

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

<b>Course Number:</b>	<b>SW 383R</b>	<b>Instructor:</b>	<b>Susan Walsh, MSSW</b>
<b>Semester:</b>	<b>Fall 2013</b>	<b>Email:</b>	<b>slwalsh@austin.utexas.edu</b>
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**SW 383R: Social Work Practice I**

**I. STANDARDIZED COURSE DESCRIPTION**

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

**II. STANDARDIZED COURSE OBJECTIVES**

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

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the [NASW Code of Ethics](#) (**PB 2, 8**);
2. Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members (**PB 2, 3, 7**);
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities (**PB 2, 5, 6, 30**);
4. Demonstrate an understanding of the impact of organizational and community context on service delivery through the in depth analysis of the assigned field agency (**PB 29, 36**);
5. Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk (**PB 5, 8**);
6. Systematically apply an eco-systems framework to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment (**PB 33, 34, 38, 39**);

7. Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice (**PB 32, 33, 34, 38**);
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings (**PB 29, 31, 35, 36**);
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery (**PB 35, 36, 37**).

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.

**EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.**

**PB2 Practice personal reflection and self-correction to assure continual professional development**

Objectives: 1, 2 and 3

Assignment: Student Interview Project  
Values and Ethics Self-Assessment

**PB3 Attend to professional roles and boundaries**

Objectives: 2

Assignment: Agency Analysis and Poster Presentation  
Student Interview Project

**PB5 Engage in career-long learning**

Objectives: 3 and 5

Assignment: In Class Discussion

**PB6 Use supervision and consultation**

Objectives: 3

Assignment: Student Interview Project

**EP 2.1.2 Apply social work ethical principles to guide professional practice.**

**PB7 Recognize and manage personal values to allow professional values to guide practice**

Objectives: 2

Assignment: Values and Ethics Self-Assessment

**PB 8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles**

Objectives: 1 and 5

Assignment: In Class Discussion and activities

**EP 2.1.10a. Engagement**

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

Objectives: 4 and 8

Assignment: Agency Analysis and Poster Presentation  
Quizzes, Comprehensive case assessment

**PB 30** Use empathy and other interpersonal skills

Objectives: 3

Assignment: Student Interview Project

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

Objectives: 8

Assignment: Quizzes  
Comprehensive Case Assessment

**EP 2.1.10b. Assessment**

**PB 32** Collect, organize, and interpret client data

Objectives: 7

Assignment: Quizzes  
Comprehensive Case Assessment  
In class activities

**PB 33** Assess client strengths and limitations

Objectives: 6 and 7

Assignment: Quizzes  
Comprehensive Case Assessment  
In class activities

**PB 34** Develop mutually agreed-on intervention goals and objectives

Objectives: 6 and 7

Assignment: Quizzes  
In class activity

**PB35** Select appropriate intervention strategies

Objectives: 8 and 9

Assignment: Quizzes  
Comprehensive Case Assessment

**EP 2.1.10c. Intervention**

**PB36** Initiate actions to achieve organizational goals

Objectives: 4, 8 and 9

Assignment: Agency Analysis and Poster Presentation

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

Objectives: 9

Assignment: Comprehensive Case Assessment  
In class activities  
Take home evidence-based practice assignment

**PB 38** Help clients resolve problems

Objectives: 6 and 7

Assignment: Comprehensive Case Assessment  
In class activities

Take home evidence-based practice assignment

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

Objectives: 6

Assignment: Comprehensive Case Assessment  
In class activities

### 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, you must be willing to participate, risk yourself, stretch your creativity, and attend class. You are encouraged to ask questions as well as provide the professor with information and feedback.

### IV. REQUIRED & RECOMMENDED TEXTS AND MATERIALS

Required: Hepworth, D., Rooney, R., Rooney, G., Strom-Gottried, K., Larson, J. (2013). *Direct Social Work Practice*. Belmont CA: Brooks/Cole.

Roberts, A.R. (Ed.) (2009). *Social Workers' Desk Reference*. Oxford: University Press.

All Required Readings listed on the class schedule, that are not found in the Hepworth/Rooney textbook or Social Workers' Desk Reference, will be available via Blackboard and/or e-reserves. If readings are added after the beginning of the class semester, you will be notified by the Professor.

### V. COURSE REQUIREMENTS

1. **Values and Ethics Self-Assessment (50 pts) Due: 9/12/13**

In order to begin the process of self-assessment of personal values, students will analyze an area of the NASW Code of Ethics which might challenge personal values and/or beliefs. Detailed guidelines for this assignment are in the assignment packet.

2. **Student Interview Project (40 pts)**

**Feedback Group Meetings: 10/17/2013, 10/18/2013, 10/19/2013**

**Self-Assessment Paper Due: 10/24/13**

Each student will select a student from class and videotape an interview with that student. The video will be reviewed by the professor and a video review team, and feedback will be provided. Each student will write a critique of his or her social work skills based on the videotaped interview and feedback from the review team. This assignment will give students an opportunity to practice professional engagement/communication skills, practice giving feedback to

peers, and practice self-assessment skills. Detailed guidelines for this assignment are in the assignment packet.

3. **Agency Analysis Paper and Fact Sheet/Brochure (60 pts)**      **Due: 10/31/13**  
This assignment will give students the opportunity to collect information about their field placement agency and present this information in written and visual format. Students will create an informational Fact Sheet/Brochure to distribute to the class and turn in a written paper. Detailed guidelines for this assignment are in the assignment packet.

4. **Comprehensive Case Assessment and Reflection (100 pts)**

**Draft Due: 11/21/2013**

**Completed Assessment and Reflection Due: 11/28/13**

A comprehensive case assessment on a client from the student's field caseload is required. The client chosen must be one with whom the student has worked. Students will use a multidimensional approach in critically assessing the client's problem(s), systems, cultural context and strengths and challenges. The final product will state the students impressions based on their critical assessment and a suggested intervention plan. Students will turn in a draft of their assessment for feedback from their peers. The completed assessment will include a brief reflection memo. Detailed guidelines for this assignment are in the assignment packet.

5. **Quizzes and Take Home Assignments (100 pts total)**

**Quizzes Due: Random and Last Day of Class**

**Take Home Assignments Due: 10/10/13 and 10/19/13**

During the semester, unannounced quizzes will be given to encourage timely reading of the course material. Quizzes will be given on random dates. The final quiz will be given on the last day of class. In addition, students will have two Take Home assignments for the week of October 4<sup>th</sup> and October 18<sup>th</sup> when there will be no class.

6. **Class Participation (50 pts)**

Students are expected to attend each class, arrive on time, return from breaks on time, remain awake, stay for the entire class, and to be actively and meaningfully present for effective learning and demonstration of professional behavior. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Students must demonstrate openness to learning and work to improve his or her social work skills. Participation points will be determined by attendance, preparation for class, level of interest and effort, respect for others' learning needs, participation/completion of in-class individual and group activities, and contributions to classroom discussions. Student absences and tardiness are disruptive to the learning environment, and will result in a lowered participation grade. A student who is over one hour late will be counted as absent. Excessive absences and/or tardiness may result in disciplinary action. Points will be deducted as follows:

**Absent without notifying professor prior to class by phone or email: 10 pts**

**Tardy (including returning late from break): 5 pts**

**Excused absence due to illness or emergency (with prior notification): 0 pts**

**Unexcused absence with prior notification: 5 pts**

**Evaluation and Grading:** All students will be awarded points based on the quality of their work and adherence to assignment instructions.

Values and Ethics Self-Assessment	50 pts
Student Interview Project	40 pts
Agency Analysis Paper and Fact Sheet/Brochure	60 pts
Comprehensive Case Assessment	100 pts
Quizzes and Take-home Assignments	100 pts
Class Participation	<u>50 pts</u>
Total	400 pts

The grading scale is as follows:

376-400 = A
360-375 = A-
348-359 = B+
336-347 = B
320-335 = B-
308-319 = C+
296-307 = C
280-295 = C-
268-279 = D+
256-267 = D
240-255 = D-
239 and below = F

**GRADUATE GRADING SCALE (on 100 point scale equivalent)**

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	59 and below	F

Please note that you will not earn credit for graduate courses if your grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

**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.

### **Professional Conduct in Class**

Students are expected to abide by the Standards for Social Work Education and the Code of Ethics and to maintain professional behavior in class. This means students must arrive at class on time, be prepared to participate in the class discussion, give and accept feedback in an open, mature manner and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment it is a goal to be exposed to diverse ideas and opinions, and sometimes we will not agree with ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

### **Use of Computers/Cell Phones in the Classroom**

Practice I is a practice course, and class participation is essential. Lap-top computers will not be used in the classroom except on rare occasions. When laptops are being used in the classroom, it is considered unprofessional and disrespectful to use the computer for anything other than note-taking or relevant data search that will benefit the entire class. Internet surfing, instant messaging, emailing, working on material outside of Practice I, etc. is not permitted and will result in lowered professional accountability grades and possible disciplinary action.

Cell phone ringers should be turned off when class begins and remain off throughout the duration of the class. Text messaging during class is not appropriate.

### **Attendance and Participation**

The skills of leadership, assertiveness and critical thinking are an integral part of effective social work practice. All students are expected to participate fully in class activities and class discussion. Since the overall goal of this course is to help students apply knowledge and theory to practice, the success of the course is dependent upon students assuming an active role in class discussion. Attendance and participation for four hours of class is expected of all students. Students who fail to attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) will require a Level Review process. Missing more than two classes with valid excuses may require a Level Review, and absences can lead to students being dropped from both Practice I and Field courses. Students will lose points from their participation grades for being tardy and/or absent. If you are going to be absent or tardy, contact the professor by phone or email prior to class.

### **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.

### **Time Management**

Students will be penalized 10% of the assignment point value **per calendar day** that an assignment is late. Assignments are due at the beginning of class. Papers turned in after the end of class are considered late. On subsequent days, papers must be submitted before 5:00 p.m. to avoid an additional 10% penalty. Late papers will be accepted via email to the professor.

### **Professional Communication and Conflict Resolution**

In the Practice 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.

Email will be a frequently used mode of communication between the professor and cohort. 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.

### **Respect for Colleagues/Classmates**

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.

### **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 website 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.

### **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 hearing-impaired). 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/>.

### **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 also notify professors regarding any safety concerns as soon as possible.



### **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 **one week** after the assignment is returned to the student. When a student requests a grade revision, the assignment will be re-graded. This may result in the grade remaining the same, being raised or being lowered.

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 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.

### **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 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>.

### **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, 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 Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit:

<http://www.utexas.edu/safety/bcal>

### **Emergency Evacuation Policy**

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

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

### **Course-Instructor Survey**

Students are encouraged to use their professional social work skills to discuss issues related to class. It is helpful to know of concerns in or about the class before the course-instructor survey results, and the input students provide is very beneficial to planning for the course each week. Students are encouraged to participate in the course/instructor survey at the end of the semester as well, but if issues can be addressed prior to that time, it is usually time well spent. Students are also encouraged to provide ongoing feedback to the professor during office hour visits throughout the semester.

### **Feedback Statement**

During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the

professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

## VII. COURSE SCHEDULE

The following is a general guide to the 15-week fall 2013 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 in class or by email. Please check Blackboard and email regularly for updates.

<b>Date</b>	<b>Description</b>	<b>Relevant Readings</b>
8/29	Syllabus Review History of Social Work	<b>Hepworth Chapters 1</b>
9/5	Ethics and Values Ethical Decision Making Professional Boundaries Social Work Roles	<b>Dewane: "Respecting Boundaries" Hepworth Chapters 2 &amp; 4</b>
9/12	The Context of Social Work Practice: from Big to Small Ecological Systems Theory The Helping Process <b><u>Values and Ethics Self-Assessment Due</u></b>	<b>Miley, O'Melia, &amp; Dubois Hepworth Chapter 3 Rogers</b>
9/19	Engagement/Relationship Building Skills Professional vs. Personal Uses of Self	<b>Hepworth Chapter 5: pg. 89-100 Shulman Dewane: "Use of Self: A Primer Revisited"</b>
9/26	Relationship Building Skills The Developmental Context CPS Reporting	<b>Lukas Chapter 5 Hepworth Chapters 6-7</b>
10/3	No class- Take home assignment	
10/10	The Strengths Perspective Resilience <b><u>Take-home Assignment Due</u></b>	<b>Benard McMillen, Morris, &amp; Sherraden De Jong &amp; Miller</b>

10/17-10/19	No Class- Take home Assignment <b><u>Student Interview Project Feedback</u></b> <b><u>Group Meetings</u></b> <b><u>Evidence-Based Practice Assignment</u></b> <b><u>Due Friday by e-mail 5:00pm</u></b>	<b>O'Hare: Evidence Based Practices</b> <b>SWDR Chapter 21</b>
10/24	Comprehensive Assessment <b><u>Student Interview Project Self-Assessment Paper Due</u></b>	<b>Hepworth Chapters 8-9</b> <b>Saleeby</b>
10/31	Comprehensive Assessment Professional Communication Skills Goal Setting <b><u>Agency Analysis and Fact Sheet/Brochure Due</u></b>	<b>Reamer: Documentation</b> <b>SWDR Chapter 73: "Developing Goals"</b> <b>Hepworth Chapter 10</b>
11/7	Introduction to Intervention Planning Case Planning and Management Diversity	<b>Hepworth Chapter 13 pg. 379-398 &amp; 421-435</b> <b>SWDR Chapters: 112, 137-143</b> <b>Fine: Chapter 9 "Working with Clients who are Different"</b>
11/14	Barriers to Change Transtheoretical Model Motivational Interviewing <i>In class- Case Assessment Review</i>	<b>Hepworth Chapter 18</b> <b>SWDR Chapter 91: "Transtheoretical Model Guidelines for Families with Abuse and Neglect"</b> <b>pg. 641-647</b>
11/21	Termination Practice Integration <b><u>Comprehensive Case Assessment Draft Due</u></b>	<b>Shulman "Endings and Transitions"</b>
11/28	University Holiday – No Class <b><u>Comprehensive Case Assessment and Reflection Due</u></b>	
12/5	<b>Quiz</b> End of Semester Gathering	<b>HAPPY HOLIDAYS!</b>

**Special Events:**

Friday October 18<sup>th</sup> 1-4 pm Utopia  
The Fairbanks Lecture: by Mark Smaller Ph.D.  
RSVP required at ssw-profdev@utlists.utexas.edu

### VIII. Bibliography

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