

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

Course Number:	SW 312	Instructor:	Cynthia Penwell, LCSW-S <i>she/her/hers</i>
Unique Number:	59650	Email:	csPenwell@utexas.edu
Semester:	Spring 2022	Cell Phone:	512-922-5865
Meeting Time/Place:	Mon and Wed 9:30am-11:00am SW 2.122	Office:	SSW 3.104A
		Office Hours:	Mondays 8:30-9:30am

Generalist Social Work Practice: Skills, Knowledge and Values

I. COURSE DESCRIPTION

This course is the first course in the practice methods sequence in which students are introduced to the fundamental values and ethics, skills and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards and Indicators for Cultural Competence in Social Work Practice; and the development of observation, communication, interviewing and assessment skills utilizing the problem solving approach. Experiential learning is emphasized, including a 20 hour service learning requirement in which students have direct client contact.

II. COURSE OBJECTIVES

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

1. Explain the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations and communities;
2. Apply social work knowledge, values and skills to their participation in the learning environment;
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving;
4. Demonstrate the ability to deferentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical and mental abilities and national origin; and
5. Identify ethical issues and recognize when client, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative and interactive learning community. Experiential learning and exercises to promote self awareness in relation to class content will be used. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to

provide the instructor with feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Birkenmaier, J., Berg-Werner, M., and Dewees, M.P. (2017). *The practice of generalist social work*. (5th ed.) New York: Routledge.

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

Additional required weekly readings and handouts will be posted on Canvas.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Attendance/Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Note that even if absences are excused, missing more than one class will impact your participation grade, and missing more than three classes will result in a reduction in your final letter grade.

Service Learning Requirement - All students enrolled in SW 312 are required to complete 30 clock hours of service learning in a community agency or organization. Additional instructions, forms and due dates for this course requirement are available on Canvas.

Required Forms/Expectations

Provide a set of the forms to your supervisor at the beginning of the semester for their records. On the days that the forms are due, the forms need to be completely filled out and signed by the supervisor to receive full credit. Tracking service learning hours will occur on GivePulse as well, and you are expected to track hours timely for full credit. Late forms will not be accepted unless the instructor was notified 24 hours in advance.

Register on GivePulse

DUE 2/5/20

Service Learning Agency Selection

DUE 2/20/20

Service Learning Agency Presentation

Students will participate in a 15 to 20 minute fishbowl presentation or other preferred modality to engage and teach the class about their experience at their service learning agency. Details to be given out in class.

Self-Care Project and Moments of Excellence

Over the course of the semester, students are encouraged to come up with a regular practice that supports their own mental health and their ability to best care for their clients. The professor will touch-base throughout the semester to assess the effectiveness of students' self-care practices. In addition, noticing strengths in others is an essential social work skill, and you are expected to notice your peers strengths and skills throughout the semester and take note as well. On the last day of class, students will have two minutes to share with the class about their self-care practice and the person(s) they have selected for moments of excellence.

Learning Reflections – Students will submit weekly learning reflections that integrate content from readings, class sessions, and service learning experiences using prompts posted on Canvas. Reflections should be between one and two pages are to be submitted on Canvas no later than 11:59 p.m. on Fridays (see class schedule section of the syllabus for due dates).

Case Example Project – All students will provide a dyad role play demonstrating basic social work skills, working with a partner either in the class, or may be done on a video. Students will be assigned a partner and case example at the beginning of the course, and the dyad will use this example in skills labs throughout the progression of the class. The dyad will present the case to the class and provide a sample stage of intervention, goals, therapeutic modality, and other mezzo and macro variables as discussed throughout the class.

Quizzes/ Exams – Students will complete three quizzes that will apply various concepts covered in the course to a given prompt, film, or set of questions. Each exam will count 10% toward the final grade. To receive a passing grade, ALL assignments must be completed and expectations for class participation met.

Assignment	Points
Class attendance/contribution	10pts
Weekly Reflections (10; plus final reflection)	12pts
Case Example Project	20pts
Service Learning Expectations	20pts
Quizzes (3 – 10 pts each)	30pts
Service Learning Presentations	5pts
Self Care & Moments of Excellence Project	3pts
Total pts 100	

VI. GRADES

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

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please call or text me at 512-922-5865 (cell) or come to my office hours. You can also send an email to me at csPenwell@utexas.edu. I check my e-mail and phone messages regularly and will respond as quickly as possible.

Attendance: This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than two classes without valid documentation – Student Disability Services) will receive one or more course grades lower than their final grade when points are totaled.

Electronic Devices: Students are welcome to use notebooks, laptops and other electronic devices for note taking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: Written assignments must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. All assignments must be turned in on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. A late assignment will result in a deduction of **5%** for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement.

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation

guidelines are provided at the end of the syllabus for all assignments. Note that if you are a social work major you will need to repeat this course if your final grade falls below a 'C'.

Quality of Written Work, APA & References: 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 and formatting, repetition of information, and inferior word processing. The Steve Hicks School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the *Publication Manual of the American Psychological Association*. Information on APA style and format can be found at the Learning Resource Center (LRC) in the Steve Hicks School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism, which is a serious violation of university rules and will be dealt with according to university policy. Students also are encouraged to consult with the Undergraduate Writing Center at <http://uwc.utexas.edu> (512) 471-6222 for assistance with any writing assignments.

Course Feedback: Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of students to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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 Due
1/19 Wk 1	<ul style="list-style-type: none"> • Introduction/ syllabus review • Service learning • Kolb's Cycle of Experiential learning 		<ul style="list-style-type: none"> • (reviewed in class) • course syllabus • course assignment guidelines • service learning packet
1/24 Wk 2	<ul style="list-style-type: none"> • The Social Work profession • Generalist social work practice 		<ul style="list-style-type: none"> • Birkenmaier Chapter 1 • Standards for Social Work Education (on canvas)
1/26	<ul style="list-style-type: none"> • Social Work Ethics 	Learning Reflection 1 due 1/28 by 11:59pm	<ul style="list-style-type: none"> • Birkenmaier Chapter 2 • NASW Ethics (on Canvas)
1/31 Wk 3	<ul style="list-style-type: none"> • Service Learning Overview and Discussion • Dyad Discussion 		<ul style="list-style-type: none"> • See Service Learning Module on Canvas
2/2	<ul style="list-style-type: none"> • Cultural Competence • Self Awareness 	Learning Reflection 2 due 2/4 by 11:59pm	<ul style="list-style-type: none"> • Canvas Readings as indicated
2/7 Wk 4	<ul style="list-style-type: none"> • Professional Use of Self • Self Care 		<ul style="list-style-type: none"> • NASW Policy Statement on Self Care • Resilience-public health: https://www.phe.gov/Prepare/dness/planning/abc/Pages/individual-resilience.aspx
2/9	<ul style="list-style-type: none"> • Boundaries and Professionalism • Exercises and case examples • Skills Lab: Dyads 	Learning Reflection 3: (with Self Care Plan) Due by 2/11 11:59pm	<ul style="list-style-type: none"> • Canvas Reading as indicated
2/14 Wk 5	<ul style="list-style-type: none"> • Engagement and Use of Self 	<i>Quiz #1</i>	<ul style="list-style-type: none"> • Birkenmaier Ch 3 • Canvas Reading as indicated: Richard Schwartz
2/16	<ul style="list-style-type: none"> • Skills Lab: Client Engagement 	Learning Reflection 4 Due by 2/18 11:59pm	
2/21 Wk 6	<ul style="list-style-type: none"> • Assessment and theory 	<i>Service Learning Agency Selection Due 2/21</i>	<ul style="list-style-type: none"> • Birkenmaier Ch 4

2/23	<ul style="list-style-type: none"> • Skills Lab: Client Assessment 	<p>Learning Reflection 5 (with service learning check-in) Due by 2/25 11:59pm</p>	
2/28 Wk 7	<ul style="list-style-type: none"> • Time-lines, Ecograms, genograms, and case examples 		<ul style="list-style-type: none"> • Canvas readings as indicated
3/2	<ul style="list-style-type: none"> • Skills lab: Assessment and planning 	<p>Learning Reflection 6 Due by 3/4 11:59pm</p>	<ul style="list-style-type: none"> • Canvas readings
3/7 Wk 8	<ul style="list-style-type: none"> • Integrating Theory and Intervention 		<ul style="list-style-type: none"> • Birkenmaier Ch 5 • p. 177-186 • Canvas Reading as indicated
3/9	<ul style="list-style-type: none"> • Skills Lab: Client Intervention 	<p>Quiz #2</p>	
Wk 9	3/14 and 3/16 Spring Break		
3/21 wk 10	<ul style="list-style-type: none"> • Crisis Intervention • Suicide Assessment • Working with non-voluntary clients 		<ul style="list-style-type: none"> • Canvas Readings as indicated
3/23	<ul style="list-style-type: none"> • Termination strategies • Evaluating Practice • Skills Lab: Termination 		<ul style="list-style-type: none"> • Birkenmaier Chapter 5 • p. 186-243
3/28 wk 11	<ul style="list-style-type: none"> • Working with Family systems 		<ul style="list-style-type: none"> • Birkenmaier Chapter 6 • Canvas Reading as indicated
3/30	<ul style="list-style-type: none"> • Family Systems and case examples 	<p>Learning Reflection 7 Due by 4/1 11:59pm</p>	<ul style="list-style-type: none"> • Birkenmaier Ch. 7 • p. 367 – 390
4/4 wk 12	<ul style="list-style-type: none"> • Working with groups 		<ul style="list-style-type: none"> • Birkenmaier Chapter 8
4/6	<ul style="list-style-type: none"> • Working with groups 	<p>Learning Reflection 8 Due by 4/8 11:59pm</p>	<ul style="list-style-type: none"> • Birkenmaier Chapter 9 • Canvas Reading as indicated
4/11 Wk 13	<ul style="list-style-type: none"> • Issues working with Communities and Organizations 		<ul style="list-style-type: none"> • Birkenmaier p 452-496, 527-564
4/13	<ul style="list-style-type: none"> • Issues working with Communities and Organizations 	<p>Learning Reflection 9 Due by 4/15 11:59pm</p>	<ul style="list-style-type: none"> • Birkenmaier p 496- 524; 568-599

4/18 Wk 14	<ul style="list-style-type: none"> • Case Sample Presentations and Review 	Quiz #3	
4/20	<ul style="list-style-type: none"> • Case Sample Presentations and Review 		
4/25 Wk 15	<ul style="list-style-type: none"> • Case Sample Presentations and Review 	Service Learning Agency final hours submission due 4/24 by 11:59pm Learning Reflection 10 Due by 4/27 11:59pm	
4/27	<ul style="list-style-type: none"> • Service Learning Presentations 		
5/2 Wk 16	<ul style="list-style-type: none"> • Service Learning Presentations 		
5/4	<ul style="list-style-type: none"> • Final Class – Wrap up and celebration • Review and presentation of self care projects 	Final Thought Paper due by 5/6 at 11:59pm	

X. BIBLIOGRAPHY

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