

# THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

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## SW n383T: Social Work Practice II for Post-BSWs

### I. STANDARDIZED COURSE DESCRIPTION

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

### II. STANDARDIZATION OF COURSE OBJECTIVES

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

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

6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness; **(PB 35, 36, 37)**
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources. **(PB 1, 4)**

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

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

**PB1** Advocate for client access to the services of social work

Objectives 4, 7

Assignments: Multidimensional Assessment  
Group Advocacy Assignment

**PB4** Demonstrate professional demeanor in behavior, appearance, and communication

Objectives 1, 7

Assignments: Video Role Play and Critique  
Social Work Theory Presentation and Application  
Group Advocacy Assignment

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

**PB9** Tolerate ambiguity in resolving ethical conflicts

Objective 1

Assignments: Ethics Application  
Self Assessment and Values Application

**PB10** Apply strategies of ethical reasoning to arrive at principled decisions

Objective 1

Assignments: Self Assessment and Values Application  
Ethics Application

**EP2.1.10a Engagement**

**PB29** Substantively and affectively prepare for action with individuals, families, groups, organizations and communities  
Objectives 3, 4, 5  
Assignments: Social Work Theory Presentation and Application  
Multidimensional Assessment

**PB31** Develop a mutually agreed-on focus of work and desired outcomes  
Objectives 2, 3  
Assignments: Social Work Theory Presentation and Application

### **EP2.1.10b Assessment**

**PB35** Select appropriate intervention strategies  
Objectives 2, 3, 4, 5, 6  
Assignments: Social Work Theory Presentation and Application  
Video Role Play and Critique  
Multidimensional Assessment

### **EP2.1.10c Intervention**

**PB36** Initiate actions to achieve organizational goals  
Objectives 3, 4, 5, 6  
Assignments: Video Role Play and Critique

**PB37** Implement prevention intervention that enhances client capacities  
Objectives 2, 5, 6  
Assignments: Video Role Play and Critique  
Multidimensional Assessment

**PB39** Negotiate, mediate, and advocate for clients  
Objectives 4, 5  
Assignments: Multidimensional Assessment  
Group Advocacy Assignment

**PB40** Facilitate transitions and endings  
Objective 3  
Assignments: Video Role Play and Critique

## **III. TEACHING METHODS**

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

projects. To achieve success in learning in this course, students must be willing to participate, take appropriate personal risks, utilize their creativity, and attend class! Students are encouraged to ask questions as well as provide the professor with information and feedback.

#### **IV. REQUIRED TEXT AND RECOMMENDED MATERIALS**

Walsh, J. (2010). *Direct Social Work Practice* (2<sup>nd</sup> edition). California: Wadsworth Cengage Learning. (required)

Roberts, A.R., & Greene, G. (2002). *Social Worker's Desk Reference* (2<sup>nd</sup> edition). New York: Oxford University Press. (recommended)

#### **V. COURSE REQUIREMENTS**

All students are required to complete one group presentation, three written assignments and team based learning quizzes. Class participation will also be factored into the course requirement. The professor will provide detailed written information for each assignment.

Social Work Theory Presentation and Application	= 100 pts
Video Role Play and Critique	= 50 pts
Multidimensional Assessment	= 100 pts
Group Advocacy Project	= 50 pts
Class Participation	= 50 pts
Ethics Application	= 25 pts
<u>Self Assessment and Values Application</u>	= 25 pts
Total	= 400 pts

#### **Social Work Theory Presentation and Application**

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

The objectives of this assignment are to:

1. To demonstrate understanding of a selected practice theory.
2. To apply the assigned theory to a client population or CAL situation using role play or media presentation.
3. To share understanding of the theory and theory application with others in the class.

A separate assignment sheet will be provided.

**Due Date: See Class Schedule (100 pts)**

#### **Video Role Play and Critique**

For this assignment, you will choose a partner (a member of the cohort) and schedule time to video a client session for approximately 30 minutes. Your client will present a problem or reason that he/she has been seeking the services of a social worker. The session will reflect the **middle phase** of work together and will not demonstrate an intake or assessment phase. Talk with your partner in advance about the “problem” he or she will present so that you are familiar with it and do not use session time for intake types of issues.

The objectives for this assignment are:

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

You will review approximately 7-10 minutes of your video session with your professor and a small group of your peers. A written three-to-four page critique of the interview as well as the feedback session is due the class session following your scheduled review session.

A separate assignment sheet will be provided.

**Written Critique Due Date: Class following scheduled time for video review (50 pts)**

### **Multidimensional Case Assessment**

This assignment will give you an opportunity to demonstrate the assessment and intervention planning skills you have developed in both of your generalist practice courses. The written assessment will be based on a theory of your choice and will be 10-15 double-spaced pages. “Clients” used for this assessment will be people/characters from specific films provided.

The objectives for this assignment are:

1. To demonstrate client assessment and intervention skills.
2. To demonstrate ability to select appropriate practice theories with client systems.
3. To apply theoretical constructs in assessment and intervention practices.
4. To demonstrate professional writing skills.

A separate assignment sheet will be provided.

**Due Date: July 22, 2011 by 5 PM (100 pts)**

## **Group Advocacy Assignment**

This semester you will be required to attend and participate as a group in one community event to advocate for an issue you feel strongly about. The objectives for this assignment are:

1. To better understand the needs of agencies in the Austin community and the clients that they serve.
2. To analyze an agency's efforts in coordinating an event to address a particular client or agency-based need.
3. To promote the professional obligation of social workers to maintain an active role in advocacy, community organizing, and engagement.
4. To reflect upon how the community event impacted you personally and where you see possibilities for your involvement with community activities in the future.

The groups that you will present your theory application with will participate in the event and present your observations to the class. Group Advocacy presentations will be held on July 21, 2011.

A separate assignment sheet will be provided.

**Due Date: July 21, 2011 (50 pts)**

## **Self-Assessment and Values Application**

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

A separate assignment sheet will be provided.

**Due Date: June 23, 2011 (25 pts)**

## **Ethics Application**

Ethical issues impact all levels of practice within social work and it is important students know how to analyze these issues and make informed decisions. This assignment will give you an opportunity to analyze a brief ethical situation using critical thinking skills. Your response to the ethical situation provided should be no more than 3-4 double-spaced pages.

The objectives for this assignment are:

1. Identify ethical issues and the individuals, groups and organizations, which are likely to be affected by an ethical decision.

2. Identify all possible courses of action for the ethical situation.
3. Thoroughly examine the reasons in favor and opposed to each possible course of action in making an ethical decision.

A separate assignment sheet will be provided.

**Due Date: June 14, 2011 (25 pts)**

### **Class Participation**

It is important to attend class on time, remain for the entire class, and to 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. Being prepared for class by reading assigned material is part of this professional expectation as well. **(50 pts)**

### **IV. GRADES**

400-375 = A  
374-360 = A-  
359-349 = B+  
348-336 = B  
335-320 = B-  
319-310 = C+  
309-296 = C  
295-280 = C- (class failed, no credit)  
279-270 = D+  
269-256 = D  
255-240 = D-  
240-0 = F

### **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 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.

### **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 II course, the student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

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

Practice II is a practice course, and class participation is essential. Laptop computers will not be allowed for note-taking in the classroom.

Cell phones should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time without special circumstances about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

### **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 (students will not lose 5 points for one assignment turned in one day late during the semester). 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 Blackboard to the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

### **Attendance**

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

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



Three or more absences may result in the student being dropped from Practice II. A student is considered late if arriving to class after 1:35 pm. Three late arrivals will count as one class absence.

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

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

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **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.

### **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>.

### **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.

## **VI. COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
6/2	<b>Class Orientation Critical Thinking Task Group Selection</b>		
6/7	<b>Learning Styles Values Ethics Professional Use of Self</b>	<i>Ethics Application Provided</i>	<b>NASW Code of Ethics</b>
6/9	<b>Task Groups Evidence-Based Practice</b>		<b>Hardcastle and Powers, Chapter 10 (Blackboard)</b>  <b>Hepworth, Chapter 16 (Blackboard)</b>
6/14	<b>Leadership &amp; Advocacy</b>	<i>Ethics Application Due</i>	<b>Mizrahi, SWDR, 872-881</b>  <b>Loeb, We Don’t Have to Be Saints (Blackboard)</b>

6/16	<p style="text-align: center;"><b>Assessment</b></p> <p style="text-align: center;"><b>Cultural Competency</b></p>		<p><b>Johnson &amp; Yanca</b>, Chapter 8 (Blackboard)</p> <p><b>Rothman</b>, Chapters 1 &amp; 5 (Blackboard)</p>
6/21	<p style="text-align: center;"><b>Advanced Interviewing</b></p> <p style="text-align: center;"><b>Transtheoretical Model</b></p>		<p><b>Walsh</b>, Chapter 11</p> <p><b>Hepworth</b>, Chapter 18 (Blackboard)</p>
6/23	<p style="text-align: center;"><b>Group Theory &amp; Supervision</b></p> <p style="text-align: center;"><b>Guest Speaker: Tammy Clouston, LCSW</b></p>	<i>Self Assessment and Values Assignment Due</i>	See BB for readings
6/28	<p style="text-align: center;"><b>Introduction to Theory</b></p> <p style="text-align: center;"><b>Theory Applications to Social Work Practice</b></p> <p style="text-align: center;"><b>Relational-Cultural Theory</b></p> <p style="text-align: center;"><b>Guest Speaker: Sarah Swords</b></p>		<p><b>Walsh</b>, Chapter 1</p> <p><b>Borden</b>, Comparative Theories, SWDR, 259-264</p> <p><b>Bircker-Jenkins &amp; Netting</b>, Feminist Issues and Practices in Social Work, SWDR, pp 277-283</p> <p><b>Laird</b>, Family Centered Practice, Feminist, Constructionist, and Cultural Perspectives, pp 20-40 (Blackboard)</p>
6/30	<b>Video Reviews</b>	<i>Videos Completed prior to this Date/ Review Sessions</i>	

7/5	<b>Family Systems Theory</b>	<i>Family Systems Presentation</i>  <i>Video Review Session Critique</i> <i>Due for many students</i>	<b>Walsh</b> , Chapter 5  <b>Papero</b> , Bowen Family Systems Therapy, pp 447-452, SWDR
7/7	<b>Crisis and Narrative Theories Presentation</b>	<i>Crisis/Narrative Presentation</i>	<b>Walsh</b> , Chapter 13  <b>Eaton &amp; Roberts</b> , Front Line Crisis Intervention, SWDR, 207-215
7/12	<b>Solution-Focused Theory</b>  <b>Existential Theory</b>	<i>Solution-Focused Presentation &amp; Existential Presentation</i>	<b>Walsh</b> , Chapter 10
7/14	<b>Class Meets/Guest Speaker— More Info to Follow</b>		
7/19	<b>Attachment Theory</b>  <b>The Future of Theory</b>  <b>Macro Theory and Implications for Practice</b>	<i>Narrative Presentation</i>	<b>Walsh</b> , Chapter 12  See BB for additional reading(s)
7/21	<b>Group Advocacy Presentations</b>  <b>Ethical SW Practice— Licensure/Supervision</b>  <b>Last day of Class—Termination</b>	<i>Case Assessment</i> <i>Due on 7/22 by 5 PM</i>	Downs article on BB

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- Manning, S.S. (2003). The essence of ethical leadership. In *Ethical Leadership in Human Services* (pp.3-20). Boston: Pearson Education.

Rothman, J. (2008). *Cultural Competence in Process and Practice*. Boston: Pearson Education.

Schore, J.R., & Schore, A.N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal* , 36, 9-20.

### **Further Readings**

Efran, J. & Greene, M. (2005, November/December). The art of therapeutic conversation. *Psychotherapy Networker*, 33-36.

Freud, S. (1998, September/October). The baby and the bathwater: Some thoughts on Freud as a postmodernist. *The Journal of Contemporary Human Services*, 455-464.

Hyde, C. (2002). The Politics of Authority: A Case Analysis of a Feminist Health Center. *Feminist Practice in the 21st Century*. NASW Press.

Seely, K. (2004). Short-term intercultural psychotherapy: Ethnographic Inquiry. *Social Work*, 49(1), 121-130.