

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Spring 2015

Course Syllabus for: SW 383T Social Work Practice II
Unique number 61840
Thursdays 4:30p – 8:30p
Room 2.112

Course Instructor: Robin M. Smith, LCSW
Office Phone: 471-3438
Cell Phone: 825-5308
Email: robinsmith@austin.utexas.edu
Office: SSW 3.124J
Office Hours: 2:00p to 3:00p Thursdays & by appointment

“A thousand small adjustments turn rules into skills, and then three smaller ones turn real skills into art.”

~Adam Gopnik

I. Standardized Course Description

This course builds upon Social Work 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, except for those students having advanced standing status. It is a prerequisite for all second year concentration courses.

II. Required Texts

Theories for Direct Social Work Practice (3rd Edition), by Joseph Walsh
Wadsworth/Cengage Learning, Publisher.

Direct Social Work Practice: Theory and Skills (9th Edition), by Hepworth, Rooney, Rooney, Strom-Gottfried and Larsen. Thomson Brooks/Cole, Publisher.

Assigned readings (to be posted on Canvas).

III. 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 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: Professional Accountability, Video Role Play & Critique, Theory Application, 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

Objectives 1

Assignments: Theory Application Discussion, in-class exercise

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objectives 1

Assignments: Advocacy Assignment and Theory Application Discussion, in-class exercise

EP2.1.10a Engagement

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

Objectives 3, 4, 5

Assignments: Theory Application and Advocacy Assignment

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

Objectives 2, 3

Assignments: Theory Application

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies

Objectives 2, 3, 4, 5, 6

Assignments: Video Role Play & Critique and Theory Application

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals

Objectives 3, 4, 5, 6

Assignments: Video Role Play & Critique

PB37 Implement prevention intervention that enhances client capacities

Objectives 2, 5, 6

Assignments: Video Role Play & Critique

PB39 Negotiate, mediate, and advocate for clients

Objectives 4, 5

Assignments: Advocacy Assignment, Case Assessment

PB40 Facilitate transitions and endings

Objective 3

Assignments: Video Role Play & Critique, Theory Application

IV. Teaching Methods

This class is taught using a variety of methods with an emphasis on experiential learning, and may include role plays, videos, class discussions, small group interactions, application, guest speakers and didactic lectures. The assignments provide the opportunity for "learning by doing". For success in this class you must be willing to participate, risk yourself, and "stretch". You are encouraged to ask questions when expectations are not clear, give the instructor constructive feedback, and meet with the instructor individually as needed.

Canvas is a very important extension of the classroom, and I regularly communicate important information to the class via Canvas. Please set your Canvas page so that you receive announcements and emails as soon as they are posted.

V. Course Grading

Students will be graded on performance in the following areas:

| | |
|---|------------|
| Class Participation | 10 points |
| Advocacy Project | 10 points |
| 12-step group observation | 5 points |
| Video Role Play | 15 points |
| Tests | 20 points |
| Theory Application Group Project | 15 points |
| Client Case Assessment | 25 points |
| <hr/> | |
| Total: | 100 points |

Grades for assignments will be posted on Blackboard as soon as they are available. It is strongly recommended that you keep up with your own grade tally and check in with the instructor if you're unsure about your attendance or participation points. The following graduate grading scale will be used to determine your final letter grade:

| | | |
|----------------|----|--------------------------|
| 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- | (Class failed/no credit) |
| 67.0 to 69.999 | D+ | |
| 64.0 to 66.999 | D | |
| 60.0 to 63.999 | D- | |
| Below 60.0 | F | |

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

VI. Course Requirements

A. Class Participation (10 points)

Participation credit will be determined by your attendance (including arriving on time and staying till class is dismissed), your preparation for class, your demonstrated student professionalism (see "Respect for Colleagues" below), your participation in and completion of in-class activities, and the contributions you make to class discussions. Students are expected to arrive on time and stay until class is dismissed. Students must sign the sign in sheet to receive credit for attendance. Please communicate with me if you will be absent or will arrive late or need to leave early. I prefer email so there is a record of your communication. Excessive absences (more than 3) and a pattern of late arrivals or early departures may result in disciplinary action. We do a number of in-class activities that involve completing a worksheet; you are expected to turn these in to me before you leave class.

Participation points will be deducted as follows:

| | |
|---|--------------|
| First absence | No deduction |
| Second absence | - 2.0 points |
| Third absence | - 3.0 points |
| Checking email, texting, or other unprofessional behavior in class | - 1.0 point |
| Unexcused tardy | - 0.5 points |
| Unexcused early departure | - 0.5 points |
| Failure to turn in/complete/pass class exercise | - 0.5 points |

B. Advocacy Project (10 points)

This assignment is designed to get students thinking about the public aspects of clients' private troubles, and to find ways to effectively "speak out" for clients in a public forum. Students will participate in a public advocacy event and write a reflective paper about the experience. Students must also prepare a brief oral/visual presentation for the class about the event. Plans must be cleared by Robin before going forward. See Guidelines posted on Canvas.

Plan due on Canvas by 5:00 pm Monday Feb. 23rd

Presentation and write up due in class April 30th

C. 12-Step Support Group Observation (5 points)

In order to see group concepts in action, students will observe a community based 12-step support group. If you've attended a particular 12-step group for your own support, you are required to attend a different type of 12-step group for the assignment. Students may find it easiest to observe an Al-Anon meeting (meeting for family and friends). Students must attend meetings that are "open" so consult see meeting schedule before attending. Students will complete a set of questions about the experience. See Guidelines posted on Canvas. **Due on Canvas by 5:00 pm Monday March 2nd**

E. Video Role Play (15 points)

Like the assignment in the fall, students will choose a student partner to interview and record. This time students will role play a client situation. This interview should reflect the middle or work phase of the client relationship, and will demonstrate student's emerging intervention skills. Students will videotape an approx. 20 minute conversation, a 3 minute segment of which will be shown in a student feedback group. Students will write a 3 page double spaced reflection on the experience. See Guidelines posted on Canvas.

Video Role Play & Paper due on Canvas by 5:00 pm Monday April 13th

D. Tests (20 points)

Two take home tests are to be completed during students' reading/study time and turned in in class. Tests are designed to reinforce concepts learned in reading and in class and to encourage students' critical thinking. Questions will be short answer and essay. Each test is worth 10 points and will be posted on Canvas by the Friday prior to the due date.

Test I due on Canvas by start of class Thursday March 12th

Test II due on Canvas by start of class Thursday May 7th

E. Theory Presentation Group Project (15 points) Students will choose or be assigned to a particular theory to present in class with a group of other students. Presentations will involve a review of theory basics, a fact sheet, a bibliography, a demonstration and a discussion for the class. The student group must clear their presentation with Robin prior to class. Grades will be assigned as a group. See Guidelines posted on Canvas.

Due _____ (see calendar – depends on your theory group)

F. Client Case Assessment (25 points)

Similar to last semester's Client Case Assessment, you will choose a client from your case load at your agency to assess, then you will write a very concise (one-page) assessment to be accompanied by an 6-8 page Reflection and Analysis paper, with an emphasis on your selection of an appropriate intervention, your attention to the macro level implications of your client's presenting problem, and the ethical and theoretical dimensions of the case. See Guidelines posted on Canvas.

Due on Canvas by 5:00 pm Monday May 4th

VII. Class Policies

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (found in the MSSW Handbook, see web addresses below) and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide To Field at <http://www.utexas.edu/ssw/field/forms/>

Find this syllabus at <http://www.utexas.edu/ssw/eclassroom/> and on Canvas

Professional behavior is expected of all students in field, in research and in the classroom.

Professional behavior in the classroom includes the following:

A. Attendance and Participation: The success of the course is dependent upon students assuming an active role in class discussions and activities. Attendance and participation for the entire three hours of each class is expected of all students. Students who fail to attend class on a regular basis (missing more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the course. The instructor asks that students send an email explaining any absence as soon as they are able.

The UT General Information catalog states “A student who is absent from a class or examination for the **observance of a religious holy day** may complete the work missed within a reasonable time after the absence, if proper notice has been given” (p. 79). Notice must be given at least 14 days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

B. Time Management: Assignments that are due on Mondays to Canvas are due by 5:00 pm. Assignments that are due on the day of class are due by the start of class (4:30). Papers turned in late will lose 5% of the assignment point value per calendar day that an assignment is late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 5% penalty. Late papers can be submitted to the receptionist at the Student Services desk; staff will place them in the instructor’s mailbox. Any adjustments in assignments due dates and/or examination **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date. **Students have one “free” assignment late day per semester to be used at their discretion. To use this “freebie”, you must indicate that you are choosing to do so when you upload your assignment to Canvas (please make a note in the discussion section).**

C. Respect for Colleagues: 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 willingness to promote group cohesiveness in the learning environment. Managing technology (cell phones, laptops) is a significant way to demonstrate respect for colleagues and the learning. Students are expected to limit technological distractions from the class focus. Lack of demonstrated respect for colleagues will lead to loss of participation points.

D. 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.

E. 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.

F. Concerns about grade: Students with concerns or questions about grades are encouraged to discuss these with the instructor. 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. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment's development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

G. Papers: Students are expected to produce high quality written work in terms of appearance, style, and content (see individual assignment guidelines for details). Papers submitted after the start of class on the due date or subsequent to the due date will be penalized (see above). When using information from other sources to complete a paper, 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 (see below).

H. Feedback: You will have at least two formal opportunities – mid semester and end of semester – to give feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this process by giving thoughtful, constructive and specific feedback. Not only is it helpful to me as the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

I. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For your own privacy, please avoid discussing sensitive personal matters in class, and, if you choose, talk with me instead. I will respect and protect your confidentiality/privacy unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook). I am happy to connect you with resources in the community if your personal needs exceed what I can provide as your instructor.

J. Client Privacy & Confidentiality: If your class work causes you to reflect on past or current client contact, and sharing information about that contact is necessary for your learning process, please remember to protect the client's privacy and confidentiality by sharing information judiciously and anonymously.

K. Academic Withdrawals: Students who cannot, for any reason, complete the course are advised to withdraw in order to avoid a failing grade (C-or below). The instructor will not withdraw a student unless specifically requested to do so by the University.

VIII. 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.

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/>.

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://www.utexas.edu/depts/dos/sjs/>).

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, or 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>.

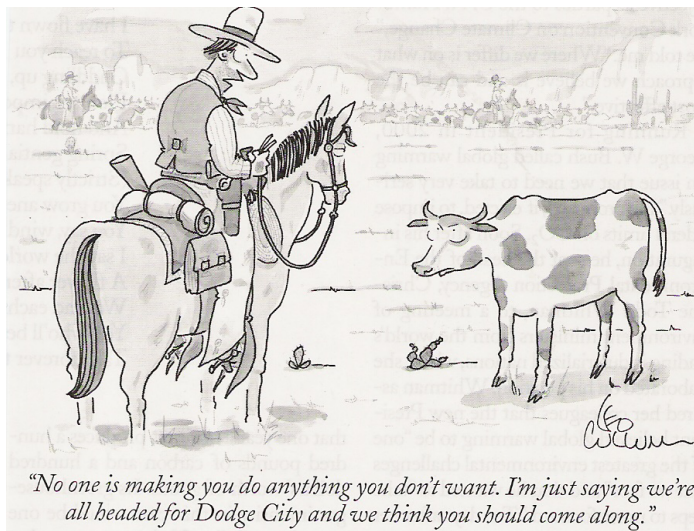
Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- 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.

Behavior Concerns Advice Line (BCAL): If while on campus students observe someone 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>.

IX. Changes to Syllabus Disclaimer

The instructor reserves the right to modify this syllabus as needed to correct errors and to best meet the learning objectives of the class. Changes will only be made when necessary and if they are made at all, students will be notified promptly.



We will discover our inner leaders...

**SW 383T Spring 2015 Course Calendar
Section 61840**

Instructor: Robin Smith, LCSW

The following is a general guide to the spring 2015 semester. The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified about them in class or by email. Please check Canvas & email regularly for updates.

| Date/Topic | Readings Due | Assignments Due | For Seminar |
|--|--|---|---|
| WEEK 1 | | | |
| Jan 22: Review Syllabus “Looking for Yesterday” Ethics Review Assign seminar leadership teams | N/A | N/A | Assign leadership groups Journals are due weekly. “Freebie journals” due in lieu of regular journals where noted. |
| WEEK 2 | | | |
| Jan 29: Advocacy | Social Work and Psychotherapy in the American Community - Specht & Courtney We Don't Have to be Saints - Loeb | | |
| WEEK 3 | | | |
| Feb 5: Group Work in Generalist Practice | Hepworth, Chs. 11 & 16 Making Meaning of Alcoholics Anonymous for Social Workers, Davis and Hansen | | Student Leadership Team 1 |
| WEEK 4 | | | |
| Feb 12: Task Groups | Task Groups - Zastrow Groupthink - Lehrer | Process Recording I (due in class or by email) | Student Leadership Team 2 Field Hours = 60 |
| WEEK 5 | | | |
| Feb 19: Group Leadership | Learning Group Leadership Skills - Toseland & Rivas The Therapist Working in the Here & Now - Yalom | DUE MONDAY 2/23 by 5:00 PM on Canvas: Advocacy Plan | Student Leadership Team 3 |
| WEEK 6 | | | |
| Feb 26: Introduction to Theory | Walsh Chs 1 – 3 SW Podcast – Interview with Joseph Walsh, PhD | DUE MONDAY 3/2 by 5:00 PM on Canvas: 12-Step Group Observation Paper | Student Leadership Team 4 FREEBIE JOURNAL |
| WEEK 7 | | | |
| Mar 5: Behavioral & Cognitive Theories | Walsh, Chs 6 & 7 Revolution on the Horizon, Butler (DBT) | | Student Leadership Team 5 |

| | | | |
|---|--|--|--|
| Speaker | | | |
| WEEK 8 Mar 12: Crisis Intervention Speaker | Walsh Ch 13 Treating War's Toll on the Mind - Streisand Vicarious Trauma: What are the Protective Measures? - Anecharico | Take Home Test 1 due on Canvas by start of class | Student Leadership Team 6 FREEBIE JOURNAL Field Hours = 120 |
| WEEK 9 Mar 19: S P | R I N G | B R E | A K ! |
| WEEK 10 Mar 26: FAMILY THEORY | Walsh Chs 8 & 9 Therapy in the Danger Zone - Barrett | GROUP THEORY DEMONSTRATION | |
| WEEK 11 Apr 2: EXISTENTIAL THEORY | Existential Theory, Randall (Ch 13 C&L) SW Podcast: Existential Therapy SWDR p. 264 Logotherapy - Guttman | GROUP THEORY DEMONSTRATION | Student Leadership Team 7 |
| WEEK 12 Apr 9: Attachment Theory Speaker | Attachment Theory, Stalker and Hazelton (Ch 6 C & L) | DUE MONDAY 4/13 by 5:00 PM on Canvas: Video & Reflection paper | FREEBIE JOURNAL Field Hours = 180 |
| WEEK 13 Apr 16: RELATIONAL CULTURAL THEORY | RCT: A framework for bridging relational, multicultural and social justice competencies A Raised Hand – Snyder | GROUP THEORY DEMONSTRATION | Student Leadership Team 8 |
| WEEK 14 Apr 23: NARRATIVE THEORY | Walsh, Ch 12 Narrative Therapy - Kelley Panning for Gold - Wylie | GROUP THEORY DEMONSTRATION DUE MONDAY 4/27 by email: Process Recordings 3 & 4 | Student Leadership Team 9 |

| | | | |
|--|--|---|--|
| <p>WEEK 15</p> <p>Apr 30: Advocacy Presentations</p> | <p>N/A</p> | <p>Advocacy Presentation & Paper due together in class</p> <p>DUE MONDAY 5/4 by 5:00 PM on Canvas: Case Assessment & Analysis Paper</p> | <p>Student Leadership Team 10</p> <p>FREEBIE JOURNAL</p> |
| <p>WEEK 16</p> <p>May 7: Last Class!</p> | <p>Reflect and Rejoice with class Pot Luck</p> | <p>Take Home Test 2 due on Canvas by start of class</p> | <p>Taking stock of a year in field</p> <p>Field Hours = 240</p> |



...and explore group dynamics!

Bibliography

- Barrett, M.J. (2010). Therapy in the danger zone. *Psychotherapy Networker*, March/April, 29-33, 52.
- Butler, K. (2001). Revolution on the horizon. *Psychotherapy Networker*, 25(3), 26-39.
- Coady, N. & Lehman, P. (2008). *Theoretical Perspectives for Direct Social Work Practice*. New York: Springer publishing company.
- Comstock, L. D., Hammer, R. 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 and development*, 86.
- Davis, R. D. & Jansen, G. G. (March 1998). Making meaning of Alcoholics Anonymous for social workers: Myths, Metaphors and Realities. *Social Work*, 43(2), 169-182.
- Green, D.L. & Macaluso, B. (2009). The social worker in a domestic violence shelter. In *Social Worker's Desk Reference* (2nd ed. pp. 95-102). New York, NY: Oxford University Press.
- Guttman, D. (2009). Logotherapy. In *Social Worker's Desk Reference* (2nd ed. pp. 264-272). New York, NY: Oxford University Press.
- Hallett, T. (2015). Running effective meetings. Mind Tools (website). <http://www.mindtools.com/CommSkill/RunningMeetings.htm>
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Larson, J. (2006). *Direct Social Work Practice*. Thomson Brooks/Cole, Inc.
- Kelley, P. (2009). Narrative Therapy. In *Social Worker's Desk Reference* (2nd ed. pp. 273-277). New York, NY: Oxford University Press.
- Lee, M.Y., & Greene, G.J. (2009). Using social constructivism in social work practice. In *Social Worker's Desk Reference* (2nd ed., pp.215-220). New York, NY: Oxford University Press.
- Lehrer, J. (2012). Groupthink. *The New Yorker*. January 30, retrieved from http://www.newyorker.com/reporting/2012/01/30/120130fa_fact_lehrer
- Loeb, P. (1999). We don't have to be saints. In *Soul of a Citizen*. (p. 34-57). New York: St. Martin's.
- National Association of Social Workers. (1997). *National association of social workers code of ethics*. Washington, D.C.: NASW 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>
- Singer, J. B. (Host). (2008, December 1). Visual assessment tools: The culturagram – interview with Dr. Elaine Congress. [Episode 46]. *Social Work Podcast*. Podcast retrieved from <http://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html>
- Singer, J. B. (Host). (2007, February 12). Existential therapy [Episode 7]. *Social Work Podcast*. Podcast retrieved Month Day, Year, from <http://www.socialworkpodcast.com/2007/02/existential-therapy.html>
- Specht, H. & Courtney, M. (1994). Social work and psychotherapy in the American community. In *Unfaithful Angels: How Social Work Has Abandoned Its Mission*. (p. 1-29). New York: The Free Press.
- Streisand, B. (2006). Treating war's toll on the mind. *US News & World Report*, October 9. 55-62.
- Toseland & Rivas. (1998). *Group Work Practice*. Massachusetts: A Viacom Company.
- Yalom, D. I. (1998). *The Yalom Reader*. New York: BasicBooks.

Walsh, J. (2010). *Theories for Direct Social Work Practice*. (2nd edition). California: Wodsworth Cengage Learning.

Wylie, S. M. (1994). Panning for gold. *Psychotherapy Networker*.

Zastrow, H. C. (2012). *Social Work with Groups*. Brooks/Cole Empowerment series.