WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM

GENERALIST SOCIAL WORK PRACTICE I
SWK 6003

COURSE DESCRIPTION
This is the first of a two-semester course introducing students to the fundamental knowledge base and the practical application of skills in social work practice. The course focuses on core principles and concepts that underpin effective communication, social work as a planned and the process of change in which knowledge, value, skill, and purpose determine professional action. Taken in conjunction with the field practicum, students are encouraged to share their practice experiences within the classroom. A foundation approach to the helping process is stressed which utilizing micro, mezzo, and macro content. A theoretical framework will be presented to help students gain an understanding of how to work through a multi-dimensional lens, develop cultural competence, and interact within multi-disciplinary settings.

I.   COURSE COMPETENCIES
This course addresses CSWE Competencies #1, #2, #6, #7, and #8.
Competencies #6, #7, and #8 are measured using student outcome data.

Competency 1: Demonstrate Ethical and Professional Behavior
 Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.
Social workers:
a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context; The Nine Social Work Competencies 2022 Educational Policy and Accreditation Standards
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

COURSE COMPETENCY OUTCOMES

Competencies #6, #7, and #8 are measured using student outcome data.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency #6 Measure
Competency Indicator b

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process.

Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.
 Social workers:
a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency #7 Measure; Competency Indicator 7b
b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.
Social workers:
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency #8 Measure; Competency Indicators 8a
a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

Competency Measure Rubric (Measured from Final Assignment):

Competency Indicators	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
Competency 6B Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Student does not use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Student demonstrates some use of empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Student demonstrates the ability to use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Student demonstrates a high level of ability to use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
Competency 7B Demonstrate respect for client self-determination during the assessment process by collaborating with	Student fails to demonstrate respect for client self-determination in assessing and collaborating with clients and constituencies in	Student demonstrates some respect for client self-determination in assessing and collaborating with clients and constituencies in the	Student often demonstrates respect for client self-determination in assessing and collaborating with clients and constituencies in the	Student consistently demonstrates respect for client self-determination in assessing and collaborating with clients and constituencies in the

clients and constituencies in developing a mutually agreed-upon plan.	the development of a mutually agreed-upon plan.	development of a mutually agreed-upon plan.	development of a mutually agreed-upon plan.	development of a mutually upon plan.
Competency 8A Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	Student does not collaborate with clients and constituencies to identify and implement culturally responsive, evidence-informed interventions to achieve client goals	Student demonstrates some ability to collaborate with clients and constituencies to identify and implement culturally responsive, evidence-informed interventions to achieve client goals	Student often demonstrates the ability to collaborate with clients and constituencies to identify and implement culturally responsive, evidence-informed interventions to achieve client goals	Student consistently demonstrates the ability to collaborate with clients and constituencies to identify and implement culturally responsive, evidence-informed interventions to achieve client goals

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address: https://yeshiva.tk20.com/campustoolshighered/start.do
In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: https://www.yu.edu/wurzweiler/msw/assessment

II.   LEARNING OBJECTIVES:

At the completion of this course, students will achieve the following objectives:

1. Be able to apply social work skills to the engagement process with individuals, families, groups and communities.
2. Be capable of assessing and understanding a problem-solving process model of generalist practice in which workers engage individuals, families, groups and communities in a systematic process of activities which include engagement, assessment, problem definition, goal identification, establishment of a contract, formulation of an action plan, implementation, evaluation, and termination or continuation;
3. Have an understanding of problem-solving models to implement with individuals, families, groups, and communities
4. Have developed an understanding of relationship building, communication, and interviewing skills necessary for work with all types of clients, including ethnically and racially diverse populations and at-risk populations.
5. Be able to work with clients based on the values and ethics outlined in the NASW Code of Ethics, applying assessments and interventions that are ethically sound.
6. Be capable of understanding the role of intersectionality, the impact and effects of difference - sexism, racism, ageism, poverty, homophobia, heterosexism, and discrimination - on the client population and on the worker.
7. Have an understanding of the student role in agency-based social work practice.
8. Be able to apply basic skills in social work practice with special emphasis on data collection, planning, assessment skills, including problem definition, goal setting, and contracting.
9. Be able to assess the conscious use of self in the helping process.
   Have the ability to integrate relevant knowledge, skills and values from the core courses - Human Behavior and the Social Environment, Research, and Social Welfare and Organization - as they relate to social work practice.
   Be able to engage and process the termination process with their clients.

III.   INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role plays, oral presentations, and discussions from field experience.

IV. COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Generalist Practice I

Assignment	Percentage	Due Date
Assignment 1: Helping assignment	Complete/incomplete	3rd class
Assignment 2: Anti-Oppressive SW presentation	15%	5th Session
Assignment 3: Midterm – Engagement with Agency Paper	25%	8th Session
Assignment 4: Final – Engagement, Assessment, Goal Setting, Contracting	35%	13th Session
Class Attendance	10%	
Class Participation & weekly discussions	15%	

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

Rubric for participation, attendance, and comportment

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, synthesizing across readings and discussions, expanding the class's perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways.	Attends class regularly but *rarely contributes* to the discussion in aforementioned ways.	Attends class regularly but *never contributes* to the discussion in the aforementioned ways
	8 points	**6 points**	**4 points**	**2 points**
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed.	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed.	Late to class semi-frequently; misses deadlines.	Late to class frequently, misses deadlines
	10 points	**8 points**	**4 points**	**2 points**
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty, and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor.	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment	Recurring concerning comportment issues, behaves in ways that are not always respectful of peers, and the learning environment	Consistent comportment concerns; is often disrespectful to peers and the learning environment
	7 points	**6 points**	**4 points**	**2 points**

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 75% each for the written assignments and 25% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Texts for the course:
- Hepworth, D.H., Rooney, R.H., Rooney, D.R., Strom-Gottfried, K. & Larsen, J.A. (2017). Direct social work practice: Theory and skills 10th edition. Cengage Learning/Brooks Cole. ISBN: 133-31259-8, $112.00.

- Shulman, L. (2016). The skills of helping individuals, families, groups and communities, 8th edition. Cengage Learning/Brooks Cole, ISBN: 978-1-305-49793-1 $188.28.

Recommended Text:
Wilkerson, I. (2020) Caste: The origins of our discontents. Random House
DeGruy, J. (2005) Post-Traumatic Slave Syndrome. Joy DeGruy Publications Inc.
Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

V.   COURSE REQUIREMENTS

Assignment I - Due 2nd class session – The Helping Assignment

Talk about a time when you felt vulnerable and realized you needed help. The request need not have been made of a professional, but it should not have been a trivial matter. For instance, it should not be a superficial experience, such as asking a friend for help finding an apartment. Describe your feelings before, during, and after this experience.

The focus of this assignment is on the thoughts and feelings you experienced in relation to asking for help, rather than on the situation itself. Reflect and respond to the questions below.

- What feelings are you aware of having as you recognized you need to seek help?
- When you considered who to turn to, what was most important to you?
- In the response your received, what was most meaningful and helpful for you? What was absent?
- Thinking about potential clients, how can you relate this to what they may be experiencing as they seek help?
- How will this reflection influence your approach to those who are coming to you for help?

Requirements

- Submit your written paper by the posted due date in word format.
- Your paper should be approximately 2-3 double-spaced pages.
- Make sure you use APA 7 if you reference any professional literature.

Assignment II - Due 5th class session – Anti-Oppressive Social Work Presentation
This assignment addresses competencies #1 and #2
Your professor will assign each student a population impacted by oppression. Students will work in dyads or triads on a presentation that will include a power point and oral presentation to the class.
Using articles provided and further exploring the literature:
1. Describe the population, how and why it would be considered oppressed.
2. What are the pressing issues related to this population?

3. What practice issues does raise?
4. What concerns might you have about work with this population?
5. How does increasing your knowledge base inform your engagement with this population?
6. Discuss areas of unconscious or conscious bias that you may have had or continue to struggle with (no judgment zone).
7. How does this relate to ethical social work practice? Connect this to NASW code of ethics.
8. Include current news articles that highlight the ongoing issues this population faces.

Each member of the dyad or group will post the presentation as their 'assignment' while one member
posts it to the discussion for the class to participate in. Include a reference page using APA 7 at the end of your power point.

Assignment III - Due 8th class session – The Engagement Process within the context the Agency
This assignment addresses competencies #1 and #2.
Agencies provide services within communities. It is essential for social workers to have an understanding of the agencies in which they work and the communities they serve. This assignment requires you to become familiar with the organization, the services you can provide for your clients and the parameters that guide your engagement and eventual interventions with your clients.

A. Agency:
- A brief history of the agency/organization, Is it for profit? Not-for profit? Where does the primary funding come from? Please include any other disciplines operating in the agency.
- What is the agency/organization's mission statement?
- How is this carried out through the services the agency provides? Give an idea of the breadth of services provided and how they are delivered (individual, group, advocacy, etc.). Has the mission statement changed over time? Why? If so, how has this affected the delivery of service?
- Are there tangible examples of diversity within the staff and the clients they serve?
B. Community:
- What type of community does the agency serve? Is there a geographic area the agency serves or is the clientele more issue based?
- What are the demographics of the community?
- Discuss the implications of the socio-ethnic, religious, and racial aspects of the community on delivery of service.
- Provide your assessment of community strengths and resources.
- How will the knowledge you have gained about your agency/organization and the community it serves help you in your practice? Based on what you have learned about the agency and its mandate, how do you see the role of the social worker in the agency?

C. Client:
- What is the process the client goes through from initial referral and intake to receiving services?
- Provide a description of a client (individual, group, or community) with whom you are now engaged.
- Describe in detail your experience engaging with this client system.
- What are the differences and similarities between you and the client system (racial, age, ethnic, socioeconomic, religion, etc.) and discuss how these areas impact the engagement process?
- How do biases (conscious or unconscious) impact the assumptions and expectations you have about your client?
- Using social work terminology please describe the skills that you are using to engage with this client. Please add some material from a process recording that reflects the early stage of engagement with this client/client system and you use of social work skills.

- Describe the strengths and challenges of the client.
- What social work literature has informed your approach to engaging with this client/client system? What specific readings/text material guided you?

D. Personal Reflection

- Speak to the experience of opening-up and being vulnerable with your field instructor and what it has been like to receive critique, feedback, and guidance in this process
- What has it been like to get to know yourself in the process of becoming a social worker? What have you learned about yourself? About the conscious use of self?
- How does the experience you are having in supervision connect to your developing relationship with your clients?

Recommended length for this paper is approximately 10 pages, 5 peer-reviewed references beyond your required texts. APA 7 style, please proofread your papers.

Assignment IV – Final – Due 13th Session -Engagement, Assessment, Goal Setting and Contracting

This assignment addresses competencies #1, #2, #6, #7, and #8.
This assignment asks the student to consider the on-going process of the developing relationship with a client/client system focusing on the processes of engagement, assessment, contracting and goal setting. Choose a client with whom you have had an on-going relationship. If this is not the case, please discuss with your professor.
Answer each question.

1. Describe the client with whom you have been engaging – including your initial impressions and challenges. Were there any value conflicts between you, the agency, and the client?

2. Provide a detailed assessment of the client system beginning with how the client came to agency, ie: the referral source, what is the presenting problem, issue that needs to be addressed? How do you partialize the problem(s) presented? Are there other systems interacting with the client with whom you must connect? Discuss the approach you used grounding this discussion in the literature.

3. Conscious use of self is a critical aspect of professional social work skills. Referring to the scholarly literature, discuss your understanding of this concept and how you are developing this skill. Please add some content from a process recording that demonstrates how you used yourself during the engagement/assessment process.

4. How do race, oppression and marginalization figure into your initial engagement, assessment, goals setting strategies and subsequent work with the client? Be self-reflective and include any concerns you or the client may have had over the course of your work together thus far. Include any social work literature that informed your understanding of these issues.

5. What goals did you and the client identify? Are these consistent with the client's needs and the agency's services? Were there referrals and linkages that had to be made to accommodate the client's needs? Was the client part of the process of identifying and setting goals? If not, why and with whom did you did you develop goals? How might the outcome of the work be impacted by client participation or lack of participation in the goal setting? Please integrate the scholarly literature into your response.

6. What contracting arrangements did you and the client decide upon? Did you have to recontract with the client during the assessment and the beginning of the work stage? What does the scholarly literature say about the importance of contracting?

7. Provide a conclusion that ties the paper together and highlights anything you would have done differently. Don't simply repeat your introduction as a concluding statement. Be thoughtful in your concluding statements.

This paper should be between 10-12 pages, double spaced, APA-7 style and uses a minimum of 7 scholarly references beyond the required texts, to include peer-reviewed journal articles, other texts, and related readings.

This assignment measures:
Competency #6- Engage with Individuals, Families, Groups, Organizations, and Communities.
Indicator #6A – Develop a mutually agreed-on Focus of Work and Desired Outcomes.
Competency #7 - Assess Individuals, Families, Groups, Organizations, and Communities
Indicator #7A – Select appropriate intervention strategies.
Competency #8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.
Indicator #8A – Implement prevention interventions that enhance client capacities.
Indicator #8B – Help Clients solve problems.

GRADING RUBRIC FOR PAPERS

	Competent (A= 94-100; A- = 90-93)	**Developing Competence** (B+ = 87-89; B= 83-86)	**Emerging Competence** (B-=80-82; C+ = 75-79)	**Lacks Competence** (C=70-74 F<74)
Intro & conclusion **15%**	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.
Content & depth of analysis **25%**	Paper explores the topic in Depth and demonstrates an understanding of social work principles and demonstrating the application of theory to practice.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.
Integration of literature & class discussions **25%**	Paper provides integration of professional literature & discussions.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.

Organization & Clarity 20%	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.

VI. EVALUATION

Students are provided opportunity to evaluate master courses. An evaluation form pertaining to the course and instructor will be conducted on-line. Evaluation is ongoing and students are encouraged to

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff

to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/

VIII. E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is http://yulib002.mc.yu.edu:2262/er.php. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS
1.   Go to your class Canvas page.
2.   Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS
1.   If you wish to access e-reserves from the library home page (library.yu.edu),
2.   Use "**wurzweiler**" all lower case, as the password.
3.   If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS
1.   Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2.   Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3.   Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4.   If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES
1.   Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2.   Click on the link to your course.

3.   When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

IX. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose sanctions to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **NOT** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:
www.grammarly.com/plagiarism_checker
www.dustball.com/cs/plagiarism.checker www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/
As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X Grade of Incomplete

 It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

XI. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XII. FERPA & OTHER UNIVERSITY POLICIES
A.   Wurzweiler's policies and procedures are in compliance with FERPA regulations.
Information about FERPA regulations can be found here.
B.   Drug-Free University Policy can be found here.
C.   Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found here.
D.   The University's Computer Guidelines can be found here.

XIII. COURSE SCHEDULE

Unit I. FOUNDATIONS OF SOCIAL WORK PRACTICE (SESSIONS 1, 2, 3, 4)

Learning Themes
This unit introduces the culture and professional milieu of social work and social work values and ethics. The unit will also introduce the Generalist Practice model of social work.

A. Introduction to Generalist Practice
Required Readings
Brown, B. (2013). Listening to Shame. Youtube https://youtu.be/iCvmsMzlF7o
Carlton-Laney, I. (1999). African American Social Work Pioneers' Response to Need.
        Social Work, Vol. 37(1):311-321.
Hepworth, et al: Chapter 1, The challenges of social work, 3-21; Chapter 2: Direct
        Practice, 25-34: Chapter 3: Overview of the helping process, 35-56.
Healey (2012). Remembering, apologies, and truth: Challenges for social work today.
         Australian Social Work, 65(3), 288-294.
Hounmenou, C. (2012). Black Settlement Houses and Oppositional Consciousness.
        Journal of Black Studies Vol. 20(10): 1-21.
Murdoch, A. (2010). Does American social work have a progressive tradition? Social
        Work, Vol 55(1):82-89.
Paudel, N. (2021). Person centered and trauma informed approach in social work practice and
        ways to ensure diversity in both approaches. *Asian Social Work Journal, 6*(5):21-24.
Rogers, C. (n.d.). Carl Rogers Counsels an individual on Anger.
        https://youtu.be/uRCD3anKsa0?si=rS9Q6kUTviSVZ7Vu
Rapp, R.C. (2007). The strengths perspective: Proving "my strengths" and "it works."
        Social Work, 52(2), 185-187.
Shulman: Chapter 1, An Interactional Approach to Helping, 2-47.
Smith Brice, T & McLane-Davison, D (2020). *The Strength of Black Families: The
        Elusive Ties of Perspective and Praxis in Social Work Education, p. 25-37.*
        University of Kansas.
Wright, K.C., Carr, K. A., & Akin, B. A. (2021). The Whitewashing of Social Work
        History: How Dismantling Racism in Social Work Education Begins with an
        Equitable History of the Profession. Advances In Social Work, Summer 2021,
        21(2/3):274-297.

Recommended Readings
Saleebey, D. (2009). Chap. 1: Introduction, 1-23; Chap. 2: The Challenge of Seeing

Anew the World we Know, 24-44.
Smith Brice, T & McLane-Davison, D (2020). *The Strength of Black Families: The Elusive Ties of Perspective and Praxis in Social Work Education, p. 25-37.* University of Kansas.

B. Social Work Values and Ethics
Required Readings
NASW Code of Ethics (2021). https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
NABSW Code of Ethics (n.d.) https://www.nabsw.org/page/CodeofEthics
Hepworth et al: Chapter 4, Operationalizing the cardinal social work values, 57-86.
Reamer, F. G. (1998). The evolution of social work ethics. Social Work, 43(6), 488-500.
Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. *British Journal of Social Work, 37,* 515-535.
Singer, J. B. (Producer). (2021, May 26). #130 - Self-care and Cultural Humility in the 2021 NASW Code of Ethics: Interview with Allan Barsky, JD, MSW, PhD [Audio Podcast]. *Social Work Podcast.* Retrieved from
 https://www.socialworkpodcast.com/2021/05/2021CoE.html

Recommended Readings
Loucher, J.L., Bronstein, J., Robinson, C.O., Williams, C. & Ritchie, C.S. (2006). Ethical issues involving research conducted with homebound older adults. *The Gerontologist, 46(2*), 160-164.
Murdoch, A. (2011). What happened to self-determination? Social Work, 56(4), 371-373.

C. Introduction to the Core Skills in Social Work
Competencies Covered: 1, 2, (Competency 1 & 2)

Required Readings
Hepworth et al: Chapter 5, Building blocks of communication, 89-134.
McPhatter, A. (2016). *Social Work Practice with African Americans in Urban Environments.* Chapter 1 Urban Social Work with African Americans: Critical Perspectives, Concepts, and Theories. Springer Publishing.
Shulman: Chapter 2, The preliminary phase of work, 68-97.
Recommended Readings

Compton & Galaway: Chapter 8, Engaging potential clients, 197-232.
Gerdes, E. & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. Social Work, 56(2), 141-148.
Saleebey, D. (2009). Chapter 12: Using the Strengths Perspective in Context, 220-239.

UNIT II ANTI-OPPRESSIVE SOCIAL WORK PRACTICE (SESSION 5-6)
Learning Themes
This unit will introduce anti-oppressive social work practice. Students will be assigned an historically oppressed population, will work in dyads or triads to prepare a presentation (using power point, Prezi or another visual aid) to the class covering issues pertinent to that population. Students will explore their own attitudes and experiences as they relate to practice across differences.

Required Readings
All students should read/view the following material followed by those specific to your assigned group:

Brown, B. (2011). The Power of Vulnerability. Youtube https://youtu.be/iCvmsMzlF7o
Simon, D. Boyd, R. & Subica, A.M. (2022) Refocusing Intersectionality in Social Work
      Education: Creating a Brave Space to Discuss Oppression and Privilege, *Journal of*
      Social Work Education, 58:1, 34-45
Wilkerson, I. (2020) *Caste: The origins of our discontents.* Part Two: The Arbitrary
      Construction of Human Division pp: 39-89. Random House. (on E-reserve)

Anti-oppressive SW practice with Clients who identify as Black
De Gruy, J. (2005). *Post Traumatic Slave Syndrome: America's Legacy of Enduring*
      Injury and Healing. Chapter 1: "I don't even notice race" Joy DeGruy Publications
      Inc. (on E-Reserve)
Obach, K. (1999, July). Demonstrating the Social Construction of Race* Teaching
      Sociology, Vol 27:252-257.
Singer, J. B. (Producer). (July 19, 2020). #127 – Both/And or Either/Or: Social Work and
      Policing [Audio Podcase]. Social Work Podcast Retrieved from
      https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html

Anti-oppressive SW practice with Clients who identify as Indigenous
Cowling, S.D. (2018). Culturally responsive social work methods to use with Indigenous
      peoples. *PSU McNair Scholars Online Journal, 12* (1), 1–18.
 Khan, M. (2019). A social work perspective on Indigenous knowledges, anticolonial
      thought, and contemplative pedagogy: Thoughts on decolonization and
      resistance. *Journal of Critical Anti-Oppressive Social Inquiry, 2*, 8–46.
Swanson et al. (2021). Native American social work: Including family and community. *Journal of*
Social Work, 0(0), 1–21.

Anti-oppressive SW practice with Clients with Disabilities
Dillenburger, K., & McKerr, L. (2009). "40 years is an awful long time": Parents caring
      for adult sons and daughters with disabilities. *Behavior and Social Issues, 18*, 1-
      20.
Parmenter, T. (2014). Inclusion and quality of life: Are we there yet? *International Public*
      Health Journal, Supplemental Special Issue: Quality of Life in a Social Context,
      6(4), 413-428.

Anti-oppressive SW practice from an Anti-Semitic perspective
Cox, C. (2021). Addressing antisemitism in social work education. *Journal of Religion &*
      *Spirituality in Social Work: Social Thought, 40:*2: 111-125.
Hodge D.R. & Boddie, S.C. (2021). Anti-Semitism in the United States. *Social Work,*
      66(2):128 – 138.
Lavalette, M, & Penketh, L. (2014). *Race, Racism and Social Work: Contemporary*
      Issues and Debates, Chapter 5, Antisemitism and Anti-racist social work, p 85-
      113. Bristol University Press.

Anti-oppressive SW practice with clients who identify as LGBTQ
Crisp C. & McCave, E. L. (2007). Gay Affirmative Practice: A model for social work
      practice with   Gay, Lesbian, and Bisexual Youth. *Journal of Child and Adolescent*
      Social Work 24:403-421.
Foglia, M. B. & Fredriksen-Goldsen, K.I. (2014, Sept). Hastings Cent Rep. 44 Suppl
      4(04):S40-4. doi: 10.1002/hast.369. PMID: 25231786; PMCID: PMC4365932.
Kindelan, K. (2021, June). What it's really like as a transgender person to get medical
      care. https://www.goodmorningamerica.com/wellness/story/transgender-person-medical-
      care-78433509
Wilson, C. & Cariola, L. A. (2019, May 21). LGBTQI+ Youth and mental health: A
      systematic review of qualitative research. Adolescent Research Review Vol. 5:

187-211.

Anti-oppressive SW practice with Clients who are Immigrants

Akesson, B. (2017). The place of place in social work: Rethinking the person-in-the environment model in social work education and practice. *Journal of Social Work Education, 53*(3), 272–383.

Alhassan, M. (2017). The Significance of Skin Color: Implications for Social Work Practice with Refugee/Immigrant Populations. *Phylon 54*(1), 43–56.

Ayón, C. (2014, Jan) Service Needs among Latino Immigrant Families: Implications for Social Work Practice, *Social Work*, 59(1):13–23,

Lin, C., Chang, P.P., Lin, E. A. & Lux, H. L. (2018, April). Immigrant social worker practice: An ecological perspective on strengths and challenges. *Children and Youth Services Review, 87*:103-113

Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. *British Journal of Social Work, 37,* 515-535.

Jones, S. (2012). Working with immigrant clients: Perils and possibilities for social workers. *Families in Society: The Journal of Contemporary Social Services, 93*(1), 47-53.

UNIT III. AN OVERVIEW OF PRACTICE APPROACHES (SESSION 7)
Learning Themes
This unit will introduce the learner to the diverse practice approaches traditionally utilized by social workers including micro, mezzo, and macro levels of intervention.

Micro Practice
Required Readings
Hepworth et al: Assessing family functioning in diverse and cultural contexts, 240 – 282
Shulman: Part II, Social Work with Individuals, 67-220
Shulman: Part III, Social Work with Families, 257-294.

Mezzo Practice
Required Readings
Kleinmetz, J. (2011). On becoming a group worker. Social Work with Groups, 3-4, 219-232.
Kurland, R. & Salmon, R. (1992). Group work vs. casework in a group: Principles and implications for teaching and practice. Social Work with Groups, 15(4), 3-10.
Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. Social Work with Groups, 30(2), 11-26.
Shulman: Part IV, Social Work with Groups, 265-470
Steinberg, D.M. (2002). The magic of mutual aid. Social Work with Groups, 25(1/2), 31-38.
Steinberg, D.M. (2010). Mutual aid: A contribution to best practice social work. Social Work with Groups, 33(1), 53-28.

Macro Practice
Required Readings
In Social Workers' Desk Reference...Mizrahi: Community organizing principles and practice guidelines. 517-524. Weil & Gamble: Community practice models for the 21st century. 525 – 534.
Weil, M., & Gamble, D.N. (2002) Community contemporary-community-practice-model. In A. R. Roberts & G.J. Greene (Eds.), *Social workers' desk*

reference (pp. 907-919). New York: Oxford University Press.

UNIT IV. ASSESSMENT, AND ROLE OF THE AGENCY IN SOCIAL WORK PRACTICE (Session 8-9)

Learning Themes
In this unit, the student will learn the process of assessment as it is reflected in the agency mandate.

Required Readings
Berzoff, J. (2011). Why We Need a Biopsychosocial Perspective with Vulnerable, Oppressed, and At-Risk Clients. Smith College Studies in Social Work, 81(2-3):132-166
Compton & Galaway (1999) Appendix A: Case Materials, The Debbie Smith case. 509-513. In Social Work Processes. Brooks/Cole.
Hepworth et al: Chapter 8, Assessment: Exploring and Understanding Problems and Strengths, 179-205 & Chapter 9, Assessment: Intrapersonal and Environmental Factors 206-239.
Lusk, et al. (2017). Critical cultural competence in social work supervision. *Human Service Organizations: Management, Leadership & Governance, 41*(5), 464–476.

Recommended Reading
Compton & Galaway: Chapter 10, Data collection and assessment, 346-394.
Saleebey, D, (2009). Chapter 3, The Opportunities and Challenges of Strengths-Based Person-\Centered Practice, 47-71.

UNIT V. PLANNING AND CONTRACTING IN SOCIAL WORK PRACTICE (SESSIONS 10)
Learning Themes
This unit describes the process of planning and contracting with the client, the importance of taking the client's values and separating them from our personal values in the interest of developing a mutual agreement for work. The process of contracting, assessment and goal setting is central to the helping process.

Required Readings
Hepworth: Chapter 12, Negotiating goals and formulating a contract, 313 - 354.
Shulman: Chapter 4, Beginnings and contracting skills, 74-110.

UNIT VI. SKILLS IN THE WORK PHASE (SESSIONS 11-12)
Learning Themes
This unit explores the articulation of the plan for work and moves on to the actual implementation of the assessment.

Required Readings
Hepworth, Chapter 13, Planning and Implementing Change Oriented Strategies, 379-438
Hepworth et al: Chapter 14, Developing Resources, 439-470.
Lyme, A. (2013, Jul 11) Motivational Interviewing – A Bad example. https://youtu.be/_VlvanBFkvI
Lyme, A. (2013, Jul 18) Motivational Interviewing – Good example. https://youtu.be/67I6g1I7Zao
Maluccio, A.N., & Marlow, W.D. (1974). The case for the contract. *Social Work, 19*(1), pp. 28–36.
Miller, W. R., & Rollnick. S. (2012). Motivational interviewing: Helping people change (3rd ed.). Section 2 p 37-73. New York, NY: Guilford
Miller, W. R. (2000). Motivational Interviewing: Brief Therapy for Addictions.

Psychotherapy.net

Shulman: Chapter 5, Skills in the Work Phase, 146-220.

Shulman: Chapter 11, The work phase in the group, 387-435.

Singer, J. B. (Producer). (2009, October 10). Prochaska and DiClemente's Stages of
        Change Model for Social Workers [Episode 53]. *Social Work Podcast* [Audio
        podcast]. Retrieved from
         http://www.socialworkpodcast.com/2009/10/prochaska-and-diclementes-stages-
        of.html

Wilson, E. (2021). *Reflections: Narratives of Professional Helping, 27*(2):10-19

Recommended Readings

Compton & Galaway: Interventive methods: Implementation of roles, 337-365.

Hudson, C. (2012). Disparities in the geography of mental health: Implications for social
        work. *Social Work, 57*(2), 107-115.

Jackson, K. & Samuels, G. (2011). Multiracial competence for social work:
        Recommendations for culturally attuned work with multiracial people. *Social
        Work, 56*(3), 235-245.

Miller, W. R., & Rollnick. S. (2012). Motivational interviewing: Helping people change (3rd ed.).
New York, NY: Guilford

UNIT VII. SOCIAL GROUP WORK PRACTICE (SESSIONS 13-14)
Learning Objectives Covered 1, 2, 3, 4, 5, 6, 7

Learning Themes
The role and value of group in generalist social work practice
The various theoretical orientations for group work practice.
Specific social work skills of successful group work practice

Required Reading

Baird, S.L. & Alaggia, R. (2021). Trauma- Informed Groups: Recommendations for
        group work practice. *Journal of Clinical Social work, 49*:10-19

Brown, A. & Mistry, T. (2005). Group work with 'mixed membership' groups: Issues of
        race and gender*. Social Work with Groups, 28*(3/4), 133-148.

Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups.
        Social Work with Groups, 30(4), 41-58.

Eaton, M. (2017). Come as you are! Creating community with groups. *Social Work with
        Groups, 40*(1-2), 85-92.

Hepworth, et al: Chapter 11, Forming and assessing social work groups, 295-326;
        Chapter 16: Intervening in social work groups, 507-533.

Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group
        work for social justice and community change. *Social Work with Groups, 30*(4),
        21-39.

Knight, C. & Gitterman, A. (2014). Group work with bereaved individuals: The power   of
        mutual aid. *Social Work, 59*(1), 5-12.

Kurland, R. & Salmon, R. (2008). Group Work vs. Casework in a Group: Principles
        and Implications for Teaching and Practice, *Social Work with Groups*, *28*:3-4,
        121-132, DOI: 10.1300/J009v28n03_09

Mishna, F. & & Muskat, B. (2004). "I'm not the only one!" Group therapy with older
        children and adolescents who have learning disabilities. *International Journal of
        Group Psychotherapy Vol.54*(4):455-476.

Shulman, L. (2016). *The skills of helping individuals, families, groups and
        communities.* (8th ed.). Boston, MA: Cengage Learning. Part IV: Social Work
        with Groups **Chapters 10-12**

Sweifach, J., & Laporte, H.H. (2009). Group Work in Foundation Generalist Classes
        Perceptions of Students about the Nature and Quality of Their Experience *Social

Work with Groups, 32(4), 303-314.

Salmon, R., & Steinberg, D. M. (2007). Staying in the mess: Teaching students and practitioners to work effectively in the swamp of important problems. *Social Work with Groups, 30,* 79-94.

Turner, H. (2010). Concepts for effective facilitation of open groups. *Social Work with Groups, 34*(3-4), 246-256.

Wright, W. (2002). But I want to do a real group: A personal journey from snubbing to loving to theorizing to demanding activity-based group work. *Social Work with Groups, 25*(1/2), 107-111.

Recommended Readings

Feldman, D. & Kahn, G. (2009). The integration of relationship-focused group therapy with couples' treatment. *International Journal of Group Psychotherapy, 59*(1), 109-126.

Kleinmuntz, J. 2011). On becoming a group worker. *Social Work with Groups, 34,* 219-232. ERES

 Northern, H. & Kurland, R. (2001). Social work with groups, 3rd Ed. New York: Columbia University Press.

Steinberg, DM. (2009). Mutual aid: A contribution to best-practice social work. *Social work With Groups, 33,* 53-68.

BIBLIOGRAPHY

Bent-Godfrey, T. (2015). A call for social work activism. *Social Work,* 60(2), 101-103.

Bent-Godfrey- T. 2016). Social workers paving the way for change one client at a time.   *Social Work, 61(1),* 5-6.

Bent-Godrey, T. (2016). Social work's grand challenges: Mobilizing the profession. *Social Work 61*(3), 197-198.

Burns, J.R. & Rapee, R.M. (2006). Adolescent mental health literacy: Young people's knowledge of depression and help seeking. *Journal of Adolescence, 29*(2), 225-239.

Caputo, R.K. (1999). Becoming poor and using public assistance. *Journal of Poverty,* (1), 1-23. Compton & Galaway: Chapter 9, Communication across cultures, 235-252.

Dietz, C. (2000). Responding to oppression and abuse: A feminist challenge to clinical social work. *Affilia, 15*(3), 369-390.

Drisko, J. (2015). Evidence-based practice in social work: A contemporary persepective. *Clinical Social Work Journal, 43*(3), 274-283.

Eyal-Lubling, R. & Kumer-Nevo, M. (2016). Feminist social work: Practice and theory of practice. S*ocial Work, 61(3), 245-254.*

Fast, J. (2003). When is a mental health clinic not a mental health clinic? Drug trial abuses reach social work. *Social Work, 48*(3). 425-427.

Hartwig, E. (2016). Social networks: A village of support for single mothers. *Journal of Family Social Work, 19*(1), 22-37.

Jackson, K. Samuels, G. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial people*. Social Work, 56*(3), 235-245.

Johnson, Chun-Sing Cheung (2-016). Confronting the challenge in using social network sites for cyber youth work. *Social Work, 61*(2), 171-173.

Kelly, L. & Knowles, J. (2016). The integrated care team: A practice model in child and family services. *Journal of Family Social Work, 18*(5). 382-395.

Kiehna, E. (2106). Latino perspective in social work. *Social Work, 6i(2),*119-126.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-30.

Perry. A. & Lewis, S. (2016). Leaving legacies: African America men discuss the impact

of their fathers on the development if their own paternal attitudes and behavior. *Journal of Family Social Work, 19*(1), 3-21.

Reamer, F. (2015), Clinical social work in a digital environment: Ethical and risk management. *Clinical Social Work Journal, 43* (2) 120-123.

Sadd, J. (2016). Race, racism and social work: Contemporary issues and debates. *Journal of Social Work, 16*(2), 252-254.

Shafer. K. & Wendt, K. (2015). Men's mental health: A call to social workers. *Social Work, 60*(2), 105-112.

Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social Work with Groups, 26*(3), 61-76.

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

Tufford, L. (2016). Reporting suspected child maltreatment: Managing the emotional and relational aftermath. *Journal of Family Social Work, 19*(2) 100-112.

Weick, A. (2000). Hidden voices. *Social Work, 45*(5), 395-403.