WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

GENERALIST SOCIAL WORK PRACTICE II
SWK 6004
Spring, 2017

COURSE DESCRIPTION

This is the second of two foundation courses in social work practice required of all students. It builds upon material considered in the first practice course and focuses on designing interventions based on assessments and theories of practice. A deeper exploration of clinical practice, group work, and community social work practice is initiated with attention to theoretical orientation and application of practice skills to specific case materials. An expansion of the social work role will include activities of advocacy, brokering and case management are introduced. Skills of evaluation and termination of the change effort are explicated. This course is conceptually linked to the Human Behavior, Research and Social Welfare.

The course stresses agency context as one of the defining aspects of practice, with an emphasis on values and ethics, vulnerable populations and social justice. As this course is taken in conjunction with the field practicum, it provides a theoretical basis for practice for beginning social work students.

i. COURSE COMETENCY OUTCOMES

This course will help the student achieve the following competencies:

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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively

engage diverse clients and constituencies.

MEASURE 6A - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and social workers select appropriate intervention.

MEASURE 7A – Collect, organize, and interpret client data.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers critically choose and implement interventions to achieve practice goals

and enhance capacities of clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and, social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

MEASURE 8A – Help clients resolve problems.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers select and use appropriate methods for evaluation of outcomes. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes; and social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

MEASURE 9A – Analyze, monitor and evaluate interventions.

II. INSTRUCTIONAL METHODS

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

III. COURSE EXPECTATIONS AND GRADING

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: 45% each for both assignments and 10% 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. &

, J.A. (2013). Direct social work practice: Theory and skills, 9th edition. Cengage Learning/Brooks Cole.
ISBN: 9780495601678 $118.11

- Shulman, L. (2016). The skills of helping individuals, families, groups and communities, 8th edition. Cengage Learning/Brooks Cole.
ISBN: 978-1-305-49793-1 $108.00

Recommended Texts:

- Compton, B. & Galaway, B. (2004). Social work processes, 7th edition. Pacific Grove, California: Brooks/Cole Publishing Company.
ISBN: 9780534365592 $55

- Saleebey, D. (2012). The strengths perspective in social work practice, 5th edition. New York and London: Longman.
ISBN: 9780205624416 $55.47

- Turner, F. (2011). Social work treatment: Interlocking theoretical approaches. 5th edition New York: Oxford University Press
ISBN: 0195394658 $52

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

IV. COURSE REQUIREMENTS

Midterm Assignment I (Due 6th class)

This assignment measures:

(1) **Competency #6** – Engage with Individuals, Families, Groups, Organizations and Communities and Competency
Measure #6A – Develop a mutually agreed-on focus of work and desired outcomes.

(2) **Competency #7** - Assess Individuals, Families, Groups, Organizations and Communities

I **Measure7A** – Select appropriate intervention strategies.

(3) **Competency #8** – Intervene with Individuals, Families, Groups Organizations
Measure #8A – Implement prevention interventions tht enhance client capacities.
Measure #8B – Help clients resolve problems.

APPLICATION OF THEORY TO ASSESSMENT & INTERVENTION

Identify a theory discussed in this course that is most applicable to your anticipated field work setting or a theory that particularly interests you. Select a case from your active caseload - or discuss with your professor - that this theory can be applied. Remember, a case can be an individual, a family, a couple, a group, or a community. Using it as a reference point, address the following:

Using the social work and other literature, describe the tenets/assumptions of this theory. Talk about your reasons why you might select it and its relevance to your fieldwork setting and your caseload.

Describe how you might have used or might use this theory to guide your practice with your client(s). How can this theory inform your assessment of your client? (Paying particular attention to the client's gender, ethnic/religious identity and socioeconomic class)
How might this theory help you plan specific clinical interventions with your client(s)?
How might the theoretical model you selected conflict with the philosophy of your agency? How would you negotiate such a conflict?
Are there aspects of this theory that you disagree with or that feel inappropriate to your client or setting? Discuss these limitations.

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 5th Edition is also required.

Final Paper: Assignment II (Due 13th class)
THE PROCESS OF TERMINATION
This assignment measures:

(1) **Competency #9** – Analyze, Monitor and Evaluate Interventions.
Measure #9A - Analyze, monitor and evaluate interventions.

Using the social work literature, talk about the concept of the termination process. Why is termination such an important part of social work? Why can't we just say, "so long" and move on? What did you learn from your reading on the termination process?
How do you feel personally about the process of termination (of both your work with your clients and your field placement)? Why is it important for you to have an understanding of your own feelings in this area? Talk about what the literature says about self-awareness and conscious use of self.
Select a client from your active caseload (or one with whom you have already terminated). Remember, a case can be an individual, a family, a couple, a group, or a community.
What are the factors that led up to this termination?
What do you anticipate are the difficult areas of termination for the client? For you, the worker? For the agency?
How do you think that gender, culture, and socioeconomic status, sexual orientation, age, and religion affect the termination process?
What specific social work skills are necessary for a successful termination? What are some of the common pitfalls social workers often fall into around termination?
Include a part of a process recording where you talk to a client about saying goodbye and ending your therapeutic relationship. What skills are evident in this process recording? What is your self-assessment of your work in this particular area of termination? What could you have done differently?

This assignment requires that the student use a minimum of 5 references, beyond the required texts, including journal articles, and material from suggested readings and related readings. The paper should be between 8-10 pages and needs to demonstrate integration of the literature. APA, 5th Edition is also required.

V. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

VI. E-Reserves

What is eReserve?
eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.
How do I use eReserve?
1. Go to the library's online resources page: http://www.yu.edu/libraries/
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VII. PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction 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. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

VIII. HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like 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, gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. COURSE OUTLINE

UNIT I. SOCIAL WORK VALUES AND ETHICS REVISITED [SESSIONS 1-2]

Competency Covered: 1

Learning Themes

Ethics and values as they impact on the on-going work with clients and client systems

Required Readings

Hepworth, et al: Chapter 4, Operationalizing the cardinal social work values, 57-64.

Review NASW Code of Ethics distributed last semester

Bryan, V. (2006). Moving from professionally specific to the common morality: Essential content in social work ethics education. *Journal of Teaching in Social Work, 26(*3/4), 1-17. ERES

O'Brien, P. (2014). Ethics do matter, But where? *Advances in SW,15*(2), 261-277.

Recupero, P., Samama, E. (2005). Informed consent to E-therapy. *American Journal of Psychotherapy, 59*(4), 319-331. ERES

Swartz, R. (2007-2008). Social work values in an age of complexity. *Journal of Social Work Values and Ethics, 4,* 1-6. ERES

Recommended Readings

Biggerstaff, M.A. (2005). Social work ethics online: Reflective learning. *Journal of Technology in Human Services, 23*(3/4), 245-257. ERES

Compton & Galaway, Chapter 7: Values and social work practice, 219-262.

UNIT II. UNDERSTANDING THE PERSONAL CONSEQUENCES OF SOCIAL WORK AND HOW TO MANAGE WORK-RELATED STRESS (SESSION 3)

Competency Covered: 3

Learning Themes

Theories of Vicarious Traumatization, Secondary Traumatic Stress, Compassion

Fatigue, Burnout, and Countertransference
How these concepts are relevant to social work practice
The importance of self care, peer support and supportive supervision for professional development and ethical care of clients

Required Readings

Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70. ERES

Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. *Social Work Today, 4*(2), 13-17.

Cunningham, M. (2003). The impact of trauma work on the social work clinician. *Social Work, 48*(4), 451-459. ERES

Jang, S. & Zippay, A. (2012). The juggling act: Managing work-life conflict and work-life balance, *Families in Society, 92*(1), 84-90. ERES

Recommended Readings

Bourassa, D., & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. *Groupwork, 20*(2), 7-23. ERES

Callahan, A.M. (2007). Second thoughts from the front line: *Social Work, 52*(4), 364. ERES

Figley, C.R. (2002). Treating compassion fatigue. New York: Routledge.

Pooler, D., Wolfer, T., Freeman, M. (2014). Finding joy in social work. *Social Work, 59*(3), 213-221.

UNIT III. CASEWORK PRACTICE REVISITED (SESSIONS 4-6)

Competencies Covered: 6,7, 8

Learning Themes

The role of theory in guiding social work practice
Various theoretical orientations for casework practice

A. Theory for Social Work Practice

Required Readings:

Compton & Galaway: Chapter 4: Theoretical perspectives for social work practice, 118-152.

MacFarlane, C.D. (2006). My strength: A look outside the box at the strengths perspective. *Social Work, 51*(2), 175-176. ERES

Shulman: Chapter 1: An interactional approach to helping, 2-50 [Review]; Chapter 5: Skills in the work phase, 161-241 [Review].

Turner, F. (2011). Social work treatment: Interlocking theoretical approaches. New York: The Free Press, Chapter 1.

B. General Systems Theory, Social Learning, Role Theory, Cognitive Theory

Required Readings

Furman, R. & Bender, K. (2003). The social problem of depression: A multi-theoretical perspective. *Journal of Sociology and Social Welfare, 30*(3), 123-137. ERES

Greene, R.R.: Chapter 7: General systems theory, 215-249; Chapter 6: Cognitive theory for social work, 173-205; Chapter 5: Carl Rogers and the person centered approach, 145-172.

Hepworth, et al.: Chapter 13: Planning and implementing change-oriented strategies, 377-437.

Social Work with Families

Required Readings

Basham, K. (2004). Transforming the legacies of childhood trauma in couple and family therapy. *Social Work in Health Care, 39*(3/4), 263-285. ERES

Hepworth, et al.: Chapter 10: Assessing family functioning – 251-294; Chapter 15: Enhancing family relationships, 471-506.

Polkki, P., Ervast, S.A., & Huupponen, M. (2004). Coping and resilience of children of a mentally ill parent. *Social Work in Health Care, 39(*1/2), 151-163. ERES

Shulman: Part II, Social Work with Families, Chapter 7: Family practice in the social work context, 280-317; Chapter 8: Middle and ending phases in family practice, 319-368.

Recommended Reading

Feldman, D. & Kahn, G.(2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy, 59*(1), 1-9-126. ERES

UNIT IV. SOCIAL GROUPWORK PRACTICE REVISITED (SESSIONS 7-8)

Competencies 6,7,8

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

A. Social Group Work Theory
Required Readings

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. ERES

Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups, 3*0(4), 41-58. ERES

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. (2005). Group work vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups, 28*(3/4), 121-132. ERES

Shulman: Part IV, Social Work with Groups, Chapters 10-12, 369-649. [Review].

Steinberg, D.M. (2002). The magic of mutual aid. *Social Work with Groups, 25*(1/2), 31-38. ERES

Sweifach, J. & Laporte, H.H. (2009). Group work in foundation generalist classes: Perceptions of students about the nature and clarity of their experience. *Social Work with Groups, 32*(4), 303-314.

Recommended Readings

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

Northen, 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.

UNIT V. COMMUNITY SOCIAL WORK PRACTICE REVISITED (SESSONS 9-10)
Competencies Covered: 6, 7,8

Learning Themes
The role and value of community social work in the generalist social work framework
Various theoretical orientations for community social work practice
Specific social work skills, struggles, and dilemmas of community practice and case management

A. Community Social Work, Advocacy and Case Management
Required Readings
Hepworth, et al: Chapter 15, Developing resources, planning, and advocacy…,409-456.

Shulman: Chapter 16, Social Work in the community, 699-747.

Itzhaky, H. & York, A. (2005). The role of the social worker in the face of terrorism: Israeli community-based experience. *Social Work, 50*(2), 141-149.

Saleebey, D. Chapter 5: The strengths perspective for case management: Principles and helping functions, 97-114.

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

Unger, M., Manuel, S., Mealy, S. Thomas, G., & Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. *Social Work, 49*(4), 550-561.

Recommended Readings
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.

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers*. Social Work, 50*(3), 231-238. ERES

UNIT VI. TERMINATION AND TRANSITIONS IN SOCIAL WORK PRACTICE SESSIONS 11-13
Competency Covered: 9

Learning Themes
The role and importance of the process of termination in work with clients
Specific social work knowledge and skills to guide work in the termination phase

Required Readings

Baum, N., (2006). End-of-year treatment termination: Responses of social work trainees. *British Journal of Social Work, 36*(4), 639-656.

Baum, N. (2007). Field supervisor's feelings and concerns at the termination of the supervisory relationship. The British Journal of Social Work, 37(6), 1095-1112.

Fortune, A. E. (1987). Grief only? Client and social worker reactions to termination. *Clinical Social Work Journal, 16*(2), 159-171. ERES

Gelman, C. (2010). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work, 29*(2), 169-187. ERES

Shulman: Chapter 6: Endings and transitions, 242-278.; Chapter 14: Endings and transitions with groups, 622-652.

Recommended Reading

Anthony, S. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal, 26* (3), 281-297.

Hepworth, et al: Chapter 19, The final phase: Evaluation and termination, 591-607.

Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal, 35*(2), 91-95. ERES

Walsh, J. (2002). Termination and your field placement. *The New Social Worker, 9*(2), 14-17. ERES

Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal, 36*(3), 301-311. ERES

Unit VII. EVALUATING PRACTICE (SESSIOIN 14)
Competency 9

Learning Themes

The need and mandate for social workers to monitor and evaluate their practice.
To introduce preliminary strategies for practice and research evaluation.

Required Readings

Raines, J.C. (2004). Evidence-based practice in school social work: A process in perspective. *Children and Schools, 26*(2), 71-85.

Reid, W.J., Kenaley, B.D., & Colvin, J. (2004). Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research, 28*(2), 71-81. ERES

Shulman: Chapter 17, Evidence based practice – 749-811.

Compton & Galaway, Chapter 17: Evaluating Practice, 456-468.

Recommended Reading

Padgett, D. (1998). Does the glove really fit? Qualitative research and clinical social work practice. *Social Work, 43*(4), 373-381.

RECOMMENDED READING

Anthony, S. (1998). The therapeutic potential for growth during the termination process. *Clinical Social Work Journal, 26* (3), 281-297.

Basham, K. (2004). Transforming the legacies of childhood trauma in couple and family therapy. *Social Work in Health Care, 39*(3/4), 263-285.

Baum, N., (2006). End-of-year treatment termination: Responses of social work trainees. *British Journal of Social Work, 36*(4), 639-656.

Baum, N. (2007). Field supervisor's feelings and concerns at the termination of the supervisory relationship. *The British Journal of Social Work, 37*(6), 1095-1112.

Biggerstaff, M.A. (2005). Social work ethics online: Reflective learning. *Journal of Technology in Human Services, 23*(3/4), 245-257.

Bourassa, D., & Clements, J. (2010). Supporting ourselves: Groupwork interventions For compassion fatigue. *Groupwork, 20*(2), 7-23

Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1), 63-70.

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

Bryan, V. (2006). Moving from professionally specific to the common morality: Essential content in social work Callahan, A.M. (2007). Second thoughts from the front line: *Social Work, 52*(4), 364.

Clemans, S.E. (2004). Vicarious traumatization: Strategies for social workers. Social Work Today, 4(2), 13-17.ethics education. *Journal of Teaching in Social Work, 26*(3/4), 1-17.

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

Cunningham, M. (2003). The impact of trauma work on the social work clinician. *Social Work, 48*(4), 451-459.

Feldman, D. & Kahn, G.(2009). The integration of relationship-focused group therapy with couples treatment. *International Journal of Group Psychotherapy, 59*(1), 1-9-126.

Figley, C.R. (2002). Treating compassion fatigue. New York: Routledge.

Furman, R. & Bender, K. (2003). The social problem of depression: A multi-theoretical perspective. *Journal of Sociology and Social Welfare, 30*(3), 123-137.

Gelman, C. (2010). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work, 29*(2), 169-187.

Jang, S. & Zippay, A. (2012). The juggling act: Managing work-life conflict and work-Life balance*, Families in Society, 92*(1), 84-90.

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. [

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

Kurland, R. & Salmon, R. (2005). Groupwork vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups, 28*(3/4), 121-132.

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work, 50*(3), 231-238.

MacFarlane, C.D. (2006). My strength: A look outside the box at the strengths perspective. *Social Work, 51*(2), 175-176.

Polkki, P., Ervast, S.A., & Huupponen, M. (2004). Coping and resilience of children of a mentally ill parent. *Social Work in Health Care, 39*(1/2), 151-163.

Raines, J.C. (2004). Evidence-based practice in school social work: A process in perspective. *Children and Schools, 26*(2), 71-85.

Reid, W.J., Kenaley, B.D., & Colvin, J. (2004). Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research, 28*(2), 71-81.

Recupero, P., Samama, E. (2005). Informed consent to E-therapy. *American Journal of Psychotherapy, 59*(4), 319-331.

Siebold, C. (2007). Every time we say goodbye: Forced termination revisited, a commentary. *Clinical Social Work Journal, 35*(2), 91-95.

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

Steinberg, D.M. (2002). The magic of mutual aid. *Social Work with Groups, 25*(1/2), 31-38.

Swartz, R. (2007-2008). Social work values in an age of complexity. *Journal of Social Work Values and Ethics*, 4, 1-6.

Sweifach, J. & Laporte, H.H. (2009). Group work in foundation generalist classes: Perceptions of students about the nature and clarity of their experience. *Social Work with Groups, 32*(4), 303-314.

Unger, M., Manuel, S., Mealy, S. Thomas, G., & Campbell, C. (2004). A study of community guides: Lessons for professionals practicing with and in communities. *Social Work, 49*
(4), 550-561.

Walsh, J. (2002). Termination and your field placement. *The New Social Worker, 9*(2), 14-17.

Zilberstein, K. (2008). Au revoir: An attachment and loss perspective on termination. *Clinical Social Work Journal, 36*(3), 301-311.