

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Course Syllabus

Professional Development Seminar

Spring 2023

Course: 09:910:332

Time:

Location:

Instructor:

Email:

Office:

Office Hours: By appointment only

Office:

I. Catalog Course Description

Professional skills necessary for baccalaureate-level generalist practitioners. This course emphasizes development of a professional social work identity and the skills needed to work within an organizational context.

II. Course Overview

To equip and prepare students for social work practice with diverse and vulnerable populations within a variety of social work settings, this course will focus on issues and skills essential in the development of a professional identity including: the professional use of self; the ability to apply social work values and ethics in practice; the differential use of communication skills in practice; the use of supervision appropriate to generalist practice; the professional role within an organizational setting; awareness of organizational dynamics and change; and understanding the need for continued professional growth.

III. Place of Course in Program

This course is restricted to social work majors in the spring semester of their junior year and is a requirement of the major.

IV. Course Objective

The objectives of the course are to provide students with:

1. Define the role of the helping professional and generalist practitioner.
2. Identify social work values and ethics in a practice situations.
3. Apply social work skills for generalist practice from an antiracist perspective.
4. Recognize the significance of the field work experience.
5. Describe the multiple goals and potential uses of supervision.
6. Define the dynamic nature of social welfare organizations.
7. Recognize the intersection between the social work profession ,systemic oppression and potential ways to promote social change.
8. Article a professional profile that illustrates a trajectory that encompasses a social justice lens.

V. The Council on Social Work Education Policy and Accreditation Standards:

The BASW and MSW programs at Rutgers are accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org.

The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. This course will assist students in developing the following specific two competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

VI.Required

The course readings will be open sourced and listed from week to week. There are no texts required for this course.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings: Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

VII.Course Requirements

It is expected that students will attend class sessions having read the assigned material and prepared for class discussion. It is also expected that students will attend class regularly and remain for the entire class period. If you miss more than 3 classes without a doctor’s note your grade will be deducted by one letter grade. All assignments are to be completed by the scheduled due dates. Extensions will only be granted in extreme circumstances and must be planned ahead of time with the professor.

VIII.Grading Scale

A	90-100	C+	75-79
B+	85-89	C	70-75
B	80-84	F	Below 70

IX.Methods of Evaluation

Attendance, Participation, Discussion posts (online format)	20 points
Exam/Quizzes	30 points
Final Project	
● Final Project Part One Process Recording - Exercise of Video Session	25 points
● Final Project Part Two Reflection Paper - Analysis of Video Session	25 points

X.Attendance

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one or religious observance.

If you miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

XI. Written Assignments

Throughout this course you will be learning about the basic practice and professional skills in social work. Skills such as attending behaviors, interviewing skills, engagement, and the importance of building a strong, collaborative, and empowering working relationship with your client(s) will be discussed.

In this two-part project students will demonstrate ethical and professional behavior by:

- a. Students will screen/view a video of social worker/client interview /exchange and produce a process recording of the session - **due week 9 - 25 points**
- b. Write a reflection/ analysis paper that focuses on the , the Role of the social worker/counselor illustrated in the video; the skills of the GIM present in the client -worker exchange, and how social work values and ethics were in implicitly or explicitly enacted during the course of the worker -client exchange. –
(25 points) **due week 13**

XII. Course Evaluation

There will be two evaluations. At mid-term and at the end of the semester, feedback from students will be requested through the University's evaluation system, which is anonymous.

XIII. Policy on Academic Integrity

“Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions to this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the university community and breaches of academic integrity constitute serious offenses” (Academic Integrity Policy, p.1).

The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them.

Faculty members have an obligation to educate students to the standards of academic integrity and to report violations of these standards to the appropriate deans. Students are responsible for knowing what the standards are and for adhering to them. Students also should bring any violations of which they are aware to the attention of their instructors. Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion (see Undergraduate Catalog for further information).

XIV. Disability Accommodation

Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services at 732-932-2848 for a letter of accommodation. Students must have a letter of accommodation from the Coordinator in order to receive accommodations. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XV. Course Outline

Module/Week	Read/Review/Watch/Listen	Assignment(s) Due	
<p>Week 1 Introductions; Overview of Course and Assignments</p>	<ul style="list-style-type: none"> • Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. <i>International social work</i>, 47(3), 407-424. 	<p>Discussion Boards:</p> <ul style="list-style-type: none"> • Student Introductions • What does Social Work Mean to You 	<p>https://www1.udel.edu/CIS/106/iaydin/07F/misc/firstJob.pdf</p> <p>Read <u>Leamson (2002) Learning (Your First Job)</u></p> <p><u>Share your thoughts and 3 points you took from the reading</u></p>

<p>Week 2</p> <p>Understanding the Concepts of Profession and Professional</p>	<ul style="list-style-type: none"> ● Halbert, L.A. - What is Professional Social Work? https://socialwelfare.library.vcu.edu/social-work/what-is-professional-social-work-by-l-a-halbert/ ● Kowal, E., & Paradies, Y.(2005). Ambivalent helpers and unhealthy choices: public health practitioners’ narratives of Indigenous ill-health. <i>Social Science & Medicine</i> (1982), 60(6), 1347–1357. https://doi.org/10.1016/j.socscimed.2004.07.009 ● Selwyn, S., & Bhuvaneshwari, M. G. (2018). Personality Attributes of Social Work Students: An Assessment of Empathy, Emotional Intelligence, and Resilience. 	<p>Discussion Board:</p> <ul style="list-style-type: none"> ● Empathy and Emotional Intelligence 	<p>Wrap up Watch Meet John powtoon</p> <p><u>Share your thoughts and 3 points you took from the reading</u></p>
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	Social Work Chronicle, 7(1), 85.		
<p>Week 3</p> <p>The Values and Ethics of Social Work Practice</p>	<ul style="list-style-type: none"> NASW Code of Ethics (available at https://www.socialworkers.org/About/Ethics/Code-of-Ethics) Reamer, F. (2013). Social work in a digital age: Ethical and risk management challenges. <i>Social Work, 58</i> 2, 163-72. https://pdfs.semanticscholar.org/37df/7d016464d8b3ffd00562b939d5e81d59ad08.pdf?_ga=2.261433677.1500276664.1607704395-2002664395.1607704395 Watson, A.M. (2019). Collision: An opportunity for growth? Māori social workers' collision of their personal, professional, and cultural worlds and the values and ethical challenges within this 	<p>Discussion Board:</p> <ul style="list-style-type: none"> Ethical Dilemmas 	<p>On a scale from 1-5 how confident are you feeling about the content you have learned over the last 4 weeks? (with 1 being not at all confident and 5 being very confident) . Please share one question you have that may have not been answered in the course content or is unclear to you.</p>

	<p>experience. <i>Journal of Social Work Values and Ethics</i>, 16(2). https://jswve.org/download/fall_2019_volume_16_no._2/articles/28-Maori-social-workers-16-2-Fall-2019-JSWVE_2.pdf</p>		
<p>Week 4</p> <p>Understanding the Role of Cultural Humility in Social Work Practice</p>	<ul style="list-style-type: none"> • Buddington, S. A., & Esmail, A. M. (2017). Ethnicity: Cultural Competence and Social Work Practice Among College and University Students. <i>Race, Gender & Class</i>, 24(1), 160-171. • TEDx: Cultural Humility, Juliana Mosley, Ph.D. https://www.youtube.com/watch?v=Ww_ml21L7Ns • Cultural humility- What does this mean? https://www.youtube.com/watch?v=16dSeyLSOKw&feature=youtu.be 	<p>Discussion Board:</p> <ul style="list-style-type: none"> • Joan's Case Study 	<p>Your mid term is in one week. Please list 3 strategies you intend to use in order to plan and monitor your process for preparing for the exam.</p>
<p>Week 5</p>	<ul style="list-style-type: none"> • Carr, E. S. 	<p>Mid Term I</p>	

<p>Overview of Relevant Social Work Theories and Practice</p>	<p>(2003). Rethinking Empowerment Theory Using a Feminist Lens: The Importance of Process. <i>Affilia</i>, 18(1), 8–20. https://doi.org/10.1177/0886109902239092</p> <ul style="list-style-type: none"> • Howard, C., T., & Navarro, O. (2016). Critical Race Theory 20 years later: Where do we go from here? <i>Urban Education</i>, 51(3), 253 – 273. • Kirst-Ashman, K.K., & Hull, G.H. (2018). <i>Understanding generalist practice 8th ed.</i>. United States: Cengage Learning. ISBN 9781337536837 – Chapter 1. • Coates, J & Gray, M. (2012). The environment and social work: An overview and introduction. <i>International Journal of Social Welfare</i>, 21, 		
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	230-238.		
Week 6 Engagement	<ul style="list-style-type: none"> ● Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. Chapter 2. ● Cummins, L. K., Sevel, J. A., & Pedrick, L. (2013). Social Work Skills for Beginning Direct Practice: Pearson New International Edition: Text, Workbook, and Interactive Web Based Case Studies. Pearson Higher Ed. ● Singer, J. (2017) The Arc of therapy <i>The Social Work Podcast</i> https://socialworkpodcast.blogspot.com/2017/06/beginning.html 	Discussion Board: <ul style="list-style-type: none"> ● Social Work Skills 	You took your midterm last week. Reflect upon and evaluate the results of your exam. Where did you excel? What challenges and in what areas did you appear to have challenges?
Week 7 Assessment	<ul style="list-style-type: none"> ● Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 – Chapter 5 ● Jones, S. (2012). Working with Immigrant Clients: Perils and Possibilities for Social Workers ● Singer, J. (2017). Cont'd - 	Discussion Board: <ul style="list-style-type: none"> ● Mandated Client Case Study 	Last week you learned about engagement. On a scale from 1 to 5 (with 1 being not at all comfortable to 5 being very comfortable). How well do you think you could instruct others on engagement skills?

	<p>The Arc of therapy <i>The Social Work Podcast</i> https://socialworkpodcast.blogspot.com/2017/06/beginning.html</p>		
<p>Week 8 Planning</p>	<ul style="list-style-type: none"> • Kirst-Ashman, K.K., & Hull, G.H. (2018). <i>Understanding generalist practice</i> 8th ed.). United States: Cengage Learning. ISBN 9781337536837 -Chapter 6. • The Hill: <i>Mitigating the Pandemic, Social Work Was Built for This</i> https://thehill.com/opinion/health-care/501474-mitigating-the-pandemic-social-work-was-built-for-this 	<p>Discussion Board:</p> <ul style="list-style-type: none"> • 8 Step Planning 	<p>Next week your written assignment is due. Please list 3 strategies you intend to use in order to plan and monitor your process for preparing for the assignment.</p>
<p>Week 9 Implementation</p>	<ul style="list-style-type: none"> • Kirst-Ashman, K.K., & Hull, G.H. (2018). <i>Understanding generalist practice</i> 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter 7. • Nuwer, R. (2020). <i>How a</i> 	<p>Final Project Part One Process Recording - Exercise of Video Session</p>	<p>Last week you learned about Planning. On a scale from 1 to 5 (with 1 being not at all comfortable to 5 being very comfortable). How well do you think you could instruct others on planning skills?</p>

	<p>bench and a team of grandmothers can tackle depression</p> <p>https://www.bbc.com/future/article/20181015-how-one-bench-and-a-team-of-grandmothers-can-beat-depression</p>		
<p>Week 10</p> <p>Advocacy, Case Management and Community Based Work</p>	<ul style="list-style-type: none"> • Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter(s) 14-15 • Ungar, M., Manuel, S., Mealey, S., Thomas, G. & Campbell, C. (2004). A Study of Community Guides: Lessons for Professionals Practicing with and in Communities, <i>Social Work</i>, 49(4), p. 550–561. https://doi-org.proxy.libraries.rutgers.edu/10 	<p>Final I</p>	<p>This week is your exam. Please list 3 strategies you intend to use in order to plan and monitor your process for preparing for the exam.</p>

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Week 11 Evaluation	<ul style="list-style-type: none"> • Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter 8 	Discussion Board: <ul style="list-style-type: none"> • Measurement Case Study 	You took your exam last week. Reflect upon and evaluate the results of your exam. Where did you excel? What challenges and in what areas did you appear to have challenges?
Week 12 Termination and Follow-up	<ul style="list-style-type: none"> • Gelman, C. R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. <i>Journal of Teaching in Social Work</i>, 29(2), 169-187. https://www.tandfonline.com/doi/pdf/10.1080/08841230802238328 • Swift, J.K., Greenberg, R. P, Whipple, J.L., & Kominiak, N. (2012). Practice recommendations for reducing premature termination in therapy, 	Discussion Board: <ul style="list-style-type: none"> • Client Termination Feelings 	You took completed the first part of your project and should have received feedback and a grade. Reflect upon and evaluate the results of your exam. Where did you excel? What challenges and in what areas did you appear to have challenges?

	<p>Professional Psychology: Research and Practice, 43(4), 379-387. https://www.researchgate.net/profile/Joshua_Swift/publication/232508165_Practice_Recommendations_for_Reducing_Premature_Termination_in_Therapy/links/58b985f292851c471d4ae653/Practice-Recommendations-for-Reducing-Premature-Termination-in-Therapy.pdf</p>		
<p>Week 13 The Social Work Professional</p>	<ul style="list-style-type: none"> • Sweitzer, H. F., & King, M. A. (2013). The Successful Internship. Nelson Education. • Sobočan, A., Banks, S., Bertotti, T., Strom, K., de Jonge, E., & Weinberg, M. (2020). In conversation with a case story: Perspectives on professionalism, identity and 		<p>Last week you learned about termination. On a scale from 1 to 5 (with 1 being not at all comfortable to 5 being very comfortable). How well do you think you could instruct others on termination skills?</p>

	<p>ethics in social work. <i>Ethics and Social Welfare</i>, 14(3), 331–346. https://doi.org/10.1080/17496535.2020.1726982</p> <ul style="list-style-type: none"> • Wright, D. E. . (2018). From good to great: An innovative bridge program developing professionalism and self-reflection in social work students entering the field. <i>Field Educator</i>, 8(2). 		
<p>Week 14</p> <p>End of Semester and Class Wrap-up</p>		<p>Final Project Part Two Reflection Paper - Analysis of Video Session</p>	<p>Provide one topic you feel you have learned about and feel most comfortable sharing its concepts with others. Provide one topic that you have learned that you feel least comfortable sharing its concepts with others.</p>

Understanding the Foundations of Professional Practice

Week 1 Introductions; Overview of Course and Assignments

Learning Objectives:

- Define Social Work
- Describe the different levels of Social Work
- Identify the diversity of roles that social workers engage in as part of professional practice.

Required Readings;

Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. *International social work*, 47(3), 407-424.

Week 2: Understanding the Concepts of Profession and Professional

Learning Objectives:

- Identify and acknowledge alternative forms of social work
- Discuss why and what makes Social Work a profession
- Define what is meant by Generalist Social Work Practice

Required Reading –

1. Halbert, L.A. - What is Professional Social Work?
<https://socialwelfare.library.vcu.edu/social-work/what-is-professional-social-work-by-l-a-halbert/>
2. Kowal, E., & Paradies, Y. (2005). Ambivalent helpers and unhealthy choices: public health practitioners' narratives of Indigenous ill-health. *Social Science & Medicine* (1982), 60(6), 1347–1357. <https://doi.org/10.1016/j.socscimed.2004.07.009>
3. Selwyn, S., & Bhuvaneshwari, M. G. (2018). Personality Attributes of Social Work Students: An Assessment of Empathy, Emotional Intelligence, and Resilience. *Social Work Chronicle*, 7(1), 85.

Week 3: The Values and Ethics of Social Work Practice

Learning Objectives:

- Understand the significance of the NASW Code of Ethics
- Identify the 6 Core Social Work Values
- Define Ethics versus Values

Required Reading:

1. NASW Code of Ethics (available at <http://www.naswdc.org/pubs/code/code.asp>)
2. Reamer, F. (2013). Social work in a digital age: Ethical and risk management challenges. *Social work*, 58 2, 163-72.
https://pdfs.semanticscholar.org/37df/7d016464d8b3ffd00562b939d5e81d59ad08.pdf?_ga=2.261433677.1500276664.1607704395-2002664395.1607704395
3. Watson, A.M. (2019). Collision: An opportunity for growth? Māori social workers' collision of their personal, professional, and cultural worlds and the values and ethical challenges within this experience. *Journal of Social Work Values and Ethics*, 16(2).

https://jswve.org/download/fall_2019_volume_16_no._2/articles/28-Maori-social-workers-16-2-Fall-2019-JSWVE_2.pdf

Week 4: Understanding the Role of Cultural Humility in Social Work Practice

Learning Objectives:

- Distinguish social and cultural competence vs cultural humility
- Understanding the role of personal bias and self-awareness
- Explore the impact of implicit bias in Social Work practice
- Identify the impact of Intersectionality/Oppression and Privilege in the context of social and culturally competent practice.

Required Readings/Videos :

1. Buddington, S. A., & Esmail, A. M. (2017). Ethnicity: Cultural Competence and Social Work Practice Among College and University Students. *Race, Gender & Class*, 24(1), 160-171. <https://login.proxy.libraries.rutgers.edu/login?url=https://www-proquest-com.proxy.libraries.rutgers.edu/docview/2119845713?accountid=13626>
2. TEDx: Cultural Humility, Juliana Mosley, Ph.D. https://www.youtube.com/watch?v=Ww_ml21L7Ns
3. Cultural humility- What does this mean? <https://www.youtube.com/watch?v=16dSeyLSOKw&feature=youtu.be>

Week 5: Overview of Relevant Social Work Theories and Practice

Learning Objectives;

- Understand the role of Empowerment/Strengths based Theories
- Identify and discuss the role of Social Justice Theories in Social Work

Required Readings:

1. Carr, E. S. (2003). Rethinking Empowerment Theory Using a Feminist Lens: The Importance of Process. *Affilia*, 18(1), 8–20. <https://doi.org/10.1177/0886109902239092>
2. Howard, C., T., & Navarro, O. (2016). [Critical Race Theory 20 years later: Where do we go from here?](#) *Urban Education*, 51(3), 253 – 273.
3. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 – Chapter 1.

Week 6: Engagement

Learning Objectives:

- Identify the Skills of Engagement
- Understanding how engagement is applied on all levels of Social Work
- Discuss the connection between engagement and relationship building

Required Reading:

1. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. Chapter 2.
2. Cummins, L. K., Sevel, J. A., & Pedrick, L. (2013). Social Work Skills for Beginning
3. Direct Practice: Pearson New International Edition: Text, Workbook, and Interactive Web Based Case Studies. Pearson Higher Ed.
4. Singer, J. (2017) The Arc of therapy *The Social Work Podcast*
<https://socialworkpodcast.blogspot.com/2017/06/beginning.html>

Week 7: Assessment

Learning Objectives:

- Define the Skills of Assessment
- Understand how assessment is applied in all levels of Social Work
- Discuss the connection between assessment and relationship building

Required Reading:

1. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 – Chapter 5
2. Jones, S. (2012). Working with Immigrant Clients: Perils and Possibilities for Social Workers
3. Singer, J. (2017). Cont'd - The Arc of therapy *The Social Work Podcast*
<https://socialworkpodcast.blogspot.com/2017/06/beginning.html>

Week 8: Planning

Learning Objectives:

- Define the Skills of Planning
- Understand how Planning is applied on all levels of Social Work
- Discuss the connection between Planning and relationship building

Required Reading:

1. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837 -Chapter 6.

2. The Hill: Mitigating the Pandemic, Social Work Was Built for This
<https://thehill.com/opinion/healthcare/501474-mitigating-the-pandemic-social-work-was-built-for-this>

Week 9: Implementation

Learning Objectives:

- Define the Skills of Implementation and the overlap with intervention.
- Understand how Implementation is applied on all levels of social work
- Identify how theory becomes practice.

Required Reading: -

1. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter 7.
2. Nuwer, R. (2020). How a bench and a team of grandmothers can tackle depression
<https://www.bbc.com/future/article/20181015-how-one-bench-and-a-team-of-grandmothers-can-beat-depression>

Week 10: - Advocacy, Case Management and Community Based Work

Learning Objectives:

- Define the Skills of Advocacy
- Understand the role of Advocacy in all levels of social work
- Discuss the role of Advocacy and Community Organizing

Required Reading:

1. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter(s) 14- 15
2. Ungar, M., Manuel, S., Mealey, S., Thomas, G. & Campbell, C. (2004). A Study of Community Guides: Lessons for Professionals Practicing with and in Communities, *Social Work*, 49(4), p. 550–561. <https://doi-org.proxy.libraries.rutgers.edu/10.1093/sw/49.4.550>

Week 11: Evaluation

Required Reading:

1. Kirst-Ashman, K.K., & Hull, G.H. (2018). Understanding generalist practice 8th ed.). United States: Cengage Learning. ISBN 9781337536837; Chapter 8

Week 12: Termination and Follow-up

Required Reading:

1. Gelman, C. R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29(2), 169-187. <https://www.tandfonline.com/doi/pdf/10.1080/08841230802238328>
2. Swift, J.K., Greenberg, R. P, Whipple, J.L., & Kominiak, N. (2012). Practice recommendations for reducing premature termination in therapy, *Professional Psychology: Research and Practice*, 43(4), 379-387. https://www.researchgate.net/profile/Joshua_Swift/publication/232508165_Practice_Recommendations_for_Reducing_Premature_Termination_in_Therapy/links/58b985f292851c471d4ae653/Practice-Recommendations-for-Reducing-Premature-Termination-in-Therapy.pdf

Week 13. The Social Work Professional

Learning Objectives:

- Developing your professional footprint
- Identify the skills of establishing a professional network
- Discuss the skills of creating a professional portfolio

Week 14: End of Semester – Class wrap up