

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

Course Number:	383R	Instructor's Name:	Kathy Armenta, LCSW,ACSW karmenta@mail.utexas.edu
Unique Number:	64245	Office Number:	3.124.C
Semester:	Fall 2013	Office Phone:	471-8230 (office) 291-8766 (home)
Meeting Time/Place:	Wednesdays 8:30-11:30 11:30-12:30 (Field Integrative Seminar SW384R Rm.2.112	Office Hours:	2:00-3:00 p.m. Wednesday; and by appointment

Web Site:

<http://www.utexas.edu/ssw/>

SOCIAL WORK PRACTICE I

I. 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.

Prerequisites: This course must be taken concurrently with Field Instruction I. It is either taken with or after Basic Dynamics of Organizations and Communities, Basic Dynamics of Individuals and Families and Social Policy I. It is a prerequisite for Social Work Practice II and Field Instruction II.

II. 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 a transtheoretical and 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 used 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: Intersection Values/Ethics/History; Video Role Play Critique; Midterm Exam and Final Exam; In Class Role Plays

PB3 Attend to professional roles and boundaries

Objective: 2

Assignment: Agency Analysis and Presentation; Midterm Exam; Video Role Play Critique; Class Role Plays

PB5 Engage in career-long learning

Objectives: 3 and 5

Assignment: In class dialogue

PB6 Use supervision and consultation

Objective: 3

Assignment: Video Role Play Critique; In Class Role Plays

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

Objective: 2

Assignment: Intersection Values/Ethics/History; Multidimensional Assessment; Midterm Exam; Final Exam

PB8 Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical Principles

Objectives: 1 and 5

Assignment: In class dialogue; Intersection Values/Ethics/History

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; Intersection Values/Ethics/History; Multidimensional Assessment;

PB30 Use empathy and other interpersonal skills

Objective: 3

Assignment: Video Role Play Critique and Class Role Plays

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

Objective: 8

Assignment: Multidimensional Assessment

EP 2.2.10b Assessment

PB32 Collect, organize, and interpret client data

Objective 7

Assignment: Multidimensional Assessment

PB33 Assess client strengths and limitations

Objectives: 6 & 7

Assignment: Video Role Play Critique and Multidimensional Assessment

PB34 Develop mutually agreed on intervention goals and objectives

Objectives: 6 & 7

Assignment: Multidimensional Assessment; Helping Process Presentation

PB35 Select appropriate intervention strategies

Objectives: 8 & 9

Assignment: Multidimensional Assessment; Intersection Values/Ethics/History

EP2.2.10c Intervention

PB36 Initiate actions to achieve organizational goals

Objectives: 4, 8, 9

Assignment: Agency Analysis and Presentation; Intersection Values/Ethics/History

PB37 Implement prevention intervention that enhances client capacities

Objectives: 9

Assignment: Multidimensional Assessment; Intersection Values/Ethics/History

PB38 Help clients resolve problems

Objectives: 6 & 7

Assignment: Helping Process Presentation; Multidimensional Assessment

PB39 Negotiate, mediate, and advocate for clients

Objective: 6

Assignment: Intersection Values/Ethics/History; Multidimensional Assessment

III. Teaching Methods

A variety of teaching methods and approaches will be utilized to support a collaborative community that addresses the full range of learning styles. Methods include: lectures, class discussions, experiential exercises, case examples, video presentations, and guest speakers. Additionally, this course will incorporate the creative teaching strategy of a sequential video taped role play of a case during several class sessions, that will provide students with the opportunity to practice and/or observe direct practice skills.

IV. Required Texts for Practice

1. Hepworth, D.H., Rooney, R.H., et al. (2013). *Direct Social Work Practice: Theory and Skills*, Ninth Edition, Toronto, Ontario: Thomson-Brooks/Cole.
2. Roberts R., Albert and Greene, Gilbert J. (editors) (2009). *Social Worker's Desk Reference – Second Ed.* New York: Oxford Press. – **available at** <http://www.oup.com/us/>

Promo Code for Discount: 27961

3. **Reading Packet: Available at Speedway Printing in Dobie Mall.**

Field I SW 384R Requirement —Also in Field I Syllabus

4. Sweitzer, H.F., King, M.A. (2009), *The Successful Internship: Transformation and Empowerment in Experiential Learning*, (3rd. Edition), Brooks and Cole Publishers.

V. Course Requirements

Detailed specific guidelines for the following assignments will be handed out by the Instructor in sequence. All assignments will be discussed in detail in class and students are encouraged to meet with the Instructor should they have any questions about the assignments. Grading sheets with point allocation will be provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity, critical thinking skills, overall professionalism and quality of writing.

#1 – Comprehensive Field Agency Analysis (75 pts.)

This assignment is designed to thoroughly acquaint the student and classmates with his/her field placement agency. A five page paper and oral presentation are required. Detailed guidelines will be provided during the Sept. 4th. class – after the first week of Field. **(Date Due: Oct. 2nd)**

#2 – Reflective Paper – Application of Readings (25 pts.)

. Guidelines will be provided on Oct. 16th. **(Date Due: Oct. 23rd)**

#3 - Midterm Exam (125 pts.)

Covering the readings and class lectures, content to date. A review guide will be provided on Oct. 23rd . **(Date of In Class Exam: Oct. 30th)**

#4 -Videotaped Interview and Critique (75 pts.)

Each student will do a videotaped interview outside of class and provide a written critique to the Instructor. Also, students will participate in a peer/Instructor critique session outside of class, during the week of Nov.13th - 19th. Detailed instructions for each of these activities and tasks will be provided on Oct. 30th. **(Date Due for Tape and Written Critique: Nov. 13th)**

#5 - Multidimensional Assessment (100 pts.)

A multidimensional case assessment of a client or client system in field is required. The Instructor will provide consultation on this assignment, during the Liaison visits to the agency at Midterm. Detailed instructions will be provided. **(Date Due: Week of Nov. 2th-Dec. 3rd)**

#6 - Final Examination (100 pts.)

A take home exam **integrating** readings, class lectures, and self- assessments since the Midterm will be **given to students on Dec. 4th during the last class. The completed exam may be turned in on or before Tuesday December 10th at 5 p.m.)**

AND JUST AS IMPORTANT

#7 - Class Participation (100 pts.)

For effective social work practice, it is imperative that the skills of leadership, assertiveness and critical thinking are encouraged and developed. Therefore, an expectation of all students in this class includes evidence of and willingness to participate in class activities and discussions. Students are expected to express their thoughts, opinions, and questions and to make comments relevant to the course material and field experience. Reflections and dialogue between both Instructor and student and between students are encouraged. Students are also encouraged to offer field and/or life experience as applications of points discussed.

Attendance in class and punctuality are aspects of the participation grade. In an effort to foster skill and comfort in self-evaluation (*a critical component of practice evaluation*) and to promote personal responsibility, students will complete a Participation Self Rating Scale. (75 pts.)

Additionally, students will be required to **attend a community task group meeting during the semester and be prepared to discuss the experience in class, as a part of the total participation grade.** Details for this community assignment will be provided in class on Sept. 4th. (25 pts.)

GRADES

Grades will be determined according to the following:

Agency Analysis/Paper and Presentation	75 points
Reflective Paper	25 points
Midterm Exam	125 points
Videotaped Interview & Critique	75 points
Multidimensional Assessment	100 points
Take Home Final Exam	100 points
Participation –Class related	75 points
(Community Task Group attendance)	<u>25 points</u>

Total: 600 points

A	576-600	
A-	552-575	
B+	528-551	
B	504-527	
B-	480-503	
C+	456-479	
C	432-455	
C-	408-431 (NOTE – NO GRADUATE CREDIT)	
D+	360-407	“
D-	336-359	“
F	335 and below	“

VI. Class Policies

Attendance

It is important for social work professionals to be punctual in both attendance and in meeting deadlines. Therefore, **class attendance is expected for the full three hours of class and the additional hour of field seminar. Assignments are required to be turned in on time.** Students will lose 5 points per calendar day that an assignment is late. Any adjustments in assignment due dates and/or examination dates **MUST** be approved by the Instructor at least 24 hours **PRIOR** to the regularly scheduled date.

Students who fail to attend class on a regular basis (missing more than two classes without prior approval by the Professor and/or., medical documentation) will begin the Level Review Process. **Repeated late arrivals to class may be considered as an absence.**

Confidentiality

Information shared in class about agencies and clients is considered to be confidential according to the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that de-identified information is shared in class for this purpose. **However, discussions outside of class/seminar with individuals who are not members of this cohort, regarding information shared in class about clients, supervisors, or agencies is a breach of confidentiality. Breach of confidentiality is a ground for removal from a field placement.**

Technology In The Classroom

Laptop computers and other devices are discouraged from use during class, in an effort to **maintain an atmosphere of dialogue, engagement, and demonstration of skill building.** Class handouts are thorough and time is available for adequate note taking during lectures and presentations. A laptop is permitted if needed as a necessary accommodation with documentation from the Services for Students with Disabilities office.

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

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 sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

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/>).

When using information from other sources, all references and the bibliography should conform to current APA style (refer to School of Social Work handout). Instances of plagiarism will be dealt with according to University policy.

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/>.

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>.

The student will be expected to use sound professional judgment about what is appropriate to discuss in email as opposed to an office appointment.

Safety

As part of professional social work education, students will 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 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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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.

VII. Course Schedule

Date	Description	Text / Readings
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8/28	<p>Course Overview: Syllabus, Assignments, class policies</p> <p>Mission, Purpose and Historical Roots of Social Work – Social Justice Commitment</p> <p>Defining the Generalist Perspective–</p> <p>RP = Reading Packet</p> <p>HRL = Hepworth/Rooney/Larson Text</p> <p>SWDR = Social Work Desk Reference</p>	<p>Chaps. 1 and 2 (HRL)</p> <p>Healy, “Exploring the history . . .” (RP)</p> <p>Facione, “Critical Thinking . . .” (RP)</p> <p>Shulman, “Developing Successful Therapeutic Relationships” (SWDR # 81)</p>
9/4	<p>The Collaborative/Helping Relationship – a beginning examination of the “process”</p> <p>Professional roles/functions of Social Work</p> <p>Beginning Communication Skills:</p> <p>Listening/Decoding/Traps/”I messages”</p>	<p>Chaps. 3 & 4 (HRL)</p> <p>Fine & Glasser, “The first helping interview”, pp. 58-78 (RP)</p> <p>Lukas “How to conduct the first interview with a child” (RP)</p>
9/11	<p>Deeper Communication Skills</p> <p>Begin Examination of Ethics and Values in Social Work Practice</p> <p>Confidentiality</p> <p>Professional boundaries and dual relationships</p>	<p>Chaps. 5 & 6 (HRL)</p> <p>Reamer, “Social work in a digital age”, (RP)</p> <p>Reamer, “Boundary Issues in social work”, (RP)</p>

9/18	<p>Ethics Continued --</p> <p>Resiliency Framework/Strategies for Building Protective Factors – Cultural Competence and Life Span Considerations – How Does This All Fit With The Strengths Perspective? -</p> <p>Client Empowerment: Use of the Strengths Perspective in assessment and intervention</p> <p>Video Role Play-application and analysis of skills – Session I</p>	<p>Chap. 7 (HRL)</p> <p>McMillen/Morris, Ending social work’s grudge . . .” , (RP)</p> <p>Glicken, “Using the strengths perspective “ (RP)</p> <p>Walsh, “A family resilience framework” (SWDR #58)</p>
9/25	<p>Transtheoretical and Eco-systems Frameworks</p> <p>The Helping/Problem Solving Process:</p> <p>How do people change?</p> <p>I. Engagement and Assessment in Generalist Practice</p> <p>Video Role Play – Session 2</p>	<p>Chaps. 8 & 9 (HRL)</p> <p>Karls, “Person-in-environment system. . .” (SWDR #50)</p> <p>DiClemente/Velasquez , “Motivational interviewing and stages of change” (RP)</p>
10/2	<p>AGENCY ANALYSIS/PRESENTATIONS and PAPER DUE</p>	
10/9	<p>Multidimensional Assessment (Age, Gender, Culture et. al) ;Considering all of “the parts”</p> <p>Genograms/Ecomaps</p> <p>II. Planning/Goal Setting and Implementation – What is a Goal, an Objective, an Intervention???</p> <p>Collaborative Partnering with Client for Contracting –</p> <p>Video Role Play –Session 3</p>	<p>Chap. 12 (HRL)</p> <p>McGoldrick,M. “Using Genograms. . .” (SWDR #57)</p> <p>Johnson/Munch, “Fundamental contradictions in cultural competence” (RP)</p>

10/16	Speaker - Presentation	Chap. 10 (HRL)
	Video Role Play -Session 4	Parsons, R., “Guidelines for Empowerment- based social work practice ‘ (RP) ”
		Lukas, “How to determine whether a client . . . “ (RP)
10/23	Traits of a Healthy Family/Nurturing vs. Sustaining Environments	Saleeby, D. “The power of place” (RP)
	Family communication styles/roles	
	Assessment Implications with depression and suicide	
	REFLECTIVE PAPER DUE	
	Midterm Review provided	
10/30	MIDTERM – In Class	
11/6	Assessment and Intervention Strategies with hard-to- reach families	Fine & Glasser, pp. 118-134 (RP)
	Cross-Cultural Interviewing –Defining Cultural Competence –Micro, Mezzo, Macro	Schnitzer, “They don’t come in . . .” (RP)
	Video Role Play- Session 5	Rooney, R., “Working with involuntary clients” (RP)

11/13	<p style="text-align: center;">VIDEO ASSIGNMENT DUE Review Team Meetings 11/13-11/19</p>	Chap. 19 (HRL)
	<p>III. Termination and Evaluation Integration of the Helping Process/Evaluation What is Evidence Based Practice?</p>	<p>Furman, “Ethical Considerations of EBP” (RP) Walters, H.B., “An introduction to us of self” (RP)</p>
11/20	<p>Beginning Group Interventions with Task Groups Small group applications in agencies, organizations and communities</p>	HRL, pp. 318-319, 530-531
	<p>Community Task Group Observations Discussed in Class</p>	<p>Weil/Gamble, “Community Practice Model . . .” (SWDR # 129)</p>
11/27	<p>No Class – time to catch up</p>	
12/5	<p>Final Class Catch up/Integration/Reflection/Evaluation Celebration and Closing Rituals</p>	
	<p>Multidimensional Case Assessment Due</p>	
	<p>TAKE HOME EXAM PICKED UP – during class time – Due by 5:00 p.m. Tuesday Dec. 10th</p>	

VIII.

Bibliography

- DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change*. New York: Guilford Press.
- Facione, P. (2010). *Critical thinking: What it is and why it counts*. Insight Assessment, Measured Reasons and The California Academic Press: Millbrae, CA.
- Fine, S.F. & Glasser, P.H. (1996). *The first helping interview: Engaging the client and building trust*. (pp.58-78, 118-134). London: Sage Publications.
- Furman, R. (2009). Ethical considerations of evidence-based practice. *Social Work*, 54(1), 82-84.
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- Lukas, S. (1993). *How to Determine Whether a Client Might Hurt Herself* (112-125). New York: W.W. Norton & Co.
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Saleeby, D. (2004). "The power of the place": Another look at the environment. *Families in Society: The Journal of Contemporary Social Services*, 85(1), 7-16.

Schnitzer, P.K. (1996). "They don't come in!": Stories told, lessons taught about poor families in therapy. *American Journal of Orthopsychiatry*, 66(4), 572-582.

Walters, H.B. (date unavailable) An Introduction to use of self in field placement. *The New Social Worker Online*. Retrieved from http://www.socialworker.com/home/Feature_Articles/Field_Placement/An_Introduction_to_Use_of_Self_in_Field_Placement/.