

THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

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5:30-8:00 pm Other times by appt.
Room 2.132

SW n383T: Post-BSW Social Work Practice II

I. STANDARDIZED COURSE DESCRIPTION

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

II. STANDARDIZATION OF COURSE OBJECTIVES

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

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

7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources. **(PB 1, 4)**

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

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

PB1 Advocate for client access to the services of social work

Objectives 4, 7

Assignments: Social work theory application and intervention plan
Community event assignment

PB4 Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: Video role play and critique
Social work theory application and intervention plan
Community event assignment

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

PB9 Tolerate ambiguity in resolving ethical conflicts

Objective 1

Assignments: In-class ethics application
Ethics and values application

PB10 Apply strategies of ethical reasoning to arrive at principled decisions

Objective 1

Assignments: Ethics and values application
In-class ethics application

EP2.1.10a Engagement

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

Objectives 3, 4, 5

Assignments: Social work theory application and intervention plan

Community event assignment
Video role play and critique

PB31 Develop a mutually agreed-on focus of work and desired outcomes
Objectives 2, 3
Assignments: Social work theory application and intervention plan
Application of theory
Video role play and critique

EP2.1.10b Assessment

PB35 Select appropriate intervention strategies
Objectives 2, 3, 4, 5, 6
Assignments: Social work theory application and intervention plan
Video role play and critique
Application of theory

EP2.1.10c Intervention

PB36 Initiate actions to achieve organizational goals
Objectives 3, 4, 5, 6
Assignments: Video role play and critique
Application of theory

PB37 Implement prevention intervention that enhances client capacities
Objectives 2, 5, 6
Assignments: Video role play and critique
Application of theory

PB39 Negotiate, mediate, and advocate for clients
Objectives 4, 5
Assignments: Social work theory application and intervention plan
Community event assignment
Application of theory

PB40 Facilitate transitions and endings
Objective 3
Assignments: Video role play and critique
In-class discussion

III. TEACHING METHODS

This class will be taught using a variety of methods with an emphasis on experiential learning via an active, learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, students must be willing to participate, take appropriate

personal risks, utilize their creativity, and attend class. Students are encouraged to ask questions as well as provide the professor with information and feedback.

IV. REQUIRED TEXT AND MATERIALS

Walsh, J. (2013). *Theories for Direct Social Work Practice* (3rd edition). Stamford, CT: Cengage Learning

Walker, B. (2012). *Black boy, white school*. New York: Harper Teen.

V. COURSE REQUIREMENTS

All students are required to complete one group presentation, six written assignments, a community participation project and a video review project, as well as contribute to five group writing prompt answers. Class participation will also be factored into the course requirement. The professor will provide detailed written information for each assignment.

Self-Assessment	= 30 points
Ethics and Values Application	= 30 points
Community Event Paper	= 50 points
Video Role Play and Critique	= 50 points
Social Work Theory Application and Intervention Plan	= 100 points
Final Integration Paper	= 75 points
Reading Integration	= 40 points
Class Participation	= 25 points
Total	= 400 points

Self-Assessment

Students will complete a written self-assessment, exploring areas that contribute to making each a unique emerging professional. This assignment is designed to increase understanding of biopsychosocial assessment, provide the professor with a deeper understanding of each student's background, and facilitate learning about professional use of self as applied in social work practice.

A separate assignment sheet will be provided. **Due Date: June 15 (30 points)**

Ethics and Values Application

The NASW Code of Ethics defines standards of practice for social workers. As part of your professional development, it is important that you be able to identify the areas of the Code that are in potential conflict with your personal values. The objective of this assignment is to identify an area of the Code that you think you will be most challenged to comply with and demonstrate this challenge through an essay or creative representation.

A separate assignment sheet will be provided. **Due Date: June 22 (30 points)**

Community Event Paper

Each student is expected to plan and implement an advocacy intervention in the Austin area for an issue about which he/she feels passionate. The objectives for this assignment are:

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

It is feasible for you and a peer or small peer group to plan and implement an intervention together. If it is more workable for you to advocate individually, that is also acceptable.

A separate assignment sheet will be provided. **Due Date: July 15 (50 points)**

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. Your client will present a problem or reason that he/she has been seeking the services of a social worker. The session will reflect the middle phase of work together and will not demonstrate an intake or assessment phase. Talk with your partner in advance about the “problem” he or she will present so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

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

You will review approximately 5-7 minutes of your video session with your professor and a small group of your peers.

A separate assignment sheet will be provided. **Written Critique Due Date: July 27 (50 points)**

Social Work Theory Application and Intervention Plan

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

The objectives of this assignment are to:

1. To demonstrate understanding of a selected practice theory.

2. To apply the assigned theory to a client situation using creative demonstration, role play and/or media presentation.
3. To enhance own understanding of the theory by completing further research and sharing learning with others in the class.
4. To learn about effective task group roles and experience through active task group implementation.

A separate assignment sheet will be provided. **Due Date: See Class Schedule (100 points)**

Final Integration Paper

A final written theory application will be due on July 22, 2015. Students will read Black Boy, White School by Brian Walker prior to completion of the assignment. Using recently acquired basic knowledge of theories from class readings, lectures, presentations, and discussions, students will answer several questions regarding situations and characters in this book.

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.

A separate assignment sheet will be provided. **Due Date: July 22 (75 points)**

Reading Integration

Writing prompts will be given during four of the class sessions in order to encourage completion and comprehension of assigned readings. Students will complete the answers to the writing prompts in groups, providing opportunity for team work and deeper discussion and understanding. Each writing prompt will be worth a maximum of 10 points and each member of the group will receive the same grade. Dates will be listed in the syllabus. Students who have a planned absence may arrange with the professor in advance to complete the writing prompt on their own. **(40 points)**

Class Participation

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

VI. 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

VII. 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, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by FERPA regulations as well. Discussions with individuals outside of the educational context are not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Professional Accountability and Conduct in Class

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. 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 this course, the student is expected to bring any concerns directly to the professor on an individual basis if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Classroom Civility

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Unanticipated Distress

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

Time Management

Assignments are due by 5:30 p.m. the day of class through email or hard copy format. Papers turned in after 5:30 p.m. the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. On subsequent days, assignments must be submitted before 5:30 p.m. to avoid an additional 5 point penalty. Late papers will be accepted via email to the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

Attendance

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

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

More than two absences may result in the student being dropped from Practice II. A student is considered late if arriving to class after 5:40 pm. Three late arrivals will count as one class absence.

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

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

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an

examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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.

APA Guidelines and Crediting Sources

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

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. Appointments can be made through the DiNitto Center, through the *Steer Your Career* online portal.

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.

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.

Use of Class Materials

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.

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 (512-471-6259 voice or 512-471-4641 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/>.

Title IX Reporting

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. All faculty, instructors and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including students resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

Use of E-Mail for Official Correspondence to Students

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

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

Use of Canvas in Class

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

Policy on Social Media and Professional Communication

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

etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

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

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

Safety

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

Behavior Concerns Advice Line (BCAL)

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

Emergency Evacuation Policy

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

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

the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
6/8	Class Orientation Group Building Learning Styles		
6/10	Values and Ethics Professional Use of Self		NASW Code of Ethics Reamer (Canvas) Dewane (Canvas)
6/15	Task Group Selection Task Groups Group Planning	<i>Self-assessment due</i>	Hardcastle and Powers, Chapter 10 (Canvas)
6/17	Task Groups Leadership and Advocacy in Groups		Hepworth, Chapter 16 (Canvas) Mizrahi, SWDR, 872- 881 (Canvas)
6/22	Assessment Cultural Competence Trans-theoretical Model	<i>Ethics and Values Assignment Due</i>	Hepworth, Chapter 8 (Canvas) Rothman, Chapter 5 (Canvas) Optional reading: Calderwood (Canvas)
6/24	Advanced Relational Skills Introduction to Theory Crisis Theory	<i>Writing Prompt</i>	Hepworth, Chapter 18 (Canvas) Walsh, SW Podcast (Canvas) Walsh, Chapter 13 Optional reading: Walsh, Chapter 1
6/29	Psychoanalytic to Post-Modern Practice – A Progressive Timeline Solution-Focused Theory		Walsh, Chapters 4, 5, & 10
7/1	Existential Theory		Randall in Coady & Lehman, Chapter 13 (Canvas) Lantz & Walsh, Chapter 3(Canvas)

7/6	Structural Family Theory	<i>Writing Prompt Structural Family Group Paper Due</i>	Walsh , Chapter 9
7/8	Relational-Cultural Theory	<i>Writing Prompt Relational- Cultural Group Paper Due</i>	Comstock, et.al. (Canvas) Harling & Sparks (Canvas)
7/13	Narrative Theory	<i>Writing Prompt Narrative Group Paper Due</i>	Walsh , Chapter 12 Optional reading: Furman (Canvas)
7/15	Video Reviews	<i>Community Event Paper Due</i>	
7/20	Video Reviews		
7/22	Leadership, Advocacy, and Macro Practice	<i>Final Paper Due</i>	Manning (Canvas) Loeb , We Don't Have to Be Saints (Canvas)
7/27	Professional Self-Care Self-Compassion Final Field Process	<i>Video Role Play Critiques Due</i>	NASW , Professional Self-Care

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