

**THE UNIVERSITY OF TEXAS
SCHOOL OF SOCIAL WORK**

Course Number:	SW n383T	Instructor: Tamera Linseisen, ACSW, LCSW tlinseisen@mail.utexas.edu
Unique Number:	93890	Office: 3.124F
Semester:	Summer 2014	Phone: 512-431-0014
Meeting Time/Place:	T/Th 1:30pm-4:00pm Room 2.116	Office Hours: Th 12:30-1:30P Other times by appt.

SW n383T: Post-BSW Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

This course builds upon Practice I by deepening students’ knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. STANDARDIZATION OF COURSE OBJECTIVES

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

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice; **(PB 4, 9, 10)**
2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities; **(PB 31, 35, 37)**
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings; **(PB 29, 31, 35, 36, 40)**
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation; **(PB 1, 29, 35, 36, 39)**
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and interprofessional collaboration at all levels of social work practice to promote social and economic justice; **(PB 29, 35, 36, 37, 39)**
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness; **(PB 35, 36, 37)**
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources. **(PB 1, 4)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.1 Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

PB1 Advocate for client access to the services of social work

Objectives 4, 7

Assignments: Social Work Theory Presentation with
Micro and Macro Applications
Community Event/Advocacy assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: Video Real Play and Critique
Social Work Theory Presentation with
Micro and Macro Applications
Community Event/Advocacy assignment

EP2.1.2 Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective 1

Assignments: In-class ethics application

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective 1

Assignments: In-class ethics application

EP2.1.10a Engagement

PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations and communities

Objectives 3, 4, 5

Assignments: Social Work Theory Presentation with
Micro and Macro Applications
Community Event/Advocacy assignment

Video Real Play and Critique

PB31 Develop a mutually agreed-on focus of work and desired outcomes

Objectives 2, 3

Assignments: Social Work Theory Presentation with
Micro and Macro Applications
Theory Integration Paper
Video Real Play and Critique

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies

Objectives 2, 3, 4, 5, 6

Assignments: Social Work Theory Presentation with
Micro and Macro Applications
Video Real Play and Critique
Theory Integration Paper

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals

Objectives 3, 4, 5, 6

Assignments: Video Real Play and Critique
Theory Integration Paper

PB37 Implement prevention intervention that enhances client capacities

Objectives 2, 5, 6

Assignments: Video Real Play and Critique
Theory Integration Paper

PB39 Negotiate, mediate, and advocate for clients

Objectives 4, 5

Assignments: Social Work Theory Presentation with
Micro and Macro Applications
Community Event/Advocacy Assignment
Theory Integration Paper

PB40 Facilitate transitions and endings

Objective 3

Assignments: Video Real Play and Critique
In-class discussion

III. TEACHING METHODS

This class will be taught using a variety of methods with an emphasis on experiential learning via an active, learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity

for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class! Students are encouraged to ask questions as well as provide the professor with information and feedback.

REQUIRED TEXT AND MATERIALS

Walsh, J. (2013). *Theories for direct social work practice, 3e*. Stamford, CT: Cengage Learning.

COURSE REQUIREMENTS

All students are required to complete one group presentation, three written assignments and team based learning quizzes. Class participation will also be factored into the course requirement. The professor will provide detailed written information for each assignment.

Theory Integration Paper	= 50 pts
Social Work Theory Presentation with Micro and Macro Applications	= 100 pts
Video Real Play and Critique	= 50 pts
Community Event/Advocacy Assignment	= 50 pts
Class Participation	= 25 pts
Self Assessment	= 25 pts
Total:	= 300 pts

Social Work Theory Presentation with Micro and Macro Applications

To further understanding of practice theory, students will present and demonstrate a selected theory in class. Students will work in designated small groups.

The objectives of this assignment are to:

1. To demonstrate understanding of a selected practice theory.
2. To apply the assigned theory at both a micro and a macro social work systems level using creative demonstration, role play and/or media presentation.
3. To enhance own understanding of the theory by completing further research and sharing learning with others in the class.
4. To learn about effective task group roles and experience through active task group implementation.

A separate assignment sheet will be provided.

Due Date: See Class Schedule (100 points)

Video Real Play and Critique

For this assignment, you will choose a partner (a member of the cohort) and schedule time to video a relational skills-based meeting session for approximately 30 minutes. Your client will present a problem or reason that he/she has been seeking the services of a social worker. The session will reflect the **middle phase** of work together and will not demonstrate an intake or assessment phase. Talk with your partner in advance about the “problem” he or she will present so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

1. To demonstrate relational skills (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.) critical to social work practice
2. To analyze skills used, highlighting areas for growth, relational skills utilized, and the use of strengths-based language throughout the session;
3. To continue the practice of giving and receiving constructive feedback.

A ten-minute portion of the video should be *selected* and *cued* for viewing with the professor and small group of peers. It should not be clipped for a particular ending time, as this will be determined by the professor upon review. The selected section should involve the interviewer engaging verbally with the client or attempting to do so in order to offer the most material from which to gain feedback. The selected section must be *audible* as well. If the session cannot be heard, the assignment will have to be completed again in order for feedback to be provided.

A written critique of the session is due the class session following your scheduled review session. Approximate length of written critique is 3-5 pages.

A separate assignment sheet will be provided. **(50 pts.)**

Written Critique Due Date: Class following scheduled time for video review (50 pts)

Community Event/Advocacy Assignment

Each theory group is expected to participate in an advocacy intervention in the Austin area for an issue about which you feel passionate. The objectives for this assignment are:

1. To increase understanding of service needs in the Austin community, the agencies involved as well as the clients and social issues that are served.
2. To analyze an agency's or organization's efforts in coordinating an event to address a particular social issue and/or client- or agency-based need.
3. To promote the professional obligation of social workers to maintain an active role in advocacy, community organizing, and engagement.
4. To reflect upon how the advocacy event impacted you as well as your understanding of the issue and/or organization involved. Reflect also where you see possibilities for your involvement with community activities and advocacy in the future.

A separate assignment sheet will be provided. **(50 pts.)**

Self-Assessment

To begin the practice of both self-evaluation and ongoing assessment, students are asked to examine their own histories, current personality development, and goals. This assignment begins the process of self-assessment as is required in the development of professional use of self and also furthers understanding of the process of biopsychosocial assessment which is an important component of social work practice.

A separate assignment sheet will be provided. **(25 pts)**

Theory Integration Paper

A take-home paper regarding theory will be assigned on April 10, 2014, and is due on April 24, 2014. The assigned content and essay questions will assess your understanding of the theories discussed in class. Class materials and readings may be used in this paper.

The objectives for this assignment are:

- To demonstrate knowledge of the theories discussed in Practice II
- To outline use of theories in social work practice
- To examine the theoretical concepts in relationship to the NASW Code of Ethics
- To discuss how use of theory and professional use of self intersect

A separate assignment sheet will be provided. **Due Date: July 22, 2014 (50 pts)**

Class Participation and Preparedness

It is important to attend class on time, remain for the entire class, and to be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well. **(25 pts)**

IV. GRADES

300-281 = A

280-269 = A-

268-260 = B+

259-251 = B

250-239 = B-

238-230 = C+

229-221 = C

220-209 = C- (class failed, no credit)

208-200 = D+
199-191 = D
190-179 = D-
178-000 = F

VI. CLASS POLICIES

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Maintaining Confidentiality

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

Professional Accountability/Conduct in Class

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Part of professional accountability includes treating others with respect and courtesy. Within the class this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

In the Practice II course, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Use of Computers/Cell Phones in the Classroom

Practice II is a practice course, and class participation is essential. Laptop computers will not be allowed for note-taking in the classroom. Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

Time Management

Assignments are due by 5:00 p.m. the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point penalty. Late papers will be accepted via email to the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

Attendance

Attendance and participation for the full class is expected for all students. After two absences, the student will be asked to arrange for an office visit with the professor to discuss class attendance expectations and student's attendance issues.

Two participation points will be deducted for each missed class regardless of the reason.

More than two absences may result in the student being dropped from Practice II. A student is considered late if arriving to class after 1:35 pm. Three late arrivals will count as one class absence.

Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes or handouts. The student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail.

Students are to notify the instructor prior to class at the given office number if they cannot attend class due to an illness or emergency.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

APA Guidelines and Crediting Sources

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy. All sources must be credited when utilizing the work of another, on written papers or media-generated projects.

Concerns about Grades

Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned

to the student.

Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their official UT e-mail accounts regularly and frequently to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

Email will be a frequently used mode of communication between the professor and students. All students are responsible for checking their email on a regular basis for class updates. Students can use email to communicate with the professor between class meetings; however, students will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours.

Use of Blackboard in Class

In this class the professor uses Blackboard—a web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling the Help Desk for support. Contact information for technological support can be located on the UT website.

Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are concerned about the well being of a UT student or employee who may be acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building.
- Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IV. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
6/5	<p align="center">Class Orientation Introduction to Course Group Expectations</p>		
6/10	<p align="center">Group Building Learning Styles Task Groups (selection and small group meetings)</p>		<p>Hardcastle and Powers, Chap. 10 (BB) Hepworth, et.al., Chap. 16 (BB)</p>
6/12	<p align="center">Task Groups, cont.</p> <p align="center">Ethics and Values Professional Use of Self Professional Self-Awareness</p>	<p align="center"><i>Reading Group</i> <i>Facilitation</i></p>	<p>NASW Code of Ethics</p> <p>Reamer Chap. (BB) Reamer Article (BB)</p>
6/17	<p align="center">Introduction to Theory</p> <p align="center">Implications for Practice Psychoanalytic to Post-Modern Theories - The Transtheoretical Model</p> <p align="center">Attachment Theory and Social Work Practice</p>	<p align="center"><i>Reading Group</i> <i>Facilitation</i></p>	<p>Walsh, Chaps. 1-3, 5</p> <p>Walsh social work podcast (BB)</p> <p>Attachment readings on BB</p>

6/19	<p>Leadership and Advocacy</p> <p>Cultural Competence</p> <p>Crisis Theory and Intervention</p>	<p><i>Reading Group Facilitation</i></p>	<p>Manning, Chap. 1 (BB)</p> <p>Rothman selection (BB)</p> <p>Walsh, Chap. 13</p>
6/24	<p>Dialectical Behavior Theory</p> <p>Guest Speaker: Rosalie Garcia, LMSW</p>	<p><i>Self-Assessment due</i></p> <p><i>Reading Group Facilitation</i></p>	<p>See BB for assigned readings</p>
6/26	<p>No Organized Class Meeting</p> <p><i>Please use this time for task group meetings.</i></p>		
7/1	<p>Existential Theory</p>	<p><i>Task group application of Existential Theory due</i></p>	<p>Lantz & Walsh, Ch. 3 (BB)</p> <p>Coady & Lehmann, Ch. 13 (BB)</p>
7/3	<p>Relational-Cultural Theory</p>	<p><i>Task group application of Relational-Cultural Theory due</i></p>	<p>Downs article (BB)</p> <p>Freedberg article (BB)</p>
7/8	<p>Structural Family Theory</p>	<p><i>Task group application of Structural Family Theory due</i></p>	<p>Walsh, Chapters 6 & 9</p>

7/10	No Organized Class Meeting <i>Please use this time for videos or community event work.</i>		
7/15	Solution-Focused Theory Narrative Theory	<i>Task group applications of Solution-Focused and Narrative Theories due</i>	Walsh , Chaps. 10 & 12
7/17	Advanced Relational Skills Compassion Presence Transference and Countertransference Defense Mechanisms	<i>Community Event Reflection due</i> <i>Reading Group Facilitation</i>	Hepworth, et.al. , Chap. 18 (BB) Loeb , We Don't Have to Be Saints (BB) Other readings as assigned on BB
7/22	Video Review Sessions in small groups	<i>Theory Integration Paper due</i>	
7/24	Video Review Sessions in small groups	<i>Video Real Play Reflection due (7/22)</i>	
7/29	Micro and Macro Social Workers in Practice Termination Supervision Licensure Course-Instructor Survey	<i>Video Real Play Reflection due (7/24)</i>	NASW Professional Self-Care Statement See BB for assigned readings

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