

SW 241- Social Work Generalist Practice
Fall 2009

Social Work Program
Lewis-Clark State College
Syllabus Revised 8/09

Monday and Wednesday – 1:30-2:45
Instructor: Eleanor Pepi Downey
Phone: 208-792-2266 (office)
Email: epdowney@lcsc.edu

Office Hours: Tuesday 1:30-3:30 and Wednesday 8:30-10:30 and other times by appointment.

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strengths based perspective, the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

Note: Last day to add class/es or to drop without “W” grade on transcript is September 4, 2009. Last day to withdraw from class/es or college for the semester is October 30, 2009.

COURSE DESCRIPTION

Provides an introduction to, and overview of, practice skills, methods, and problem-solving processes necessary to generalist social work practice with diverse populations. The course consists of lecture, discussion, group work, media presentations and laboratory components to facilitate integration of values, ethics, knowledge, and skills base in work with individuals, families, groups, organizations, and communities.

Pre-requisite: SW 140 or permission of instructor or may be taken concurrently with SW 140.

I. INTRODUCTION AND OVERVIEW

The Social Work program at LCSC is solidly based on the generalist practice problem-solving model. This model is emphasized and integrated into all of its social work courses. This approach assists students in acquiring a broad repertoire of skills and knowledge for beginning social work practice. This course provides an introduction to and an overview of practice skills, methods, and problem-solving processes necessary to generalist social work practice.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

Generalist social work practice incorporates knowledge that is transferable, empowers

individuals and families, utilizes a variety of intervention strategies and theories, analyzes development of the life span, evaluates the impact of social policies and other social forces, and serves as a foundation for professional practice.

III. PROGRAM GOALS AND COURSE OBJECTIVES

This course addresses the following Social Work Program Goals:

2. To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self reflection on one's own values and the understanding of how they influence relationships is emphasized.

3. To teach generalist practice social work knowledge and skills that prepare students to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice through an understanding of social work history, social welfare policy analysis and development, advocacy, resource development and other social or political actions that promote social and economic justice.

4. Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

7. Encourage students to understand the ethical requirement of commitment to life-long learning.

Course Objectives

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

1. Understand the knowledge and skills of generalist social work practice with systems of all sizes;
2. Understand Social Work practice with an ecological-systems perspective;
3. Understand the generalist planned change model associated with the ecological-systems perspective;
4. Understand the "Strengths Perspective";
5. Understand Social Work as a linking profession;
6. Understand the value base and ethical standards and principles associated with Social Work practice;
7. Understand the impact of diversity on practice, including but not limited to, client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation;

8. Understand the concept of planned change and its role in practice effectiveness;
9. Understand the role of the Social History as a part of the assessment process;
10. Develop an awareness of the role of the Social Work professional as it relates to Social Work practice with individuals, families, groups, communities, and organizations.

IV. TEXTS AND REQUIRED READING

Required text:

Kirst-Ashman, K., Walsh, J., & Hepworth, D. (2009). *SW241 Social Work: Generalist practice*. Brooks/Cole Cengage Learning. (ISBN – 13: 978-1-4240-7824-0)

Please note this textbook is only available through the LCSC Bookstore.

Recommended text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: A.P.A.

V. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students shall not use cell phones, text message, or play computer games during class. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Students with Special Needs – The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

VI. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details of each class assignment can be found at the end of this syllabus.

Grades

Grades are based on:

<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>	<u>Course Objectives</u>
Questions and Answers	See course outline	150	1-10
Help Paper	Sept. 14	75	4, 6, 7
Social History Paper	Oct. 19	150	1, 4,7,9
Generalist Intervention Model	Nov. 16	150	1-10
Group Analysis Paper	Dec. 7	125	2, 4, 6, 7
Quiz 1	Sept. 21	100	1-10
Quiz 2	Nov. 4	100	1-10
Final Exam	Dec. 14	150	1-10
Total Points		1000	

Grading Scale

A	1000-950 points	C+	819-790 points
A-	949-910 points	C	789-760 points
B+	909-880 points	C-	759-730 points
B	879-850 points	D	729-601 points
B-	849-820 points	F	600 points and below

A comprehensive final examination covering the entire course content will be given on **Monday, December 14 1:30-3:30 p.m.**

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor at the beginning of the class session unless otherwise arranged. Faxing class assignments is NOT permitted. E-mailed assignments will be accepted only under extraordinary circumstances and the student

must receive permission from the instructor prior to emailing the assignment.

2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. The grade on any late assignment will automatically be reduced by 10% per day.

3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make up work.

4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.

5. Extra-Credit: There is one and only one opportunity for extra-credit. See the assignment titled “Questions and Answers” for an explanation.

Re-writing Assignments:

1. Students may re-write any assignment until they receive the grade they would like to achieve. (This policy does not apply to “Questions” assignment, the quizzes or the final examination.)
2. To take advantage of this option, the original assignment must be turned in on time.
3. The student must make an appointment with the instructor within 7 days of the date the graded paper is returned. At that time a due date for the re-write will be established with the instructor.
4. All re-writes must be completed before the last day of class-December 12.

Policy Regarding GPA

Social work majors must achieve a minimum of a C- (C minus) in all required social work courses. In the event that a student does not achieve at least a C- in the course, he/she will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 cumulative GPA in social work courses.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. It is the responsibility of the student to request an Incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students who fail to complete the required work will

be assigned a grade of “F”.

Social Work Program Attendance Policy

Students are expected to attend all scheduled classes. Those students unable to attend a class are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Rare exceptions to this policy may be made at the discretion of the instructor.

Academic Honesty and Plagiarism*

The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

*In addition to action by the professor, all incidents will be reported to the Office of Student Affairs.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the **Writing Center (792-2433)** may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

The instructor reserves the right to waive one or more of the policies listed above in rare, but special, circumstances.

CLASS SCHEDULE ** Fall 2009

MONDAY	WEDNESDAY
8/24 Topic: Introduce course, syllabus, expectations Course Objectives: 1-10	8/26 Topic: Defining of Generalist Practice Course Objectives: 1-8,10 Read: Chapter 1
8/31 Topic: Problem Solving in Generalist Practice Course Objectives: 1- 8,10 Read: Chapters 1 & 2	9/2 Topic: Problem Solving in Generalist Practice Course Objectives: 1- 8,10 Read: Chapter 2 Assignment Due: Questions on Chapter 1
9/ 7 Labor Day – No Class Have fun!	9/9 Topic: Generalist Intervention Model(GIM) Course Objectives: 1,3,8,9 Read: Chapter 3 Assignment Due: Questions on Chapter 2
9/14 Topic: Generalist Intervention Model Course Objectives: Read: Chapter 3 Assignment Due: Help Paper	9/16 Topic: Relationship with Client Systems Course Objectives: 2-5,7,10 Read: Chapter 4 Assignment Due: Questions on Chapter 3
9/21 Quiz 1 – Covers Chapters 1-3	9/23 Topic: Relationship with Client Systems Course Objectives: 2,4,5,7,10 Read: Chapter 4 Assignment Due: Questions on Chapter 4
9/28 Topic: The “Person” of the Social Worker Course Objectives: 4,6,7,10 Read: Chapter 5	9/30 Topic: The “Person” of the Social Worker Course Objectives: 4,6,7,10 Read: Chapter 5 Assignment Due: Questions on Chapter 5
10/5 Topic: Engagement Course Objectives: 1,3,8,9 Read: Read Chapter 7 (pp. 145-149)	10/7 Topic: Engagement Course Objectives:1,3,8,9 Read: Chapter 7 (pp. 145-149) Assignment Due: Questions on Chapter 7 (145-9)
10/12 Topic: Cardinal Social Work Values Course Objectives: 1,6 Read: Chapter 6	10/14 Topic: Cardinal Social Work Values Course Objectives: 1,6 Read: Chapter 6 Assignment Due: Questions on Chapter 6
10/19 Topic: Assessment Strengths perspective Course Objectives: 1,3,4,8,9 Read: Chapter 7 (pp.149-174) Assignment Due: Social History	10/21 Topic: Assessment Course Objectives: Read: Chapter 7 (pp.149-170) Assignment Due: Questions on Chapter 7

10/26 Topic: Assessment Course Objectives: Read: Chapter 7 (pp.170-187)	10/28 Topic: Planning and Implementing Change Course Objectives: Read: Chapter 8 pp. 355-364 Change Oriented Approach pp. 364-379 Task Centered Approach <u>Assignment Due: Questions on Strengths Perspective</u>
11/2 Topic: Planning and Implementing Change Course Objectives: Read: Chapter 8 pp. 403-410 Solution Focused	11/4 Quiz 2 – Covers Chapters 4-8 Includes at least one ethical dilemma
11/9 Topic: Understanding Families Course Objectives: Read: Chapter 9	11/11 Topic: Understanding Families Course Objectives: Read: Chapter 9
11/16 Topic: Intervening in Social Work Groups Course Objectives: Read: Chapter 10 <u>Assignment Due: Generalist Intervention Model</u>	11/18 Topic: Intervening in Social Work Groups Course Objectives: Read: Chapter 10 <u>Assignment Due: Questions on Chapter 9</u>
Thanksgiving Break	Thanksgiving Break
11/30 Topic: Organizational Practice Course Objectives: Read: Chapter 11	12/2 Topic: Organizational Practice Course Objectives: Read: Chapter 11 <u>Assignment Due: Questions on Chapter 10</u>
12/7 Topic: Community Intervention Course Objectives: Read: Chapter 12 <u>Assignment Due: Group Paper</u>	12/9 Topic: Community Intervention Course Objectives: Read: Chapter 12
12/14 Final Exam 1:30 – 3:30 p.m.	

** The instructor may make changes in the class schedule. All changes will be made in writing and distributed during class. Students are responsible for all changes made in the schedule whether or not they were present when the changes were distributed.

ASSIGNMENTS

Question/Answer
Due Dates: See Class Schedule
150 Points (10 x 15 pts)
Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

Using the assigned readings develop 1 short answer format question and answer **OR** 2 multiple choice format questions and answers. Multiple choice questions must identify the correct answer and a brief explanation as to why it is the correct answer. **There are 11 opportunities and students must complete 10 of these assignments.** If a student completes all 11, the extra assignment will be used as extra credit (15 points). The questions and answers developed by students will be used as examination material. Assignments will be typed and include the following identifying information in the top left hand corner:

Student Name:
Chapter or topic: ____
Date: ____

The questions are due on Wednesday and must be turned in at the beginning of class. If you will not be attending class when the assignment is due, the assignment is to be in the instructor's box before the beginning of class (1:30 p.m.) or you may send the paper with a colleague to class. **No late papers will be accepted for these assignments and there will be no opportunity to re-write these assignments.**

"Help" Paper
Due Date: September 14
75 Points
Course Objectives: 4, 6, 7

Write a 4-6 page paper (typed and double spaced) on the experience of being asked for help and your own experience asking for help. The paper should be an integrated essay that addresses **all** of the following points:

1. Describe a situation in which someone asked for your help.
 - a. Discuss the circumstances surrounding the incident.
 - b. What was the person asking of you or what did he/she need?
 - c. What emotions do you believe the individual felt when requesting your help?
 - d. Describe your response and indicate what you did that seemed helpful.
 - e. What did you do that might have interfered with the helping process?
 - f. What emotions did you experience while providing assistance to another person?

2. Describe an incident where you had to ask someone for help.
 - a. Discuss the circumstances surrounding the incident.
 - b. What were you asking of the other person?
 - c. What emotions were you experiencing when asking for help?
 - d. Describe the person's response and indicate what he/she did that was helpful.
 - e. Did anything interfere with the helping process?

f. What emotions did you experience while receiving help from another individual?

Papers will be graded as follows:

Thoroughness: 60 points

Insight: 15 points

Points will be deducted for spelling and grammatical errors.

Social History

Due Date: October 19

Points: 150

Course Objectives: 1,4,7,9

Using the communication skills discussed in class, in your textbook and handouts, conduct an interview with an individual and write up a social history using the outline distributed in class.

The individual you interview must be someone who is a member of any **one** of the following diverse populations:

- Age – an adult 70 years or older
- Ethnicity and/or race – Someone from a different ethnic or racial group than your own
- Sexual orientation – Individual who identifies as gay, lesbian, bi-sexual, transgender or questioning
- Individual with special needs – An individual with a disability

Limitations

- The individual must be at least 18 years of age
- You may not interview a friend or relative
- You may not interview any one majoring in social work
- This interview is **NOT** about the individual's membership in a diverse group – the focus of the interview is to obtain a good social history and practice your listening skills

You can use classmates to help locate someone to interview.

The paper should be 6-8 pages in length, typed and double spaced, using the social history format distributed in class.

(Please respect the interviewee's right to confidentiality. Do not include the individual's name or any other information that would make the person easily identifiable. Any identifying information in the paper will result in a grade of " F" for the assignment. So indicate what you have changed in the information.)

The social history assignment should include:

1. All relevant information from the social history outline.
2. How did the individual's membership in a diverse group affect the interview? If not why? (2 paragraphs)

3. Reflections on your own experience of conducting the interview. (For example: How you felt during the interview, what you learned, your strengths as an interviewer and areas that you need to improve on etc.– at least one full page)

The paper will be graded as follows:

Thoroughness: 100 points

Clarity: 30 points

Insight: 20 points

Points will be deducted for spelling and grammatical errors.

Application of the Generalist Intervention Model

Date Due: November 16, 2009

Points 150

Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10

Each student will be assigned a specific individual or family to use for this assignment. Information will be given to students in written form. Using the information you are to apply the first three steps of the Generalist Intervention Model: Engagement, Assessment and Planning. Your goal is to convince the instructor that you understand the model and can apply it successfully and understand the role of diversity in this model.

Points to be addressed:

1. Describe how you will engage the client in the social work relationship.
2. Include information on diversity and how that might affect your relationship with this family or individual.
3. Assess the client's situation from a micro, mezzo, and macro perspective.
4. Identify other sources of information you will need to explore in order to better understand the client's situation.
5. Planning stage – include specific goals, objectives, and action steps.

The paper will be graded as follows:

Engagement: 25 points

Diversity: 25 points

Assessment: 25 points

Planning: 50 point

Clarity: 10 points

Insight: 15 points

Points will be deducted for grammatical and spelling errors.

Group Analysis Paper

Due Date: December 7
Points: 125
Course Objectives: 2, 4, 6, 7

A portion of a film will be shown in class. Students are expected to watch the entire film outside of class (Copies of the film will be available from the instructor.) Using the content of the film, detail the group's progression through the stages of group development and the use of leadership techniques as discussed in class and textbook. The review, 4-8 pages (typed and double spaced), should describe the process and dynamics associated with each stage as depicted in the film, identify the events which serve to transition the group from stage to stage, and highlight the leadership styles and their effects on the group's development. Be sure to provide specific examples from the film to support your points.

The paper will be graded as follows:

Thoroughness: 25 points
Application of group stages and process: 50 points
Application of leadership techniques: 25 points
Clarity: 10 points
Insight: 15 points

Points will be deducted for spelling and grammatical errors.

BIBLIOGRAPHY

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA .
- Anderson, J. (1997). *Social work with groups*. New York: Longman.
- Ashford, J., LeCroy, C., & Lortie, K. (1997). *Human behavior in the social environment*. New York: Brooks/Cole.
- Benjamin, A. (1987). *The helping interview*. Boston: Houghton Mifflin.
- Berger, C. (2005). What becomes of at-risk gay youth. *Gay and Lesbian Review Worldwide*, 12, 24-25.
- Brammer, L. (1973). *The helping relationship: Process and skills*. Englewood Cliffs, NJ: Prentice-Hall.
- Brandler, S., & Roman, C. (1991). *Group work skills and strategies for effective interventions*. New York: Haworth Press.
- Brody, R., & Nair, M. (1996). *Macro practice: A generalist approach*. (2nd ed.). Wheaton, IL: Gregory Publishing.
- Compton, B., & Galaway, B. (1975). *Social work processes*. Homewood, IL: Dorsey Press.

- Cournoyer, B. R. (2005). *The social work skills workbook* .(4th ed.). Belmont, CA: Brooks/Cole.
- Dolgoff, R., Lowenberg, F. M., & Harrington, D. (2009). *Ethical decisions for social work practice*. (8th ed.). Belmont, CA: Brooks/Cole.
- Early, T.J., & GlenMaye, L. F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45*, 118-130.
- Fiske-Rusciano, R., & Cyrus, V. (2005). *Experiencing race, class, and gender in the United States*. (4th ed.). Boston: McGraw Hill.
- Gambrill, E. (1997). *Social Work practice*. New York: Oxford University Press.
- Gelman, C.R., & Mirabito, D. M. (2005). Practicing what we teach: Using case studies from 9/11 to teach crisis intervention from a generalist perspective. *Journal of Social Work Education, 4*, 479-494.
- Ginsberg, L. (1994). *Social work in rural communities*. (2nd ed.). Washington, DC: CSWE.
- Hartman, A., & Laird, J. (1983). *Family centered social work practice*. New York: The Free Press.
- Hepworth, D., Rooney, R. H., & Larsen, J. (2002). *Direct social work practice*. (6th ed.). Belmont, CA: Brooks/Cole.
- Hodge, D. R. (2005). Social work and the House of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. *Social Work, 50*, 162-173.
- Hodge, D. R. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work, 49*, 27-38.
- Hogan, M. (2007). *Four skills of cultural diversity competence: A process for understanding and practice*. (3rd ed.). Belmont, CA: Wadsworth Press.
- Johnson, D., & Johnson, F. (1991). *Joining together*. Englewood Cliffs, NJ: Prentice Hall.
- Karls, J., & Wandrei, K. (Eds.). (1994). *Person-in-environment system*. Washington, DC: NASW Press.
- Kirst-Ashman, K.K., & Hull, G. H. (2009). *Understanding generalist practice*. (5th ed.). Belmont, CA: Brooks/Cole.
- Landon, P., & Feit, M. (1999). *Generalist social work practice*. Dubuque, IA: Eddie Bowers Publishing.
- Locke, B., Garrison, R., & Winship, J. (1998). *Generalist social work practice: Context, story and partnership*. Pacific Grove, CA: Brooks/Cole.
- Locke, D. (1992). *Increasing multicultural understanding*. London: Sage.
- Lowenberg, F., & Dolgoff, R. (1998). *Ethical decisions for social work practice*. Itasca, IL: F.E.

Peacock.

- Lum, D. (1991). *Social work practice and people of color: A process stage approach*. Monterey, CA: Brooks/Cole.
- McGoldrick, M., & Gerson, G. (1985). *Genograms in family assessment*. New York: W.W. Norton.
- Morales, A. T., & Sheafor, B. W. (2006). *Social work: A profession of many faces*. (10th ed.). Needham Heights, MA: Allyn & Bacon.
- Rivera, F., & Erlich, J. (1995). *Community organizing in a diverse society*. Boston: Allyn & Bacon.
- Saleebey, D. (1997). *The strengths perspective in social work practice*. New York: Addison-Wesley.
- Schubert, M. (1991). *Interviewing in social work practice: An introduction*. (Rev. ed.). Washington, DC: CSWE.
- Shulman, L. (1999). *The skills of helping individuals, families, groups, and communities*. (4th ed.). Itasca, IL: F.E. Peacock.
- Teasley, M.L., Baffour, T. D., & Tyson, E. H. (2005). Perceptions of cultural competence among urban school social workers: Does experience make a difference? *Children and Schools*, 27, 227-237.
- Toseland, R. W., & Rivas, R. T. (2005). *An introduction to group work practice*. (5th ed.). Boston: Allyn & Bacon.
- Walsh, J. (2009). *Generalist social work practice: Intervention methods*. Belmont, CA: Brooks/Cole Cengage Learning.
- Williams, A. (1995). *Visual and active supervision*. New York: W.W. Norton.
- Zastrow, C. (2006). *Social work with groups: A comprehensive workbook*. (6th ed.). Belmont, CA: Wadsworth Press.
- Zastrow, C. (1989). *The practice of social work*. (3rd ed.). Belmont, CA: Wadsworth Press.
- Zastrow, C., & Kirst-Ashman, K. (1987). *Understanding human behavior and the social environment*. Chicago: Nelson-Hall.
- Zuckerman, E. (1989). *The clinician's thesaurus*. Pittsburgh: Three Wishes Press.