19:910:577 Social Work Practice in Complex Times

Instructor:

Office hours:
Telephone:
Email:

I. Catalog Course Description (Social Work Practice in Complex Times)

Introduction to working with diverse populations in complex situations. This course is presented in 3 sections: 1) the use of communication technology (e-social work) in providing social work services; 2) it addresses social work practice in the context of COVID-19; and 3) the importance of self-care to prevent vicarious traumatization and preserve students’ wellbeing. The sections are taught in 3 separate 5 week modules creating the single class across the 15 week semester.

II. Course Overview

Though 3 separate but related 5 week modules, this course explore social work practice in complex times. The course starts with first set of modules 5 weeks that provides students with an overview of how technology can be used in the practice of social work. It will review the basics of the individual technologies, the ethics and laws around their use, considerations for different populations, and the opportunity to practice in the use of them with both a micro and a macro focus, the second 5 weeks provide students with a foundation in understanding how social work practice is impacted by a pandemic using the COVID-19 as an example, and the final set of modules teaches students about the importance of self-care in social work practice, especially in times of a pandemic or other adverse events when both clients and practitioners are impacted.

III. Place of Course in Program

This is a general elective.

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

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE’s accreditation standards can be reviewed at www.cswe.org

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the
CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW 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 individual, 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 2: Engage Diversity and Difference in Practice** Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

**V. Course Learning Goals**

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as
addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:
1. Identify how a pandemic impacts individuals, families, groups, and organizations.
2. Outline ways a pandemic can impact social work practice.
3. Explore social and health disparities exacerbated by COVID-19
4. Describe the evolution of technology in social work practice.
5. Explore the importance of self-care as social worker
6. Describe self-care techniques
7. Discuss elements of burnout and vicarious trauma
8. Describe and critically analyze the ethical and legal implications of the use of technology in social work practice.
9. Identify and describe how technology is social work practice can support or disadvantage certain populations. Discuss ways to support the disadvantaged populations.
10. Demonstrate utilization of technologies to explore the social work role in practice to gain the skills and knowledge to integrate telehealth knowledge into 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**

There is no required text for this course, all readings can be accessed through Canvas course shell via the Reading List and through links in the Canvas Shell.

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

VIII. **Course Attendance and Participation Policies**
Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions.

**VIII. Diversity Statement**

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with your instructor if you experience any concerns in this area.

**IX. Assignments and Grading**

*SSW MSW Grading Scale:* Below is the grading scale for the MSW program

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-81</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
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*Scores to be rounded up at .5

**Group Weight**

- Covid Discussions 10%
- eSocial Work Practice Final Assignment 20%
- Self-Care Final Assignment 20%
- Self-Care Discussions 10%
- eSocial Work Practice Discussions 10%
- Assignments 10%
- Covid Final Assignment 20%

Total for the Entire Class 100%

**X. Academic Resources**

**Library Research Assistance**

*Meredith Parker* is the social work the social work librarian on the New Brunswick Campus

*Meredith.parker@rutgers.edu* p. 848-932-6124; *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.

**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-services/writing-tutoring](https://rlc.rutgers.edu/student-services/writing-tutoring)

**Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment. [http://www.ncas.rutgers.edu/writingcenter](http://www.ncas.rutgers.edu/writingcenter)

**Additional Online Resources**

**APA Style**

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association, 7th edition* (2020). It can be purchased at [APA Manual 7th Edition](https://owl.english.purdue.edu/owl/resource/560/01/). The Purdue OWL website also provide assistance with APA style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Email Etiquette for Students**

[https://owl.english.purdue.edu/owl/resource/694/01/](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**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](https://www.rutgers.edu/academic-integrity) in its’ entirety.
As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic
integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.**

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, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

XV. **Course Outline**

At the end of this module students will be able to:
1. Describe the evolution of technology in social work practice
2. Define e-social work practice
3. List some of the advantages and disadvantages of the use of technology in social work practice

Lecture: What is eSocial Work practice?

Required Readings and Media


Youth Collaboratory. [Youth Collaboratory]. (2016, January 20). *How technology is changing social services forever - Calvin Smith* [video file]. YouTube. [https://www.youtube.com/watch?v=ZkISXJldTA](https://www.youtube.com/watch?v=ZkISXJldTA)


Lecture:


Required Reading/Media:


*Required Readings/Media*


Health Resources & Services Administration. (2020, Nov 18). *What is telehealth?* Telehealth.hhs.gov. https://telehealth.hhs.gov/patients/understanding-telehealth/?gclid=CjwKCAiAqAg8f-BRBtEiwAGr3Dga0g90U_JY1ecOSRG8zdT_mtOiYZDPNZj4l6IWx_bsOpJdGrVdVAWxoCnAcQAvD_BwE


Listen to this Podcast:


Review video:

Doxy.me. (2020, April 2). *What is Doxy.me?* [Video]. YouTube. https://www.youtube.com/watch?v=1K4NAldaf1U&list=PL6dNAFGMSznIW4CpUtaJY1jWhgybGL7W8
Morris, A. [CornerstoneEdm]. (2020, April 3). *How to Use Doxy.me on Your Phone [Video].* YouTube, https://www.youtube.com/watch?v=n0Dpz7CP8Rk

*Sign up for the provider version of Doxy.me*

Review:
A flyer about Doxy.me written to help guide patients:

Doxy.me. (2020). *Check-in flyer for patients* (flyer). Doxy.me.

**Social Work in Complex Times Module 4/eSocial Work Practice Module 4: eSocial Work Practice**

**Conducting social work in a virtual or online format (Lecture)**
**Lecture: How to engage clients in online social work:**

**Required Readings/Media**

Review this webpage:

*How to host a successful virtual fundraiser for your nonprofit -*
https://www.wildapricot.com/blog/virtual-fundraiser

**Required Readings**


**Social Work in Complex Times Module 5/eSocial Work Practice Module 5: Population specific uses**

**Video:** Dr. Dena O’Malley
The Use of an App in Social Work with Cancer Survivors
Required Readings/Media

Social Media in Agency Settings (Grocher, Wolf & Goldkind)

- Use of Social Media, Chapter 10 Download Use of Social Media, Chapter 10

How to keep kids engaged in teletherapy?

- Teletherapy: Keeping Kids Engaged (Links to an external site.) (Links to an external site.)

Rural Health Communities

- The Rural Digital Divide | Roberto Gallardo | TEDxJackson (Links to an external site.)

Articles to read


COVID-19 and Social Work Practice

Social Work in Complex Times Module 6/COVID-19 Module 1: Pandemics- An Overview and History

At the end of this module students will be able to:

1. Recognize what COVID-19 is and what its impacts are
2. Consider how we are connected more broadly with nature/the world around us
3. Compare COVID-19 with other historic viruses

Required Readings/Media


Recommended Readings/Media


Social Work in Complex Times Module 7/COVID-19 Module 2: COVID-19 and Social Inequality

At the end of this module students will be able to:
1. Identify steps in applying a critical social work framework to evaluate a problem like COVID-19
2. Examine COVID-19 from a broad based perspective
3. Evaluate how COVID-19 is related to health care inequities and disparities
Required Readings/Media


Recommended Readings/Media


Social Work in Complex Times Module 8/COVID: 19 Module 3 Congregate Care, Mass Incarceration and COVID-19

At the end of this module students will be able to:
1. Examine what social distancing meaning in congregate care and in mass incarceration facilities
2. Describe the structural concerns in nursing facility industry
3. Explain marketize as it relates to congregate care facilities

Required Readings/Media


Recommended Readings/Media


Social Work in Complex Times Module 9/COVID-19: Module 4 Social Work in an Acute Skilled Care Facility

At the end of this module students will be able to:
1. Examine what it is like to work as a social worker in a nursing/skilled care facility
2. Explain how the ethical principles in the NASW Code of Ethics relate to our commitment as employees in a skilled care facility
3. Explore how the organizational setting impacts the social worker as an employee

Required Readings/Media


At the end of this module students will be able to:
1. Examine the racial inequities in how COVID-19 has impacted communities
2. Illustrate how access to incomplete national data contributes to social and health inequities
3. Summarize the social impacts of COVID-19 by reflecting back on all modules in this section

Required Readings/ Media


**Recommend Reading/Media**


**Self-Care for Professional Practice**

**Social Work in Complex Times Module 11/Self-Care Module 1:Impact of Social Work on Social Workers**

**Overview:** This module focuses on the various levels of impact the field of social work has on its professionals. These include physical, emotional, psychological, and spiritual effects that are the result of working with vulnerable populations.

At the end of this module students will be able to:
1. Understand the significant impacts on those in helping professions when serving clients.
2. Identify individual and organizational factors that could contribute to adverse reactions in social workers.
3. Review of the Adverse Childhood Experiences (ACEs) study and its relationship to helping professionals.

**Required Readings**


Recommended Readings


Video Resource:

Social Work in Complex Times Module 12/Self-Care Module 2: What is Vicarious Trauma and Burnout?

At the end of this module students will be able to:
1. Define vicarious trauma and burnout
2. Identify examples of possible signs or symptoms

Required Readings


**Recommended Reading and Media:**


**Video resources:**


Juliette Watt: Compassion Fatigue: What is it and do you have it?

Amy Cunningham: Drowning in Empathy: The Cost of Vicarious Trauma

**Social Work in Complex Times Module 13/Self-Care Module 3: Importance of Self-Care**

At the end of this module students will be able to:

1. Define self-care and recognize its role-in becoming an effective practitioner
2. Identify the multilevel impact of secondary traumatic stress to social work practice

**Required Readings**


**Recommended Readings**


**Social Work in Complex Times Module 14/Self-Care Module 4: Self Care during Crisis**

At the end of this module students will be able to:

1. Understand how crisis impacts social work practice
2. Identify strategies that promote well-being while continuing to practice effective social work.

*Required Readings*


**Social Work in Complex Times Module 15/Self Care Module 5: Self-care Strategies**

At the end of this module students will be able to:

1. Identify the different aspects of self-care, such as physical, emotional, and psychological well-being
2. Review the role of supervision, mutual aid and peer support as self-care strategies in professional practice
3. Create a self-care plan that incorporates practical, accessible and realistic strategies.
Required Readings

