



LEWIS-CLARK STATE
COLLEGE

SW 342: Generalist Practice – Mezzo Interventions

Course Information

Semester: Spring 2022

Semester Hours: 3

Classroom Location: DARM 110

Class Time: Thurs. 9-11:45

Instructor Information

Instructor: Marte White, LCSW

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Email: mwhite@lsc.edu

Office Location: Harbor Center

Office Hours: By Appointment

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will 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. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the

community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. (Revised January 7, 2015)

INTRODUCTION AND OVERVIEW

The course is taught experientially and maintains the atmosphere of self-examination and the learning and application of theory. The communication and interpersonal skills are taught as well as skills needed to be an effective group member, which is essential to becoming a good leader. Students are expected to work collaboratively with other students and to actively plan and implement a leadership demonstration session within the class. Students are expected to experiment with leadership functions and styles. Knowledge from this mezzo practice course is utilized and applied in other social work courses requiring group projects. The experience students' gain by designing and leading a group session is built upon as they proceed to the generalist practice courses and field instruction in the senior year. This course introduces work tasks into the groups and provides the opportunity for students to build professional participatory and decision-making skills.

COURSE DESCRIPTION

Building upon previous practice classes, this course explores the theories and dynamics of group behavior, and the techniques of working with and within diverse groups in a variety of community and organizational contexts. Students learn to assess interaction patterns, individual change through group processes, ethical options and their own group skills as an emphasis within generalist practice. Course enrollment is limited to Social Work majors. Pre-requisite: SW 341 and admission to social work program.

PURPOSE OF THE COURSE IN THE CURRICULUM

The purpose of this course is to provide students with a basic understanding of the use of group work as an effective generalist intervention in a variety of settings including: preventative, curative, rehabilitative, educational, and developmental models. Students will develop the necessary skills, values, and knowledge for understanding and assessing: group dynamics, structure, and process; while developing the required practice skills to facilitate and lead groups in clinical and community-based practice settings. In addition, students will develop understanding of the typology of groups, the functions and roles of groups members, stages of group development, types of styles of group leadership, and foundational skills and techniques of group facilitation.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed. Below are five of the nine Core Competencies and seven Practice Behaviors that are addressed in this course.

Educational Policy & Accreditation Standards (EPAS) Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

Competency 1:	Demonstrate Ethical & Professional Behavior
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior
Competency 2:	Engage Diversity and Difference in Practice
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
Competency 4:	Engage in Practice-informed Research and Research-informed Practice
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
Competency 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

REQUIRED TEXTS/READINGS

Zastrow, C. H. (2018). *Social Work with Groups a Comprehensive Worktext*. (10th ed.). Brooks Publishing

Stahl, B. & Goldstein, E. (2010). *A Mindfulness-Based Stress Reduction Workbook*. New Harbinger Publications.

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). A.P.A.

NASW, Inc. (1997). *Code of Ethics of National Association of Social Workers*. Author.

Classroom Expectations

Attendance

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through, 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 Course 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. 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. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17).

Tardiness

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 are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook.

Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these Homework s, 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.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor via Canvas. Do not email assignments as they may get lost in the process.
2. Tests and assignments are due on the dates listed on the syllabus and in Canvas or as scheduled by the instructor of this course. Late papers and tests are automatically docked 1 letter grade. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor prior to the due date of the assignment.
3. Extra Credit: There are no extra credit assignments for this course.

Re-write Policy

Rewrites are not an option in this class, unless instructed by the professor to re-write. If you have any questions regarding the assignment, please do not hesitate to reach out to me. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work is submitted.

Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

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 (7th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. Students may be required to submit papers to the writing center before they will be graded by the professor.

The reason for the writing expectations 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. All work must be completed in 12 point font, preferably Times New Romans style or a similarly readable style.

Note: 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.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. 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). OR, using previously submitted papers.
- 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).

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether or not to review your grade. If I choose to review your grade I will review your assignment in full and may adjust your grade up or down.

Social and Economic Justice

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. Please visit [LCSC's Diversity](#) web page for more information.

Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the *NASW Code of Ethics*, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

Grading Procedures

Grading Scale

A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

Grade Definitions

A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

LEARNING ACTIVITIES

READING

Required Reading: Students are expected to complete all reading by the due dates listed in the course outline. The class sessions will build upon the assigned reading material. At points in the semester, materials may be posted on Canvas, or handed out in class. It is the responsibility of the student to ask questions when the reading assignments are not clear or if questions arise about the readings.

Weekly Quizzes (10 @ 10 points)

There are 10 weekly quizzes on the required readings beginning week 2. Quizzes can be found on Canvas and will consist of multiple choice, true/false, and essay questions. Quizzes will be taken on your own time. *Please see course outline for due dates.*

JOURNALS (10 @10 points each)

The student will submit weekly journals regarding group cohesion and process. Journals will be turned in through Canvas. The journals will cover students' experience in both the treatment group experience and the task group experience. Specific questions to be answered are: 1. Do I feel safe in the group. 2. Do I feel respected? 3. Do all members participate? 4. Is there conflict in the group, and how is it being handled. 5. What have I learned this week?

GROUP FACILITATION EXERCISE – Experiential Learning – Therapeutic Groups (2 @ 50 points each)

Students will take turns facilitating the Therapeutic Group – The Mindfulness Based Stress Reduction during the semester. As a group leader, the student must prepare for and facilitate the therapeutic group. Groups should not be longer than 1 hour in length. If you need to arrange the classroom for your group, this should be completed prior to class starting.

At the time of the group, the group leader must (1) state the goal for the group session, (2) present any theoretical material that provides information on how the goals can be achieved in the group, and (3) lead the group in one or more group exercises which illustrates the key concepts and gives participants practice in acquiring the skills that are described in the theoretical material. For this exercise, the instructor will be looking at the extent to which the group leader was able to get the entire group involved and interested in the material.

This is not a class presentation and will not involve a PowerPoint presentation or lecture. This assignment is designed to give the student the experience of facilitating a group. This assignment cannot be made up. If you are not able to present on your specified day, it is up to you to switch days with another student in order to complete the assignment.

COMMUNITY GROUP OBSERVATION PAPER (100 points)

Students will be expected to attend a group in the community (e.g. support groups, 12-step programs, group meeting around a community issue, small group meetings in a church, synagogue, or mosque that is a planned meeting with an agenda in mind). Students will write an analysis of the group process. Ideally, this would be a group the student has already been a member of or has some interest in the topic or population. (If you attend a 12-Step group, call ahead and make sure it is an

“open” group). Students should be alert to protecting group member confidentiality in their analysis. A grading rubric for this assignment can be found on Canvas. *See course outline for the due date.*

This paper must be written in APA, 6th edition. The paper should be 8-10 pages. **This paper should include the following headings (in bold):**

- **Demographic Data of the Group:** Date, Location, Duration of the Group, Time of day, Describe the environment in which the group took place, Ethnic, cultural, socioeconomic make-up of the group, Group Classification (What type of group is this?)
- **Group Participants:** Nominal Name (Make up names to protect confidentiality), Describe the participants including brief physical description, age and affect
- **Facilitator(s):** Describe the leader(s) of the group. Discuss the facilitator’s leadership style.
- **Group Process Recording** (Brief overview of what happened in the group)
- **Group Analysis/Assessment:** Group stage and development, Communication Patterns, Group Norms, Participant Roles and their effect on the group, Group Themes that emerged, Conflict, Problem-Solving, and Decision-Making styles of the group,
- **Personal Reflections of the Group Process:** (What emotions and feelings did you experience observing the group? What concerns did you have about the group and/or leadership of the group? What did you learn from observing this group? What might you do differently if you were leading the group?)

GROUP PROJECT – Experiential Learning – Task Groups

This is a 5 Part Project

As professional social workers, you will be asked at some point in your career to create a group or justify bringing an intervention to your agency. To accomplish that task, you will need be able to create a proposal and present this to your agency. A proposal is a rationale for the intervention and a curriculum overview. This assignment takes you through the steps of creating this proposal. First, you will be defining the population you serve and identifying their needs. Second, you will research the interventions that have been proven effective and provide a rationale for why you chose the one you did (i.e., the intervention covers all or most of the identified needs of the clients). Third, you will create a 4-week group-based curriculum using the intervention you chose. Fourth, you will combine parts 1-3 after making the corrections indicated by your instructor. Finally, you will present your proposal to the class as if we were the agency you are working for. Your focus for this assignment should be submitted to the instructor by the end of the first full day intensive, where it will be approved/not approved by the instructor.

This paper must be written in APA format. Scholarly articles must be used. Websites, television shows, social media, YouTube, Wikipedia, and other non-scholarly sources are not acceptable. Should you find good information on a website, do the research and find out what scholarly source they used.

There are four parts to this assignment. It will be up to each group to define roles and responsibilities of group members. This should be one of the first activities your group engages in.

Part 1: Define the Population and Identify Needs (100 points)

After the group decides on the topic/focus of the project, each group member should independently research general information about the particular issue that the population encounters (2 scholarly sources minimum per group member).

Gather information that increases your general understanding of the problem. This part of the paper should contain information about (1) the prevalence of the problem, (2) how does this problem present in families (i.e., behavioral concerns, interpersonal concerns, social concerns) (3) how does it affect the adults, siblings, and other family members. This part of the paper should be approximately 3-4 pages.

The group will need to use Google Docs for this project and invite the instructor to edit the document. This group paper should be written in APA format and include a reference page with the scholarly sources. One person should take responsibility for collecting and compiling each members' work. The other group members should be editors and make sure the paper flows and all grammar, sentence structure and APA mistakes are corrected. Do not correct your group members' typos and grammatical mistakes. Add comments in Google Docs to help them make their own corrections. Although this paper is a group effort, it should be submitted individually on Canvas.

Part 2: Evidence-Based Interventions and Rationale for Intervention (100 points)

Each group member should independently research evidence-based practices generally used as interventions for the particular population/issue the group is focusing on (2 scholarly sources minimum per group member).

This part of the paper should discuss the strengths, weaknesses, and applicability of each of the interventions you found. The paper should include a summary of the interventions and a paragraph (or two) identifying what intervention you will be using and why you chose it. The paper should be approximately 3-4 pages (not including cover page and reference page). This group paper should be written in APA format and include a reference page with the scholarly sources. One person should take responsibility for collecting and compiling each members' work. The other group members should be editors and make sure the paper flows and all grammar, sentence structure and APA mistakes are corrected.

Part 3: Proposal and Curriculum Plan (100 points)

The third part of this assignment is a curriculum plan. You will design a four-week curriculum for the families you have been researching. Based on what you have learned about the presenting problem, and what you have found in regard to interventions, you will use your critical thinking skills and design a four-week group intervention for your families. You may use parts and pieces of the interventions you found to develop group sessions that you feel will be helpful for your population. If you feel the group needs to continue after the four-week sessions you have created, then indicate in the paper and on your presentation what you would recommend and how you would set that up.

This part of the paper should contain the following headings and information:

Purpose - Brief statement of the purpose for the group and how the group will conduct its work. It should also include the job description of the social worker.

Membership - Specific population for the group and why population was chosen.

Composition - Criteria for member inclusion/exclusion.

Recruitment - Methods to be used to recruit group members.

Contract - Number, frequency, length, and time of meeting.

Environment - Physical arrangements (room, space, materials), Financial arrangements (budget, expense, income), Special arrangements (child care, transportation, other).

4-Week Curriculum Plan - What do you plan to do, the exact nature of the content of the group session, what is the expected outcome, and how will you measure the efficacy of the intervention.

This paper should contain at least five academic resources (peer reviewed journal articles). The paper should be written in 7th edition APA format. Although this paper is a group effort, it should be submitted individually on Canvas.

Part 4: Final Group Project Paper (100 points)

The group will combine parts 1-3 of the assignment into one cohesive, logically flowing paper. This group paper should be written in APA format and include a reference page with all the scholarly sources. One person should take responsibility for collecting and compiling the paper. The other group members should be editors and make sure the paper flows and all grammar, sentence structure and APA mistakes are corrected.

Although this paper is a group effort, it should be submitted individually on Canvas. **Ten percent of this final paper grade will be decided by group members.** Group members should print and complete the member grade form in Canvas, located under assignments.

Part 5: Group Presentation (100 points)

Each group will create a PowerPoint presentation on your topic from the group paper. This presentation will provide an opportunity for you to teach your peers what you have learned about your population and the issue you have been studying. Total class presentation should be approximately 30 minutes. The presentation should include information from Part 1 – Overview of population and presenting problem; Part 2 – Overview of evidence based practices for this presenting problem; Part 3 – Curriculum plan, and rationale for why your group chose the interventions you did.

Professional presentations typically involve visual aids such as power point slides, charts, graphs, handouts, or other materials.

Group Participation (100)

Group participation and involvement will be assessed by group members in consultation with instructor. Group members are expected to participate in all activities, including all Zoom meetings, turning in written assignments to the group in a timely manner.

****All due dates are posted in the Course Schedule and on Canvas. Assignments turned in late will automatically be reduced by one grade point. No papers will be accepted after May 5, 2021**

Weekly Outline

Date	Week	Topic	Reading	Assignments Due
Jan 20	1	Class Overview and Expectations Group Goals and Norms	Chapter 2	

		Meet with Small Groups – pick topic and schedule for MBSR		
Jan 27	2	Lecture: Group Development	Ch. 1	Quiz 1: Ch.1
Feb. 3	3	Lecture: Group Dynamics - Leadership Group Facilitation Exercise – MBSR 1 Meet with Small Group for Project	Ch. 3	Quiz 2: Ch. 3
Feb. 10	4	Lecture: Conflict Resolution Group Facilitation Exercise – MBSR 2 Meet with Small Group for Project	Ch. 4 p. 122-137	Quiz 3: Ch. 4 Journal 1
Feb.17	5	Lecture: Verbal and Non-verbal Communication Groups Group Facilitation Exercise – MBSR 3 Meet with Small Group for Project	Ch. 5	Group Project Part 1 Quiz 4: Ch. 5 Journal 2
Feb. 24	6	Lecture: Task Groups Group Facilitation Exercise – MBSR 4 Meet with Small Group for Project	Ch. 6	Quiz 5: Ch. 6 Journal 3
March 3	7	Lecture: Treatment Groups. Group Facilitation Exercise – MBSR 5 Meet with Small Group for Project	Ch. 12	Quiz 6: Ch. 12 Journal 4
March 10	8	Lecture: Social Work with Families Group Facilitation Exercise – MBSR 6 Meet with Small Group for Project	Ch. 9	Group Project Part 2 Quiz 7: Ch. 9 Journal 5
March 17	9	Lecture: Self-Help Groups Group Facilitation Exercise – MBSR 7 Meet with Small Group for Project	Ch. 8	Community Group Paper Quiz 8: Ch. 8 Journal 6
March 24	10	Lecture: Educational Groups Group Facilitation Exercise – MBSR 8 Meet with Small Group for Project	Ch. 11	Quiz 9: Ch. 11 Journal 7
March 31	11	Spring Break		
April 7	12	Lecture: Termination & Evaluation Group Facilitation Exercise – MBSR 9 Meet with Small Group for Project	Ch. 14	Group Project Part 3 Quiz 10: Ch. 14 Journal 8
April 14	13	Lecture: Reality Therapy Module 3 Group Facilitation Exercise – MBSR 10 Meet with Small Group for Project		Journal 9
April 21	14	Family Group Presentations		Journal 10 Group Presentation

April 28		Family Group Presentations		Group Presentation
May 5	15	Group Evaluations		Evaluation Form Group Participation
May 12	16	Summing it up and finishing up group project.		Group Project Part 4

This syllabus constitutes a contract between the professor and the students. Terms in this syllabus may be subject to change in order to accommodate unforeseen events/concerns, and promote flexibility in learning and teaching. Such changes will be discussed openly in class and students will be informed of them in a timely fashion.

Additional References

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. American Psychological Association.
- Ashford, J.B., Lecroy, C.W., & Lortie, K.L. (2009). *Human behavior in the social environment* (4th ed.). Brooks/Cole.
- Baker, R. (2003). *Social work dictionary* (5th ed.). NASW Press.
- Bender, K., Furman, R., Rowan, D. (2009). *An experiential approach to group work*. Lyceum Books Inc.
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- Corey, G, Corey, M, Callanan, P., Russell, J. (2004). *Group techniques* (3rd ed.). Brooks/Cole.
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- Dunst, C.J., Trivette, C.M., & Deal, A.G. (1995). *Supporting & strengthening families: methods, strategies and practices* (2nd ed.). Brookline Books.
- Doyle, O., Miller, S. and F. Mirza (2009). Ethical decision-making in social work: exploring personal and professional values. *Journal of Social Work Values and Ethics*, 6 (1).
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- Hepworth, D. H., Rooney, R. H. & Larsen, J. (2010). *Direct Social Work practice: Theory and skills*. (8th ed.). Thomson.
- Hill, Shirley A. (2012). *Families: A social class perspective*. Sage Publications, Inc.
- Hirsch, E.D., Jr., Kett, J.F., & Trefil, J. (2002). *The new dictionary of cultural literacy*. Houghton Mifflin Co.
- Jacobs, E. E., Masson, R. I., & Harvill, R. L. (2006). *Group counseling* (5th ed.). Thomson.
- Johnson, D., Johnson F. (2012). *Joining together: group theory and group skills* (11th ed.). Pearson.
- National Association of Social Workers (2008). *Encyclopedia of social work* (20th ed.). NASW Press.
- NASW (1999). Code of Ethics. Washington, D.C.: National Association of Social Workers.
- Payne, M. (2005). *Modern social work theory* (3rd ed.). Lyceum Books.
- Reamer, F. (2006). *Ethical standards in social work* (2nd ed.). NASW Press.

- Shulman, L. (2012). *The skills of helping individuals, families, and groups* (7th ed.). F.E. Peacock.
- Toseland, R. W. & Rivas, R. F. (2011). *An introduction to group work practice*. (7th ed.) Allyn & Bacon.
- Yalom, I.D. (2005). *The theory and practice of group psychotherapy*. (5th ed.). Basic Books.