

**The University of Texas at Austin
Steve Hicks School of Social Work**

Course number: SW 383 R

Unique number: 61495

Semester: Fall 2019

Meeting time/place: Weds 8:30-11:30am,
Field Seminar, 11:30-12:30pm

Instructor: Starla Simmons, LCSW (she/her)

Email: starla.simmons@utexas.edu

Office number: 3.124 D

Office phone: 512-232-3277

Office hours: Wednesdays, 12:30-1:30pm
and 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 will be able to:

- 1) Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics.
- 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.
- 6) Systematically apply a transtheoretical, 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 practice.
- 9) Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

III. Teaching Methods

This class will be taught using a variety of teaching methods to foster a stimulating, creative and collaborative learning community. Experiential learning that builds upon students' field instruction will be emphasized. Other teaching methods include small group interaction, class discussion, role-play, videotaping, videos, guest speakers, lecture and learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity, apply their critical thinking skills and attend class regularly. All students are encouraged to ask questions, raise issues, provide the instructor feedback and meet with the instructor individually as needed to enhance their learning.

Students with disabilities are expected to inform the instructor so appropriate academic accommodations may be planned. Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities in the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

IV. Required Texts and Materials

Hepworth, D., Rooney, R., Rooney, G., Strom-Gottfried, K., & Larson, J. (2013). *Direct social work practice: Theories and skills*. (10th ed.). Brooks/Cole.

All required readings listed on the class schedule that are not found in the required texts will be available on Canvas. If readings are added to the reading list after the beginning of the class semester, you will be notified by the professor, generally by email.

V. Course Requirements

Students will be required to complete the assignments listed below. Detailed assignment learning objectives and instructions, including expected demonstration of content mastery and skill development will be provided in a separate handout. All assignments will be discussed in detail in class and students are encouraged to meet with the instructor should they have any questions about the assignments. Grading sheets with point allocation will be

provided with the assignment guidelines. All assignments will be graded on depth and quality of required content, creativity and critical thinking skills, overall professionalism and quality of writing. Specific point totals for each assignment are indicated below.

- **Participation and Preparedness 10pts.**

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 increasing self-awareness and 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. There will be the possibility of in-class activities throughout the semester that will gauge your preparedness for class.

Students are expected to communicate with the professor about absences or late arrivals/early departures. Please text if you are running late to class. More than two absences and/or a pattern of late arrivals or early departures may result in disciplinary action. If a student is concerned about their participation grade, they should arrange to meet with the professor to discuss their grade before the end of the semester. All electronic devices-including laptops-must be put away and silenced during class unless their use is explicitly requested by the professor for a class activity.

Points will be deducted as follows:

First absence	No deduction with timely email (1 point without email)
Second absence	2 points deducted
Third absence	3 points deducted, conference with Professor

- **Self-Inquiry and Ethics 10pts**

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 in canvas.

- **Agency Analysis and Presentation 20pts**

The agency analysis and presentation are designed to thoroughly acquaint the student and classmates with the student's field placement. An 8-10page, double spaced paper and oral presentation are required.

Objectives of the Assignment:

- a) Collect data in order to facilitate the interns' orientation and integration into the agency;
- b) Determine the social and economic issues addressed by agency programs;

- c) Assess the agency's accessibility for diverse client populations and overall cultural competence;
- d) Understand the policies that impact agency practice;
- e) Analyze the impact of the community context on the agency service delivery system;
- f) Identify the values and culture of the agency;
- g) Examine strengths and challenges of the agency; and
- h) Deliver an effective pitch for resources for the agency.

A separate assignment sheet will be provided in Canvas

- **Evidence-Based Practice Intervention 10pts**

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.

A separate assignment sheet will be provided in Canvas

- **Video Role Play and Critique 20 pts**

Each student will be paired with a peer from class and video an interview with that student peer. The video will be reviewed by the professor and a review team, and feedback will be provided to the interviewer by all review team members. Each student will write a critique of his or her beginning interviewing skills based on the video role play, review of the recording, and the feedback provided by the review team.

The goals of this assignment are for students to:

- a) Gather and synthesize relevant data;
- b) Assess a client's present situation;
- c) Demonstrate professional communication skills; and
- d) Practice and receive feedback on relational skills, including the use of verbal and nonverbal social work skills to build rapport and gather relevant information.

A separate assignment sheet will be provided.

- **Multidimensional Case Assessment 30pts**

Case assessment refers to the process of collection and evaluation of biopsychosocial data, as well as to the report that describes the worker's inferences and resulting intervention plan based on the data collected. You will write a case assessment based on work with a client in your field placement. The assessment should be concise yet comprehensive, demonstrating a clear knowledge of the assessment process based on practice experience, class lecture and learning, and guidelines and readings provided. The assessment paper should be written from a strengths perspective and address cultural diversity and competency issues.

The goals of this assignment are to give students the opportunity to:

- a) Gather relevant client data;
- b) Practice engagement, relational, and interviewing skills;
- b) Assess a client's past and present situations; and
- c) Synthesize information into a professional report.

A separate assignment sheet will be provided.

A draft of the case assessment is due in class the week before Thanksgiving break. The draft will be used for the purpose of discussion with and feedback from peers.

VI. Grades

The following graduate grading scale will be used to determine the final letter grade for the course. The student who earns an A for this course is one who, over the course of the semester, consistently submits work that exceeds expectations. Assignments will not be given letter grades individually; instead, a number of points will be awarded for each assignment, leading to the cumulative grade for the semester.

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

Self-Inquiry and Ethics	10
Agency Analysis and Presentation	20
Video Role Play and Self Critique	20
Evidence Based Intervention	10
Multi-dimensional Case Assessment	30
Class Participation and Preparedness	10
TOTAL POINTS	100pts

VII. Class Policies

ATTENDANCE AND PARTICIPATION 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 lose participation points and be asked to arrange for an office visit with the professor to discuss the attendance policy. Further absences may result in the student being dropped from the course. Repeated late arrivals to class may be considered as an 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 or via email if they cannot attend class due to an illness or emergency.

PAPERS Students are expected to produce high quality work in terms of appearance, writing style and content. Points will be deducted for errors, misspellings, incorrect grammar, poor organization, repetition of information, and inferior word processing. When using information from other sources, references and bibliography should conform to the current APA style of citation. Students are encouraged to consult with the SSW writing consultant. Plagiarism is a serious violation of university rules and will be dealt with according to university policy.

TIME MANAGEMENT All assignments are due at the beginning of class on the date and time indicated. **Late assignments will be penalized 5% of the total percentage points allowed per day that they are late and will only be accepted in the first week following an assignment due date. However, students will be allowed to turn one assignment in late by one day during the semester without incurring the 5% penalty.** Contact the instructor before the assignment is due if other arrangements need to be made due to an emergency. All assignments are due at the beginning of class on the date and time indicated on Canvas.

USE OF COMPUTERS/CELL PHONES IN THE CLASSROOM

Practice I is a practice course, and class participation is essential to successful learning. Cell phones, tablets, and computers should be turned off when class begins and remain off throughout the duration of the class. Text-messaging is not allowed during class time unless special circumstances arise, about which the professor has been made aware. These are issues of professionalism and will incur disciplinary action if necessary.

USE OF CANVAS IN CLASS In this class the professor uses Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> 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 Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>

FEEDBACK Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that together the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the instructor during class and office visits.

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/>

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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

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. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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

The following is a general guide to the Fall 2019 semester. **The instructor reserves the right to modify the calendar as needed to correct errors, to better meet learning objectives and to accommodate guest speakers and in-class discussions and tasks. Changes will be made only when necessary and, if made, students will be notified in class and/or by email.** Please check canvas and email regularly for any updates.

HRRSL=Hepworth Rooney Direct Social Work Practice text

SWDR=Social Worker’s Desk Reference found free online at UT Libraries:

<https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=1987674>

All Articles will be posted on Canvas

Date	Topic	Practice I Assignment Due	Readings	Field Seminar Assignment Due
8/28	Course and Syllabus Review Social Justice & Anti-Oppression SW Practice Social Work ethics and values		In class reading: NASW Code of Ethics HRRSL Chapter 4 (Handout) SWDR: Chapter 123 “The legacy of Racism and Social Work Practice Today and What to Do About It”	

9/4	History of Social Work Intro to SW Roles & the Helping Process Professional Use of Self Critical Thinking and Intuition		HRRSL Chpts. 1-3 Schneider & Grady Article: <i>“Conscious and unconscious and Use of Self”</i>	Field Log
9/11	<u>SW Practice Frameworks</u> Strengths Perspective Trauma Informed Care Person Centered Practice P-I-E Ecological	Self-inquiry and ethics	HRRSL Chapter 13 Ginwright article: <i>“Healing Centered Care”</i> Abdullah Article: <i>“Islamic perspective for strengths-based work with Muslim clients”</i>	Field Log
9/18	<u>Relational Skills:</u>		HRRSL 5-6	Learning Contract DUE Field Visits Field Log
9/25	<u>Relational Skills</u>		HRRSL 7	Field Visits Field Log Process Recording #1 Due
10/2	<u>Mini-Agency Fair</u>	Field Agency Analysis DUE		Field Log
10/9	Multidimensional Assessments Cultural Formulation Interview		HRRSL Chpt. 8,9 See Handouts in Canvas Waites Article: <i>Intergenerational Practice with African American Families</i>	Field Log

10/16	Working with Family Dynamics Motivational interviewing Stages of Change	P -Evidence based assignment	HRRSL Chpt 10, 17,18 See Handouts in canvas	Field Log Mid-Semester Evaluations
10/23	Intervention Planning: Developing Goals Crisis Intervention		HRRSL Chapt 12 See Handouts in Canvas	Field Log
10/30	Video Role-Play Reviews	Video role play review & consultation		Field Log Process Recording #2
11/6	Social Work with Groups	Video Self-Reflection paper due	HRRSL Chpt 16	Field Log
11/13	Macro Social Work Practice Environmental Justice		HRRSL Chpt 14 TBD	Field Log
11/20	Evaluation & Termination	Case assessment draft	HRRSL: Chapter 19	Field Log
11/27	Thanksgiving Break/No Class	Case assessment FINAL DUE		
12/4	Celebration			Final Evaluation Process Recording #3 Due Self-Reflection Due

X. Bibliography

Abdullah, S. (2015) An Islamic perspective for strengths-based social work with muslim clients, *Journal of Social Work Practice*, 29.1, 163-172

Ballan, M. S., Freyer, M. B., Marti, C. N., Perkel, J., Webb, K. A., & Romanelli, M. (2014). Looking Beyond Prevalence: A Demographic Profile of Survivors of Intimate Partner Violence With Disabilities. *Journal of Interpersonal Violence*, 29(17), 3167–3179. <https://doi.org/10.1177/0886260514534776>

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

Calderwood, K.A. (2011). Adapting the transtheoretical model of change to the bereavement process. *Social Work*, 56(2), 107-118.

Corcoran, K. (2015). *Social workers' desk reference*. Oxford, England: Oxford University Press.

De Jong, P. & Berg, I. (2002). *Interviewing for solutions* (3rd ed.) (pp.20-51). Belmont, CA: Thomson Brooks/Cole.

Dana A. Schneider & Melissa D. Grady (2015) Conscious and Unconscious Use of Self: The Evolution of a Process, *Psychoanalytic Social Work*, 22:1, 52-70, DOI: 10.1080/15228878.2013.869177

DiClemente, C. & Velasquez, M. (2002). Motivational interviewing and the stages of change. In Miller, W. & Rollnick, S. (Eds.), *Motivational Interviewing: Preparing people for change* (pp. 201-217). New York: Guilford Press. 16

Facione, P. (2013). *Critical thinking: what it is and why it counts*. Retrieved from: InsightAssessment.com.

Gary L. Stein, Nancy L. Beckerman & Patricia A. Sherman (2010) Lesbian and Gay Elders and Long-Term Care: Identifying the Unique Psychosocial Perspectives and Challenges, *Journal of Gerontological Social Work*, 53:5, 421-435, DOI: 10.1080/01634372.2010.496478

Giordano, J. (2000). Effective communication and counseling with older adults. *Aging and Human Development*, 51(4), 315-324.

Golden, R. & Sonneborn, S. (1998). Ethics in clinical practice with older adults: Recognizing biases and respecting boundaries. *American Society on Aging*, 22(3).

- Hamovitch, E.K., Choy-Brown, M. & Stanhope, V. Person-centered care and the therapeutic Alliance, *Community Ment Health J* (2018) 54: 951.
<https://doi.org/10.1007/s10597-018-0295-z>
- Hepworth, D.H., Rooney, R.H., Rooney, G.D., Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole.
- Hick, S. F. (2009). Mindfulness and social work: Paying attention to ourselves, our clients, and society. In S. Hick (Ed.), *Mindfulness and Social Work* (pp. 1-26). Chicago, IL: Lyceum Books.
- Klein, W.C. & Bloom, M. (1995). Practice wisdom. *Journal of the National Association of Social Workers*, 40(6), 799-807.
- Lin, C.-H., & Wiley, A. R. (2019). Enhancing the practice of immigrant child welfare social workers in the United States. *International Social Work*, 62(2), 595–611.
<https://doi.org/10.1177/0020872817742697>
- McLaughlin, A. (2009). Clinical social workers: advocates for social justice. *Advances in Social Work*. 10(1), 51-68.
- Miley, K., O'Melia, M. & Dubois, B. (2013). *Generalist social work practice: An empowering approach* (7th ed.). Boston, MA: Pearson Education. 17
- Miller, W. & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (pp. 3-10, 98-110). New York, NY: Guilford Press.
- Murdach, A. (2010). What good is soft evidence? *Social Work*, 55(4), 309-316.
- NASW (2009). *Professional self-care & social work policy statement in Social Work Speaks: National Association of Social Workers policy statements 2009-2112* (8th ed.). Washington, DC: NASW Press.
- Netting, F.E. & O'Connor, M.K. (2003). *Organization practice: A social worker's guide to understanding human services* (pp. 5-28). Boston: Allyn & Bacon.
- O'Hare, T. (2005). *Evidence-based practices for social workers: Definition, processes and principles* (pp. 3-13). Chicago: Lyceum Books.
- Powers, J. & Whitlock, J. (2008). Places to be and to belong: Youth perceptions of life in community. *The Prevention Researcher*, 15(2), 12-15.
- Raines, J.C. (2004). Evidence-based practice in social work: A process perspective. *Children and Schools*, 26(2), 71-83.

Reamer, F.G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, 48(1), 121-133. Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50(4), 325-334. Rothman, J. (2008). *Cultural competence in process and practice*. Boston, MA: Pearson Education.

Ringel, Shoshana (2003) The Reflective Self, *Journal of Teaching in Social Work*, 23:3-4, 15-28, DOI: 10.1300/J067v23n03_03

Saleeby, D. (2004). The power of place: Another look at the environment. *Families in Society*. 85(1), 7-16.

Schneider, Dana A; Grady, Melissa (2015) Conscious and Unconscious Use of Self: The Evolution of a Process, *Psychoanalytic Social Work*, 22:1, 52-70, DOI: 10.1080/15228878.2013.869177

Steen, J. (2006). The roots of human rights: Advocacy and a call to action. *Social Work*, 51(2), 101- 105.

Swenson, C.R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work*, 43(6), 527-537.

Trout, S. (2007). Adolescence from a strengths perspective: A guide for parents and other caring adults. In Henderson, N., Benard, B & Sharp-Light, N. (Eds.), *Resiliency in action: Practical ideas for overcoming risks and building strengths in youth, families, and communities*. San Diego, CA: Resiliency in Action, Inc.

Waites, C. (2009). Building on strengths: Intergenerational practice with African American families. *Social Work*, 54(3), 278-287.

Walsh, F. (2003). Family resilience: Strengths forged through adversity. In Walsh, F. (Ed.) *Normal family processes* (3rd ed.) (pp. 399-423). New York, NY: Guilford Press.