5th edition*. New York and London: Longman. \$55.47 (new, Amazon); ISBN: 9780205624416

Turner, F. (2011). *Social work treatment: Interlocking theoretical approaches, 5th edition*. New York: Oxford University Press. \$51.60 (new, Amazon); \$24.99 (Nook edition) ISBN: 0195394658

COURSE REQUIREMENTS

Midterm Assignment I (Due 6th class)

APPLICATION OF THEORY TO ASSESSMENT & INTERVENTION

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

1. Using the social work and other literature, describe the tenets/assumptions of this theory. Talk about your reasons why you might select it and its relevance to your fieldwork setting and your caseload.
2. Describe how you might have used or might use this theory to guide your practice with your client(s). How can this theory inform your assessment of your client? (Paying particular attention to the client's gender, ethnic/religious identity and socioeconomic class)
3. How might this theory help you plan specific clinical interventions with your client(s)?

4. How might the theoretical model you selected conflict with the philosophy of your agency? How would you negotiate such a conflict?
5. Are there aspects of this theory that you disagree with or that feel inappropriate to your client or setting? Discuss these limitations.

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 5th Edition is also required. (CSWE Advanced Competency 2.1.3, 2.1.7, 2.1.20b, 2.1.10c)

Final Paper: Assignment II (Due 13th class)

THE PROCESS OF TERMINATION [Additional instructions may be handed out separately]

1. Using the social work literature, talk about the concept of the termination process. Why is termination such an important part of social work? Why can't we just say, "so long" and move on? What did you learn from your reading on the termination process?
2. How do you feel personally about the process of termination (of both your work with your clients and your field placement)? Why is it important for you to have an understanding of your own feelings in this area? Talk about what the literature says about self-awareness and conscious use of self.
3. Select a client from your active caseload (or one with whom you have already terminated). **Remember, a case can be an individual, a family, a couple, a group, or a community.**
4. What are the factors that led up to this termination?
5. What do you anticipate are the difficult areas of termination for the client? For you, the worker? For the agency?
6. How do you think that gender, culture, and socioeconomic status, sexual orientation, age, and religion affect the termination process?
7. What specific social work skills are necessary for a successful termination? What are some of the common pitfalls social workers often fall into around termination?
8. Include a part of a process recording where you talk to a client about saying goodbye and ending your therapeutic relationship. What skills are evident in this process recording? What is your self-assessment of your work in this particular area of termination? What could you have done differently?

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper

should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 5th Edition is also required. (CSWE Advanced Competency 2.1.7, 2.1.20d)

Assignment III: CLASS PRESENTATION [Additional instructions will be handed out separately]

During this semester, each student will be required to make a brief in-class presentation. This presentation focuses on a case and may also include a discussion of a particular theory or stage in the therapy process (such as termination). Presentations are generally brief (no more than 15 minutes). The format and requirements of the presentation will be discussed in class.

EVALUATION

This course will be graded in the following manner:

- 75% Written Assignments (2)
- Assignment I - 30%
- Assignment II - 30%
- Assignment III - 15%
- 25% Class Attendance and Participation

TEACHING METHODS

- Required and suggested readings
- Personal reactions to readings
- Lectures and discussions
- Use of students' work experience in the field through a mutual aid process
- Viewing and discussion of films and tapes;
- Role plays and classroom exercises
- Written assignments.

COURSE OUTLINE

UNIT I. SOCIAL WORK VALUES AND ETHICS REVISITED

[Sessions 1-2]

Content Covered:

- Ethics and values as they impact on the on-going work with clients and client systems

Required Readings:

Hepworth, et al: Chapter 4, Operationalizing the cardinal social work values, 57-64.

Review NASW Code of Ethics distributed last semester

Bryan, V. (2006). Moving from professionally specific to the common morality: Essential content in social work ethics education. *Journal of Teaching in Social Work*, 26(3/4), 1-17. **ERES**

Recupero, P., Samama, E. (2005). Informed consent to E-therapy. *American Journal of Psychotherapy*, 59(4), 319-331. **ERES**

Swartz, R. (2007-2008). Social work values in an age of complexity. *Journal of Social Work Values and Ethics*, 4, 1-6. **ERES**

Suggested Readings

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

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

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

[Session 3]

Content Covered:

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

Required Readings:

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

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

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

Jang, S. & Zippay, A. (2012). The juggling act: Managing work-life conflict and work-life balance, *Families in Society*, 92(1), 84-90. **ERES**

Recommended Readings:

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

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

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

UNIT III. CASEWORK PRACTICE REVISITED

[Sessions 4, 5, 6]

Content Covered:

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

A. Theory for Social Work Practice

Required Readings:

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

MacFarlane, C.D. (2006). My strength: A look outside the box at the strengths perspective. *Social Work*, 51(2), 175-176. **ERES**

Shulman: Chapter 1: An interactional approach to helping, 2-46 [Review]; Chapter 4: Skills in the work phase, 97-144 [Review].

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

1. General Systems Theory, Social Learning, Role Theory, Cognitive Theory

Required Readings:

Furman, R. & Bender, K. (2003). The social problem of depression: A multi-theoretical perspective. *Journal of Sociology and Social Welfare*, 30(3), 123-137. **ERES**

Greene, R.R.: Chapter 7: General systems theory, 215-249; Chapter 6: Cognitive theory for social work, 173-205; Chapter 5: Carl Rogers and the person centered approach, 145-172.

Hepworth, et al.: Chapter 13: Planning and implementing change-oriented strategies, 377-437.

2. Social Work with Families

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. **ERES**

Hepworth, et al.: Chapter 10: Assessing family functioning – 251-294; Chapter 15: Enhancing family relationships, 471-506.

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. **ERES**

Shulman: Part II, Social Work with Families, Chapter 7: Family practice in the social work context, 257-293; Chapter 8: Middle and ending phases in family practice, 294-311.

Suggested Readings:

Feldman, D. & Kahn, G.(2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy*, 59(1), 1-9-126.
ERES

UNIT IV. SOCIAL GROUPWORK PRACTICE REVISITED

(Sessions 7-8)

Content Covered:

- The role and value of group in generalist social work practice
- The various theoretical orientations for group work practice.
- Specific social work skills of successful group work practice

A. Social Group Work Theory

Required Readings:

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. **ERES**

Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 41-58. **ERES**

Hepworth, et al: Chapter 11, Forming and assessing social work groups, 295-326; Chapter 16: Intervening in social work groups, 507-533.

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. [Also listed below in Community Social Work]

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

Shulman: Part IV, Social Work with Groups, Chapters 10-12, 341-501 [Review].

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

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.

Suggested Readings:

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

ERES

Northen, H. & Kurland, R. (2001). *Social work with groups, third Edition*. New York: Columbia University Press.

Steinberg, DM. (2009). Mutual aid: A contribution to best-practice social work. *Social Work With Groups*, 33, 53-68.

UNIT V. COMMUNITY SOCIAL WORK PRACTICE REVISITED

(Sessions 9-10)

Content Covered:

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

A. Community Social Work, Advocacy and Case Management

Required Readings:

Hepworth, et al: Chapter 15, Developing resources, planning, and advocacy...,409-456.

Shulman: Chapter 16, Social Work in the community, 649-696.

Itzhaky, H. & York, A. (2005). The role of the social worker in the face of terrorism: Israeli community-based experience. *Social Work*, 50(2), 141-149.

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

Steen, J.A. (2006). The roots of human rights advocacy and a call to action. *Social Work*, 51(2), 101-105. **ERES**

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.

Suggested Readings:

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. [Also listed above in Group Work]

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*, 50(3), 231-238. **ERES**

UNIT VI. TERMINATION AND TRANSITIONS IN SOCIAL WORK PRACTICE

(Sessions 11-13)

Content Covered:

- 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.

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

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. **ERES**

Shulman: Chapter 6: Endings and transitions, 221-256; Chapter 13: Endings and transitions with groups, 574-599,

Suggested Readings:

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

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

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

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

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

Unit VII. Evaluating Practice

(Session 14)

Content Covered:

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

Required Readings:

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. **ERES**

Shulman: Chapter 17, Evidence based practice – 698-752.

Compton & Gallaway, Chapter 17: Evaluating Practice, 456-468.

Suggested Reading:

Padgett, D. (1998). Does the glove really fit? Qualitative research and clinical social work practice. *Social Work*, 43(4), 373-381.

BIBLIOGRAPHY

- 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.
- 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. *Social Work Today*, 4(2), 13-17. ethics education. *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.
- Feldman, D. & Kahn, G.(2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy*, 59(1), 1-9-126.
- 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. [Also listed below in Community Social Work]
- 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.
- 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.

- 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.