THE UNIVERSITY OF TEXAS
SCHOOL OF SOCIAL WORK

Course Number: SW 383R

Unique Number: 64260

Semester: Fall 2013

**Meeting Time/Place: Thursday
8:30-11:30am
2.122**

Email: cossyhough@austin.utexas.edu

Instructor: Cossy Hough, LCSW

Office: 3.124G

**Office Phone: 471-8226
Cell for Urgent Matters: 659-2086**

**Office Hours: Thursdays 1:00p-2:00p
Other times by appt.**

SW: Social Work Practice I

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and 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. STANDARDIZATION OF 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: Video Role Play
>   Self -Inquiry and Ethics

PB3 Attend to professional roles and boundaries
> Objectives: 2
> Assignment: Agency Analysis and Presentation

PB5 Engage in career-long learning
> Objectives: 3 and 5
> Assignment: In Class Discussion

PB6 Use supervision and consultation
> Objectives: 3
> Assignment: Video Role Play

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: Self -Inquiry and Ethics

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

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 Presentation
                          In Class Discussion

PB 30 Use empathy and other interpersonal skills
        Objectives: 3
        Assignment: Video Role Play

PB31 Develop a mutually agreed-on focus of work and desired outcomes
        Objectives: 8
        Assignment: In Class Discussion
                          Case Assessment

EP 2.1.10b. Assessment

PB 32 Collect, organize, and interpret client data
        Objectives: 7
        Assignment: Video Role Play
                          Case Assessment

PB 33 Assess client strengths and limitations
        Objectives: 6 and 7
        Assignment: Video Role Play
                          Case Assessment

PB 34 Develop mutually agreed-on intervention goals and objectives
        Objectives: 6 and 7
        Assignment: Case Assessment

PB35 Select appropriate intervention strategies
        Objectives: 8 and 9
        Assignment: Case Assessment

EP 2.1.10c. Intervention

PB36 Initiate actions to achieve organizational goals
        Objectives: 4, 8 and 9
        Assignment: Agency Analysis and Presentation

PB37 Implement prevention intervention that enhances client capacities
        Objectives: 9
        Assignment: Case Assessment

PB 38 Help clients resolve problems
        Objectives: 6 and 7

Assignment: Case Assessment

PB39 Negotiate, mediate, and advocate for clients
        Objectives: 6
        Assignment: Case Assessment

III. TEACHING METHODS

Lecture, discussion, student presentations, collegial consultation, small group process, guest lecturers, and experiential learning through simulations and role plays.

IV. REQUIRED TEXT AND MATERIALS

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2013). *Direct social work practice: Theories and skills*. (9th ed.). Brooks/Cole, Cengage Learning.

Roberts, A. (2009). *Social workers' desk reference*. (2nd ed.). Oxford University Press

All required readings listed on the class schedule that are not found in the required texts will be available on Blackboard. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

V. COURSE REQUIREMENTS

Self-Inquiry and Ethics

To begin the process of self-examination of personal values, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging when compared to personal beliefs. This assignment encourages creativity and critical thinking.

A separate assignment sheet will be provided. **(30 pts)** *Due 9/19/13*

Agency Analysis and Presentation

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's field placement. An 8-10 page, double spaced paper and oral presentation are required.

Objectives of the Assignment:

a)   Collect data in order to facilitate the interns' orientation and integration into the agency;
b)   Determine the social and economic issues addressed by agency programs;
c)   Assess the agency's accessibility for diverse client populations and overall cultural competence;
d)   Understand the policies that impact agency practice;
e)   Analyze the impact of the community context on the agency service delivery system;
f)   Identify the values and culture of the agency;
g)   Examine strengths and challenges of the agency; and

h)   Deliver an effective pitch for resources for the agency.

Emphasis on grading the presentation component of this assignment will be on creativity and engagement of the audience.

A separate assignment sheet will be provided. **(60 pts)** *Due 9/26/13*

Video Role Play

Each student will select a peer from class and video an interview with that student peer. The video will be reviewed by the professor and a review team, and feedback will be provided to the interviewer by all review team members. Each student will write a critique of his or her beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

 The goals of this assignment are for students to:
 a) Gather and synthesize relevant data;
 b) Assess a client's present situation;
 c) Demonstrate professional communication skills; and
 d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

A separate assignment sheet will be provided. **(60 pts)**
Video Review Sessions: 10/31/13 Paper Due: 11/14/13

Case Assessment

Case assessment refers to the process of collection and evaluation of biopsychosocial data, as well as to the report that describes the worker's inferences and resulting intervention plan based on the data collected. You will write a case assessment based on work with a client in your field placement. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided. The assessment paper should be written from a strengths perspective and address cultural diversity and competency issues.
The goals of this assignment are to give students the opportunity to:
a) Gather relevant client data;
b) Practice engagement, relational, and interviewing skills;
b) Assess a client's past and present situations; and
c) Synthesize information into a professional report.

A separate assignment sheet will be provided. **(80 pts)** *Due 12/5/13*
A draft of the case assessment is due in class November 21, 2013. The draft will be used for purposes of discussion with and feedback from peers.

Evidence Based Practice Assignment

Video role-play review sessions will be held October 31, 2013 in lieu of class. A brief online assignment regarding evidence-based practice will be given to students for completion that week. The assignment will be due on November 7, 2013. **(30 pts)**

Class Participation and Preparedness

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 healthy risks 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.

Participation points will be deducted per class absence in the following manner:
Absence 1: Zero points deducted
Absence 2: Six points deducted
Absence 3: Six points deducted

Being prepared for class by reading assigned material is part of this professional expectation as well. Preparedness points will be awarded based on evaluation of in-class written warm-ups based on reading assignments. You may earn up to 2 points for each in class written warm-up.
(40 points)

Evaluation and Grading:
All students will be awarded points based on the quality of their work. Assignments will not be given letter grades; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

Self Assessment and Ethics =	30 pts
Agency Analysis and Presentation =	60 pts
Video Role Play =	60 pts
Case Assessment =	80 pts
Evidence Based Assignment=	30 pts
Class Participation and Preparedness=	40 pts

TOTAL =   **300 points**

FINAL GRADE

300-281 = A
280-269 = A-
268-260 = B+
259-251 = B
250-239 = B-
238-230 = C+
229-221 = C
220-209 = C- (class failed, no credit)
208-200 = D+
199-191 = D
190-179 = D-
178-000 = 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 standards on the sharing of information for educational purposes. However, discussion outside of class with individuals not in the cohort 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/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 I and Field I 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, demonstrate willingness to accept feedback, and offer possible solutions.

Use of Computers/Cell Phones in the Classroom
Practice I is a practice course, and class participation is essential to successful learning. Laptop computers are allowed in the classroom for note-taking during lecture only and must be put away during class discussion and role play.

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 unless special circumstances arise, 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. the day of class through Blackboard or hard copy format. Papers turned in after 5:00 pm the day of class are considered late. Students will lose 5 points per calendar day that an assignment is late. However, students will be allowed to turn one assignment in late one day during the semester without incurring the 5 point penalty. On subsequent days, assignments must be submitted before 5:00 p.m. to avoid an additional 5 point penalty. Late papers will be accepted via email or hardcopy 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 lose participation points and be asked to arrange for an office visit with the professor to discuss the attendance policy.

Three or more absences may result in the student being dropped from Practice I and Field I. A student is considered late if arriving to class after 8:40. Two or more late arrivals will impact the student's participation score.

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.

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, Andrew Recknitz. He can be reached at 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, 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.

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.

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, they must 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.

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.

VII. COURSE SCHEDULE

Date	Topics	Assignment Due	Readings
	The Foundations of Social Work and Forming Relationships		
8/29/13	Course and Syllabus Review History of Social Work		

9/5/13	Social Work Values and Ethics Critical Thinking Agency Functioning and Social Work Roles Systems Theory and Ecological Theory		**Hepworth**: Chapter 1 and 2 **Blackboard:** Miley, O'Melia and Dubois, "Human System Perspectives"
9/12/13	Ethical Decision Making Confidentiality, Professional Boundaries The Helping Process		**Hepworth:** Chapters 3 and 4 **Blackboard Readings:** Reamer, "Boundary Issues in Social Work, Managing Dual Relationships"
9/19/13	Interpersonal Communication Relationship-Building Skills Interviewing Skills Engagement	**Self-Inquiry and Ethics**	**Hepworth:** Chapters 5 (pages 89-100) and 6 **Blackboard Readings:** Gerdes and Segal, "Importance of Empathy…"
9/26/13	Agency Analysis Presentations	**Agency Analysis Assignment**	
	Assessment and Change		
10/3/13	Professional Use of Self Beginning Assessment		**Hepworth:** Chapter 8 **Blackboard Readings:** Dewane, "Use of Self: A Primer Revisited."
10/10/13	Assessment Strengths-Based Practice		**Hepworth:** Chapter 9

			Blackboard Readings: Lukas, (Ch. 9), "How to Determine when a Client Might Hurt Herself"? and Saleeby, "The Power of Place," Glicken, Chapter 4
			SWDR: Chapter 51, Austrian, "Guidelines for Conducting a Biopsychosocial Assessment"
10/17/13	Planning for Change Transtheoretical Model Goals, Planning and Contracting		**Hepworth:** Chapter 13 **SWDR:** Chapter 73, Garvin, "Developing Goals" **Blackboard Readings:** Calderwood, "Adapting the Transtheoretical Model of Change to the Bereavement Process"
10/24/13	Implementing Strategies for Change Case Management Advocacy		**Hepworth:** Chapter 13 (cont.) **SWDR:** Chapter 109, Rothman, "An Overview of Case Management." **Blackboard Readings:** McLaughlin, "Clinical Social Workers: Advocates for Social Justice", NASW Standards for SW Case Management

10/31/13	**Video Reviews – No Class** Online Assignment: Evidence Based Practice		**SWDR:** Chapter 161, Thyer, "Evidence-Based Practice, Science, and Social Work: An Overview" **Blackboard Readings:** Murdach, "What Good is Soft Evidence?" and O'Hare, "Evidence Based Practice for Social Workers"

	Managing the Complexities of Client Relationships and Endings		
11/7/13	Cultural Competence Transference and Countertransference Barriers in Working with Clients	**Evidence Based Assignment Due**	**Hepworth:** Chapter 18 **SWDR:** Chapter 136, Miller and Garran, "The Legacy of Racism for Social Work Practice Today and What to Do About It." **Blackboard Readings:** Tervalon and Murray-Garcia, "Cultural Humility versus Cultural Competence"
11/14/13	Use of Self in Termination Self Care	**Role Play Reflective Paper**	**Hepworth:** Chapter 19 **Blackboard Readings:** Anechiarico, "Vicarious Trauma," and Hick, "Mindfulness and

			Social Work…", NASW Professional Self Care
11/21/13	Review of Draft of Case Assessments	**Draft of Case Assessment**	
11/28/13	Thanksgiving Holiday		
12/5/13	Final Class Event	**Case Assessment**	

VIII. Bibliography

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