

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

Course Number:	SW 312	Instructor:	Cynthia Penwell, LCSW-S
Unique Number:	60685	Pronouns:	she/her/hers
Semester:	Spring 2023	Office:	SSW 3.104A
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Meeting Time/Place:	Mon and Wed 9:30am-11:00am SW 2.122	Office Hours:	Wednesdays 8:30-9:30am, virtual times available

**Generalist Social Work Practice: Skills, Knowledge and Values
Ethics Flag Course**

I. COURSE DESCRIPTION

This course is the first practice course you will complete in the social work curriculum. In this course, you will be introduced to the change and problem-solving process with individuals, families, groups, organizations, and communities. You will learn the purpose of theory in social work and begin to understand the theories that most influence generalist practice. The impact and guidance of the NASW Code of Ethics and other codes/principles of ethics on generalist social work practice will also be explored. Several sets of beginning social work skills, including observation, relationship building, interviewing and assessment skills, will be developed in this class. Experiential learning is emphasized as skills evolve, including a 30-hour service learning requirement that involves opportunities to interact with community members. In addition, in this course, you will learn how to reflect the needs of diverse individuals, groups and communities – as categorized by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Prerequisite: SW 310, Introduction to Social Work and Social Welfare, with a grade of at least a C.

II. COURSE OBJECTIVES

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

1. Define the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations, and communities.
2. Understand the purpose of theory, how theoretical perspectives fit with individual beliefs and values, and how theory works to provide a framework for social work practice.

3. Explain how the lenses of ecosystems perspective, critical race theory, strengths-based approaches, Maslow's hierarchy of needs, and social constructionist theory can be applied to generalist social work practice.
4. Discuss anti-racism in generalist practice, centering racialization, and using perspectives developed by Black, Indigenous and other scholars of color.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change.
6. Demonstrate basic skills in working with individuals, families, groups, organizations, and communities including:
 - a. Observation,
 - b. Engagement,
 - c. Communication,
 - d. Interviewing,
 - e. Assessment,
 - f. Goal setting and intervention,
 - g. Evaluation,
 - h. Collaboration, and
 - i. Problem solving.
7. Demonstrate use of tools in generalist practice including, but not limited to ecomaps, culturagrams, and genograms.
8. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.
9. Identify ethical issues and recognize when client, legal, policy, 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.

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. Oxford University Press. Electronic copy available in The University of Texas Library System. Log on with your UT EID to access.

Supplemental course materials (worksheets, assignments, resources, articles) will be posted on Canvas.

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. Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, especially as it may impact experiential labs, please try to make alternative video/zoom arrangements with your peer/group when possible.

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.

Initial Service Learning 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 1/23/23

Service Learning Agency Selection

DUE 2/7/23

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. As a part of this evaluation of your experience, the group should address cultural diversity, systemic issues, ethics,

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 and students will notice the effectiveness of their self-care practices, and engage in a practice of accountability throughout the semester in order to parallel the learning experienced in this course. 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, with rapport and assessment a clear focus, goals that are defined, the use of a therapeutic modality, and consideration of systemic, race, and other mezzo and macro variables as discussed throughout the class.

Assignment	Points
Class attendance/contribution	10pts
Weekly Reflections	20pts
Case Example Project	25pts
Service Learning Expectations	30pts
Service Learning Preparation	2pts
Service Learning Presentations	5pts
Self Care & Moments of Excellence Project	8pts
Total pts 100	

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’-.

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. CLASSROOM POLICIES

1. Participation and Attendance

Attendance and active participation are critical to the teaching and learning in this class. Especially in a course where we examine social justice and social work it is essential to have all voices in the room. Students are expected to be in class when class is synchronous, actively engaged in discussions or assignments when the class is asynchronous, 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 and interactions/discussion with instructor and students. 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 two classes of any nature will impact your participation grade (unless it is because of a religious holiday), and missing more than one synchronous/experiential class will impact your grade since you cannot participate if you are not present. Overall, missing more than three classes will result in a reduction in your final letter grade.

2. Late Assignments

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments WILL NOT be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate of 10% each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

3. Student Achievement

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

4. Student Feedback

Student feedback is welcome either informally or formally about class room learning and content, the teacher’s teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

5. Assignment Changes

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

6. Cell phone and Laptop Use

Cell phones and laptops are permitted in virtual learning class, however the student is expected to be utilizing those devices only for the purpose of accessing or enhancing the classroom learning environment. Failure to comply with this expectation may result in a grade reduction in class participation grade.

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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/> . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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 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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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.

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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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 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 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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns 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>.

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	Reading
Wk 1 1/9	Introduction/ syllabus review; Kolb’s Learning Cycle		Review syllabus
1/11	Generalist social work practice & Social Work Ethics		<u>Textbook Readings</u> Birkenmaier, Berg-Werner, M. & Dewees, chapter 5 NASW Code of Ethics
Wk 2 1/16		MLK HOLIDAY	
1/18	Service Learning	<i>Service Learning Fair – Friday 1/20; 12pm-1:30pm (tentative)</i>	<u>Canvas Readings</u> Service Learning Module
Wk 3 1/23	Overview and Dyad Discussion	Registration in Givepulse due 1/23 by 11:59pm	No Assigned Readings; Class will be focused on selection and engagement with the Dyad Cases
1/25	Ethics and Theory	In-class small group exercise Learning Reflection 1 Due 1/27 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner, M. & Dewees, chapter 6 Finn Chapter 4
Wk 4 1/30	Cultural Competence and Self Awareness		<u>Canvas Posting</u> What is cultural humility? 3 principles for Social Workers’

			What About Social Justice? Confronting Race-Based Trauma - SocialWorker.com
2/1	Professional Use of Self and Self-Care (Maslow's hierarchy)	Learning Reflection 2 Due 2/3 by 11:59pm	<u>Canvas Posting</u> NASW Policy Statement on Self Care Samson, <i>Practice Wisdom: The Art and Science of Social Work</i> Resilience-public health: https://www.phe.gov/Preparedness/planning/abc/Pages/individual-resilience.aspx
Wk 5 2/6	Boundaries and Professionalism Exercises and case examples	Skills Lab: Dyads	<u>Canvas Readings</u> O'Leary*, Tsui, and Ruch, The Boundaries of the Social Work Relationship Revisited: Towards a Connected, Inclusive and Dynamic Conceptualisation
2/8	Empowerment	Service Learning Agency Selection Due 2/7 by 11:59pm Learning Reflection 3 Due 2/10 by 11:59pm	<u>Textbook Readings</u> Birkenmaier, Berg-Werner, M. & Dewees, chapter 4
Wk 6 2/13	Engagement and Use of Self		<u>Textbook Readings</u> Finn, Chapter 5
2/15	Skills Lab: Dyads	Learning Reflection 4 Due 2/17 at 11:59pm	
Wk 7 2/20	Assessment, theory, and reframing perspective		<u>Textbook Readings</u> Finn, Chapter 6
2/22	Skills Lab: Dyads	Learning Reflection 5 Due 2/24 at 11:59pm	
Wk 8 2/27	Time-lines, Ecograms, genograms, and case examples		<u>Canvas Postings</u> Ecograms and genograms
3/1	Time lines ecomaps, genograms and case examples	Learning Reflection 6 Due 3/3 at 11:59pm	
Wk 9 3/6	Integrating Theory, Goals, & Intervention		<u>Canvas Postings</u> Forte, J. "Translate theoretical frameworks to guide the specification of change theory and logic model"

3/8	Skills Lab: Goals and Interventions	Asynchronous Learning Learning Reflection Due 7 3/10 at 11:59pm	<i>Students to meet in dyads outside of the classroom environment</i>
Wk 10		SPRING BREAK	
Wk 11 3/20	Skills Lab: Continuing to work on Change Process		
3/22	Referrals and Knowing your Role	Learning Reflection 8 Due 3/24 at 11:59pm	<u>No postings</u> , <i>be prepared for active discussion about dyad case example</i>
Wk 12 3/27	Action and Accompaniment		<u>Textbook Readings:</u> Finn, Chapter 7
3/29	Communication and Crisis Intervention Working with non- voluntary clients	Learning Reflection 9 Due 3/31 at 11:59pm	<u>Canvas Postings</u> Working with mandated clients Tammy's story
Wk 13 4/3	Termination strategies Evaluating Practice		<u>Textbook Readings</u> Finn, Chapter 8
4/5	Dyad Presentations	Learning Reflection 10; due 4/7 at 11:59pm	
Wk 14 4/10	Dyad Presentations		
4/12	Dyad Presentations		
Wk 15 4/17	Dyad Presentations & Fishbowl: Service Learning Presentations	All 30 Service Learning Hours to be complete and turned into Givepulse by 4/16 by 11:59pm	
4/19	Fishbowl: Service Learning Presentations	Dyad evaluations Due 4/21 by 11:59pm	
Wk 16 4/24	Final Class – Wrap up and celebration	Self- Care & Moments of Excellence due 4/23 by 11:59pm (and during class 4/24) Attendance Evaluation Due 4/28 by 11:59pm	

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