

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	383R	Instructor's Name/email:	Barbara Anderson, LCSW barbara.a@mail.utexas.edu
Unique Number:	61845/61985	Office Number:	3.124E
Semester:	Fall 2011	Office Phone:	232-7118 office 289- 8910 (cell) or 476-3369 (home) for emergency
Meeting Time/Place:	8:30-11:30 Wednesdays 2.132	Office Hours:	Wednesdays 12:30 and by appt. Jane Atkinson Janelouise_atkinson@ hotmail.com

SOCIAL WORK PRACTICE I

I. Course Description

This course provides an introduction to social work practice methodology and the professional use of self in combination with the generalist practice approach to social work with individuals, families and groups, within the context of organizations and communities.

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 Methods II and Field Instruction II.

II. Course Objectives

Upon completion of this course, 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](#) (PB2,8);
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 (PB29,36);
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 (PB5,8);

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 (PB33,34,48,39);**
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 (PB29,31,35,36);**
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 -Assessment and Ethics Brief Assignment, Historical reflection brief assignment

PB3 Attend to professional roles and boundaries

Objectives: 2

Assignment: Agency Analysis and Presentation, Video Role-Play

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: Ethics Brief Assignment, Historical reflection brief assignment

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 Exercises and Discussion, Ethics Brief Assignment

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, Task Group Observation Assignment
Quizzes

PB 30 Use empathy and other interpersonal skills

Objectives: 3

Assignment: Video Role Play, in class exercises

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

Objectives: 8

Assignment: Quizzes, Case Assessment, Video-tape interview

EP 2.1.10b. Assessment

PB 32 Collect, organize, and interpret client data

Objectives: 7

Assignment: Video Role Play, Quizzes, 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: Quizzes, Case Assessment

PB35 Select appropriate intervention strategies

Objectives: 8 and 9

Assignment: Case Assessment, take home final

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, take home final

PB 38 Help clients resolve problems

Objectives: 6 and 7

Assignment: Case Assessment, video tape role-play

PB39 Negotiate, mediate, and advocate for clients

Objectives: 6

Assignment: Case Assessment, Historical reflection brief assignment

III. Teaching Methods

This class will be taught using a variety of teaching methods including: small group interaction, case examples, class discussion, role play and videotaping, guest speakers, lecture and learning activities in the community. For a meaningful experience students are encouraged to actively participate, take risks, stretch their creativity and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

IV. Required Texts and Readings

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., and Larsen, J. (2010) *Direct Social Work Practice: Theory and Skills, eighth edition*. Belmont, Ca.: Thompson Brooks/Cole

Roberts, A. and Greene, G (2009) *Social workers' desk reference, second edition*. New York: Oxford press (*required text for all students in the program)

Sweitzer, Frederick H. and King, Mary A. (2004) *The successful Internship: Transformation and empowerment in experiential learning, third edition*. Belmont, Calif: Brooks-Cole (*required text for the Field Instruction Course) It is acceptable to use an earlier edition if you find a used copy.

A course supplement of readings is available at Speedway Copy in Dobie Mall. Additional articles will be used as handouts in class.

V. Course Requirements

Students will be required to complete the assignments listed below. Instructor will hand out specific guidelines for each of the assignments. Detailed learning objectives and instructions including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should there be any questions about the assignments. Grading sheets with points allocation will be handed out with the assignment guidelines. Assignments will be graded on depth and quality of content, critical thinking skills, overall professionalism and quality of writing. Student should follow the APA guidelines for writing of papers.

Comprehensive Field Agency Analysis (100 points), due on 9/21

This assignment provides students an opportunity to: 1) collect data on their field agencies in order to facilitate their orientation and integration into the agency; 2) assess the agency's accessibility for diverse client populations and overall cultural competence; 3) understand the policies and legislation that impact agency practice; 4) analyze the impact of the community and organizational context on the agency service delivery system; 5) determine salient social and economic injustice issues addressed by agency programs; 6) identify methods of practice evaluation and research utilized by their agency; and 7) recognize value conflicts and ethical dilemmas encountered in this setting. Students will research a fact sheet about the agency and submit an analysis of significant findings about the agency. A written report and a brief oral presentation are included. See handout for more specific instructions.

Brief Quizzes/Assignments (20 points each), due on 9/7, 9/14, 10/12, 10/19 and 11/23

Students will be required to complete two quizzes and two brief assignments, including an ethics project, a community task group observation, and two in-class quizzes that demonstrate students' grasp of assigned readings and class content. See handout for more specific instructions.

Video-taped Role play and self critique (50 points each), due on 10/26 and 11/2

The purpose of this assignment is to provide students an opportunity to practice basic communication skills and the problem solving process in a videotaped interview with a partner from class. Students will select a role-play partner and schedule a taping session in the LRC or other site if preferred. Students will participate in a small group viewing of their videotape with the instructor and peers. The purpose of the peer review group is to receive feedback to deepen clinical learning and increase comfort and skill in the use of supervision

and consultation. After the small group review, students will submit a self-critique of the videotape. See handout for more specific instructions.

Multidimensional Case Assessment (100 points), due on 11/16

A multidimensional case assessment of a client in field is required. The primary purpose of this assignment is to increase students' knowledge and skill in data gathering, intervention planning and practice evaluation. While gathering client information and developing an intervention plan, students will identify client strengths, assets and resources, salient social and economic justice issues impacting their particular client population, significant policy implications, potential value conflicts, ethical dilemmas and important considerations related to agency and community context. See handout for more specific instructions.

Take Home Final Examination (100 points), due on 12/2

A final take home examination is focused on the integration and application of course content in the context of the students' field experiences. This exam will be due on of the last day of classes.

Assignment Points and Due Dates:

Comprehensive Agency Analysis	100	09/21
Brief assignments	100	09/7, 9/14, 10/12, 10/19, 11/23
Video Tape Role Play	50	10/26
Video Tape Self Critique	50	11/02
Multidimensional Assessment	100	11/16
Take home final exam	<u>100</u>	12/02
	500 points	

Grades: the following scale will be used for determination of grades.

- 470-500 = A
- 450-469 = A-
- 435-449 = B+
- 420-434 = B
- 400-419 = B-
- 385-399 = C+
- 370-384 = C
- 350-369 = C-
- 349 or below: no credit for course

Graduate Grading Scale (on 100 point scale equivalent)

- 100 - 94 = A
- 93 - 90 = A-
- 89 - 87 = B+
- 86 - 84 = B
- 83 - 80 = B-
- 79 - 77 = C+
- 76 - 74 = C
- 73 - 70 = C- (Class failed/no credit: 73 and below)
- 69 - 67 = D+
- 66 - 64 = D
- 63 - 60 = D-
- 59 and below = 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.

Reliability and attendance

Social work professionals must be reliable in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 5% points per calendar day that an assignment is late. Assignments must be turned in at the beginning of class on their due date. Any adjustments in assignment due dates and/or examination must be discussed with the instructor at least 24 hours prior to the scheduled date. Missing class in excess of two times will impact learning and course grade. Students who miss more than three classes without a valid excuse, e.g., medical documentation) may be dropped from the Practice I course as well as Field Practicum.

Class Participation

Participating in class discussions, raising questions, being willing to share opinions and contributing to the learning environment are expectations of each student. The instructor reserves the right to add or subtract 5 points from the final grade in recognition of the student's class participation. Please turn your cell phone off during class. Refrain from use of lap top computers unless the class activity necessitates use.

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 information is shared in class for this purpose. Discussions *outside* of class with individuals who are not class or seminar members regarding information from class about clients, colleagues, supervisors or agencies marks a breach of confidentiality.

Professional Conduct in Class

The professor expects students to demonstrate professional behavior in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show courtesy and respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we will be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. This also entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and willingness to promote group cohesiveness in the learning environment.

Plagiarism When using information from other sources, 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. Be particularly cautious with plagiarism using electronic sources.

Special Learning Needs

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 have limited 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. Students with learning challenges are encouraged to discuss and resolve special needs with the instructor within the first two weeks of the semester. For more information, visit

<http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays and Observances

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>.

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 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.

Use of Blackboard in Class

The professor’s preferred means of communication are e-mail, phone, and in-person. Assignments and the syllabus will be posted on Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>. Supplemental materials for class and announcements may also be posted on Blackboard. Students will submit the brief assignment that is due on 11/24 via Blackboard since students may not be on campus that day. 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.

Feedback Statement

During this course the professor will encourage students to provide feedback on their learning in informal as well as formal ways, including through feedback cards and/or anonymous surveys about how the professor’s teaching strategies are helping or hindering student learning. It is helpful for the professor to know the students’ reactions to what is taking place in class. Students are encouraged to respond so that together the professor and students can create an environment effective for teaching and learning. Students are also encouraged to discuss any concerns in person with the professor.

VII. Course Schedule

Date	Description	Readings
8/24	<p>Course Overview: Syllabus, Class policies</p> <p>The History and Functions of Social Work as a profession</p> <p>“Legacies of Social Change” video</p>	<p>Hepworth, Rooney, et al.: Ch. 1</p> <p>Handout: Time line of social work</p> <p>Field Immersion Packet Readings</p>
8/31	<p>Systems Theory, Person in Environment and the Generalist approach</p> <p>Defining professional behavior and roles within systems</p> <p>Strengths and empowerment in action</p> <p>Know Thyself: Professional Use of Self</p>	<p>Hepworth, Rooney, et al.: Ch. 2</p> <p>Packet: Blundo: “Learning Strengths-based Practice”</p> <p>Facione: “Critical thinking: What it is and why it counts”</p> <p>Glicken: “The Strengths Perspective and the Client-Worker Relationship</p> <p>Walters: “An Introduction to use of self in field placement”</p> <p>Handout: Professional Use of Self</p> <p><u>The Successful Internship</u> Chs 1 & 2</p>

9/07	<p>Cardinal principles and values of social work: Ethics and Values in Social Work Practice</p> <p>The role of critical thinking in ethical practice</p> <p>Confidentiality, Professional boundaries and Dual relationships: Case discussions</p> <p>Brief Assignment #1 Due: Ethics Project</p>	<p>Hepworth, Rooney, et al.: Ch. 4</p> <p>Roberts and Greene: #14, “Ethical Issues”</p> <p>NASW Code of Ethics – see UTSSW website</p> <p><u>Packet:</u></p> <p>Reamer: “Boundary Issues in Social Work”</p> <p>Facione: “Critical Thinking: What it is and Why it Counts”</p> <p><u>The Successful Internship: Chs 3 &4</u></p>
9/14	<p>Linking social work roles to agency function</p> <p>The first phase of the helping process: Engagement</p> <p>Communication Skills/Relationship-building</p> <p>The Empathic Helper</p> <p>Class role playing exercises</p> <p>Quiz #1</p>	<p>Hepworth, Rooney et al.: Ch. 3</p> <p><u>Packet:</u></p> <p>Fine: “The First Helping Interview”</p> <p>Lukas: “Where to start and what to ask”</p> <p><u>The Successful Internship: Chs 5&6</u></p>
9/21	<p>Communication Skills Continued</p> <p>Goal Setting, Contracting, and Skill building</p> <p>Class role playing continues</p> <p>Agency Analysis paper and oral presentations due</p>	<p>Hepworth, Rooney et al.: Chs. 5, 6, 12</p> <p>Roberts and Greene: #81, “Successful Therapeutic Relationships”</p> <p><u>The Successful Internship: Chs 7&8</u></p>

09/28

**The Change-oriented Phase
Transtheoretical Model of Change**

**Deepening your skills and competence and reducing
barriers to change**

1st Process Recording Due for Field

Rosh Hashanah

**Hepworth, Rooney, et al.: Chs.
7, 17**

**Roberts and Greene: #91
“Transtheoretical Model”**

**The Successful Internship: Chs
9&10**

10/05

Assessment as a product and process

Mental status exam

**Tools for assessment of families: the genogram and
ecomap.**

10/08-10/10 NASW State Conference

**Hepworth, Rooney, et al.: Chs. 8
and 9**

**Roberts and Greene:
#51 “Biopsychosocial
Assessment”, #57
“Genograms”**

**Packet: DiClemente and
Velasquez: “Motivational
Interviewing and the Stages of
Change”**

**The Successful Internship: Chs
11&12**

10/12

Evidenced-based social work practice:

Becoming an Evidence-based Practitioner

**BRIEF ASSIGNMENT #3 HISTORICAL
REFLECTION DUE**

**October 14, 1:00 to 4:00 - The Sue Fairbanks Lecture in
Psychoanalytic Knowledge presents:**

**The Sibling Relationship: A Force for Growth and
Conflict, presented by Joyce Edward, LCSW, BSD**

**Roberts and Greene: #21 “How
Social Workers can do more
good than harm”**

Packet:

**Furman: “Ethical
Considerations of Evidence-
Based Practice”**

Weick: “Guilty Knowledge”

Additional handouts on EBP

**The Successful Internship: Chs
13&14**

10/19

Multicultural and diversity issues in assessment and practice: Ethnographic interviewing and shifting the direction of change efforts

In class scheduling of video tape role play debriefing sessions

Quiz # 2
2nd Process recording due for field

10/17-10/21 Social Justice Week- Max. 5 field hours or 2 extra credit points

Hepworth, Rooney, et al.: Ch. 10

Roberts and Greene: # 139
“Practice with Refugees/Immigrants”

NASW Standards for Cultural Competence – see UTSSW website

Handout: Cultural Competence Continuum

Handout: Ethnographic Interviewing

Packet: Johnson and Munch: “Fundamental Contradictions in Cultural Competence”

10/26

Implementing Change Strategies
Managing difficult Social Work Roles: Mandated clients and the use of Authority

Barriers to change: When Social Workers Aren’t Welcome

Role-Play Video-tape sessions occur this week

Hepworth, Rooney et al.: Chs. 13, 18

Roberts and Greene: #94 “Child Maltreatment”

Packet: Rooney: “Working with Involuntary Clients”

Schnitzer: “They don’t come in! Stories told...”

11/2	<p>Working with Groups</p> <p>Diverse Families and Resilience</p>	<p>Hepworth, Rooney et al.: Ch. 11, 15, 16</p> <p>Roberts and Greene: #58 “Family Resilience”, #137 “GLBT Clients”</p> <p>Handout on Task Groups</p>
	<p>Video Role Play Critiques due</p>	

11/09	<p>The Community as Context for Practice: Empowering communities and organizations</p>	<p>Hepworth, Rooney et al.: Ch. 14</p> <p>Roberts and Greene: #129 “Community Practice Model”</p> <p><u>Packet:</u></p> <p>Parsons, “Guidelines for Empowerment”</p>
-------	---	--

11/16	<p>Social Work’s Interface with Spirituality and Religion</p> <p>Endings and Transitions</p> <p>Take home final distributed</p>	<p>Hepworth, Rooney, et al.: Ch. 19</p> <p><u>Packet:</u></p> <p>Roberts and Greene: #89, “Terminating”</p> <p>Handout: Sheridan, “Spiritual and Religious Issues in Practice</p>
	<p>Multidimensional Case Assessment Due</p>	

11/23 **Required Student participation in video role play
debriefing enables students to forego class on 11/23
for Thanksgiving holiday**

Enjoy and Be Safe!!

3rd Process recording due for field

**Brief Paper on Community Task Group due.
Submit via Blackboard**

11/30 **Social Justice, Leadership and Professional Use of Self
Time for review, reflection and evaluation**

**Take Home Final due
12/2 at noon**

Bibliography and Table of Contents

Blundo, R. (2001) Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society: The Journal of Contemporary Human Services*, 82(3), 296-304.

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.
- Glicken, M.D. (2004). *Using the strengths perspective in social work practice: A positive approach for the helping professions*. (pp.48-61). Boston: Allyn and Bacon.
- Haynes, D.T. & White, B.W. (1999). Will the “real” social work please stand up? A call to stand for professional unity. *Social Work* 44(4), 385-391.
- Healy, L.M. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, 51(6), 735-748.
- Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., and Larsen, J. (2009) *Direct Social Work Practice: Theory and Skills (8th edition)*. Belmont, Ca.: Thompson Brooks/Cole.
- Johnson, Y.M. & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work*, 54(3), 220-231.
- Lukas, S. (1993). *Where to start and what to ask*. (pp.1-12, 58-77, 112-125). New York: W.W. Norton & Co.
- National Association of Social Workers (NASW). (1996). *Code of ethics*. Washington, DC: NASW Press.
- National Association of Social Workers (NASW). (2001). *NASW standard for cultural competence for social work practice*. Washington, DC: NASW Press.
- Parsons, R. (2002). Guidelines for empowerment-based social work practice. In Roberts, A. and Greene, G., *Social workers' desk reference*. New York: Oxford press.
- Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133.
- Roberts, Albert R. and Greene, Gilbert J. (2009) *Social Workers' Desk Reference (2nd edition)*. New York, NY: Oxford University Press.
- Rooney, R. (2002). Working with involuntary clients. In Roberts, A. and Greene, G., *Social workers' desk reference*. New York: Oxford press.
- 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.
- Steen, J.A. (2006). The roots of human rights advocacy and a call to action. *Social Work*, 51(2), 101-105.

Sweitzer, Frederick H. and King, Mary A. (2009) *The successful Internship: Transformation and empowerment in experiential learning (3rd edition)*, Belmont, CA: Brooks-Cole.

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/.

Weick, A. (1999). Guilty knowledge. *Families in Society* 80(4), 327-332.

