

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

<b>Course Number:</b>	<b>SW 383T</b>	<b>Instructor:</b> Tammy Linseisen, ACSW, LCSW <a href="mailto:tlinseisen@mail.utexas.edu">tlinseisen@mail.utexas.edu</a>
<b>Unique Number:</b>	<b>61350</b>	<b>Office:</b> 3.124F
<b>Semester:</b>	<b>Spring 2018</b>	<b>Office Phone:</b> 512-431-0014
<b>Meeting Time/Place:</b>	<b>Thursdays 8:30am-11:30am Room 2.132</b>	<b>Office Hours:</b> Thursdays 1:00pm-2:00pm <b>Other times by appointment</b>

**SW 383T: Social Work Practice II**

**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. 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;
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;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
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;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
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.

## **EPAS Competencies**

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

**Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

### **Competency 6: Engage with Individuals, Families & Groups**

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

### **Competency 7: Assess Individuals, Families & Groups**

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

### **Competency 8: Intervene with Individuals, Families & Groups**

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families & Groups**

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

### 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 TEXTS AND MATERIALS

Walsh, J. (2014). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

*Readings will also be assigned from required texts from Practice I, Fall 2017:*

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

Corcoran, K. (Ed.). (2015). *Social workers' desk reference* (3rd ed.). New York, New York: Oxford University Press.

Additional required readings will be available on the course Canvas website.

### V. COURSE REQUIREMENTS

All students are required to complete all assignments as outlined below. The professor will provide detailed written information for each assignment.

Community Group Assessment and Reflection	40 pts
Community Event, Reflective Paper and Persuasive Presentation	40 pts
Video Role Play and Critique	40pts
Social Work Practice Theory Application	80 pts
Class Quizzes	80 pts
Final Case Analysis	80 pts
Class Participation and Preparedness	40 pts
<b>Total</b>	<b>= 400 pts</b>

#### **Community Group Assessment and Reflection**

You will be required to attend a community-based self-help support group to identify and think critically about group dynamics and processes. You will identify a group unlike one that you have attended in the past and receive approval from the instructor for your choice of group. Using the lens of your emerging professional knowledge, you will complete a 2-page paper.

A separate assignment sheet will be provided. **Due Date: March 1, 2018 (40 points)**

## **Advocacy/Leadership in Community Event, Reflective Paper and Persuasive Presentation**

This semester you will be required to attend and participate in one community event to advocate for an issue about which you feel strongly. 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 what possibilities you see for your involvement with community activities in the future.

You will participate in the event and write a reflective paper about your experience, incorporating principles from a class reading in your paper. You will also be required to make a persuasive presentation regarding a social/policy issue related to your community event.

Your plan for the community event will be due **February 15, 2018**. The final due date for the paper is **April 19, 2018**, but you are encouraged to submit the paper as soon after your advocacy event as possible. The paper should be 5-7 double-spaced pages in length. Persuasive presentations will also occur on **April 19, 2018**.

A separate assignment sheet will be provided. **Due Date: April 19, 2018 (40 pts)**

## **Video Role Play and Critique**

For this assignment, you will need to choose a partner from the cohort and schedule time to videotape a client session for approximately 30 minutes. Your "client" will need to come up with a problem or reason that he/she has been seeking the services of a social worker. The session will reflect that you have seen your client before and that you are in the **middle phase** of your work together. Talk with your partner in advance about the "problem" he or she has brought to you 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 an **increased level of relational skills** (empathic responses, reflection, active listening, questioning technique, therapeutic confrontation, compassion, etc.);
2. To analyze the communication style between the worker and the client highlighting areas of growth and recognizing the use of strengths-based language;
3. To continue the practice of giving and receiving constructive feedback from peers and supervisors.

You will review approximately 5-7 minutes of your videotaped session with your professor and 3-5 of your peers the week of **April 26, 2018**. The written three-page critique of the session is due the week following Spring Break. *In lieu of your third process recording for Field Seminar, you may choose to have your field instructor review your video and complete a review sheet (see assignment sheet). The review sheet will be due April 26, 2018.*

A separate assignment sheet will be provided. **Written Critique Due Date: May 3, 2018 (40 pts)**

### **Social Work Practice Theory Application**

To further your understanding of practice theory, you will work with a group of classmates to teach the class about a social work practice theory and then demonstrate an application of the theory.

The objectives of this assignment are:

1. To demonstrate an understanding of a practice theory discussed in Practice II
2. To apply the assigned theory to a client population using role play
3. To share understanding of theory application with others in the class

A separate assignment sheet will be provided. **Due Date: See Course Schedule for Theory Group Presentation Dates (80 pts)**

### **Class Quizzes**

In order to ensure preparedness for class, five quizzes will be facilitated over readings due for class that day. These quizzes will be worth 20 points each. Four of the five quiz grades will be added for a total of 80 points. **Due Date: See Course Schedule for quiz dates. (80 pts)**

### **Final Case Analysis**

This take-home assignment gives the student the opportunity to demonstrate knowledge and skills learned over the course of this year in Practice I and Practice II. This assignment will be distributed after Spring Break. **Due Date: May 3, 2018 by 5:00 pm. (80 pts)**

### **Class Participation and Preparedness**

It is important to attend class on time, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. **(40 points)**

**Participation points will be deducted per class absence in the following manner:**

**Absence 1: Zero points deducted**

**Absence 2: Six points deducted**

**Absence 3: Six points deducted**

Being prepared for class by reading assigned material is part of this professional expectation as well. Up to 15 preparedness points will be awarded based on evaluation of preparedness for and engagement in reading group and in-class discussions of assigned readings.

## **VI. GRADES**

### **GRADING SCALE**

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
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## **VII. CLASS POLICIES**

### **Time Management**

Assignments are due by 5:00 p.m. on the day of class through Canvas, email or hard copy format. Papers turned in after 5:00 p.m. on 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 deduction. Late papers may be accepted via email with permission of the professor. The student is responsible for emailing the professor to indicate that the assignment has been submitted.

### **Attendance**

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

Three or more absences may result in the student being dropped from Practice II and Field II. A student is considered late when arriving to class after 8:30am. Participation points will be deducted for late arrival. Two 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.

**As in any professional situation, students are expected to notify the instructor prior to class by email or cell phone if they will be late or cannot attend class due to an illness or emergency.**

## **VIII. UNIVERSITY 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.

**PROFESSIONAL CONDUCT AND 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 also 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.

**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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**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.

**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/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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/>.

**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, examination, work assignment, or 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.

**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, agency-based field 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 SSW, 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 <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.



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

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and 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 procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**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 for keeping the university informed about a change of 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 between 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
1/18	<p align="center"><b>Class Orientation</b>  <b>Ethical Decision Making</b>  <b>Theory Group Selection</b></p>		
1/25	<p align="center"><b>Advanced</b>  <b>Interviewing Skills</b></p> <p align="center"><b>Task Group Work in</b>  <b>Social Work Practice</b></p>	<i>Journal Entry</i>	<b>Hepworth, et al.</b> , Chapters 11, 16, 17
2/1	<p align="center"><b>Advocacy &amp; Evidence-</b>  <b>Based Practice in Social</b>  <b>Work</b></p> <p align="center"><b>Guest Speaker: Barbara</b>  <b>Anderson, LCSW</b></p>	<i>Journal Entry</i>	<p><b>Loeb</b>, We Don't Have to Be Saints  <b>Mizrahi</b>, Community Organizing Principles, SWDR, pp 894-906</p>
2/8	<p align="center"><b>Introduction to Theory</b>  <b>and Practice</b></p> <p align="center"><b>Psychodynamic Theories</b>  <b>to Postmodern Theories in</b>  <b>Social Work Practice</b></p>	<i>Journal Entry</i>	<p><b>Walsh</b>, Theories for Clinical Social Work Practice Podcast:  <a href="http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html">http://socialworkpodcast.com/2009/08/theories-for-clinical-social-work.html</a></p> <p><b>Walsh</b>, Chapters 1, 4 &amp; 5</p>
2/15	<p align="center"><b>Child and Adult</b>  <b>Attachment in Social Work</b>  <b>Practice</b></p>	<p align="center"><i>Plan for Advocacy/</i>  <i>Leadership Project</i>  <b>Due</b></p> <p align="center"><i>Journal Entry</i></p>	<p><b>Stalker &amp; Hazelton</b>, Attachment Theory</p> <p>Readings from Brown &amp; Elliot, <i>Attachment disturbances in adults</i> (see Canvas)</p>
2/22	<p align="center"><b>School Social Work</b>  <b>Conference</b></p>	<p align="center"><i>Journal Entry</i></p> <p align="center"><i>Process Recording</i>  <i>One</i></p>	<b>No readings assigned</b>

3/1	<b>Flipped Classroom Advanced Ethics in Social Work Practice</b>	<i>Community Group Assessment Due</i>  <i>Journal Entry</i>	Readings on CANVAS
3/8	<b>Dialectical Behavior Therapy in Social Work Practice</b>  <b>Guest Consultant: Christine Molina, LMSW</b>	<i>Journal Entry</i>	Readings on CANVAS
3/15	<b>SPRING BREAK!</b>		
3/22	<b>Post-Modern Theories: Solution-Focused (Brief) Therapy and Narrative Theory in Social Work Practice</b>	<i>Journal Entry</i>  <i>Quiz</i>	<b>Walsh</b> , Chapters 10, 12  <b>Lee</b> , The Miracle Question..., <b>SWDR</b> , pp 308-315
3/29	<b>Spirituality in Social Work Practice</b>  <b>Guest Lecturer: Sarah Sloan, LCSW</b>	<i>Journal Entry</i>  <i>Process Recording Two</i>	Walsh, pp. 28-30  Hodge article on CANVAS
4/5	<b>Structural Family Therapy and Existential Theory in Social Work Practice</b>	<i>Journal Entry</i>  <i>Quiz</i>	<b>Walsh</b> , Chapter 9  <b>Aponte and Kissil</b> , Structural Family Therapy, <b>SWDR</b> , pp 448-456  Existential Readings on CANVAS
4/12	<b>Social Work with Military Personnel</b>  <b>Guest Speaker: Gretchen Rees, LCSW</b>	<i>Journal Entry</i>	Rubin chapters on CANVAS

4/19	<b>Advocacy/Leadership Presentations</b>	<i>Advocacy/Leadership Project Due</i> <i>Journal Entry</i>	No readings assigned
4/26	<b>Video Real Plays</b>	<i>Journal Entry</i> <i>Process Recording Three</i>	No readings assigned
5/3	<b>Termination/Closure Integration of Practice II Course</b>	<i>Video Real Play Paper Due</i> <i>Final Case Analysis Due by 5:00pm</i> <i>Macro Project Due</i> <i>Journal Entry</i>	See CANVAS for select readings on Termination

## X. BIBLIOGRAPHY

- Aponte, H. & Kissil, K. (2015). Structural family therapy. In K. Corcoran (Ed.), *Social workers' desk reference* (448-456). New York: Oxford University Press.
- Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. *The Journal of Contemporary Human Services, 84*(4), 463-469.
- Brown, L.S. (2006). Still subversive after all these years: The relevance of feminist therapy in the age of evidence-based practice. *Psychology of Women Quarterly, 30*(1), 15-24.
- Coady, N. & Lehmann, P. (Eds.). (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York: Springer.
- Comstock, D., Hammer, T., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development, 86*, 279-287.

- Corcoran, K. (Ed.). (2015). *Social workers' desk reference* (3rd ed.). New York, New York: Oxford University Press.
- Chernesky, R. (2002). Feminist administration: style, structure and purpose. *Feminist Practice in the 21st Century*. Washington, DC: NASW Press.
- Combs, G. & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counseling Psychologist*, 40(7), 1033-1060.
- Davis, B. (2005). Ms. Palmer on second street. *Social Work*, 50(1), 1-96.
- Davis D.R. & Jansen, G.G. (1998). Making meaning of alcoholics anonymous for social workers: Myths, metaphors, and realities. *Social Work*, 43(2), 169-182.
- Downs, M. (2006). Between us: Growing relational possibilities in clinical supervision. *Stone Center*, 105, 1-12.
- Fletcher, J.K. (2004). The paradox of postheroic leadership: An essay on gender, power, and transformational change. *The Leadership Quarterly*, 15, 647-661.
- Freedberg, S. (2007). Re-examining empathy: A relational feminist point of view. *Social Work*, 52(3), 251-259.
- Furman, R. (2003). Poetry and existential practice. *The Arts in Psychotherapy*, 30, 195–20.
- Harling, L. & Sparks, E. (2002). Working in a non-relational world. *Work in Progress*. Wellesley, MA: Wellesley Centers for Women.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Laird, J. (2002). Family-Centered practice-feminist, constructionist, and cultural perspectives. *Feminist Practice in the 21st Century*. Washington, DC: NASW Press.
- Lantz, J. & Walsh, J. (2007). *Existential intervention in clinical practice*. Chicago: Lyceum Books, Inc.
- Lehrer, J. (2012). *Groupthink. The brainstorming myth*. The New Yorker.
- Ligon, J. (2009). Fundamentals of brief treatment. In K. Corcoran (Ed.), *Social workers' desk reference* (215-220). New York: Oxford University Press.
- Loeb, P. (1999). We don't have to be saints. In *Soul of a citizen* (34-57). New York: St. Martin's.
- Manning, S.S. (2003). The essence of ethical leadership. In *Ethical leadership in human services* (3-20). Boston: Pearson Education.
- Mizrahi, T. (2015). Community organizing principles and practice guidelines. In K. Corcoran (Ed.), *Social workers' desk reference* (894-906). New York: Oxford University Press.

- Pomeroy, E., Anderson, K., & Garcia, R. (2015). Bereavement and grief therapy. In K. Corcoran (Ed.), *Social workers' desk reference* (675-684). New York: Oxford University Press.
- Randall, E. (2008). Existential theory. In Coady, N. & Lehmann, P. (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York: Springer.
- Reamer, F.G. (2015). Ethical issues in social work. In K. Corcoran (Ed.), *Social workers' desk reference* (143-149). New York: Oxford University Press.
- Reamer, F.G. (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work*, 58(2), 163-172.
- Stalker, C. & Hazelton, R. (2008). Attachment theory. In N. Coady & P. Lehmann (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. New York: Springer Publishing.
- Walsh, J. (2014). *Theories for direct social work practice*. (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

### **Further Readings**

- Efran, J. & Greene, M. (2005). The art of therapeutic conversation. *Psychotherapy Networker*, 33-36.
- Freud, S. (1998). 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*. Washington, DC: NASW Press.
- 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.
- Seely, K. (2004). Short-term intercultural psychotherapy: Ethnographic inquiry. *Social Work*, 49(1), 121-130.