



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: Participation in Community Event, Reflective Paper and Presentation

**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

Assignments: Ethics Assignment  
In-Class Case Application of Theory

**PB10 Apply strategies of ethical reasoning to arrive at principled decisions**

Objectives 1

Assignments: Participation in Community Event, Reflective Paper and Presentation  
Ethics Assignment

**EP2.1.10a Engagement**

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

Objectives 3, 4, 5

Assignments: Participation in Community Event, Reflective Paper and Presentation  
Social Work Theory Application  
In-Class Case Application of Theory

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

Objectives 2, 3

Assignments: Social Work Theory Application  
In-Class Case Application of Theory

### **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  
Theory Take-Home Paper  
In-Class Case Application of Theory

### **EP2.1.10c Intervention**

**PB36** Initiate actions to achieve organizational goals

Objectives 3, 4, 5, 6

Assignments: In-Class Assignment  
Class Discussions

**PB37** Implement prevention intervention that enhances client capacities

Objectives 2, 5, 6

Assignments: Video Role Play and Critique  
Theory Take-Home Paper  
In-Class Case Application of Theory

**PB39** Negotiate, mediate, and advocate for clients

Objectives 4, 5

Assignments: Participation in Community Event, Reflective Paper and Presentation  
Class Discussions

**PB40** Facilitate transitions and endings

Objective 3

Assignments: Video Role Play and Critique  
Class Discussions

## **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 TEXTS AND MATERIALS

Turner, F. (2011). *Social work treatment: Interlocking theoretical approaches, 5e*, New York: Oxford University Press.

Walker, B. (2012). *Black boy, white school*. NY: HarperCollins.

***Readings will also be assigned from required text of Practice I, Fall 2012:***

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., Larson, J. (2010). *Direct social work practice*. Pacific Grove, CA: Thomson Brooks/Cole.

Additional required readings will be available on the course Blackboard website.

## COURSE REQUIREMENTS

Ethics Assignment	20 pts
Participation in Community Event, Reflective Paper and Class Presentation	50 pts
Social Work Theory Application and Intervention Plan	80 pts
Video Role Play and Reflection	50 pts
In-Class Case Application of Theory	50 pts
Theory Take-Home Paper	50 pts
Quizzes (3 x 20 points)	60 pts
Professional Development Application	20 pts
Class Participation	20 pts
<b>Total</b>	<b>= 400 pts</b>

### Ethics Assignment

You will be asked to write a paper (maximum five double-spaced pages) examining an ethical dilemma.

A separate assignment sheet will be provided. **Due Date: February 7, 2013 (20 pts)**

### Participation in Community Event, Reflective Paper and Class Presentation

This semester you will be required to attend and participate in one community event to advocate for an issue about which you feel strongly. The objectives for this assignment are:

1. To better understand the needs of agencies in the Austin community and the clients that they serve.
2. To analyze an agency's efforts in coordinating an event to address a particular 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 community event impacted you personally and what possibilities you see for your involvement with community activities in the future.

You will participate in the event and write a reflective paper about your experience. You will also be required to make an informal class presentation about your experiences with the event.

The final due date for the reflective paper is **April 18, 2013**, although you are strongly encouraged to submit the paper as soon after your participation in the community event as possible. The paper should be 5-7 double-spaced pages in length.

A separate assignment sheet will be provided. **Due Date: April 18, 2013 (50 pts)**

### **Social Work Theory Application and Intervention Plan**

To further your understanding of practice theory, you will select one of several possible theories to form a demonstration group with some of your peers. Members of the class interested in the same theory will form a task group for this presentation. A case will be provided to each of four theory application task groups. Each task group's assignment is to prepare an analysis of the case situation and to design interventions for the case using your group's selected theory. You will present your group's research of best practices, your assessment of the case through the lens of your selected theory, and a demonstration of a theoretically-relevant intervention to the class during the week that your theory is assigned.

The objectives of this assignment are:

1. To demonstrate an understanding of a practice theory discussed in Practice II
2. To apply the assigned theory to a client population using role play
3. To share understanding of the application of this theory with others in the class

A separate assignment sheet will be provided. **Due Date: See Class Schedule (80 pts)**

### **Video Role Play and Critique**

For this assignment, you will choose a partner (a member of the cohort) and schedule time to video a client session for approximately 30 minutes. When acting as client, it will be necessary to identify a problem to discuss with a social worker. The session will occur as if in the **middle phase** of work together so that more advanced interviewing/relational skills may be employed. Talk with your partner in advance about the "problem" he or she has brought to you previously so that you are familiar with it and do not use session time for initial data collection. Video review sessions will occur outside of class time and reviews will be scheduled during the

The objectives for this assignment are:

1. To demonstrate an **increased level of relational skills** (empathic responses, reflection, active listening, questioning techniques, exploration, therapeutic confrontation, compassion, etc.);

2. To analyze the communication style between the worker and the client highlighting areas of growth and recognizing the use of strengths-based language throughout the session;
3. To continue the practice of giving and receiving constructive feedback with peers and supervisors.

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. The reviews will occur either during the week of March 28 or April 1. The written two-to-three page reflective critique of the session is due by the beginning of class in the week following your review session.

*In lieu of your third process recording for Field Seminar, you may choose to review a 10-12 minute segment (or more) of the video **TOGETHER** with your field instructor and complete a review sheet (see assignment sheet). The review sheet is due no later than May 2, 2013. Please obtain permission from your interviewee (student peer) prior to showing the video to your field instructor.*

A separate assignment sheet will be provided.

**Written Reflection Due Date: the week following your video review session (50 pts)**

### **Theory Take-Home Paper (50 points)**

A take-home paper regarding theory will be assigned on April 11, 2013, and is due on April 25, 2013. 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:

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

A separate assignment sheet will be provided. **Due Date: April 25, 2013 (50 pts)**

### **In-Class Case Application of Theory (50 points)**

A written case application of theory will occur in class on April 25, 2013. Students will read Black Boy, White School by Brian Walker prior to April 25, 2013. You will be expected to answer a series of questions regarding application to this case particular theories discussed in Practice II. You will not be allowed to use class materials or readings for this assignment. Please plan to bring several sheets of lined paper for this case application.

**The objectives for this assignment are:**

1. To demonstrate appropriate use of practice theory in service planning and implementation with a client
2. To demonstrate development of appropriate assessment questions based on practice theory
3. To demonstrate appropriate use of practice theory in developing either micro or mezzo/macro interventions for effective client care.

**Due Date: April 25, 2013 (50 pts)**

**Professional Development Application (20 points)**

This assignment's focus will be to examine changes, both conscious and unexpected, to your professional selves over the course of the academic year. An in-class application will occur on May 2, 2013.

The objectives for this assignment are:

1. To identify ways that your professional use of self has emerged over the course of two semesters
2. To integrate your development of increased professional self-awareness with your identify of yourself as an emerging social worker

**Due Date: May 2, 2013 (20 pts)**

**Quizzes (60 points)**

Three quizzes will be scheduled this semester over the assigned readings for class. As was the case last semester, the quizzes will be administered using the collaborative learning method in a group format. **(60 pts total; 20 pts each)**

Quiz Schedule:	
Quiz One	2/14
Quiz Two	3/21
Quiz Three	4/18

**Class Participation (20 pts.)**

It is important to attend class on time, remain for the entire class, and be actively, appropriately, and meaningfully present for effective learning and demonstration of professional behavior. As 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, appropriate 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.

This semester, as part of your participation points, **you are asked to attend some type of twelve-step meeting**. You may choose the meeting you want to attend with only two requirements: (1) Push yourself outside of your comfort zone; and (2) select a meeting that you have not attended before. You will be asked to complete a 1-page sheet to record your attendance, indicate how you stretched yourself, and what your experience taught you. Attendance at this meeting must be completed by **April 4** to receive credit.

## **Grades**

400-375 = A  
374-360 = A-  
359-349 = B+  
348-336 = B  
335-320 = B-  
319-310 = C+  
309-296 = C  
295-280 = C- (class failed, no credit)  
279-270 = D+  
269-256 = D  
255-240 = D-  
240-0 = 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 and 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 and Field II courses, 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. on the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm on the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. Students will not lose 5 points for one assignment turned in one day late during the semester. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point deduction. Late papers will be accepted via Blackboard 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 three hours of class and the additional hour of field seminar is expected for all students. After two absences, the student will be asked to meet with the professor for a Level I Review regarding attendance. Three or more absences may result in the student being dropped from Practice II and Field II. A student is considered late when arriving to class after 8:40am, and if a pattern of lateness develops, a Level I Review will occur regarding professionalism.

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. In most circumstances, the student may schedule an office visit with the professor if she wishes to discuss missed classroom material in more detail.

As in any professional situation, students are expected to notify the instructor prior to class by email or cell phone if they will be late or 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. 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/>).

### **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.

### **Writing Assignments**

Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. Students are strongly encouraged to consult with the SSW Writing consultant who can be reached at [dinittowritingconsultant@gmail.com](mailto:dinittowritingconsultant@gmail.com).

### **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 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>.

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 are also responsible for alerting the instructor about any changes to their email addresses. Students can use email to ask the instructor questions between class meetings. However, a student 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, communicate and collaborate online, post grades, submit assignments, and give students online quizzes and surveys. 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.

### **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
1/17	<b>Class Orientation Ethical Decision Making</b>		
1/24	<b>Advanced Interviewing/Relational Skills</b>		<b>Hepworth, Chapters 17-18</b>
1/31	<b>Groups (meeting with Clinical Faculty member Susan Walsh and her class)</b>		<b>To be determined. . .</b>

2/7	<b>Groups</b>	<i>Ethics Assignment due</i>	<b>Corey, Corey, and Corey</b> , Chapters 1-4 <b>Hepworth</b> , Chapter 16
2/14	<b>Theoretical Evolution and Relevance Psychoanalytic and Psychodynamic Theories Ego Psychology</b>	<i>Quiz 1</i>	<b>Turner</b> , Chapters 1, 3, 10, 26 <b>Walsh</b> , Theories for Clinical Social Work Practice Podcast: <a href="http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html">http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html</a>
2/21	<b>No Class</b>	<i>School Social Work Conference or Outside Assignment</i>	
2/28	<b>Crisis Theory/Intervention Solution-Focused Theory Stages of Change and Motivational Interviewing</b>	<i>School SW Conference or Outside Assignment Paper Due</i>	<b>Turner</b> , Chapters 9 and 32 <b>Eaton &amp; Roberts</b> , Front Line Crisis Intervention, <i>SWDR</i> , 207-215 <b>Ligon</b> , Fundamentals of Brief Treatment, <i>SWDR</i> , 215-220  Other readings on BB/handouts
3/7	<b>Attachment Theory and Social Work Practice (in larger venue)</b>		<b>Schore &amp; Schore</b> , Modern Attachment Theory  Other readings to be determined/as assigned on BB
3/14	<b>Spring Break/No Class Have fun and be safe!</b>		

3/21	<b>Narrative Theory</b>	<i>Quiz 2</i> <i>In Class Application of Narrative Theory</i>	<b>Turner</b> , Chapter 20 <b>Davis &amp; Jansen</b> , Making Meaning of Alcoholics Anonymous for Social Workers <b>Davis</b> , Ms. Palmer on Second Street
3/28	<b>Social Work in the Electronic Age (and much more!)</b> <b>Guest Speaker: Rick Reynolds, LCSW</b>	<i>Video Reviews</i>	<b>To be determined by guest speaker.</b>
4/4	<b>Existential Theory</b>	<i>In Class Application of Existential Theory</i> <i>Last day to turn in 12-Step Attendance Reflection for Credit</i> <i>Video Reviews</i>	<b>Turner</b> , Chapter 12 <b>Lantz and Walsh</b> , Elements of Short-Term Existential Intervention (Chapter 3)
4/11	<b>Feminist/ Relational-Cultural Theory</b>	<i>In Class Application of Feminist/ Relational-Cultural Theory</i>	<b>Turner</b> , Chapters 13 and 27 <b>Downs</b> , Between Us: Growing Relational Possibilities in Supervision <b>Freedberg</b> , Re-examining Empathy

4/18	<b>Structural Family Theory</b>	<i>Quiz 3</i>  <i>In Class Application of Structural Family Theory</i>  <i>Community Event Reflection Due</i>	<b>Walsh</b> , Chapter 5  <b>Aponte</b> , <i>SWDR</i> , pp. 442-446
4/25	<b>In-Class Case Application of Theory Leadership</b>	<i>Theory Take-Home Paper Due</i>	<b>Mizrahi</b> , <i>SWDR</i> , pp. 872-881 <b>Loeb</b> , We Don't Have to Be Saints <b>Manning</b> , The Essence of Ethical Leadership
5/2	<b>Last Class – Celebration Events</b>	<i>Professional Development Application in Class</i>	

### Bibliography for Practice II, Spring 2013

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- Laird, J. (2002). Family-Centered Practice-Feminist, Constructionist, and Cultural Perspectives. *Feminist Practice in the 21st Century*. NASW Press.
- Lantz, J. & Walsh, J. (2007). *Existential Intervention in Clinical Practice*. Chicago: Lyceum Books, Inc.
- Loeb, P. (1999). We don't have to be saints. In *Soul of a Citizen* (pp.34-57). New York: St. Martin's.
- Manning, S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp.3-20). Boston: Pearson Education.
- Schore, J. & Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal* , 36, 9-20.
- Walker, B. (2012). *Black Boy, White School*. NY: HarperCollins.
- Walsh, J. (2010). *Direct Social Work Practice, 2e*. California: Wadsworth Cengage Learning.

### **Further Readings**

- Efran, J. & Greene, M. (2005). The art of therapeutic conversation. *Psychotherapy Networker*, 33-36.
- Freud, S. (1998). The baby and the bathwater: Some thoughts on Freud as a postmodernist. *The Journal of Contemporary Human Services*, 455-464.
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