

**SETON HALL UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SYLLABUS
INTRODUCTION TO HELPING SKILLS—SOWK 3611
SPRING 2011**

SECTION: NA
Thursday 5:45 PM – 8:15 PM
Room A&S – Room 106

FINAL EXAM: This course will meet on May 12, 2011, the day of the final exam as per University policy.

INSTRUCTOR: Nelida Arancibia, LCSW

OFFICE HOURS: Thursday: 3:00-5:00 PM
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(Additional office hours may be scheduled by appointment)

COURSE DESCRIPTION:

Intended for junior students of the social work program. This course introduces and analyzes the helping process and provides theoretical and practical learning experiences for the comprehension and application of specific competencies of the helping process.

This course specifically focuses on **Council of Social Work Education, Educational Policy 2.1.10 (a-d)** allowing students to learn about professional practice and the dynamic processes involved in assessment, intervention, and evaluation at multiple levels. It is also designed to help students to develop a professional identity: **Educational Policy statement 2.1.1**. By learning about personal values and reflecting in its impact on the work with clients, students will meet the **Educational Policy statement 2.1.2**. Students will also have the opportunity to learn about understanding and mobilizing resources; promoting social and economic justice, as stated in **Educational Policy Standard 2.1.5**. Understanding forms of oppression and discrimination and identifying the impact of diversity in practice are competencies that students are expected to meet in this course, as indicated in **Educational Policy Standard 2.1.4**. Applying their knowledge about human behavior, learning about the changes in communities and society and its impact on organizations, students will meet **Educational Standard Policy 2.1.7 and 2.1.9**. Students will apply critical thinking throughout the course, **Educational Standard Policy 2.1.3**

Students will have the opportunity to incorporate their experience in field to the concepts and theories presented in class. This is an interactive course which requires students to be active participants in class and to demonstrate through their behavior their commitment to the field of social work.

This course and instructor are evaluated three times during the semester. At the midpoint, students will be asked to confidentially report in writing about how the course is making progress in terms of learning objectives. These are for feedback to the instructor such as to make any adjustments as may be deemed necessary. At the end of the semester, the program will supply open ended questions to be completed confidentially by each student regarding evaluation of the instructor and this course. These are to be placed in a sealed envelope and will be given to the Program Director for purposes of faculty development. The third evaluation at the end of the semester is the generic one that is available to all University students electronically and we strongly suggest completing this.

PREREQUISITE: Introduction to Social Work.

CO-REQUISITE: Helping Careers Practicum

PLEASE NOTE that a grade of at least B- is required for both of these courses in order to proceed to the senior year in social work, in addition to other requirements.

REFERENCES

Text:

Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (2010). *Direct social work practice: Theory and Skills* (_8th ed.). Pacific Grove, CA: Brooks/Cole.

The following publications will be distributed to students:

NASW- Code of Ethics

NASW- Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice

COURSE OBJECTIVES

For students:

- To become acquainted with the knowledge, skills, theories and techniques derived from evidence based practice consistent with the strength and empowerment perspective utilized in generalist social work practice. **Competencies: 2.1.3, 2.1.10 a-d**
- To develop understanding of the stages of the helping process from the social work perspective. **Competencies :2.1.1 2.1.3, 2.1.10 a-d**
- To understand the values and philosophy of the profession and the expectations of proper conduct outlined in the NASW Code of Ethics. **Competency 2.1.2**
- To develop accurate, effective, efficient verbal and written communication skills and professional judgment. **Competency 2.1.3**
- To develop the self-knowledge and self-awareness necessary to effective helping relationships in

working with diverse groups. *Competencies: 2.1.1, 2.1.4*

- To further knowledge and understand the impact of biological, social, cultural, psychological, and spiritual development in the life span of clients. *Competency: 2.1.7*
- To further develop understanding of the impact of cultural structures and values that may oppress or marginalize. *Competency: 2.1.5*
- To develop empathy and other interpersonal skills to effectively engage and work with client's system. *Competency 2.1.10 (a)*
- To develop knowledge and skills in the appreciation and mobilization of resources necessary to human well-being and effective helping within and evolving context that shape practice. *Competency: 2.1.9*
- To gain knowledge of the assessment, intervention and evaluation skills in working with individuals, families, groups and communities. *Competencies : 2.1.10 (a-d)*

OUTCOMES:

As a result of this learning experience a student should, at the beginning level:

- demonstrate capacities for achieving program-required abilities/competencies;
- recognize barriers and facilitators in the helping encounter: impact of the social and physical environments, differences between helper and client, and the context of resource delivery systems;
- demonstrate understanding of the function of the NASW Code of Ethics and the importance of developing ethical responsibility;
- give evidence of ability to practice personal reflection, self-awareness, the use of empathy and other interpersonal skills to ensure positive helping relationships;
- recognize the need to maintain personal/professional roles and boundaries
- demonstrate curiosity and commitment to the search for new ways of understanding self, others (person, family, group, community, organization) and the environment;
- demonstrate beginning level interviewing skills both face-to-face and by telephone (interactive computer techniques are an extension of these)
- demonstrate beginning level skills in collecting, organizing and interpreting client data.
- demonstrate beginning level knowledge and intervention skills associated with the problem solving method and strengths based approach.

ORGANIZATION OF CONTENT:

UNIT 1: The meaning of help

This unit will focus on the understanding of the dynamics of giving and taking help, and identifying the underlying process in all helping relationships, including the impact of diversity and differences. Overview of the different phases of the helping process.

Competencies: 2.1.1, 2.1.2, 2.1.3, 2.1.4

Hepworth, Rooney, Larsen, Chapters 1, 2, 3, 14. Selective portions of the respective chapters will be specifically focused on.

Assignment 1

Briefly describe a situation in which you felt that help was needed. Describe your feelings and thoughts before you approached the helper/helping system, while talking to the helper/helping system, and following the contact. The situation need not be one in which the helping person was a professional. However, it should be a situation where you can discuss help as a resource (i.e., agencies, private service, relationships).

The following questions may help in the development of your paper:

- 1) How did you know help was needed?
- 2) Did you know what kind of help was needed? Was it easily secured?
- 3) Did the help, help?
- 4) What changes would you make to improve this help?
- 5) Describe behaviors, attitudes, and personal qualities that you believe are essential in a “helper”
- 6) Describe how society perceives those who seek professional

BIBLIOGRAPHY

Please note the bibliography for each unit it is a partial listing of readings that should help with this assignment. You must cite your references APA style.

Bennett Cattaneo, L & DeLoveh, H. (2008). The role of socioeconomic status in help seeking from hotlines, shelters, and police among a national sample of women experiencing intimate partner violence. *American Journal of Orthopsychiatry Association*. 78(4), 413-422

Brill, N. E. (2005). *Working with people: The helping process* (8th ed.). Pearson.

Chen, S. & Mak, W. (2008). Seeking professional help: Etiology, beliefs about mental illness across cultures. *Journal of Counseling Psychology*. 55(4), 442-450

Krumer-Nevo, M. (2003) What helps in help? A new look at help from women in deep, long term economic and social deprivation. *Families in Society*. 84(2), 169-178

McMillen, J.C.(1999). How people benefit from adversity. *Social Work*. 44(5), 455-68

National Association of Social Workers (2006-2009). Cultural and linguistic competence in the social work profession. *Social work speaks*. 7th Edition. Washington DC. NASW Press. 77-83

Obasi, E. & Leong, F.(2009). Psychological distress, acculturation, and mental health-seeking Attitudes among people of African descent in the United States: a preliminary investigation. *Journal of Counseling Psychology*. 56 (2), 227-238.

Reynolds, B (1951). *Social work and social living: explorations in philosophy & practice*. Chapter II. Must it hurt to be helped? Copies will be distributed in class.

Ribner,D-Kneei-Paz (2002). Client’s view of a successful helping relationship. *Social Work*.47(4)379-387.

Weinberg, M. (2006). Pregnant with possibility: The paradox of “help” as anti-oppression and discipline with a young single mother. *Families in Society*. 67(2), 161-169.

UNIT 2—VALUES and ETHICS

The goals for this unit are for student to become familiar with the code of ethics and identify and discuss common ethical dilemmas. Beginning to recognize and manage personal values to understand their impact on the work with clients. *Competency 2.1.2, 2.1.4*

Hepworth, Rooney, Larsen, Chapter 4

Assignment 2

Read the current version of NASW Code of Ethics. (Provided in class)

Submit a four page critique of the Code. Address the following. Do not limit your analysis to these considerations. Curiosity counts for a lot.

1. When was the Code officially established?
2. By whom, how and why was the Code established?
3. Were there any major conflicts in the establishment of the Code or in its subsequent use?
4. Is the Code—or professed loyalty to it—a condition of other prerogatives in the discipline?
5. Identify a well-known public event which addresses a social issue and relate it to the Code .

BIBLIOGRAPHY

Please note the bibliography for each unit it is a partial listing of readings that should help with this assignment. You must cite your references APA style.

Bulia, S. (2010). The NASW Code of Ethics under attack: a manifestation of the culture war within the profession of social work. *Journal of Social Work Values and Ethics*, 7(2),

Landau, R. (2000). Ethical dilemmas in general hospitals: social workers' contribution to ethical decision-making. *Social Work in Health Care*, 32(2), 75-92

Larkin, H. (2007). *The ethics of social work practice in the nursing home setting: a consultant's dilemma. The Journal of Social Work Values and Ethics*, 4 (3)

Mattison, D, Jayaratne, S, and Croxton, T. (2002). Client or former client? Implications of ex-client definition in social work practice. *Social Work*, 47(1), 55-64

Miu Chung Yan. (2008). Exploring cultural tensions in cross-cultural social work practice. *Social Work*, 53(4), 317-328

Reamer, F. G. (1997). Ethical standards in social work: The NASW Code of Ethics. *Encyclopedia of Social Work Supplement. Washington D.C.: NASW Press*, 113-123.

Reamer, F. G. (1999). Current controversies in social work ethics; Case examples. *Washington D.C.: NASW Press*.

Reamer, F.G (1998). The evolution of social work ethics. *Social Work*, 43(6), 488-500

Sapano, R & Koenig, T.(2007). What is sacred when personal and professional values collide? *Journal of Social Work Values and Ethics*, 4(3).

Simmons, C. & Rycraft, J. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work*. 55(1), 9-18.

Zoucha, R. & Husled, G.(2000) The ethical dimension of delivering culturally congruent nursing and health care. *Issues in Mental Health Nursing*, 21,325–340.

UNIT 3—SELF AND OTHER AWARENESS. WHO AM I AS A HELPER?

To develop the capacity to reflect and develop awareness of one's attitudes and values; and the understanding of how they affect the interaction with a client system. To further understand professional roles and boundaries.

Competencies: 2.1.1, 2.1.3

Hepworth, Rooney, Larsen: Chapter 17

Assignment 3

Prepare a two-page statement of your personal/professional philosophy and how this course relates to that philosophy. Whatever your approach to this assignment, you are asked to address the following:

1. Identify what is important to you, your perception of the human condition, your sense of what life is all about. Values, purpose, mission in life.
2. Your definition of service. Describe your experience with service situations in the past. These need not be formal. Caring for an aging relative is service. Recall the similarities between lay and professional helping. What self-development skills will you need to realize your potential?
3. Your view of where and who you wish to be 5 to 10 years from now.
4. Apply the literature that helps you understand what you include in your statement about yourself.
5. If your sense of yourself depends heavily on demographic factors, include those. Ethnicity, gender, age, physique, comeliness are often important aspects of who we think we are or wish to be.
6. If there is a poem, a prayer, a song that describes you well, use it. If you have written something in the past, fictional or real, that helps you understand you, submit that with your two-page statement.

Note: As you know, it is very difficult to say important things succinctly, but it is a skill we need to hone throughout our lives.

BIBLIOGRAPHY

Please note the bibliography for each unit it is a partial listing of readings that should help with this assignment. You must cite your references APA style.

Abramson, M. (1996). Reflections on knowing oneself ethically: toward a working framework for social work practice. *Families in Society*. 77(4)195-200.

Schlesinger, E. G., & Devore, W. (2007). Ethnic sensitive social work practice: back to the future.
Available online at <http://ecdswhaworthpress.com>

Steede, D. (1998). The birth of empathy, *Journal of Counseling and Development*. 67, 102-104

Waites, C., MacGowan, J.P., Carlton-LaNey, I., & Weil, M. (2004). Increasing the cultural responsiveness of family group conferencing. *Social Work*, 49(2), 291-300.

UNIT 4 -RESOURCES AND HELPING

In this unit student will learn about social work practice at the macro level, as well as, intervention and strategies based on the empowerment and strengths approach. Understanding of the impact of the environment in the development of resources and delivery of services.

Competencies: 2.1.4, 2.1.5, 2.1.9

Hepworth, Rooney, Larsen, Chapter. 14

Assignment 4

Group exercise during class. Instructions for individual/group written assignment will be explained in class.

BIBLIOGRAPHY

Please note the bibliography for each unit it is a partial listing of readings that should help with this assignment. You must cite your references APA style.

National Association of Social Workers (2006-2009). Community development. *Social work speaks*. 7th Edition. Washington DC. NASW Press. 56-60

Vosler, N. R., (1990). Assessing family access to basic resources: an essential component of social work practice. *Social Work*, 35(5), 434-441.

Also United States census data, crime and educational statistical reports, and publications about services available in different communities in the State of New Jersey.

UNIT 5— STAGES OF THE HELPING PROCESS

Students will have the opportunity to develop knowledge of the problem solving method and strengths based approach; demonstrate skills involved in the different stages of the helping process: assessment, engagement, intervention; and evidence based evaluation in working with individuals, families, groups and communities.
Competencies: 2.1.1, 2.1.4, 2.1.5, 2.1.7, 2.1.10 (a-d)

Hepworth, Rooney, Larsen, Chapters: 5, 6, 7, 8, 9, 10, 11, 12

Assignment 5

This is a group assignment to be developed during the course of the semester. Instructions will be provided during class.

BIBLIOGRAPHY

Please note the bibliography for each unit it is a partial listing of readings that should help with this assignment. You must cite your references APA style .You will note readings from the required text are specified in the section Organization of Context

Shulman, L. (2008). *The skills of helping individuals and groups*. (6th ed.) Brooks/Cole-Cengage Learning

EVIDENCE OF LEARNING

Each of the five (5) assignments corresponds to a course objective and is evidence of learning. The first four assignments will be weighted 15 credits. The group assignment is worth 25 credits. Attendance and active participation in class is worth 15 credits. You have to be present—in the here and now—to do that.

PLEASE NOTE that a B- is the minimum grade required in this course for application and continuation in the senior year.

Respond in your written assignments considering class discussions and assigned readings as directed. References to source materials should be integrated into the paper and cited. Students may use other source materials, however these must be cited. The point is to utilize experiences, class discussions, textbook readings, and readings from outside sources to produce a coherent, integrated written presentation.

The format of written assignments should follow the principles indicated below.

Submit one copy, be sure to keep one for yourself. Paper should be typed, double spaced, #12 font with cover page revealing name, title of paper, course name and number, date, instructor. Staple in upper left corner (no plastic jackets please). Use NASW/APA style throughout.

- develop a theme and consistently relate the paper to the theme;
- document and cite all statistical statements, quotes and paraphrasing;
- keep in mind this is your paper, not merely the stringing together of portions of other people's publications;
- define and operationalize key terms and concepts. Assume that no one in the class is likely to be as familiar with your topic as you are;
- be prepared to write several drafts and allow yourself sufficient time;
- stay focused on the topic and the points you wish to make;
- proofread for spelling, typographical errors, grammatical errors;
- avoid jargon and only use words and language you understand;
- be concise, precise, thoughtful, and accurate;
- do not use language that might imply gender, ethnic or other forms of discrimination, stereotyping or bias;
- use subheadings to define carefully considered divisions of the topic;

Academic Integrity:

Exams and papers are expected to represent the student's own work. Information, ideas, and so forth which are attributable to others require documentation as such. In the event a student is unsure about documentation, please see the instructor at least several days prior to submission. Any material submitted to the instructor which misrepresents the work of others as the student's own (cheating) will be counted as zero in the computation of the student's final grade. Particularly with regard to the term paper, the instructor strongly recommends that students keep notes, drafts, and similarly in order to demonstrate originality of work in the event that originality is challenged by the instructor. It is the student's responsibility to demonstrate the originality of work submitted in the event the instructor questions this.

Policy on Special Conditions and Accommodations - DSS Syllabus Statement:

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by email at DSS@shu.edu.

The social work program enthusiastically supports the intent and mandate of legislation/policy providing optimal learning environments for all students.

PERTINENT PROFESSIONAL JOURNALS

American Journal of Orthopsychiatry

Child Welfare

Clinical Social Work Journal

Encyclopedia of Social Work, 19th edition

Families in Society

Health and Social Work

Journal of Baccalaureate Social Work

Journal of Community Practice

Journal of Gerontology

Journal of Law and Social Work

Journal of Multicultural Social Work

Journal of Social Service Research

Journal of Social Welfare

Journal of social Work Education

Journal of Sociology and Social Welfare

New Social Worker

Public Welfare

Research on Social Work Practice

Smith College Studies in Social Work

Social Service Review

Social Work

Social Work in Education

Social Work in Health Care

Social Work Research and Abstracts

Social Work with Groups

Many of these sources, and others, are available on campus and online.