

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

<b>Course Number:</b>	SW 383R	<b>Instructor:</b>	Eboni Lunsford Calbow, LCSW, Ph.D <a href="mailto:eboni.calbow@utexas.edu">eboni.calbow@utexas.edu</a>
<b>Unique Number:</b>	61495	<b>Office:</b>	3.124E
<b>Semester:</b>	Fall 2018	<b>Phone:</b>	512-992-7874
<b>Meeting time/place:</b>	Thursdays 8:30 am to 12:30 pm Room 2.132	<b>Office Hours:</b>	Thursdays 12:30 pm to 1:30 pm Or by appointment

**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. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, students should 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;
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;
3. Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities;
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;
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;
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;
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;
8. Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings;
9. Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

**III. TEACHING METHODS**

I use a variety of teaching methods with an emphasis on experiential learning for the purpose of building skill and confidence. The foundational nature of the course content requires a didactic approach as well. Therefore, I use PowerPoint lectures, role-plays, videos, class discussions, small group and dyad exercises, and guest speakers in the classroom. For success in this

class, students must be willing to participate, take risks and go out of their comfort zones. Students are also expected to ask questions to clarify expectations, provide me with constructive feedback in a timely manner and meet with me individually as needed and/or when requested.

**Use of Canvas for this course:** This class uses Canvas – a Web-based course management system with password-protected access at <http://canvas.utexas.edu> - for confidential communication such as posting and submitting assignments. Readings that are not in the required text, assignment guidelines and assignment grading rubrics are all posted to Canvas. Students can access Canvas Help 24/7 by calling 855-308-2494. Students are expected to set notifications in Canvas so they receive announcements and updates as soon as they are posted.

*If anything is getting in the way of your learning, let me know as soon as possible so we can discuss it and problem solve together.*

#### IV. REQUIRED TEXT

A. Hepworth, D. H., Rooney, R.H., Rooney, G.D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10<sup>th</sup> ed.). Cengage Learning, Boston, MA.

B. Articles and Podcasts are assigned weekly to supplement the text. They can be found under *Modules* on Canvas, organized by the week they are assigned.

C. Roberts, A. & Corcoran, K. (2015). *Social workers' desk reference*. New York: Oxford University Press (\*required text of all students in program)

\*The book is not available at the University Co-op bookstore. It is available through Oxford University Press website at a discounted price.

#### V. COURSE REQUIREMENTS

##### A. Attendance and Participation (10 points)

Being a self-motivated, lifelong learner is essential to becoming a strong social work professional. It is also important to practice new skills and learn to work effectively with other social work professionals. Therefore, consistent attendance (you come every time, on time, and stay until dismissed), demonstrated preparation (you complete the required readings before class) and regular participation (you share insights, ask relevant questions, and contribute to exercises) are expectations of this course. I do ask that you communicate in a timely manner your absence, tardy or early departure. Please text if you are running late to class. Email communication is preferred for all other attendance situations.

Students are expected to practice professional behavior in class. This includes, but may not be limited to, paying attention to lectures and fellow students during discussions, showing respect for opinions that may differ from your own, and communicating with the professor and others in a professional manner. We will use some class time to discuss what constitutes a civil classroom. On occasion, you will be required to complete a pop quiz or written exercise in class. These must be turned in before leaving for the day.

*All electronic devices – including laptops - must be put away/silenced during class unless their use is requested by the professor for a class exercise, or their use supports a student's documented disability.*

##### Attendance & Participation points will be deducted as follows:

**Absence 1** No deduction with a timely email (Loss of 1 point without email)

**Absence 2** will result in a loss of 1 points

**Absence 3** will result in a loss of 2 points

**Tardies and early departures** will result in a loss of 1 point each time unless excused by Prof. Calbow

**Distracted or disrespectful behavior in class** will result in a loss of 1 point each time

**Poor performance on a class exercise/pop quiz** will result in the loss of 1 point each time

*A pattern of absences (more than 3), late arrivals or early departures, or a pattern of poor preparation or participation, may result in disciplinary action.*

**B. Two Short Answer Assignments (Self-Inquiry and Ethics and Evidence Based Practice-20 points)**

**Self Inquiry and Ethics (10 points):** To begin the process of self-evaluation needed for effective social work practice, students are asked to analyze an area of the NASW Code of Ethics that seems most challenging compared to their own personal beliefs. This assignment encourages creativity, critical thinking, and authenticity. A separate assignment sheet will be provided.

**Evidence Based Practice (10 Points):** The purpose of this assignment is for the students to obtain experience using evidence based practice tools and resources. In evidence-based practice interventions, social workers use available research to guide their practice decision-making. Students will pose a question about an intervention or treatment approach in their field setting and search on available databases for support for that approach from research done with that population or problem area.

**C. Agency Analysis Paper (20 points)**

To familiarize you with your field agency at a deeper level, and to strengthen your critical thinking about social work at the organizational level, you will write a paper examining your field agency’s structure and ability to meet clients’ needs. Guidelines with grading rubric and due date can be found in Canvas.

**D. Video Role Play Project (20 points)**

This assignment will help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. This project has two parts:

- 1) **Video & Feedback Participation (5 points):** Pair up with another student to do a role-play or real-play that you create and video record. The 20-minute role play will demonstrate an assessment interview. You will then show a 5-minute clip of your video to a small group from our class, and exchange feedback with members of the group.
- 2) **Paper (15 points):** You will complete a single-spaced one-page DAP report on the client, plus a 4-page double-spaced reflection paper on your assessment interview and what you learned.

**E. Client Assessment with Case Analysis (30 points)**

To continue to strengthen your ability to gather, analyze and synthesize client data, you will choose a client from your caseload in field and complete a multi-dimensional assessment on him/her/them. To improve your ability to connect private troubles with public issues, relate ethics to practice, and utilize professional use of self, you will also complete an in-depth analysis of your case. Guidelines with grading rubric and due date can be found in Canvas.

**VI. COURSE GRADING**

This table summarizes how you will demonstrate your learning and how each assignment is weighted:

Assignments	Points possible	% of Total Grade
<b>A. Class Attendance &amp; Participation</b>	10	<b>10</b>
<b>B. Short Term Assignments (Ethics and EBP)</b>	20	<b>20</b>
<b>C. Agency Analysis Paper</b>	20	<b>20</b>
<b>D. Video Role Play Project</b>	20	<b>20</b>
<b>E. Client Assessment with Case Analysis</b>	30	<b>30</b>
<b>Total:</b>	100	<b>100</b>

The following graduate grading scale will be used to determine your final letter grade for the course. **The student who earns a high “A” for this course is one who consistently submits excellent quality work over the entire semester.**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
<b>70.0 to 73.999</b>	<b>C- (Class failed/no credit)</b>
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

*Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.*

## VII. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

**A. Professional Conduct in Class:** The professor expects students to act as 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.

**B. Student Privacy & Confidentiality:** Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT services.

**C. Client Privacy & Confidentiality:** If class work prompts you to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

**D. Classroom Civility:** A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

**Personal Pronoun Preference:** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**E. Feedback:** You will have at least two formal opportunities – mid semester and end of semester – to give anonymous feedback about the course, and a number of informal opportunities throughout the semester during class. I encourage you to participate in this process by giving thoughtful, constructive and specific feedback. Not only is it helpful to the instructor, it helps future students and is a great way to practice giving constructive feedback, a useful skill in direct practice with clients.

**F. Unanticipated Distress:** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**G. Grading Policies:** If you are confused by a grade or the feedback you receive on an assignment, please make an appointment to meet with me. I enjoy talking face to face with students about how they can improve and may give some credit back on the assignment. If a student has demonstrated strong class participation and professionalism throughout the semester, I round up any fractional point totals. For instance, a 93.2 (A-) would become a 94 (A).

Assignments are all due to Canvas on Fridays by 5:00 pm (except presentations and videos due by class time). Assignments turned in after this time on the Friday due date are considered late. Students will lose 5% of the assignment point value per calendar day that an assignment remains un-submitted. On subsequent days, papers must be submitted to Canvas by 5:00 pm to avoid the additional 5% penalty. If you anticipate a problem turning in an assignment on time, please contact me in advance of the due date to discuss an adjusted due date and I will consider adjusting the due date depending on your circumstances. **NOTE: You have one free late day per semester to be used at your discretion, but you must indicate in Canvas that you are using your "pass" when you submit the assignment, otherwise the pass will not be applied.**

## VIII. UNIVERSITY POLICIES

**A. 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.

**B. PROFESSIONAL CONDUCT & CIVILITY IN THE CLASSROOM.** The professor expects students to act as 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect and professionalism.

**C. UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**D. 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.

**E. 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://deanofstudents.utexas.edu/sjs/>).

**F. USE OF COURSE MATERIALS.** The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**G. 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://diversity.utexas.edu/disability/>.

**H. 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.

**I. TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX may also be found at <https://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>

**J. CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You may also find this information by accessing the Quick Links menu on the school's website.

**K. CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on education supervision, and is protected by regulations of the Family Educational Rights & Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedures for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work education.

**L. 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>.

**M. 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.

**N. 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>.

**O. 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 to do so by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**IX. Course Schedule**

All readings, assignment guidelines, grading rubrics and other essential information can be found on the class Canvas website. Check Canvas regularly and use it to ask questions about the course schedule and to note changes. Changes to the schedule may be made at my discretion and as circumstances require. However I will make every effort to announce changes with as much advanced notice as possible. **All assignments are to be turned in by uploading to Canvas.**

**HRRSL=Hepworth Rooney Direct Social Work Practice text**

**SWDR=Social Worker’s Desk Reference text**

**CANVAS=Additional readings on Canvas**

Week	Date	Class Topic	Readings due by class time	All Practice & Field assignments are due Fridays by 5:00 PM
1	8/30	Overview of Practice I Making Social Work History Values of the Profession, SW Roles, Evidence Based Practice	HRRSL Chapters 1, 2	Nothing due
2	9/6	Engagement and relationships building skills	HRRSL Chapters 5, 6	Field Log 1
3	9/13	Engagement and relationships building skills	HRRSL Chapter 7 SWDR-#80 “Developing Successful Relationships”	Field Log 2 Learning Contract draft due
4	9/20	Social Work Ethics and Values	NASW Code of Ethics HRRSL Chapter 4 SWDR #18 “Ethical Issues in Social Work”	Field Log 3 Educational Contract final uploaded Process Recording I
5	9/27	Guiding frameworks for social work practice	HRRSL Chapter 3	Field Log 4 - FREEBIE Agency Analysis Paper
6	10/4	Presentations	Field Agency Analysis	Field Log 5
7	10/11	Effective communication, broaching the subjects of race, ethnicity & culture	HRRSL Chapter 8,9	Field Log 6 Mid semester evaluation
8	10/18	Assessing multiple dimensions, special assessments	HRRSL 11 SWDR 79 “Practice from a Technique	Field Log 7 – CREATIVE Process Recording II Evidence Based Practice
9	10/25	Assessing diverse groups and families	HRRSL Chapter 10 SWDR Chapter 150 “Evidence-based practice”	Field Log 8
10	11/1	Video Feedback Groups (class does not meet, students only attend small group)	No Reading Assignment	<b>Video due by feedback group</b> Field Log 9 – FREEBIE Video Project Paper
11	11/8	Intervention Planning	HRRSL Chapter 12,13 SWDR 71 “Developing Goals”	Field Log 10 – FREEBIE Video Project Paper



12	11/15	Introduction to group work in agency, organization and community setting	HRRSL Chapter 16	Field Log 11 Process Recording III Client Assessment w/ Case Analysis Paper draft
	11/22	<b>Thanksgiving Break</b>		
14	11/29	Community and Organizational Practice	HRRSL Chapter 14 SWDR Chapter 115	Field Log 12 - FREEBIE Client Assessment w/ Case Analysis Paper
15	12/6	Endings and Transitions	No reading	Self-Reflection Narrative (Field Hours & Final Evaluation are due by 5:00 on Monday Dec. 10 <sup>th</sup> unless otherwise arranged)

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