

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**GENERALIST SOCIAL WORK PRACTICE II  
SWK 6004  
SPRING, 2020**

**Sequence Chairs: Dr. Jill Becker Feigeles  
Dr. Lynn Levy**

**ERES: wurzweiler**

**COURSE DESCRIPTION**

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

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

**I. COURSE COMPETENCIES**

This course addresses Council on Social Work Education Competencies #3, #6, #7, #8, and #9 as described below. Competencies #3 and #9 were measured using student outcome data.

**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.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

Social Workers use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **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.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

Social workers select appropriate intervention.

### **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.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and,

Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

### **COURSE COMPETENCY OUTCOMES**

Competencies #3 and #9 were measured using student outcome data.

### **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, healthcare, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about the 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 apply their understand of social , economic, and environmental justice to advocate for human right at the individual and system levels; and
- Social workers engage in practices that advance social, economic, and environmental justice.

#### **Competency #3 Measure Competency Indicator 3A**

Continuously discover, appraise and attend to changing locales, populations, scientific and technological development and emerging societal trends to provide relevant social services.

### **Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers select and use appropriate methods for evaluation of outcomes;

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

Social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Competency #9 Measure**  
**Competency Indicator 9A**

Analyze, monitor and evaluate interventions.

**II. INSTRUCTIONAL METHODS**

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role plays, and presentations from field experience.

**III. COURSE EXPECTATIONS AND GRADING**

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 75% each for written assignments and 25% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

**Texts for the Course**

- Hepworth, D.H., Rooney, R.H., Rooney, D.R., Strom-Gottfried, K. & J.A. (2017). Direct social work practice: Theory and skills, 10th edition. Cengage Learning/Brooks Cole. ISBN: 978-1305633803, \$150.00
- Shulman, L. (2016). The skills of helping individuals, families, groups and communities, 8th edition. Cengage Learning/Brooks Cole. ISBN: 978-1-305-49793-1 \$188.28.

**Recommended Texts:**

- Compton, B. & Galaway, B. (2004). Social work processes, 7th edition. Pacific Grove, California: Brooks/Cole Publishing Company. ISBN: 9780534365592 \$55
- Saleebey, D. (2012). The strengths perspective in social work practice, 6th edition. New York and London: Longman. ISBN: 9780205011544, \$120.00.
- Turner, F. (2011). Social work treatment: Interlocking theoretical approaches. 6th edition New York: Oxford University Press ISBN: 978-0190239596 \$66.00

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

**IV. COURSE REQUIREMENTS**

Midterm Assignment I (Due 7th class)

This assignment addresses competencies #6, #7 and #8.

**APPLICATION OF THEORY TO ASSESSMENT & INTERVENTION**

- Identify a client/case with whom you have had an ongoing case. Keep in mind that a case can be an individual, a family, a couple, a group, or a community and need not be a client/case that you see weekly, but one with whom you have repeated contact. Apply a

- theory that has been discussed in this course that is most applicable to your current work with the client and to the fieldwork setting.
- Using the social work and other literature, describe the basic assumptions of this theory, interventions that apply to the theory, and the efficacy of this theory. What are the limitations of this theory? Discuss what makes this theory relevant to your fieldwork setting and your caseload.
  - Describe how you currently apply this theory or could envision application to guide your practice with your client. How does this theory inform your assessment of your client? Discuss all aspects of intersectionality, ie. gender, ethnic/religious identity and socioeconomic class.
  - Using a process recording or a piece of a process recording identify three clinical interventions you were attempting to use that relate to this theory. What was your intent? What was the real outcome? What would you do differently? Discuss the clinical interventions that you could envision initiating? What outcomes would you expect or hope to accomplish with their use?
  - Is this a theory that is sanctioned or suggested by the agency? If not, would utilizing this theory present conflict with the philosophy of your agency? How would you negotiate such a conflict?  
Would this be a value conflict between you and the agency and would it present an ethical dilemma for you?  
Is there another theory that might be useful in working with your client?

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including peer-reviewed journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 6th Edition is also required throughout the paper and on the Reference page.

Final Paper: Assignment II (Due 13th class)  
THE PROCESS OF TERMINATION

Using the social work literature, talk about the concept of the termination process.

- Why is termination such an important part of social work? Why can't we just say, "so long" and move on? Discuss the process of termination as it relates to your current field placement and the clients you serve.
- How will termination at your field placement and with your clients affect you? How do you relate to ending/termination in other areas of your life? Apply this to the social work knowledge related to conscious use of self and self-awareness.
- Select a client/case from your current caseload (or one with whom you have already terminated). Remember, a case can be an individual, a family, a couple, a group, or a community. Keep in mind that a case can be an individual, a family, a couple, a group, or a community and need not be a client/case that you see weekly, but one with whom you have repeated contact.
- What are the factors that led up to this termination? Is/was this a planned or unplanned termination?
- How did you introduce termination to the client/case? Were the responses/reactions what you anticipated? Discuss both yours and the client's response to termination. What concerns do you have for the client regarding termination?
- How do you think issues of intersectionality, ie. gender, culture, and socioeconomic status, sexual orientation, age, and religion affect the termination process? How would you appraise your client's access to and use of needed services?

- What specific social work skills are necessary for a successful termination? What are some of the common pitfalls social workers often fall into around termination?
- Include a part of a process recording where you talk to a client about saying goodbye and ending your working relationship. What skills are evident in this process recording? What is your self-assessment of your work in this particular area of termination? What could you have done differently?

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 6th Edition is also required throughout the paper and on the Reference page.

This assignment measures:

**Competency #3** – Advance Human Rights; Social Economic & Environmental Justice

**Indicator #3A** – Continually Appraise Relevant Social Services

**Competency #9** – Analyze, Monitor and Evaluate Interventions.

**Indicator #9A** - Analyze, monitor and evaluate interventions.

## V. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

## VI. E-Reserves

eReserve is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

### How do I Use E-RES?

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves"
3. If you wish to access e-reserves from the library home page (library.yu.edu), Please use "wurzweiler" all lower case, as the password. (January 8<sup>th</sup>, 2019 and forward)
4. If you have problems accessing e-reserves, please email: [ereserves@yu.edu](mailto:ereserves@yu.edu).

To view documents that are for pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at [www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

## VII. PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism

occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

### **VIII. HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

### **IX. COURSE OUTLINE**

#### **UNIT I. SOCIAL WORK VALUES AND THE CONSCIOUS USE OF SELF [SESSIONS 1-2]**

Competency Covered: 1

#### Learning Themes

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

#### Required Readings

- Hepworth, et al: Chapter 4, Operationalizing the cardinal social work values, 57-64.
- Review NASW Code of Ethics distributed last semester
- Bryan, V. (2006). Moving from professionally specific to the common morality: Essential content in social work ethics education. *Journal of Teaching in Social Work, 26*(3/4), 1-17. ERES
- O'Brien, P. (2014). Ethics do matter, but where? *Advances in SW, 15*(2), 261-277.
- Recuperro, P., Samama, E. (2005). Informed consent to E-therapy. *American Journal of Psychotherapy, 59*(4), 319-331. ERES
- Swartz, R. (2007-2008). Social work values in an age of complexity. *Journal of Social Work Values and Ethics, 4*, 1-6. ERES
- Urdang, E. (2010, Aug). Awareness of Self-A critical tool. *Social Education, Vol 29*(5):523-538 (ERES)

#### Recommended Readings

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

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

## **UNIT II. THEORIES OF CHANGE FOR CASEWORK AND FAMILY WORK (SESSIONS 3-7)**

### Learning Themes

The role of theory in guiding social work practice

Various theoretical orientations for casework practice

### **A. Theory for Social Work Practice**

#### Required Readings:

- Compton & Galaway: Chapter 4: Theoretical perspectives for social work practice, 118-152.
- Dean, R. G.. (2002). Teaching contemporary psychodynamic theory for contemporary social work practice. *Smith College Studies in Social Work*, 73(1), 11. (ERES)
- MacFarlane, C.D. (2006). My strength: A look outside the box at the strengths perspective. *Social Work*, 51(2), 175-176. ERES
- Shulman: Chapter 1: An interactional approach to helping, 2-50 [Review]; Chapter 5: Skills in the work phase, 161-241 [Review].
- Turner, F. (2011). *Social work treatment: Interlocking theoretical approaches*. New York: The Free Press, Chapter 1.

### **B. Cognitive Theory, Solution-Focused, Narrative, Crisis Intervention, & Social Learning**

England, S. (2010). Narrative therapy and elders with memory loss by Elizabeth Young: Narrative means to different ends. *Clinical Social Work Journal*, 38(2), 203-206. (ERES)

Enquist, M., Eriksson, K., & Ghirlanda, S. (2007). Critical social learning: A solution to Rogers's paradox of non-adaptive culture. *American Anthropologist*, 109(4), 727-734.

Horner, E., & Tully, P. D. (2016). Divorcing the voice of fear: A collaborative, narrative approach to anxiety. *The International Journal of Narrative Therapy and Community Work*, (2), 37-43.

Podea, D., Suciu, R., Suciu, C., & Ardelean, M. (2009). AN UPDATE ON THE COGNITIVE BEHAVIOR THERAPY OF OBSESSIVE COMPULSIVE DISORDER IN ADULTS. *Journal of Cognitive and Behavioral Psychotherapies*, 9(2), 221-233. (ERES)

#### Required Readings

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

- Bannink, F. P. (2007). Solution Focused Brief Therapy. *Journal of Contemporary Psychotherapy*, Vol. 37(2): 87-94.
- Edward S. Friedman, E.S., Thase, M. E., & Wright, J. E. (2008). Cognitive and Behavioral Therapies, pp. 1920-1947. In *Psychiatry*, Third Edition. Tasman, J. K., Lieberman, J. A., First, M. B., and Maj. M. (Eds.). John Wiley & Sons, Ltd. ISBN 978-0470-06571-6. (ERES)
- Greene, R.R.: Cognitive theory for social work, 173-205 ERES
- Lichtenstein, T. & Baruch, R. (1996, Feb.). "I was born from the earth" - Reconstructing the Adoption Self-Narrative in the treatment of a pre-adolescent girl. *Families in Society: The Journal of Contemporary Human Services* pp.90-97 (ERES)
- Williams C. & Garland, A. (2002). Identifying and challenging unhelpful thinking Advances in psychiatric treatment vol. 8, pp. 377–386 (ERES)

### C. Social Work with Families

#### Required Readings

- Basham, K. (2004). Transforming the legacies of childhood trauma in couple and family therapy. *Social Work in Health Care*, 39(3/4), 263-285. ERES
- Hepworth, et al.: Chapter 10: Assessing family functioning – 251-294; Chapter 15: Enhancing family relationships, 471-506.
- Polkki, P., Ervast, S.A., & Huupponen, M. (2004). Coping and resilience of children of a mentally ill parent. *Social Work in Health Care*, 39(1/2), 151-163. ERES
- Shulman: Part II, Social Work with Families, Chapter 7: Family practice in the social work context, 280-317; Chapter 8: Middle and ending phases in family practice, 319-368.

### **UNIT III. TRAUMA THEORY and UNDERSTANDING THE PERSONAL CONSEQUENCES OF SOCIAL WORK AND HOW TO MANAGE WORK-RELATED STRESS (SESSION 8-9)**

#### Learning Themes

Theories of Vicarious Traumatization, Secondary Traumatic Stress, Compassion Fatigue, Burnout, and Countertransference

How these concepts are relevant to social work practice

The importance of self care, peer support and supportive supervision for professional development and ethical care of clients

#### Required Readings

- Bell, C. H., & Robinson, E. H. (2013). Shared trauma in counseling: Information and implications for counselors. *Journal of Mental Health Counseling*, 35(4), 310-323.
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work*, 52(1), 63-70. ERES
- Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Social Work Today*, 4(2), 13-17.

- Cunningham, M. (2003). The impact of trauma work on the social work clinician. *Social Work, 48*(4), 451-459. ERES
- Jang, S. & Zippay, A. (2012). The juggling act: Managing work-life conflict and work-life balance, *Families in Society, 92*(1), 84-90. ERES
- Lee & Miller. (2013). A Self-Care Framework for Social Workers: Building a Strong Foundation for Practice. *Families in Society: The Journal of Contemporary Social Services, Vol. 94*(2): 96-103. (ERES)
- Thomas, J. (2013). Association of personal distress with burnout, compassion fatigue, and compassion satisfaction among clinical social workers. *Journal of Social Service Research Vol. 39*(3): 365-369. (ERES)
- Tosone, C., Nuttman-shwartz, O., & Stephens, T. (2012). Shared trauma: When the professional is personal. *Clinical Social Work Journal, 40*(2), 231-239.

#### Recommended Readings

- Bourassa, D., & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. *Groupwork, 20*(2), 7-23. ERES
- Callahan, A.M. (2007). Second thoughts from the front line: *Social Work, 52*(4), 364. ERES
- Figley, C.R. (2002). Treating compassion fatigue. New York: Routledge.
- Meyer, D., & Ponton, R. (2006, June). The Healthy Tree: A Metaphorical Perspective of Counselor Well-being *Journal of Mental Health Counseling; Vol. 28*(3); pg. 189 - 201. (ERES)
- Pooler, D., Wolfer, T., Freeman, M. (2014). Finding joy in social work. *Social Work, 59*(3), 213-221.

### **UNIT IV. SOCIAL GROUP WORK PRACTICE REVISITED (SESSIONS 10-11)**

#### Learning Themes

The role and value of group in generalist social work practice

The various theoretical orientations for group work practice.

Specific social work skills of successful group work practice

#### A. Social Group Work Theory

##### Required Readings

- Brown, A. & Mistry, T. (2005). Group work with ‘mixed membership’ groups: Issues of race and gender. *Social Work with Groups, 28*(3/4), 133-148. ERES
- Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups, 30*(4), 41-58. ERES

- Hepworth, et al: Chapter 11, Forming and assessing social work groups, 295-326; Chapter 16: Intervening in social work groups, 507-533.
- Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30(4), 21-39.
- Knight, C. & Gitterman, A. (2014). Group work with bereaved individuals: The power of mutual aid. *Social Work*, 59(1), 5-12.
- Shulman: Part IV, Social Work with Groups, Chapters 10-12, 369-649. [Review].
- Sweifach, J. & Laporte, H.H. (2009). Group work in foundation generalist classes: Perceptions of students about the nature and clarity of their experience. *Social Work with Groups*, 32(4), 303-314.

### Recommended Readings

- Feldman, D. & Kahn, G.(2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy*, 59(1), 1- 9-126. ERES
- Kleinmuntz, J. 2011). On becoming a group worker. *Social Work with Groups*, 34, 219-232. ERES
- Northen, H. & Kurland, R. (2001). Social work with groups, 3<sup>rd</sup> Ed. New York: Columbia University Press.
- Steinberg, DM. (2009). Mutual aid: A contribution to best-practice social work. *Social work With Groups*, 33, 53-68.

## **UNIT V. TERMINATION AND TRANSITIONS IN SOCIAL WORK PRACTICE SESSIONS 12-13**

### Learning Themes

The role and importance of the process of termination in work with clients

Specific social work knowledge and skills to guide work in the termination phase

### Required Readings

- Baum, N., (2006). End-of-year treatment termination: Responses of social work trainees. *British Journal of Social Work*, 36(4), 639-656.
- Baum, N. (2007). Field supervisor's feelings and concerns at the termination of the supervisory relationship. *The British Journal of Social Work*, 37(6), 1095-1112.
- Fortune, A. E. (1987). Grief only? Client and social worker reactions to termination. *Clinical Social Work Journal*, 16(2), 159-171. ERES
- Gelman, C. (2010). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29(2), 169-187. ERES

- Shulman: Chapter 6: Endings and transitions, 242-278.; Chapter 14: Endings and transitions with groups, 622-652.

#### Recommended Reading

- Anthony, S. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26 (3), 281-297.
- Hepworth, et al: Chapter 19, The final phase: Evaluation and termination, 591-607.
- Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal*, 35(2), 91-95. ERES
- Walsh, J. (2002). Termination and your field placement. *The New Social Worker*, 9(2), 14-17. ERES
- Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal*, 36(3), 301-311. ERES

### **Unit VII. EVALUATING PRACTICE (SESSION (14)**

#### Learning Themes

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

#### Required Readings

- Raines, J.C. (2004). Evidence-based practice in school social work: A process in perspective. *Children and Schools*, 26(2), 71-85.
- Reid, W.J., Kenaley, B.D., & Colvin, J. (2004). Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research*, 28(2), 71-81. ERES
- Shulman: Chapter 17, Evidence based practice – 749-811.
- Compton & Galaway, Chapter 17: Evaluating Practice, 456-468.

#### Recommended Reading

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

#### BIBLIOGRAPHY

- Anthony, S. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal*, 26 (3), 281-297.
- Basham, K. (2004). Transforming the legacies of childhood trauma in couple and family therapy. *Social Work in Health Care*, 39(3/4), 263-285.
- Baum, N., (2006). End-of-year treatment termination: Responses of social work trainees. *British Journal of Social Work*, 36(4), 639-656.

- Baum, N. (2007). Field supervisor's feelings and concerns at the termination of the supervisory relationship. *The British Journal of Social Work*, 37(6), 1095-1112.
- Biggerstaff, M.A. (2005). Social work ethics online: Reflective learning. *Journal of Technology in Human Services*, 23(3/4), 245-257.
- Bourassa, D., & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. *Groupwork*, 20(2), 7-23
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work*, 52(1), 63-70.
- Brown, A. & Mistry, T. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups*, 28(3/4), 133-148.
- Bryan, V. (2006). Moving from professionally specific to the common morality: Essential content in social work Callahan, A.M. (2007). Second thoughts from the front line: *Social Work*, 52(4), 364.
- Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Social Work Today*, 4(2), 13-17. ethics education. *Journal of Teaching in Social Work*, 26(3/4), 1-17.
- Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 41-58.
- Cunningham, M. (2003). The impact of trauma work on the social work clinician. *Social Work*, 48(4), 451-459.
- Feldman, D. & Kahn, G. (2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy*, 59(1), 1-9-126.
- Figley, C.R. (2002). Treating compassion fatigue. New York: Routledge.
- Furman, R. & Bender, K. (2003). The social problem of depression: A multi-theoretical perspective. *Journal of Sociology and Social Welfare*, 30(3), 123-137.
- Gelman, C. (2010). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work*, 29(2), 169-187.
- Jang, S. & Zippay, A. (2012). The juggling act: Managing work-life conflict and work-life balance, *Families in Society*, 92(1), 84-90.
- Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30(4), 21-39.
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