

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

Course Number:	383R	Instructor's Name/email:	Barbara Anderson, LCSW barbara.a@mail.utexas.edu Email is preferred means to contact professor
Unique Number:	61485	Office Number:	3.124E
Semester:	Fall 2017	Office Phone:	512/232-7118 office (least effective means of contact) Emergencies: 512/289-8910 (cell)
Meeting Time/Place:	8:30-11:30 Wednesdays 2.132	Office Hours:	Wednesdays 12:30 (except days of faculty meetings- 9/13, 10/11, 11/1, 12/6) and by appt.

SOCIAL WORK PRACTICE I

I. Course Description

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. Course Objectives

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the [NASW Code of Ethics](#);
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members;

3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities;
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency;
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk;
6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment;
7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice;
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings;
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

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). The complete EPAS can be optioned from your Student Handbook.

III. Teaching Methods

This class will be taught using a variety of teaching methods including: small group interaction, case examples, class discussion, role play and videotaping, guest speakers, lecture and learning activities in the community. For a meaningful experience students are encouraged to actively participate, take risks, stretch their creativity and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV. Required Texts and Readings

Hepworth, D., Rooney, R., Rooney, G. D., and Strom-Gottfried, K. (2013) *Direct Social Work Practice: Theory and Skills, ninth edition*. Belmont, Ca.: Thompson Brooks/Cole

Corcoran, K. and Roberts, A. (2015) *Social workers' desk reference, third edition*. New York: Oxford press (*required text for all students in the program)

A course supplement of readings is available at the UT Copy Center located below the School of Social Work.

Additional articles will be used as handouts in class or posted on Canvas.

Recommended

*Sweitzer, Frederick H. and King, Mary A. (2009) *The successful Internship: Transformation and empowerment in experiential learning, third edition*. Belmont, Ca.: Brooks-Cole

*Lipsky, L. v. D., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett-Koehler Publishers.

*These texts are not required, but may help enhance your field experience. It is acceptable to use an earlier edition if you find a used copy.

V. Course Requirements

Students will be required to complete the assignments listed below. Instructor will hand out specific guidelines for each of the assignments. Detailed learning objectives and instructions including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should there be any questions about the assignments. Grading sheets with points allocation will be handed out with the assignment guidelines. Assignments will be graded on depth and quality of content, critical thinking skills, overall professionalism and quality of writing. Student should follow the APA guidelines for writing of papers.

Comprehensive Field Agency Analysis (100 points), due on 9/27

This assignment provides students an opportunity to: 1) collect data on their field agencies in order to facilitate their orientation and integration into the agency; 2) assess the agency's accessibility for diverse client populations and overall cultural competence; 3) understand the policies and legislation that impact agency practice; 4) analyze the impact of the community and organizational context on the agency service delivery system; 5) determine salient social and economic injustice issues addressed by agency programs; 6) identify methods of practice evaluation and research utilized by their agency; and 7) recognize value conflicts and ethical dilemmas encountered in this setting. Students will research a fact sheet about the agency and submit an analysis of significant findings about the agency. A written report and a brief oral presentation are included. See handout for more specific instructions.

Brief Quizzes/Assignments (25 points each), due on 9/6, 9/20, 10/18 and 11/15

Students will be required to complete two in-class quizzes and three brief assignments, including an ethics exploration, an agency task group observation, and a critical thinking response to one of three lecture/presentation options, that demonstrate students' grasp of assigned readings and class content. See handout for more specific instructions.

Video-Taped Role Play Debriefing and Self Critique (50 points each), due on 11/1 and 11/8

The purpose of this assignment is to provide students an opportunity to practice basic communication skills and the problem solving process in a videotaped interview with a partner from class. Students will select a role-play partner and schedule a taping session in the LRC or other site if preferred. Students will participate in a small group viewing of their videotape with the instructor and peers. The purpose of the peer review group is to receive feedback to deepen clinical learning and increase comfort and skill in the use of supervision and consultation. After the small group review, students will submit a self-critique of the videotape. See handout for more specific instructions.

Multidimensional Case Assessment (100 points), due on 11/21 at midnight

A multidimensional case assessment of a client in field is required. The primary purpose of this assignment is to increase students' knowledge and skill in data gathering, intervention planning and practice evaluation. While gathering client information and developing an intervention plan, students will identify client strengths, assets and resources, salient social and economic justice issues impacting their particular client population, significant policy implications, potential value conflicts, ethical dilemmas and important considerations related to agency and community context. See handout for more specific instructions.

Take Home Final Examination (100 points), due on 12/11 (last day of Fall classes)

A final take home examination is focused on the integration and application of course content in the context of the students' field experiences. This exam will be due on December 11th at noon.

Assignment Points and Due Dates:

Comprehensive Agency Analysis	100	9/27
Brief assignments	100	9/6, 9/20, 10/18, 11/15
Video Tape Role Play Debriefing	50	11/1
Video Tape Self Critique	50	11/8
Multidimensional Assessment	100	11/21
Take home final exam	<u>100</u>	12/11
	500 points	

Grades: the following scale will be used for determination of grades.

470-500 = A

450-469 = A-

435-449 = B+

420-434 = B

400-419 = B-

385-399 = C+

370-384 = C

350-369 = C-

349 or below: no credit for course

Graduate Grading Scale (on 100 point scale equivalent)

94 and above = A

90.0 to 93.99 = A-

87.0 to 89.99 = B+

84.0 to 86.99 = B

80.0 to 83.99 = B-

77.0 to 79.99 = C+

74.0 to 76.99 = C

70.0 to 73.99 = C- (Class failed/no credit: 73 and below)

67.0 to 69.99 = D+

64.0 to 66.99 = D

60.0 to 63.99 = D-

Below 60 = F

VI. Class and University 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.

Reliability and attendance

Social work professionals must be reliable in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 5% points per calendar day

that an assignment is late. Assignments must be turned in at the beginning of class on their due date. Any adjustments in assignment due dates and/or examination must be discussed with the instructor at least 24 hours prior to the scheduled date. Missing class in excess of two times will impact learning and course grade. Students who miss more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the Practice I course as well as Field Practicum.

Class Participation

Participating in class discussions, raising questions, being willing to share opinions and contributing to the learning environment are expectations of each student. The instructor reserves the right to add or subtract 5 points from the final grade in recognition of the student's class participation. Please turn your cell phone and other electronic devices off during class. Refrain from use of lap top computers unless the class activity necessitates use.

Attendance of outside lectures and/or conferences should be noted to Professor Anderson for participation consideration.

Classroom Confidentiality

Information shared in class about agencies and clients is considered to be confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Professional Conduct and Civility in the Classroom

The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Unanticipated Distress

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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 that 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.

Plagiarism

When using information from other sources, references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy. Be particularly cautious with plagiarism using electronic sources.

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. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

Use of Class Materials

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://diversity.utexas.edu/disability/>.

Religious Holidays and Observances

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, examination, work assignment, or 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.

Title IX Reporting

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's

Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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 e-mail regularly and frequently—daily, but at minimum twice a week—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>.

Campus Carry Policy

The University’s policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

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 worried about someone who is 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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Use of Canvas in Class

The professor’s preferred means of communication are e-mail, phone, and in-person. Assignments and the syllabus will be posted on Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Supplemental materials for class and announcements may also be posted on Canvas. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly. The TA for this course can also advise you via e mail.

Feedback Statement

During this course the professor will encourage students to provide feedback on their learning in informal as well as formal ways, including through feedback cards and/or anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is helpful for the professor to know the students’ reactions to what is taking place in class. Students are encouraged to respond so that together the professor and students can create an environment effective for teaching and learning. Students are also encouraged to discuss any concerns in person with the professor.

VII. Course Schedule

Date	Description	Readings
8/30	<p>Course Overview: Syllabus, Class policies</p> <p>The History and Functions of Social Work as a profession, in-class activity</p> <p>“Jane Addams” by Gwendolyn Brooks video</p>	<p>Hepworth, Rooney, et al.: Ch. 1</p> <p>Handout: Time line of social work (Field Engagement packet)</p> <p>Other Field Engagement Packet Readings</p>
9/6	<p>Cardinal principles and values of social work: Ethics and Values in Social Work Practice</p> <p>The role of critical thinking in ethical practice</p> <p>Confidentiality, Professional boundaries and Dual relationships: Case discussions</p>	<p>Hepworth, Rooney, et al.: Ch. 4</p> <p>Corcoran and Roberts: #18 “Ethical Issues”</p> <p>#19 “Risk Management in Social Work”</p>
	<p>Brief Assignment #1 Ethics Exploration Due</p>	<p>NASW Code of Ethics – see UTSSW website</p> <p><u>Packet:</u></p> <p>Reamer: “Boundary Issues in Social Work”</p> <p>Facione: “Critical Thinking: What it is and Why it Counts”</p>
	<p><i>9/6: Jane Addams’ 157th Birthday</i></p>	

9/13

Systems Theory, Person in Environment and the Generalist approach

Hepworth, Rooney, et al.: Ch. 2

Defining professional behavior and roles within systems

Packet:

Saleeby: “The Power of the of Place”: Another look at the environment

Strengths and empowerment in action

Glicken: “The Strengths Perspective and the Client-Worker Relationship

Know Thyself: Professional Use of Self

Walters: “An Introduction to use of self in field placement”

Brief Assignment #2 (Take-Home Quiz) handed out

*9/19: Psychoanalytic Lunch & Learn: Mentalization and reflective parenting
Tina Adkins, PhD
11:30am-1:00pm*

9/20

Linking social work roles to agency function

Hepworth, Rooney et al.: Ch. 3

The first phase of the helping process: Engagement

Packet:

Fine: “Communication dynamics”

Communication Skills/Relationship-building

Fine: “Working with clients who are different...”

The Empathic Helper

Class role playing exercises

Brief Assignment #2 Take-Home Quiz Due

9/27

Communication Skills Continued
Goal Setting, Contracting, and Skill building
Class role playing continues

**Hepworth, Rooney et al.: Ch.s
5, 6, 12**

**Corcoran and Roberts: #80
“Successful Therapeutic Relationships”**

**Agency Analysis Paper and Oral Presentations
Due**

1st Process Recording Due for Field

10/4

Deepening Your Communication Skills
Introduction to Transtheoretical Model of Change
Deepening your skills and competence and reducing barriers to change

**Hepworth, Rooney, et al.: Chs.
7, 17**

**Corcoran and Roberts: #90
“Transtheoretical Model”**

*In class pairing and scheduling of video-tape role
play debriefing sessions*

*10/6: GRACE Event: Medicaid and Medicare 101
12:00-2:00pm*

*10/5 – 10/7: 41st Annual NASW Texas State Conference
in Galveston, TX
Student Volunteer opportunities abound*

10/11

Assessment as a product and process

Case Management

Tools for assessment: the genogram, ecomap, culturagram, and mental status exam

Hepworth, Rooney, et al.: Chs. 8 and 9

Corcoran and Roberts: #53 “Genograms”,

#104 “An Overview of Case Management”,

#130 “The Culturagram”

10/18

Evidenced-based social work practice:

Becoming an Evidence-based Practitioner

Brief Assignment #3 QUIZ

Corcoran and Roberts: #150 “Evidence-based Practice, Science, and Social Work: An Overview”,

#134 “Overview of Evidence-based Practice in School Social Work”

Packet:

Furman: “Ethical Considerations of Evidence-Based Practice”

10/25	<p>Multicultural and diversity issues in assessment and practice</p> <p>Follow up discussion on previous class topics</p> <p style="text-align: center;"><i>2nd Process Recording Due for Field</i></p> <p style="text-align: center;"><i>10/27: Sue Fairbanks Lecture in Psychoanalytic Knowledge "Everyone Hates Me Now, but Where Were They When I Needed Them?" Elizabeth Kita, PhD, LCSW Utopia Theatre, 1:00pm-4:00pm</i></p>	<p>Watch: "Cultural Humility" at http://www.youtube.com/watch?v=SaSHLbS1V4w</p> <p>Hepworth, Rooney, et al.: Ch. 10</p> <p><u>Packet:</u> Tervalon and Murray-García: "Cultural humility versus cultural competence"</p> <p>Johnson and Munch: "Fundamental contradictions.."</p>
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11/1	<p>Deepening your understanding of change: Implementing change strategies</p> <p>Managing difficult Social Work Roles: Mandated clients and the use of Authority</p> <p>Barriers to change: When Social Workers Aren't Welcome</p> <p style="text-align: center;">Video-Tape Role Play Debriefing Sessions Occur This Week</p>	<p>Hepworth, Rooney et al.: Chs. 12 (pp. 335 – 348), 13, 18</p> <p><u>Packet:</u> Schnitzer: "They don't come in! Stories told..."</p>
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11/8

Working with Groups

Diverse Families and Resilience

Video-Tape Role Play Critiques Due

Hepworth, Rooney, et al. Ch. 16

Canvas: Knight, C., "Group Work with Homeless Mothers: Promoting Resilience Through Mutual Aid"

Canvas: Bent-Goodley, T. "Challenges Facing Today's Families and Why Social Work Matters"

Corcoran and Roberts: #132 "Social Work with Lesbian, Gay, Bisexual, and Transgendered Clients"

11/15

The Community as Context for Practice

Empowering communities and organizations:

Inserting the social worker in the community

**Brief Assignment #4 Observation of Agency
Task Group Paper Due**

3rd Process Recording Due for Field

Hepworth, Rooney et al.: Ch. 14

Corcoran and Roberts: #116 "Contemporary Community Models"

Follow Canvas link to podcast: Act One "Money for Nothing and your Cows for Free"

Handout: "Is it Nuts to Give to the Poor Without Strings Attached?" by Jacob Goldstein (NYT article from August 2013)

Packet:

Parsons, "Guidelines for Empowerment"

11/22 **Multidimensional Case Assessment Due via
email 11/21 at midnight**

**NO CLASS
UT Holiday**

Enjoy your Thanksgiving holiday and Be Safe!!

*****Remember to submit your journal by 11/22*****

11/29 **The Personal is Global: Social Work's Interface with Spir-
ituality and Religion across the spectrum of practice**

Endings and Transitions

Take-Home Final Distributed Electronically

*12/5: Psychoanalytic Lunch and Learn: Defense Mechanisms
Explained
Tina Adkins, PhD
11:30am – 1:00pm*

Visit a religious service differ-
ent from your own upbringing
or chosen faith *for extra credit
points* (Sikh, Muslim, Hindu,
Jewish, Christian, Buddhist)

Hepworth, Rooney, et al.: Ch.
19

Corcoran and Roberts: #89
“Terminating”

Packet:
**Healy: “Exploring the histo-
ry...”**

12/6 **Social Justice, Leadership and Professional Use of Self
Time for review, reflection and evaluation**

**Take Home Final Due
12/11 at noon**

no journal due

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