

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
MASTER COURSE SYLLABUS**

Generalist Practice I

19:910:472

MASTER Academic Year 2019-2020

Fall 2019, Spring 2020, & Summer 2020

Course: 19:910:472 Section

Time:

Location:

Instructor:

Email:

Office:

Office Hours: By arrangement

I. Catalog Course Description

This is the first half of two required sequential courses in the Professional Foundation Year. It provides the basic knowledge and skills as a foundation for the advanced practice curriculum. Using a problem-solving model in an ecological perspective, the course prepares students to apply a generalist practice perspective to systems of all sizes and levels. Essential values, concepts, and ethical considerations within a human rights perspective as they pertain to generalist social work practice are explored.

II. Course Overview

This course approaches social work practice from a generalist perspective using a problem-solving process, which engages individuals, families, small groups, organizations and the community, in the larger society. The problem-solving process is combined with an ecological and human rights perspective. Practice content includes the following skills: developing professional relationships; collecting and assessing data; defining problems; using appropriate practice research knowledge; goal-setting; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using empirical measurement to monitor and evaluate outcomes; and concluding intervention. Emphasis is given to facilitative and constraining effects of the sociocultural context surrounding practice. Special attention is given to human diversity and populations-at-risk, such as persons of color, women, and gays and lesbians.

III. Place of Course In Program

This is the first of two generalist practice foundation courses. The course is co-requisite with Field Placement I, and is a prerequisite for both Social Work Practice II and Field Placement II. Students should discuss any issues that arise in their field placement with their field instructor and the office of Field Education.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the

dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to engage, assess, and intervene with individuals, families, groups, and communities, it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that TWO (2) INTEGRATIVE CASE STUDY ASSIGNMENTS, have been designed to assess your attainment of these competencies.

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the study of the history of social work and social services in the United States and the evolution of the social work profession.

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

1. Identify the purposes and objectives of social work practice.
2. Identify how personal and professional values and ethics direct and guide social work practice.
4. Apply principles of engagement to direct social work practice.
5. Demonstrate basic skills in the assessment process.
6. Articulate and apply core practice theories to assessment.
7. Use a person-in-environment perspective to recognize and appraise the effects of context on practice at the micro, mezzo, and macro level.
8. Identify and apply change strategies to direct social work practice.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and

strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

Payne, M. (2014). *Modern Social Work Theory, 4th edition.* Chicago, IL: Lyceum Books.
This book is available electronically free of charge from the library.

Students also are expected to read other works drawn from a selection of additional books and journals. Your instructor will provide information on access to supplemental readings. They will also be available on Rutgers University E-Reserve under the instructor **Bosk, Emily**. To access the readings on eReserve, you will need to login to the library with your NETID to read or download them. Assigned readings are listed alphabetically by title, with individual titles arranged on several consecutive web pages (to advance to the next screen, use the “next” and “previous” page buttons appear at the bottom of each screen). Additional readings, streaming videos, and class assignments may be assigned at the discretion of the instructor.

VIII. Course Attendance and Participation Policies

Classrooms are temporary social systems where every member has a responsibility for creating the context for discussion, collaboration, and exploration. Regularity, reliability, and an open, curious, stance are core principles for forming supportive relationships with clients and direct social work practice. These principles also inform the development of an effective classroom.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures may result in grade deductions.

Each of you has an important voice to contribute to the discussion and **students are expected to take a leadership role in class discussion.** Please bring your case material to class as a way to integrate the theories being discussed and your on-the ground experience. All discussions in the class are **CONFIDENTIAL** and will remain in the class.

Student behavior in this course must comply with the university’s code of conduct. The entire code of contact can be attained from Student Judicial Affairs Office or on-line at <http://studentsconduct.rutgers.edu/university-code-of-student-conduct>. Students should be aware

that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

Please do *not* use cell phones or laptops during class, unless they are required for your learning. You will be dismissed from class if you use these devices for surfing the internet or answering email. This course is meant to be a conversation. Electronic devices easily disrupt attention and interrupt the learning process.

Students are required to take the examinations on the designated dates. No make-up examinations will be given unless a physician has certified, in writing, that you are unable to take the examination.

All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice. All written work **must** be typed. **Late assignments will not be accepted**, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

IX. Assignments and Grading

SSW BASW Grading Scale: Below is the grading scale for the BASW program.

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	Below 60

*Scores to be rounded up at .5

To ensure that each student is successfully able to complete the course expectations, specific issues with your field setting need to be taken directly to your respective field supervisor, field liaison and/or field education office representative. If there are concerns about a student being able to successfully complete the assignments of the course, your instructor for your practice course reserves the right to contact the field office and/or your field instructor to determine if you are able to carry out your assignment. These are educational issues that directly impact a student's ability to meet the educational objectives for this course. A student's course evaluation is based on the following 6 required assignments:

1. **ENGAGEMENT REFLECTION (20% of final grade) Due week 6.** This assignment integrates the theories of engagement you have read about with your direct practice work. In 3-5 pages, please describe a situation in your field placement that required engagement skills. Identify what engagement strategies you used. Please reflect on this process. What went well? What didn't work well? Knowing what you know now, what would you do differently? How did you apply principles of belief bonding (if appropriate) to your

choices. You may include a process recording (typed) to illustrate your examples.

2. MIDTERM EXAM (30% of final grade): **To be determined by each instructor. The instructor should add the requirements here for the mid-term assignment.** The mid-term will be scheduled around week 8 or 9. Instructors will determine the type of midterm (in-class or open-book, take home) and develop their own exam. There are a number of examples that have been used that are included under the course resources.
3. INTEGRATIVE ASSIGNMENT 1 – ASSESSMENT (25% of Final Grade): Due week 10 or 11. **Instructors, please note that students should have you approve the client or client system they intend to use for this assignment.** This assignment focuses on the assessment process for a case you select. Please describe the client or client system, including referral information, presenting problem, underlying problem and problem-for-work. Please also include a description of client strengths and how the client or client system's positionality (e.g. race, ethnicity, sex, sexuality, income) might be impacting the presenting problem or the problem for work. Please describe how ethics and values may also factor in to the assessment process. Please also describe how your positionality may be influencing your assessment. To support your points please include a description of one critical incident or encounter that has shaped your thinking. See detailed instructions.

INTEGRATIVE ASSIGNMENT 2 – CASE CONSTRUCTION (25% of Final Grade): Due week 14 or 15. This assignment builds on your assessment and problem identification to guide your case construction and case theory. Drawing on your work in the first integrative assignment please describe your case theory. Identify at least **one** practice theory that informs your thinking and describe that theory and how it applies to the specific facts of your case. Please also describe an alternate case theory that you have considered but do not believe fits the case. **Describe why you have chosen one theory over the other.** Include a reflection on how your personal orientation and positionality impact your case theory construction. In the final section of the paper please establish one goal and three objectives to meet that goal. See detailed instructions.

4. Throughout the semester, students may also be assigned short homework assignments at the instructor's discretion.

More detailed instructions about assignments will be distributed directly to students at the beginning of the semester.

X. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong

writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.
<https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.
<http://www.ncas.rutgers.edu/writingcenter>

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus. <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>
APA Style Guide <http://www.apastyle.org/learn/faqs/index.aspx>

Purdue OWL Mechanics, grammar, organization
<https://owl.english.purdue.edu/owl/section/1/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XII. Academic Integrity

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation

style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: "**Plagiarism:** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is [Laura Curran, at lacurran@ssw.rutgers.edu](#). The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures,

see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

Active Shooter Resources: Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

XV. COURSE OUTLINE

UNIT 1: OVERVIEW OF GENERALIST SOCIAL WORK PRACTICE

Week 1: The Social Work Profession & the Helping Process

Learning Objectives:

- Define the helping process.
- Identify your role, as a social worker, in the helping process.

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

Chapter 1. The Challenges and Opportunities of Social Work (pp. 2-22)

Chapter 2. Direct Practice: Domain, Philosophy, and Roles (pp. 23-34)

Chapter 3. Overview of the Helping Process (pp. 35-56)

Week 2: Values and Ethics in Social Work Practice

Learning Objectives:

- Articulate the NASW code of ethics.
- Define the relationship between ethics and values.
- Identify how power, context, and history shape social work values and ethics.

Reading

- Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.
- Chapter 4. Operationalizing the Cardinal Social Work Values (pp. 57-88)

Payne, M. (2014). *Modern Social Work Theory, 4th edition.* Chicago, IL: Lyceum Books.

- Chapter 12: Critical Practice (pp. 319-347).
- Chapter 14: Anti-oppressive and multicultural sensitivity approaches to practice (pp. 373-434).

Finn, J. L. (2016). *Just practice: A social justice approach to social work.* Oxford University Press.

- Chapter 3 Excerpt (Values, Ethics, Vision): Power, Context, History (pp.117-133).

Reamer, F. G. (2015). Clinical social work in a digital environment: Ethical and risk-management challenges. *Clinical Social Work Journal*, 43(2), 120-132.

National Association of Social Workers (NASW). (2017). *Code of ethics of the National Association of Social Workers.* Washington, DC: National Association of Social Workers. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

International Federation of Social Workers & International Association of Schools of Social Work (IASSW). (2018). *Global social work statement of ethical principles.* Retrieved from <https://www.iassw-aiets.org/wp-content/uploads/2018/04/Global-Social-Work-Statement-of-Ethical-Principles-IASSW-27-April-2018-1.pdf>

UNIT II: ENGAGEMENT: COMMUNICATION AND INTERVIEWING

Week 3: Engagement: Therapeutic Communication and Relationship-Building

Learning Objectives:

- Define and apply the principles of therapeutic communication.
- Define and apply the principles of relationship-building.
- Define and apply the principles of “tuning-in.”

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 5. Building Blocks of Communication: Conveying Empathy and Authenticity (p. 91-137)
- Chapter 6. Verbal Following, Exploring, and Focusing Skills (pp. 138-167)

Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities* (6th ed.). Itasca, Illinois: F.E. Peacock Publishers, Inc.

- Chapter 3: The preliminary phase of work (pp. 52-73).

Week 4: Engagement: Belief-Bonding and Strengths-Based Interviewing

Learning Objectives:

- Identify counterproductive and positive communication patterns.
- Define and apply core skills of additive empathy, interpretation and confrontation.
- Define and apply principles of ‘belief-bonding.’

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 7. Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives (pp. 168-186)
- Chapter 17. Additive Empathy, Interpretation, and Confrontation (pp. 512-534)

Bisman, C. (2014). *Social work: Value-guided practice for a global society.* New York: Columbia University Press. Chapter 5: Respect and dignity in relationships (pp. 130-160)

UNIT III: CASE THEORY CONSTRUCTION AND PRACTICE THEORIES

Week 5: Case Theory Construction: Integrating the Micro and Macro in Assessment

Learning Objectives:

- Explain the process of case theory construction.
- Apply principles of case theory construction to case material

Reading

Bisman, C. D. (1999). Social work assessment: Case theory construction. *Families in Society, 80*(3), 240-246.

Payne, M. (2014). *Modern Social Work Theory, 4th edition.* Chicago, IL: Lyceum Books.

- Chapter 1: The social construction of social work theory (pgs. 1-29)
- Chapter 2: Evaluating social work theory (pgs.31-63)
- Chapter 3: Connecting theory and practice (pgs. 65-86)

Week 6: Integrating Theory and Practice: Psychodynamic Theory

Learning Objectives:

- Explain core principles of psychodynamic theory
- Apply core principles of psychodynamic theory to case assessment

Reading

Payne, M. (2014). *Modern Social Work Theory, 4th edition*. Chicago, IL: Lyceum Books.
Chapter 4: Psychodynamic Practice (pp.93-125)

Cabaniss, D. L., Cherry, S., Douglas, C. J., & Schwartz, A. R. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons.

- Part Two: Assessment (pp. 15-57).

Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of the American Academy of Child & Adolescent Psychiatry, 14*(3), 387-421.

Week 7: Cognitive-Behavioral Theory

Learning Objectives:

- Define core principles of cognitive-behavioral theory
- Apply principles cognitive-behavioral theory to practice

Reading

Payne, M. (2014). *Modern Social Work Theory, 4th edition*. Chicago, IL: Lyceum Books.
• Chapter 6: Cognitive-Behavioral Practice (pp. 93-125)

LaSala, M.C. (2006). Cognitive and environmental interventions for gay males: Addressing stigma and its consequences. *Families in Society, 87*, 181-189.

Week 8: Trauma-Informed Perspectives & Applications

Learning Objectives:

- Explain core principles of trauma-informed care
- Identify how complex trauma shapes behavior
- Apply principles of trauma-informed care to casework

Reading

Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal, 43*(1), 25-37.

Sweeney, A., Filson, B., Kennedy, A., Collinson, L., & Gillard, S. (2018). A paradigm shift: relationships in trauma-informed mental health services. *BJPsych advances, 24*(5), 319-333.

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M.,...& Mallah, K. (2017). Complex trauma in children and adolescents. *Psychiatric annals, 35*(5), 390-398.

Blaustein M.E., Kinniburgh K.M. (2017) Attachment, Self-Regulation, and Competency (ARC). In: Landolt M., Cloitre M., Schnyder U. (eds) Evidence-Based Treatments for Trauma Related Disorders in Children and Adolescents. Springer, Cham. pp. 299-319

Menschner, C., & Maul, A. (2016). *Key ingredients for successful trauma-informed care implementation*. Center for Health Care Strategies, Incorporated.

Week 9: Assessment with Individuals: Exploring Challenges and Strengths

MIDTERM

Learning Objectives:

- Be able to assess for client strengths and problems.
- Be able to assess for intrapersonal, interpersonal, and environmental issues.

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 8. Assessment: Exploring and Understanding Problems and Strengths (pp. 186-215)
- Chapter 9. Assessment: Intrapersonal, Interpersonal, and Environmental Factors (pp. 216-250)

Bisman, C. (2014). *Social work: Value-guided practice for a global society*. New York: Columbia University Press.

- Chapter 4: Evidence for knowledge-guided assessments (pp. 93-129)

Week 10: Intervention with Individuals: Planning, Contracting, and Goal-Setting

Learning Objectives:

- Identify process for developing goals and formulating a contract with clients
- Articulate how to plan and implement change-oriented strategies

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 12. Developing Goals and Formulating a Contract (pp. 312-362)
- Chapter 13. Planning and Implementing Change-Oriented Strategies (pp. 364-422)

Ridley, C. R. (2005). *Overcoming unintentional racism in counseling and psychotherapy* (2nd ed.). Thousand Oaks, Calif.: Sage.

- Chapter 8: Setting culturally relevant goals (pp. 106-122)

Week 11: Intervening with Individuals: Strategies to Enhance Change

Learning Objectives:

- Identify barriers to change
- Apply strategies for addressing barriers to change in casework
- Explain core principles of Motivational Interviewing and its role in addressing barriers to change.

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 18. Managing Barriers to Change (pp. 535-566)

Dillon, C. (2003). *Learning from mistakes in clinical practice.* Brooks/Cole Publishing Company.

- Chapter 5: Assessment and Contracting (pp. 90-117).

Hohman, M. (2015). *Motivational interviewing in social work practice.* Guilford Publications.

- Chapter 2: The Heart of Motivational Interviewing (pp.15-29).
- Chapter 7: Rolling with Resistance Motivational Interviewing with Adolescents or You Can't Make Me (pp. 99-114)

Finn, J. L. (2016). *Just practice: A social justice approach to social work.* Oxford University Press.

- Chapter 7 Excerpt: Action and Accompaniment (pp. 287-305)

UNIT IV: UNDERSTANDING AND INTERVENING WITH FAMILIES AND GROUPS

Week 12: Assessment and Intervention with Families

Learning Objectives:

- Identify core principles in assessing family function
- Apply strategies for for enhancing family functioning to casework

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 10. Assessing Family Functioning in Diverse and Cultural Contexts (pp. 251-278)
- Chapter 15. Enhancing Family Functioning and Relationships (p. 455-483)

LaSala, M. C. (2013). Out of the darkness: Three waves of family research and the emergence of family therapy for gay and lesbian people. *Clinical Social Work, 42*, 267-276.

Week 13: Assessment and Intervention with Groups

Learning Objectives:

- Identify core components in assessing social work groups
- Apply intervention strategies in groups to casework.

Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 11. Forming and Assessing Social Work Groups (279-311)
- Chapter 16. Intervening with Groups (pp. 484-511)

UNIT VI: ENDINGS AND BEGINNINGS

Week 14: Connecting Micro and Macro Practice

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10th ed.* Boston, MA: Cengage Learning.

- Chapter 14: Developing Resources, Organizing, Planning and Advocacy as Intervention Strategies (pp. 439-369).
- Chapter 19 The Final Phase: Evaluation and Termination (pp. 568-572).

Austin, M. J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible? *Journal of Community Practice, 13*(4), 9-30.

Bosk, E. A. (2013). Between badness and sickness: Reconsidering medicalization for high risk children and youth. *Children and Youth Services Review, 35*(8), 1212-1218.

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal, 35* (2), 79-90.

Heron, B. (2005). Self-reflection in critical social work practice: subjectivity and the possibilities of resistance. *Journal of Social Work Education, 6*(3), 3441-3451.

Wood, G.G., & Tully, C.T. (2006). *The structural approach to direct practice in social work: A social constructionist perspective* (3rd ed.). New York: Columbia University Press.

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