RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE OUTLINE
Spring 2022

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 disparitites 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

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*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.edu973-353-5909; **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

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.
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. The Purdue OWL website also provide assistance with APA style
https://owl.english.purdue.edu/owl/resource/560/01/

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

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 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; <u>Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved</u>; 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

eSocial Work Practice

Social Work in Complex Times Module 1/eSocial Work Practice: Module 1: Introduction: eSocial Work Practice

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

How Technology is Transforming Social Work Practice and Formation. (2020, March 1). CITI I/O. Retrieved March 15, 2020, from https://citi.io/2020/01/30/how-technology-is-transforming-social-work-practice-and-formation/

Mishna, F., Bogo, M., Root, J., Sawyer, J. L., & Khoury-Kassabri, M. (2012). "It just crept in": The digital age and implications for social work practice. *Clinical Social Work Journal*, *40*(3), 277-286.

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=ZklSXZJldTA

Social Work in Complex Times Module 2/eSocial Work Practice Module 2: Legislation, Policies and Ethics in eSocial Work Practice

Lecture:
NASW-PA. [NASW-PA]. (2017, October 17). *A Review of the New Standards for Technology in Social Work Practice* [video file]. YouTube. https://www.youtube.com/watch?v=Gj8hjvikp44

Required Reading/Media:

Barsky, A. E. (2017). Social work practice and technology: Ethical issues and policy responses. *Journal of Technology in Human Services*, *35*(1), 8-19.

Belluomini, E. (2020, March 8). Bridging the Digital Divide is Social Work Practice. https://socialworksdigitaldivide.blogspot.com/p/why-this-topic.html.

National Association of Social Workers. (2017, June 28). *NASW, ASBW, CSWE, & CSWA Standards for Technology in Social Work Practice.* ASWB. https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Social Work in Complex Times Module 3/eSocial Work Practice Module 3: Technology: Infrastructure and Applications, Integrating with Social Work Practice

Required Readings/Media

Camper, B.A., Felton, M.B. (2020). Telemental Health: Legal Considerations for Social Workers. *NASW*. Retrieved March 15, 2020 from https://www.socialworkers.org/About/Legal/HIPAA-Help-For-Social-Workers/Telemental-Health

Chan, C. (2016). A scoping review of social media use in social work practice. Journal of Evidence-Informed Social Work, 13(3), 263-276.

Health Resources & Services Administration. (2020, Nov 18). *What is telehealth?* Telehealth.hhs.gov. https://telehealth.hhs.gov/patients/understanding-telehealth/?gclid=CjwKCAiAq8f-BRBtEiwAGr3Dga0g90U_JY1ecOSRG8zdT_mtOIYZDPNZj4l6IWx_bsOpJdGrVdVAWxoCnAcQAvD_BwE

Knight, A.S., (2016). Technology Trends: Training Social Workers in Telebehavioral Health Care. *Social Wok Today, 16*(2), 6. Retrieved from https://www.socialworktoday.com/archive/032216p6.shtml

Stanhope, V. (2019). Electronic Health Records: A New Frontier for Social Work Research and Practice. *Society for Social Work and Research.* Retrieve March 15, 2020 from https://sswr.confex.com/sswr/2019/webprogram/Session9924.html

Listen to this Podcast:

Spencer, P. (Host). (2020, May 12). Tips for Successfully Implementing Teletherapy (EP52) [Audio podcast episode]. In *NASW Social Work Talks Podcast.* NASW. https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP52-Tips-for-Successfully-Implementing-Teletherapy

Review video:
Doxy.me. (2020, April 2). *What is Doxy.me?* [Video]. YouTube. https://www.youtube.com/watch?v=1K4NAldaflU&list=PL6dNAFGMSznlW4CpUtaJYljWhgybGL7W8

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.
https://help.doxy.me/en/articles/95857-check-in-flyer-for-patients

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:
Andrews, A. (2020, March 19). *Making the Most Out of Teletherapy During COVID-19.* Two
chairs. https://www.twochairs.com/blog/2020/03/19/making-most-out-teletherapy-during-covid-19/

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

Gillingham, P. (2019). Developments in electronic information systems in social welfare
agencies: From simple to complex. *The British Journal of Social Work*, *49*(1), 135-146.

Morey, C. (2021). Virtual family town hall: An innovative multi-family telehealth intervention
during COVID-19. *Social Work in Health Care*, *60*(2), 166-176.

Ramsey, A. T., & Montgomery, K. (2014). Technology-based interventions in social work
practice: A systematic review of mental health interventions. *Social Work in Health
Care*, *53*(9), 883-899.

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.)](#)
- [https://www.socialworker.com/feature-articles/technology-articles/technology-and-the-evolution-of-safe-space-for-women/ (Links to an external site.)](#)

Articles to read
- [Kim, E. H., Gellis, Z. D., Bradway, C. K., & Kenaley, B. (2019). Depression care services and telehealth technology use for homebound elderly in the United States. *Aging & mental health*, *23*(9), 1164-1173.   Download Kim, E. H., Gellis, Z. D., Bradway, C. K., & Kenaley, B. (2019). Depression care services and telehealth technology use for homebound elderly in the United States. Aging & mental health, 23(9), 1164-1173.](#)
- Craig, S. L., Iacono, G., Pascoe, R., & Austin, A. (2021). Adapting clinical skills to telehealth: Applications of affirmative cognitive-behavioral therapy with LGBTQ+ youth. *Clinical Social Work Journal*, 1-13.
- Traube, D. E., Cederbaum, J. A., Taylor, A., Naish, L., & Rau, A. (2021). Telehealth training and provider experience of delivering behavioral health services. *The Journal of Behavioral Health Services & Research*, *48*(1), 93-102.

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

[Dr. Finch's Lab]. (2016, July 14). Viruses vs. Bacteria What's The Difference? [Video]. YouTube. https://www.youtube.com/watch?v=P_9DXEnEd-Q

Ccu cgg cgg gca. (2020, May 19). *The 12 Letters that changed the world*. El Pais. https://elpais.com/elpais/2020/05/18/ciencia/1589818040_544543.html

Kugeler, K. (Host). (2020, Feb 22). Epidemiology of Human Plague in the United States, 1900–2012 [Audio podcast episode]. CDC Podcast. *Centers for Disease Control and Prevention.* https://tools.cdc.gov/medialibrary/index.aspx#/media/id/303155

Sauer, L. M. (2020, December 01). What Is Coronavirus? *Hopkins Medicine*. Retrieved December 01, 2020, from https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus

VisualCapitalist. (2020). Visualizing the History of Pandemics. [Infographics]. visualcapitalist.com https://www.visualcapitalist.com/history-of-pandemics-deadliest/

Recommended Readings/Media

Center of Disease Control and Prevention. (n.d.). Similarities and Differences between Flu and COVID-19 *CDC*. Retrieved December 1, 2020 from https://www.cdc.gov/flu/symptoms/flu-vs-covid19.htm

European Environment Agency. (2020, October 27). EEA COVID Debate No.4: COVID-19 and Nature - the Planetary Boundaries [Video]. YouTube. https://www.youtube.com/watch?v=cSX7zi1Y1g4

Hamblin, J. (2020, May 1). Should You Get an Antibody Test?: A User's Guide to the Immune System. *The Atlantic*. https://www.theatlantic.com/health/archive/2020/05/coronavirus-antibody-test-immunity/611005/

Library of Congress. (2020, April 7). *"The Great Influenza" John M. Barry in conversation with David Rubenstein* [Video]. YouTube. https://www.youtube.com/watch?v=X9pC6WW12qE

Sayer, Andrew (1997). Critical realism and the limits to critical social science. *Journal for Theory of Social Behavior*, 27(4): 473-488.

Tidus Coop. (2-19, July 31). *"What the Health documentary"* [Video]. YouTube. https://www.youtube.com/watch?v=X1QDkpUPiI8

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

APM Research Lab Staff. (n.d.). The Color of Coronavirus: Covid-19 Deaths by Race and Ethnicity in the U.S. APMresearchlab.org. https://www.apmresearchlab.org/covid/deaths-by-race

Barbaro, M. (Host). (2020, May 20). Why is the pandemic killing so many Black Americans? [Audio Podcast episode]. In *The Daily*. 89.3KPCC. https://www.scpr.org/programs/the-daily/2020/05/20/79570/

Ray, R. (2020, April 9). Why are Blacks Dying at Higher Rates of Covid-19. *Fixgov, Brookings*. https://www.brookings.edu/blog/fixgov/2020/04/09/why-are-blacks-dying-at-higher-rates-from-covid-19/

The Robert Wood Johnson Foundation. (n.d.). *Health Policy in Brief: Promoting evidence-based policies to improve health and well-being in America*. https://www.rwjf.org/en/library/collections/health-policy-in-brief.html

Recommended Readings/Media

BBC The Inquiry. (2018, Apr 26). What's Killing Black American Babies? [Video]. BBC. https://www.bbc.co.uk/programmes/w3cswqt4

BBC The Inquiry. (2020, May 6). Why are so many ethnic minorities dying in the UK and US? [Video]. BBC. https://www.bbc.co.uk/programmes/w3cszl3b

Grand Challenges for Social Work. (2020, May 12). *Covid-19-Learnng from History about Disaster and Economic Inequality*. [Video]. YouTube. https://www.youtube.com/watch?v=gArxc8Mz-UA&feature=youtu.be

Oxfamamerica. (2014, October 29). Even it up: Time to end extreme inequality. https://www.oxfamamerica.org/explore/research-publications/even-it-up/

Piketty, T. (2014, June). *New thoughts on capital in the twenty-first century* [Video]. TED. https://www.ted.com/talks/thomas_piketty_new_thoughts_on_capital_in_the_twenty_first_century

Ready to Work, Uprooting Inequity --- https://www.labor.ucla.edu/publication/ready-to-work-uprooting-inequity-black-workers-in-los-angeles-county/

UC Berkeley Labor Center (2020). *Health coverage of California workers most at risk of job loss due to COVID-19*. UC Berkeley. http://laborcenter.berkeley.edu/health-coverage-ca-workers-at-risk-of-job-loss-covid-19/

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

Brennan Center for Justice. (n.d.). *Brennan Center for Justice*: https://www.brennancenter.org/

Brookings Center. (2020, May 18). *The impact of COVID-19 on prisons* [Video]. YouTube.
https://youtu.be/zGwKHFkV6y4

Goldstein, M., Gabeloff, R., Silver-Greenberg, J. (2020, Sep 10). Pandemic's Costs Stagger the Nursing Home Industry. *The New York Times.*
https://www.nytimes.com/2020/04/21/business/coronavirus-nursing-home-finances.html

Harrington, C., & Edelman, T. S. (2018). Failure to Meet Nurse Staffing Standards: A Litigation Case Study of a Large US Nursing Home Chain. *Inquiry : a journal of medical care organization, provision and financing*, *55*, 46958018788686.
https://doi.org/10.1177/0046958018788686

Phneuf, K., M., & Carlesso, J. (2020, Apr 15). Nursing homes caring for COVID-19 patients on brink of catastrophe if state doesn't act, industry leaders warn. *The CT Mirror.*
https://ctmirror.org/2020/04/15/nursing-homes-caring-for-covid-19-patients-on-brink-of-catastrophe-if-state-doesnt-act-industry-leaders-warn/

Recommended Readings/Media

Amend. (2020, May 1). *COVID-19 in Correctional Settings for Residents* [Video]. Vinmeo.
https://vimeo.com/408217505

Moyers On Democracy. (2013, Dec 20). *Michelle Alexander: Locked Out of the American Dream* [Video]. Vinmeo. https://vimeo.com/82266062

Moyers On Democracy. (2015, Mar 5). *Michelle Alexander Speaks Out on "The New Jim Crow"* [Video]. YouTube. https://youtu.be/T79I1PLT5Ks

The Appeal. (n.d.). *The Appeal*. https://theappeal.org/

UCLA Center for Social Medicine and Humanities. (2020, April 18). *Covid-19 and Incarceration: What is happening?* [Video]. YouTube. https://youtu.be/8RkQ4Elgvrs

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

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

Pao, M., & Chang, A. (Host). (2020, May 11). New Jersey Investigates State's Nursing Homes, Hotbed Of COVID-19 Fatalities [Audio podcast episode]. In *NPR*. https://www.npr.org/sections/coronavirus-live-updates/2020/05/11/854063582/new-jersey investigates-states-nursing-homes-hotbed-of-covid-19-fatalities

Social Work in Complex Times Module 10/COVID-19: Module 5 Racial Inequity and COVID-19

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

Allop, J. (2020, Jul 7). The fight for COVID-19 data, and what the press can do with it. Columbia Journalism Review. https://www.cjr.org/the_media_today/covid-19_racial_disparities_data.php

Centers for Disease Control and Prevention. (2020, July 24). *Health Equity Considerations and Racial and Ethnic Minority Groups.* CDC. https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/racial-ethnic-minorities.html

Sedensky, M., & Condon, B. (November 19, 2020). Not just COVID: Nursing home neglect deaths surge in shadows. https://apnews.com/article/nursing-homes-neglect-death-surge-3b74a2202140c5a6b5cf05cdf0ea4f32

Wrigley-Field, E. (2020). US racial inequality may be as deadly as COVID-19. *Proceedings of the National Academy of Sciences* 117, 21854–21856. doi:10.1073/pnas.2014750117

Recommend Reading/Media

Fraser, F. (2000, May/June 3). Rethinking Recognition. *New Left Review*.
https://newleftreview.org/issues/II3/articles/nancy-fraser-rethinking-recognition

New York Times. (2020. Dec 4). More the 40% of U.S. Coronavirus Deaths are linked to Nursing Homes. *The New York Times*.
https://www.nytimes.com/interactive/2020/us/coronavirus-nursing-homes.html

Oppel, R., A., Gebeloff, R., Rebecca Lai, K.K., Wright, W., & Smith, M. (2020, Jul, 5). The fullest Look Yet at the Racial Inequity of Coronavirus. *The New York Times*.
https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html

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

Dane, B. (2002). Duty to inform: Preparing social work students to understand vicarious traumatization. *Journal of Teaching in Social Work, 22*(3/4),4

Fahy, A. (2007). The unbearable fatigue of compassion: Notes from a substance abuse counselor who dreams of working at Starbuck's. *Journal of Clinical Social Work, 35*, 199–205.

Jason M. Newell & Debra Nelson-Gardell (2014) A competency-based approach to teaching professional self-care: an ethical consideration for social work educators, *Journal of Social Work Education, (50),*3, 427-439, DOI: 10.1080/10437797.2014.917928

Recommended Readings

Moore, Sharon & K. Bledsoe, Linda & Perry, Armon & Robinson, Michael. (2011). Social work students and self-care: A model assignment for teaching. *Journal of Social Work Education. 47.* 545-553. 10.2307/23044470.

Newell, J. M. & Nelson-Gardell, D. (2014). A competency-based approach to teaching professional self-care: An ethical consideration for social work educators. *Journal of Social Work Education, 50*(3), 427-439. 10.1080/10437797.2014.917928

O'Neill, M., Slater, G.Y., & Batt, D. (2019). Social work student self-care and academic stress. *Journal of Social Work Education, 55*(1), 141-152.

Parks, T., & Hernandez, A. (2019). Adverse childhood experiences and coping methods for social work students. *Electronic Theses, Projects, and Dissertations. 817.* Retrieved from https://scholarworks.lib.csusb.edu/etd/817.

Wilson, F. (2016). Identifying, preventing, and addressing job burnout and vicarious burnout for social work professionals. *Journal of Evidence-Informed Social Work, 13*(5), 479–483.

Video Resource:
How childhood trauma affects health across a lifetime (Nadine Burke Harris | TEDMED 2014)
https://ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread

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

Bynum, N. (2009). Dr. Siddharth Ashvin Shah describes vicarious trauma (Secondary Traumatic Stress). https://www.youtube.com/watch?v=BmbSqrnduKA Retrieved September 20, 2016

Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self- care. *Journal of Clinical Psychology*, *58*(11), 1433-1441.

Slattery, S. M. & Goodman, L. A. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. *Violence against Women, 15*(11), 1358–1379.

Tarshis, S., & Baird, S.L. (2019). Addressing the indirect trauma of social work students in intimate partner violence (IPV) field placements: A framework for supervision. *Clinical social Work Journal, 47*, 90-102.

Recommended Reading and Media:

Bober, T., & Regeher, C. (2006). Strategies for reducing secondary or vicarious trauma: do they work? Oxford Journals Brief Treatment and Crisis Interventions. 6 (1), 1-9

Video resources:
T. (2015, April 23). Beyond the Cliff | Laura van Dernoot Lipsky | TEDxWashingtonCorrectionsCenterforWomen. Retrieved September 20, 2016

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

Azar, S.T. (2000). Preventing burnout in professionals and para professionals who work with child abuse and neglect cases. *Journal of Clinical Psychology, 56*(5), 643–663.

Choi, G.Y. (2017). Secondary traumatic stress and empowerment among social workers working with family violence or sexual assault survivors. *Journal of Social Work, 17*(3), 358-378.

Ayala, J. et al. (2018) Restructuring social work field education in 21stCentury *Cananda. Canadian Social Work Review* / Revue canadienne de service social , Vol. 35, No. 2pp. 45-66.

Recommended Readings

Cuartero, M.E., & Campos-Vidal, J.F. (2019). Self-care behaviours and their relationship with satisfaction and compassion fatigue levels among social workers. *Social Work in Health Care, 58*(3), 274-290.

Killian, K. D. (2008). Helping till it hurts? a multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. *Traumatology*, *14*(2), 32–44. https://doi.org/10.1177/1534765608319083

Lewis, M.L., & King, D.M. (2019). Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout, and vicarious trauma. *Journal of Human Behavior in the Social Environment, 29*(1), 96-106.

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

Evans, T., Bira, L.,Gastelbum,J., Weiss,T.,Vanderford,N. (2018). Evidence for a mental health crisis in graduate education. *Nature Biotechnology . 36* (3) 282 -284.

Powers, M., & Engstrom, S. (2019). Radical self-care for social workers in the global climate crisis. *Social Work, 65*(1), 29–37. https://doi.org/10.1093/sw/swz043

Pulido, M.L. (2007). In their words: secondary traumatic stress in social workers responding to the 9/11 terroristic attacks in New York City. *Social Work, 52*(3), 279-281.

Quevillon, R., Gray, B., Erickson, S., Gonzalez, E., & Jacobs, G. (2016). Helping the helpers: assisting staff and volunteer workers before, during, and after disaster relief operations. *Journal of Clinical Psychology, 72*(12), 1348–1363. https://doi.org/10.1002/jclp.22336

Ting, J. (2011). Current Levels of Perceived Stress among Mental Health Social Workers Who Work with Suicidal Clients. *Social Work (New York)*, *56*(4), 327–336. https://doi.org/10.1093/sw/56.4.327

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

Dobkin, P., Bernardi, N., Isnad, B. (2106) Enhancing clinicians well-being and patients centered care through mindfulness. *Journal of Continuing Education in Health Professions,* 11-16.

Fontes, L. A. (1995). Sharevision: collaborative supervision and self-care strategies for working with trauma. *The Family Journal*, *3*(3), 249–254. https://doi.org/10.1177/1066480795033012

MacKay, L. M. (2017). Differentiation of self: Enhancing therapist resilience when working with relational trauma. *Australian & New Zealand Journal of Family Therapy, 38*(4), 637-656. doi:10.1002/anzf.1276

Sansbury, B. S., Graves, K., & Scott, W. (2015). Managing traumatic stress responses among clinicians: Individual and organizational tools for self-care. *Trauma, 17*(2), 114-122. doi:10.1177/1460408614551978