THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW383T Social Work Practice II	Instructor's Name: TA's Name:	Barbara Anderson, LCSW
Unique Number:	61815	Office Number	SWB 3.124E
Semester:	Spring, 2015	Phone:	232-7118 (office) 289-8910 (emergency)
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Meeting Time/Place:	Wednesday 8:30-11:30 SWB 2.132	Office Hours:	Wednesday, 12:30-1:30 and by appt. (Note: appts not available due to faculty mtgs on 1/21, 2/11, 3/11, 4/22)

SOCIAL WORK PRACTICE II

I. 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.

Prerequisites: This course must be taken concurrently with Field Instruction II. This class is a prerequisite for all second year concentration courses.

II. 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 inter-professional 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- Advocacy Assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication
       Objectives 1, 7
       Assignments- Video Role Play and Critique, Social Work Theory Application

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
       Objectives 1, 7
       Assignments- Ethics Application

PB10 Apply strategies of ethical reasoning to arrive at principled decisions
       Objectives 1
       Assignments-Advocacy Assignment, 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- Advocacy Assignment, Social Work Theory Application

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

Objectives 2, 3
Assignments- Social Work Theory Application

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies
Objectives 2, 3, 4, 5, 6
Assignments-Social Work Theory Application, Video Role Play and Critique

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals
Objectives 3, 4, 5, 6
Assignments- Video Role Play and Critique

PB37 Implement prevention intervention that enhances client capacities
Objectives 2, 5, 6
Assignments- Video Role Play and Critique

PB39 Negotiate, mediate, and advocate for clients
Objectives 4, 5
Assignments- Advocacy Assignment

PB40 Facilitate transitions and endings
Objective 3
Assignments- Video Role Play and Critique

III.   **Teaching Methods**

This class will be taught using a variety of methods with an emphasis on experiential learning in-cluding role-play, video, class discussion, small group interaction, lecture and guest speakers. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual projects. For success in this class you must be willing to participate, risk yourself, stretch your creativity, and attend class! You are encouraged to ask questions, give the instructor feedback, and arrange times to see the instructor individually if you think it would be helpful for your learning.

IV.   **Texts and Materials**

Required:

Turner, F.J. (2011). Social Work Treatment, 5th Ed. New York: Oxford University Press.

Toseland, R. W., & Rivas, R. F. (2001). An introduction to group work practice, 7th ED. Boston, MA: Allyn & Bacon.

Roberts, Albert R. and Greene, Gilbert J. (2009) Social Workers' Desk Reference. 2nd Ed. New York, NY: Oxford University Press. This text is required upon admission to MSSW Program. (See admissions materials)

Reading packet is available at Abel's Copy/Speedway Publishing, University Towers, 715N West 23rd St. Ste. N, 512/4783334
Additional readings/handouts as assigned.

V. Course Requirements
(You will be given handouts with complete instructions.)

1. Assignment 1
   In-Class Applications

2. Assignment 2
   A series of three experiences/papers:
   1. Choose your own adventure: Social Justice through the lens of art or ECHO Point in Time (P.I.T.) Count
   2. Observation of Community Support Group
   3. Reflection on in-class group simulation process

3. Assignment 3
   Social Work Theory Application

4. Assignment 4
   Advocacy Assignment: Speak-out

5. Assignment 5
   Video role-play, consultation, critique and macro application

6. Professional engagement points will be determined by your:
   Attendance, timeliness, active and meaningful engagement in class activities, small group and full class discussions.

2 In-Class Application Activities @ 10 points each	20 points
3 brief papers @ 25 points each	75 points
Social Work Theory Application	100 points
Advocacy Assignment: Speak Out	55 points
Video Role-Play, Consult and Macro application	100 points
Professional engagement	10 points

Total: 360 points

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

A	338 - 360
A-	324 – 337
B+	313 – 323
B	302 – 312
B-	288 – 301
C+	277 – 287
C	266 – 276

C- 252 - 265
D 216 - 252
F below 216

Graduate Grading Scale (on 100 point scale equivalent)

94. 0 and Above = A
90.0 to 93.999 = A-
87.0 to 89.999 = B+
84.0 to 86.999 = B
80.0 to 83.999 = B-
77.0 to 79.999 = C+
74.0 to 76.999 = C
70.0 to 73.999 = C-
67.0 to 69.999 = D+
64.0 to 66.999 = D
60.0 to 63.999 = D-
Below 60.0 = 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 oppor-
tunity, and responsibility. Each member of the university is expected to uphold these values through integrity, hon-
esty, 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 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 consider-
ation.

Confidentiality
Information shared in class about agencies and clients is considered to be confidential according to the NASW Code
of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is
shared in class for this purpose. Discussions *outside* of class with individuals who are not class or seminar members
regarding information from class about clients, colleagues, supervisors or agencies marks a breach of confidentiality.

Professional Conduct in Class
The professor expects students to act as professionals in class. This means students should arrive on time for class,
use electronic devices for classroom activities only, be prepared to participate in the class discussion, and show
courtesy and respect for one another's opinions. We will not, nor should we, always agree with one another. In this

environment we will be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. This also entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

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.

Writing Style and 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.

The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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/).

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/.

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, 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.

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.

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 Blackboard—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 Blackboard. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

Feedback
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.

VIII.   Course Schedule

1/21	Orientation to Practice II: Course overview, organization and assignments In-class Application #1: Ethics and Values II **Option for brief assignment #1: "ECHO Point in Time Count" event is Jan 24** http://austinecho.org/volunteer/ to register to volunteer. Must attend one training session.	Syllabus *NASW Code of Ethics* Students' Advanced Directive New York Times ethics handout
1/28	Social Work Leadership, Advocacy, and the Legislative Process: Conflict and Collaboration Jessica Boston, LMSW, Legislative Director for Representative Elliot Naishtat Will Francis, LMSW, Govt. Relations Director, NASW Texas Clayton Travis, MSW, Advocacy and Health Policy Coordinator, Texas Pediatric Society Isabel Casas, LMSW, Legislative Aid, Office of Senator Judith Zaffrini Katharine Ligon, LMSW, Center for Public Policy Priorities Class meets at 8:45 at the Texas Capitol Annex, Hearing Room number E2.016 (Park at State Parking Lot at 12th and San Jacinto for a nominal fee).	SWDR #130: *Legislative advocacy* Electronic Handout: Advocacy Packet Packet: Haskins, *Social Science Rising* Packet: Uehara, *Grand Challenges for Social Work* Packet: McLaughlin, *Clinical Social Workers: Advocates for Social Justice*

2/4	Leadership and Community Organizing; Ideals and Realities Guest Speaker: Holly Kirby, LMSW, from Grassroots Leadership Groups In Social Work Practice I: ethics, group theory, dynamics, stages of development and facilitation skills **Brief Assignment #1 Due: Social Justice Through the Lens of Art paper or "ECHO P.I.T. Count" option verification due** (We will plan and order group role plays and theory work groups in class)	Packet: McKee, *Excavating our frames of mind* Packet: Manning, *The essence of ethical leadership* Packet: Bent-Goodley, *Social work and the civil rights act of 1964* Toseland & Rivas: Chs 1,3,4 *Optional reading:* *SWDR #97: Group Process* Hepworth et. al Ch. 11 Toseland & Rivas: Chs 5-8
2/11	Groups in Social Work Practice: In class group role-play (**Sessions one and two**) and debriefing Guest Consultant, Jean Avera, LCSW, former Clinical Associate Professor, UTSSW Note: Co-facilitators meet professor and consultant prior to class at **8:10** to review plans for session **[Process Recording #1 due for field]** **Brief Assignment #2: Community Support Group Observation due**	Toseland & Rivas: 9,10,13 Packet: Davis & Jansen, *Making meaning of alcoholics anonymous for social workers: Myths, metaphors, and realities*

2/18	Groups in Social Work Practice: In class group role-play (**Sessions three and four**) and debriefing Guest Consultant, Jean Avera, LCSW, former Clinical Associate Professor, UTSSW Note: Co-facilitators meet professor and consultant prior to class at **8:10** to review plans for session **Brief Assignment #3 "Group Role-play Reflection" due for 2/11 co-facilitators**	Packet: Dewane, *Use of self: A primer realities*
2/25	Group Role-play debriefed, integrating the learning about groups Reflecting on personal leadership style **Brief assignment #3 "Group Role-play Reflection" due for 2/18 co-facilitators** School Social Work Conference, Feb. 25– Feb. 27: Volunteer and workshop time will count as field hours	Turner: Chs. 1 & 25 Toseland & Rivas: Ch 2

| 3/4 | Thinking about Theory: Foundational Theories in Social Work: Psychodynamic, Attachment, Psychosocial and Functional Theories

Theory Group #1:
_____
_____

Theory Group #2:
_____
_____

Theory Group #3:
_____
_____

Theory Group #4:
_____
_____

[Process recording #2 due for field: Turn in by Friday the 6th]

(Theory groups 1 and 2 meet with Professor Anderson while groups 3 and 4 confer) | Turner: Chs. 3, 10 & 26

Handout and/or Canvas: Edmundson, *Save Sigmund Freud, and* Lowenstein*, Baby with the Bathwater*

Singer, J. B. (Host). (2009, August 30). Theories of clinical social work practice: Interview with Joseph Walsh, PhD. [Episode 52]. Social Work Podcast. Podcast retrieved from http://socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html |
| 3/11 | Creativity in Social Work Practice

(Theory groups 3 and 4 will meet with Professor Anderson to review plans while 1 and 2 confer)

(Theory packets #1 and #2 distributed to class) | Handout: McNeil, Donald, *Car Mechanic Dreams Up a Tool to ease Births, NY Times*

Handout: Broad, William, *From Warheads to Cheap Energy* |

3/16-3/21	**Spring Break!**	
3/25	**Theory Workshop/Application #1 and #2** **[Theory packets #3 and #4 distributed to class]**	(Order of following readings to be adjusted to conform with order of theory presentations. These readings will be completed between 3/18 and 3/25). Cognitive Behavioral Cluster: Turner Chs. 6, 7, 29 & 30 Feminist Cluster: Turner Chs. 11, 13 & 27, Packet, *Comstock, and SWDR, #37* Postmodern Cluster: Turner Chs. 8, 20, 23 and handout: Finegold, Holland and Lingham, *Appreciative Inquiry* Humanistic Cluster: Turner Chs. 5, 12, 14 & 16

4/1	**Theory Workshop/Application #3 and #4**	(Order of following readings to be adjusted to conform with order of theory presentations. These readings will be completed between 3/18 and 3/25). Cognitive Behavioral Cluster: Turner Chs. 6, 7, 29 & 30 Feminist Cluster: Turner Chs. 11, 13 & 27, Packet, *Comstock, and SWDR, #37* Postmodern Cluster: Turner Chs. 8, 20, 23 and handout: Finegold, Holland and Lingham, *Appreciative Inquiry* Humanistic Cluster: Turner Chs. 5, 12, 14 & 16
4/8	Theory Integration and case application **In-Class Application #2: "Choose your own Article" Application and Peer Instruction**	SWDR: *#27: Common Factors, #34: Comparative Theories* Packet: Bransford, *Reconciling Paternalism* Packet: Comstock, Hammer, Strentzsch, Cannon, Parsons, & Salazar, *Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies* *Handout: Case application*

4/15	**Speak Out Presentations** Crisis Intervention **Role Play Consultations with self-critique occur this week**	Turner: Ch. 9 SWDR: #25: *Crisis Intervention,* Packet: Dillon, *When the work doesn't work* Packet: Gerdes, *Importance of empathy*
4/22	**Speak Out Presentations** **[Last Journal submitted for Field]** **[Alternative process recording #3 due for field: details to be discussed in class]**	Packet: Loeb, *We don't have to be saints*
4/29	Integration of Learning across the Spectrum of Social Work Practice & Looking to the Future Course Instructor survey completed in class. **[In-class review of Macro Projects from field]** **Last date for Private Troubles/Macro Issues Application**	Packet: Hare, *Defining social work for the 21st century*. Packet: Weick. *Hidden Voices*

| 5/6 | Last class meeting at Barbara Anderson's home

[Journal project will be presented for completion of Field Practicum]

Students turn in field materials: journals, process recordings, time sheets | |

Bibliography Readings for Practice II, Spring 2015

Bransford, C.L. (2011). Reconciling paternalism and empowerment in clinical practice: An

    intersubjective perspective. *Social Work, 56*(1), 33-41.

Bent-Goodley, T. (2014). Social work and the civil rights act of 1964. *Social Work, 59*(4),

    293-295.

Comstock, D.L., Hammer, T., Strentzsch, J., Cannon, K., Parsons, J., Salazar, G. (2008).

    Relational-cultural theory: A framework for bridging relational, multicultural, and

    social justice competencies. *Journal of Counseling & Development, 86*(3), 279-287.

Davis, D.R. & Jansen, G.G. (1998). Making meaning of alcoholics anonymous for social

    workers: Myths, metaphors, and realities. *Social Work, 43*(2), 169-182.

Dewane, C.J. (2005). Use of self: A primer revisited. *Clinical Social Work Journal, 34*(4),

    543-558.

Dillon, C. (2003). When the work doesn't work. In *Learning from mistakes in clinical*

practice (pp. 148-170). Boston, MA: Thomas Wadsworth.

Gerdes, K.E. & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work,* 56(2), 141-148.

Hare, I. (2004). Defining social work for the 21st century: The International Federation of Social Workers' revised definition of social work. *International Social Work, 47*(3), 407-424.

Haskins, R., Paxson, C., Brooks-Gunn, J. (2009). Social science rising: A Tale of evidence shaping public policy. *The Future of Children*. 1-7.

Kurland, R & Salmon, R. (1998) Teaching a methods course in social work groups. Alexandria, VA: Council on Social Work Education

Loeb, P.R. (1999). We don't have to be saints. In *Soul of a Citizen* (pp. 34-57). New York, NY: St. Martin's.

Manning, S.S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp. 3-20). Boston: Pearson Education.

McKee, M. (2003). Excavating our frames of mind: The key to dialogue and collaboration. *Social Work, 48*(3), 401-408.

McLaughlin, A.M. (2009). Clinical social workers: Advocates for social justice. *Advances in Social Work, 10*(1), 52-68.

Roberts, A. (2009). Social work desk reference, 2nd Ed. New York, NY: Oxford University Press.

Singer, J.B. (Host). (2009, August 30). Theories of clinical social work practice: Interview with Joseph Walsh, PhD. [Episode 52]. *Social Work Podcast.* Podcast retrieved from:

http:// socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html

Specht, H. & Courtney, M. (1994). Unfaithful Angles. New York, NY: The Free Press

Toseland, R & Rivas, R. (2012). An introduction to Group Work Practice, 7th Ed. Boston: Al   lyn and Bacon

Turner, F.J. (2011). Social Work Treatment, 5th Ed. New York: Oxford University Press

Uehara, E., Flynn, M., Fong, R., Brekke, J., Barth, R., Coulton, C.,...Walters, K. (2013). Grand challenges for social work. *Journal for the Society for Social Work and Research, 4*(3), 165-170.

Weick, A. (2000). Hidden voices. *Social Work, 45*(5), 395-402.