



*SCHOOL OF SOCIAL WORK: Fall, 2014*

**SWK 501 -- 410 GENERALIST PRACTICE WITH INDIVIDUALS,  
FAMILIES, AND SMALL GROUPS**

**Thursday: 6:00 pm to 9:00pm**

**Mesquite Metroplex Center**

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**PROFESSOR:** Lon B. Johnston, Ph.D., LCSW  
**OFFICE:** 321 Henderson – Commerce  
**MEXTROPLEX OFFICE:** Ask at front desk  
**OFFICE HOURS:** T 10-12; 1-2:30; W 10-12; 1-4; R 5:30-6  
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**COURSE DESCRIPTION:**

This practice course provides students with an understanding of and experience with social work practice skills, values, and knowledge within the context of a strengths perspective. Students will learn problem-solving skills, empowerment based practice skills, relationship building, and data gathering skills as they relate to all client systems, but particularly individuals, families, and small groups. Content on diversity and working with populations at risk will be presented throughout the course. Role play, video tapes, and written assignments will be utilized. Prerequisite: Admission to the MSW program.

**GOALS AND COMPETENCIES:**

**F 1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Students will be able to reflect the following competencies:**

F 1.1 Demonstrate critical thinking and effective communication (2.1.3)

F 1.2 Demonstrate research-informed practice and practice-informed research (2.1.6)

F 1.4 Engage in change strategies with individuals, families, groups, organizations & communities (2.1.10)

**F 2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:**

F 2.2 Apply social work ethics & principles (2.1.2)

F 2.3 Engage diversity in practice (2.1.4)

F 2.4 Promote human rights and social and economic justice (2.1.5)

**F 3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:**

F 3.1 Engage as professional social workers (2.1.1)

**COURSE OBJECTIVES:**

- A. The ability to understand and develop social work professional relationships and how they are advanced by mutual participation and respect for client strengths.
- B. The ability to critique and apply the theoretical and empirical literature relevant to intervention situations.
- C. The ability to select, evaluate, and use explanations of human behavior for specific practice situations, i.e., the interventions appropriate for specific conditions and clients.
- D. The understanding of intercultural counseling techniques, as relevant to minority groups, and the relevance of generalist practice activities to the social work profession and to social justice.

**STUDENT LEARNING OUTCOMES:**

- 1. Students will become socialized to the language and scope of the social work profession
- 2. Students will begin to apply and understand social work professional ethics
- 3. Students will begin to develop and build professional relationships

4. Students will write an assessment of a client
5. Students will write a treatment and termination plan utilizing current evidence-based research
6. Students will learn to write an eco-map, culture-gram, and in client assessment

#### **RELATIONSHIP TO OTHER COURSES:**

This course teaches foundation content that provides knowledge of human behavior and social systems. It introduces students to professional values and ethics, particularly the NASW Code of Ethics.

This course will also introduce the student to the use of eCollege, an online tool that is used to teach via the Internet. During the last week few weeks of the semester, students will be introduced to beginning issues related to the field internship.

#### **TEXTS:**

##### **Required Texts:**

Sheafor, B.W., & Horejsi, C.R. (2008). *Techniques and Guidelines for Social Work*

*Practice*. Boston: Allyn & Bacon.

Sweitzer, H.F. & King, M.A. (2009). *The Successful Internship: Transformation and Empowerment in Experiential Learning (3<sup>rd</sup> ed)*. Belmont, CA: Brooks/Cole—Thomson Learning.

##### **Supplemental Texts: (Not required to be purchased)**

Fong, R. and Furuto, S. (Eds.) (2001). *Culturally Competent Practice: Skills, Interventions, and Evaluations*. Boston: Allyn and Bacon.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, D.C.: American Psychological Association.

***I understand that money is often limited for graduate students. However, you will be using the Publication Manual of the APA in almost all of your social work courses, and I would highly recommend you purchase this manual. When I write for publication I always have this manual available to look up information on citing references.***

#### **GRADING:**

You will be able to keep track of your grades through the Gradebook option on eCollege. Please do not email the professor and ask about your average. This information is readily available on eCollege. The maximum points a student may earn in the course are as follows:

Assessment	100 points
Culture-gram, eco-map (60 pts. each)	120 points

Treatment and Termination Plan	100 points
Article review	80 points
Unannounced Quizzes (5 @ 20 points each)	100 points
total	500 points

Class grade will be based on the following points:

A = 500-450

B = 449--400

C = 399-350

D = 349-300

F = 299-0

**OVERVIEW OF ASSIGNMENTS Tentative (Subject to Change):**

**A. First Written Assignment, Due October 2, 2014:** Write an intake assessment using the class handout from the professor for your outline. Select a client with whom you have worked or select a case study. Describe the presenting problems from the client's point of view. Write an eco-map, and culturagram for your client. Assess your client across the following dimensions:

- (1) physical,
- (2) emotional,
- (3) cognitive,
- (4) social/interpersonal/environmental,
- (5) spiritual (values/moral development).

**The eco-map, and culture-gram will be handed to the professor at the beginning of class on October 2. Late assignments will not be accepted, resulting in the loss of all points for the assignment.**

**B. Second Written Assignment, Due 10/23, 2014:** Write a client treatment and termination plan using the class handout provided by the professor. From the many presenting problems, pick the two problems the client wants to work on first. Set short-term goals describing who will do what, when, and how. Support the use of the intervention chosen through evidence-based practice literature. Focus on the strengths perspective. Include a follow-up plan. Include any considerations for populations-at-risk or different cultural backgrounds and the options for follow-up that are available.

**The Treatment and Termination Plan must be submitted to the professor at the start of class on 10/23. No late papers will be accepted.**

C. **Third Written Assignment, Due: December 4, 2014:** Select an article from a professional journal that relates to one of the topics covered in class. Write a summary of the major points and critique the article.

- (1) The summary should discuss the article and should include the author's major points and findings.
- (2) Critique should tell how the article relates to class readings and discussions. Write what you think about the article and how it fits with your perceptions and beliefs. Discuss the author's position and any ethical complications. Be specific.
- (3) Your critique should refer to other articles or readings discussed in the class. References should be in APA style)

Your critique is due at the beginning of class on **December 4**, and the article you read must be attached to your critique. Critiques will not be accepted at any other time. Suggested length is 5 pages.

D. **Unannounced Quizzes:** Six short unannounced quizzes will be given at various times during the semester. The quizzes will have 10 multiple choice questions, true or false, and/or matching. Quizzes must be taken when given, and there will be no makeup quizzes. Only the 5 highest grades will be counted, and the lowest grade will be dropped. Each quiz will cover the assigned reading for the week in which the quiz is given. 15 minutes will be allocated for the quizzes. If you arrive after the quiz has begun you will be able to take the quiz, but you will only have whatever time is left before the 15 minutes ends.

**Information on Written Assignments:** Papers will be graded for quality of application, observations, content, grammar, and spelling. One-fourth of the grade for all written assignments will be based upon a student's correct use of grammar, spelling, sentence structure, etc. All papers must be typewritten or printed from computer on 8½-inch x 11-inch, white paper, with one-inch margins, and 12-point font. All written assignments must be completed on time and must be submitted to the instructor at the beginning of class on the date they are due. ***No late assignments will be accepted and a student will receive zero points.*** Any ideas you use in your written assignments that you take from another source must have a citation documenting where they are from. Documentation must take the style described in the most recent edition (6<sup>th</sup> edition) of the American Psychological Association Style Manual. Any use of another person's ideas without proper documentation is called ***plagiarism*** and will result in a grade of F for the ***course*** and possible dismissal from the MSW program and the university.

**PLEASE NOTE THE FOLLOWING POLICIES:**

1. No assignments may be rewritten once they have been graded.

2. No extra credit is provided in this class.
3. The professor does not read assignments and provide feedback before they are due.
4. One-fourth of the grade for all written assignments will be based upon the correct use of the latest edition of the American Psychological Association (APA) style manual for citations and references, as well as the correct use of grammar, spelling, sentence structure, etc.
5. You must provide correct citations within the body of each paper **when you use any information that you have taken from any source, even if you put the information in your own words.** Then each of the references used in the body of the paper must appear on the reference page, in APA style, at the end of the paper. Failure to cite information taken from other sources may result in a grade of zero on the paper.
6. If you have any problems with eCollege contact the Help Desk. Do not contact the professor for help since he does not have technical knowledge of eCollege.

**CSWE EPAS Practice Behavior Measurements:**

1. **Educational Policy 2.1.1.6 —Identify as a professional social worker and conduct oneself accordingly.** Students will acquire a basic knowledge and understanding of the nature of generalist social work practice concerning use of supervision and consultation. **Measurements: See**
2. **Educational Policy 2.1.2.2 — Apply social work ethical principles to guide professional practice.** Students will make decisions by applying standards of the National Association of Social Workers Code of Ethics. **Measurements:**
3. **Educational Policy 2.1.3.3 — Apply critical thinking to inform and communicate professional judgments.** Students will demonstrate effective oral and written communication in working with individuals, families, and groups. **Measurements: See Assignment C, Case Staffing.**
4. **Educational Policy 2.1.4.3 — Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.** Students will be able to recognize and communicate their understanding of the importance of difference in shaping life experiences. **Measurements: See assignment A**
5. **Educational Policy 2.1.5.1 – Advance human rights and social and economic justice.** Student will be able to understand the forms and mechanisms of oppression and discrimination. **Measurements:**
6. **Educational Policy 2.1.6.2 – Engage in research-informed practice.** Students will use research evidence to inform practice. **Measurements: See assignment A, Assessment.**
7. **Educational Policy 2.1.10(a).1, 2, & 3 — Engagement.** Students will substantively and affectively prepare for action with individuals, families, and groups. Students will also use empathy and other personal skills. **Measurements: See assignment A, Assessment**

**8. Educational Policy 2.1.10(b).1, 2, 3, & 4 —Assessment**

Student will be able to collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; and they also will be able to select appropriate intervention strategies. **Measurements: See assignment A, Assessment**

**9. Educational Policy 2.1.10(c).3, 4, & 5 – Intervention**

Student will be able to help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings. **Measurements: See assignment C, Oral Case Staffing.**

**Assignment A -- Assessment & B -- Treatment Plan**

1. Students will interview an individual and complete a social history focusing on that individual’s functioning strengths, and challenges. Students will choose a simulated client. The client may be a neighbor, friend, family member, etc., who GIVES INFORMED CONSENT to participate and is willing to identify a challenge need or a desired change.
2. All students will change the names and other identifying data to protect confidentiality of the person chosen.
3. The social history was typed, double-spaced, from 8 to 10 pages and written in narrative form with no identifying information.
4. Students papers contained all 10 parts of the Integrative Change Process Model: **I Client**, age, sex, ethnic origin and who is responsible if client under 17; **II Referral Source**; **III Source of Data**; **IV Preliminary Statement of the Challenge**, usually in client’s own words; **V Significant Data**, facts should be objective and descriptive; **VI Assessment**, use of person-in-environment with inclusion of client’s strengths and environmental limitations; **VII Framing Solutions/ Plan Development**, Including goals and measurable objectives; **VIII Implementation of a Strengths-Based Plan**; **IX Evaluation**, recognizing success, evaluating outcomes and evidence based recommendation; **X Termination**, Case closed, why/why not, closure, referral and follow-up.
5. Paper was well organized with no grammatical, spelling, or punctuation errors.

**Rubrics’ Key**

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

**Competency Educational Policy 2.1.4.3 — Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.**

Students will be able to recognize and communicate their understanding of the important of difference in shaping life experiences.

**Competency Educational Policy 2.1.6.2 – Engage in research-informed practice and practice informed research.**

Students will be able to use research evidence to inform practice.

**Competency Educational Policy 2.1.10(a).1, 2, & 3 — Engagement.**

Students will substantively and affectively prepare for action with individuals, families, and groups; Students will use empathy and other personal skills; & Students will also be able to develop agreed-on focus of work and desired outcomes.

**Competency Educational Policy 2.1.10(b).1, 2, 3, & 4 —Assessment**

Students will be able to collect, organize, and interpret client data; assess client strengths and limitations; develop mutually agreed-on intervention goals and objectives; and they also will be able to select appropriate intervention strategies.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.4.3	Student was able to recognize and communicate their understanding of the important of difference in shaping life experiences.	5	4	3	2	1
2.1.6.2	Student was able to use research evidence to inform practice.	5	4	3	2	1
2.1.10(a).1	Student was substantively and affectively prepare for action with individuals, families, and groups.	5	4	3	2	1
2.1.10(a).2	Student was able to use empathy and other personal skills with chosen client, families and group.	5	4	3	2	1
2.1.10(a).3	Students was able to develop agreed-on focus of work and desired outcomes	5	4	3	2	1
2.1.10(b).1	Collect, organize, and interpret data	5	4	3	2	1
2.1.10(b).2	Students assessed client strengths and limitations,	5	4	3	2	1



2.1.10(b).3	Student was able to develop mutually agreed-on intervention goals and objectives;	5	4	3	2	1
2.1.10(b).4	Student was able to select appropriate intervention strategies.	5	4	3	2	1

**Competency Educational Policy 2.1.3.3 — Apply critical thinking to inform and communicate professional judgments.**

Students will demonstrate effective oral and written communication in working with individuals, families, and groups.

**Competency Educational Policy 2.1.10(c).3, 4, & 5 – Intervention**

Students will be able to help clients resolve problems; negotiate, mediate, and advocate for clients; and facilitate transitions and endings.

**Rubrics' Key**

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

	Measurable Behaviors	E	AE	ME	MM	MNM
<b>2.1.3.3</b>	Students was able to demonstrate effective oral and written communication in working with individuals, families, and groups.	5	4	3	2	1
<b>2.1.10(c).3</b>	Students was able to help clients resolve problems.	5	4	3	2	1
<b>2.1.10(c).4</b>	Students was able to help negotiate, mediate, and advocate for clients.	5	4	3	2	1
<b>2.1.10(c).5</b>	Students was able to help clients facilitate transitions and endings.	5	4	3	2	1

**CLASS ATTENDANCE AND PARTICIPATION:**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared

to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (**unexcused, or excused**, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

**ONLINE OR WEB-ENHANCED CLASSES:** Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

**NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION.** You have access to the university’s computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.

If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

**POLICY ON DUE DATES: All assignments must be turned according to the due dates on the syllabus. NO late papers will be accepted. Please do not ask for an exception to this policy.**

#### **POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

#### **ACCEPTABLE CLASSROOM BEHAVIOR:**

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

#### **CODE OF CONDUCT FOR SOCIAL WORK STUDENTS**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of

their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
 Texas A&M University-Commerce  
 Gee Library- Room 132  
 Phone (903) 886-5150 or (903) 886-5835  
 Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

***COURSE SCHEDULE (Subject to Change)***

<b>Week</b>	<b>Class Outline</b>	<b>Assignment/Activities</b>
1 - 8/28	Class introduction.  Review of course syllabus and assignments.  Overview of class subject matter.  Introduction of class	Please be prepared to discuss your interest and motivation for this class  <b>View Orientation Video</b>  <b>What Can a Social Worker Become</b>
2 – 9/4	Generalist intervention model.  Video: Charles Kuralt – <i>What Do</i>	Survey of student practice experiences.

	<i>Social Workers Do?</i>	The domain of social work practice.  Sheafor, & Horejsi Ch. 1  <b>Ethical Decision Making</b>  <b>Micro and Macro Practice Skills (PPt)</b>
3 – 9/11	Overview of the ecosystems perspective.  Micro practice skills. Increasing self-awareness of values within a cultural context; emphasis on cultural sensitivity.  Mezzo practice skills.  Ethics and personal use of Social Networking Sites	NASW Code of Ethics.  Apply ecosystems concepts. Explore cultural differences among students. Merging person with the profession. Develop individual student codes. Sheafor, & Horejsi Ch.2- 3. <b>Strengths Based Article --</b>
4 – 9/18	Clarifying the strengths perspective. Macro practice skills. APA writing style <i>Strengths-Based Social Work Assessment</i> .	Identify preconceived ideas about helping process. Case examples to demonstrate strengths dimensions. Building blocks of practice. Develop strengths tenets.  Discussion of Strengths perspective literature.  Sheafor, & Horejsi Ch. 4
5 – 9/25	Systematic phases and processes of empowerment practice. Engagement and assessment in generalist practice. Ecomaps and culturagrams Class role plays	Identify differences between traditional problem-solving phases and processes.  Guiding principles for social workers.  Practice putting pieces together through ecomaps, RAI's and other assessment resources. Sheafor, & Horejsi Ch. 5
6 – 10/2	Empowering micro practice skills. Implementation applications. Video: Child Abuse	Role-play of partnerships with clients.  Examine profiles of helpers in settings serving individuals and families. Practice frameworks.

		<p>Sheafor, &amp; Horejsi Ch. 6</p> <p><b>Evidenced Based Practice (PPt)</b></p> <p><b>Critical Thinking (PPt)</b></p> <p><b>Written Assignment #1 Due:</b></p> <p><b>Ecomap and Culture-gram Due</b></p> <p><b>Generalist Practice (PPt)</b></p>
7 – 10/9	<p>Collaborative helping</p> <p>Review class role plays. Planning in generalist practice.</p>	<p>Using Evidence-based practice.</p> <p>Self-analysis of skill development.</p> <p>Sheafor, &amp; Horejsi Ch. 7</p>
8 – 10/16	<p>Prioritizing actions for crises, mandated clients, resistant clients, and non-motivated clients. Evaluation, termination, and follow-up in practice.</p>	<p>Communication and helping skills.</p> <p>Role-play of helpful confrontation and motivational dialogue techniques.</p> <p>Sheafor, &amp; Horejsi Ch. 8</p> <p><b>Clinical, Ethical &amp; Legal Issues (PPt)</b></p>
9 – 10/23	<p>Strengths assessments across system levels and cultural group memberships. Understanding and working with families.</p>	<p>Basic skills for agency practice.</p> <p>Infuse strengths into ecosystem assessments. Use case examples to uncover strengths.</p> <p>Sheafor, &amp; Horejsi Ch.9</p> <p><b>Written Assignment #2 Due</b></p>
10-10/30	TBA	TBA
11 – 11/6	<p>The development stage of contracting.</p> <p>Culturally competent social work practice.</p> <p>Gender sensitive social work practice.</p> <p>Field: Surveying the landscape.</p>	<p>Student role play of activating and maintaining meaningful client progress.</p> <p>Intervention and monitoring.</p> <p>Sheafor, &amp; Horejsi Ch. 13</p> <p>Sweitzer &amp; King, Ch. 1</p>

12 -11/13	Advocacy. Brokering and case management. Field: Essentials for the journey.	Evaluation and Termination. Sheafor & Horejsi, Ch. 14 Sweitzer & King, Ch. 2
13-11/20	Empowerment strategies through groups Accountability Discussion of the continuum of beginnings and endings. Recording Field: Framing the experience.	Guidelines for working with vulnerable client groups. .  Sheafor & Horejsi, Ch. 15 Sweitzer & King, Ch. 3
14-11/27	<b>Give Thanks</b>	
15-12/4	Sustaining Social Work Practice Field: Understanding yourself.	Sheafor & Horejsi, Ch. 16. Review of professional growth <b>Written Assessment #3 Due</b> Sweitzer & King, Ch. 4

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