

**School of Social Work**

**SWK 424: GENERALIST PRACTICE IN THE FIELD**

**SCHEDULE**

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

Instructor:

Office Location

Office Hours

Contact Information

Overview of Course

**COURSE DESCRIPTION:**

This course is designed to assist students to integrate the knowledge, skills and values learned in all social work courses previously taken and assist them to apply these in their field practicum settings. Prerequisites: All required social work courses and successful completion of SWK 422 and 425. Concurrent enrollment in SWK 426 is required. Restricted to Social Work majors.

**COURSE OBJECTIVE(S):**

1. Integration of appropriate generalist social work theories with chosen practice methods in the field practice setting.
2. Facilitate an integrated whole of social work knowledge, skill and values learned in previous SWK courses.
3. Strengthen ability to apply knowledge, skills and values in working with diverse, disadvantaged and oppressed client systems (micro, mezzo and macro).
4. Facilitate professional socialization into social work practice through the demonstration of professional behavior in application of social work values and ethics.
5. Encourage continued self-awareness of attitudes and behaviors within personal and professional practice environments.
6. Prepare students to be successful in taking the ACAT (Area Concentration Achievement Test and LBSW (Texas State License Social Work Examination.
7. Prepare students to seek professional employment or continue their education in a graduate school of social work.

**RELATIONSHIP TO OTHER COURSES:**

This course provides students with a review of BSW course content, information and skills for professional development. Course curriculum integrates theory, knowledge and skills presented in SWK 322, 325,328, 329, 331, 340, 350, and 370. Student must have complete all courses including SWK 422 and 425 and be enrolled concurrently in SWK 426.

**PROGRAM GOALS**:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

**CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed practice

Competency 5: Engage in Policy Practice

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

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

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

**Practice Behaviors**

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the ten competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content and assessment reflects practice behaviors:

2.1.10[a].1 Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.

2.1.10[b].3 Develop mutually agreed-on intervention goals and objectives.

Course Structure

**Texts and Associated Materials**

**Required Texts:**

 Social Work Examination Services, Inc. (2015). *Comprehensive study guide: Bachelor Level Social Work License,* (Version 3.7). Brookline, MA: Author.

*(pre-test materials are provided with the above text)*

*Publication manual of the American Psychological Association* (2009). 6th ed.

Washington, DC: American Psychological Association

**Overview of Course Assignments**

**POLICY ON DUE DATES:**

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

|  |
| --- |
| OVERVIEW OF ASSIGNMENTS |
| Integrative Paper | (200 pts) | This paper is an exercise for each student to write a scholarly paper, integrating practice theories supporting a specific social work intervention carried out at his/her field practicum site. In this assignment, a student must demonstrate the ability to use critical thinking as evidenced in his/her ability to present information in a clear and concise manner supporting their understanding and position on the topic chosen. Supporting evidence from previous texts and empirical, peer reviewed publications must be integrated into this assignment.\* Specific Instructions are located In Appendix A of this syllabus and on eCollege under Doc Sharing |
| ACAT Test | (100 pts) | Area of Concentration Achievement Test. Each student is required to take the ACAT test. .Weight of the ACAT n the final grade is to be determined |

|  |
| --- |
| This test assesses individual knowledge in Human Behavior, Social Policy, Social Work Practice, Research Methods, Diversity, Populations at Risk, Social and Economic Justice and Values and Ethics. These are core areas of knowledge required to successfully pass the state licensure exam and move into an entry- level social work professional position. |
| Comp Exam | (100 pts) | A comprehensive final exam administered at the end of the course to assess knowledge across all areas of the social work curriculum. This test reflects the content presented throughout the course and prepares students for taking the state license exam. |

**Grading Scale**

|  |
| --- |
| GRADING SCALE: |
| A | 90-100% of total points |
| B | 80-89% of total points |
| C | 70-79% of total points |
| D | 60-69% of total points.  |
| F | Less than 60% of total points |
| A course grade of "C" represents an acceptable level of work; while a course grade of "B" represents a substantial effort and achievement. To obtain a "B" a student must demonstrate better than average products and level of effort. An "A" is awarded only to those students who have demonstrated a high level of quality and outstanding efforts as reflected in the assignments for this course. |

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

**Student Rights**

*As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

*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 LIbaray - Room 132

Phone (903)886-5150 or (903) 886-5853

Fax 9903) 468-8148

[StudentDisabilityServices@tamuc.edu](file:///C%3A%5CUsers%5CRebecca%5CGoogle%20Drive%5CCSWE%20Reaffirmation%20Documents%5CTask-force%5CStudentDisabilityServices%40tamuc.edu)

**Students Responsibilities**

**Class Attendance and Participation Policy**

|  |
| --- |
| * Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
* Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
* Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
* A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
* The following penalties for absences (unexcused, or excused, according to university policy) will be administered:
 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Weekly****(class meets** **1X week)** | Up to 2 absences: No Penalty | 3 absences: 1 letter grade drop | 4 absences: Class grade of "F" |
| ***Bi-Weekly******(class meets*** ***2X week)*** | *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 t o 1 absence: No Penalty* | *2 Absences: 1 Letter grade drop* | *3 absences: Class grade of "F"* |
| *Online, Blended and Web Enhanced Classes:* Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs. *Final Evaluation and Grade Depends on both Classroom attendance and Participation*Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. **Student Conduct**Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.***University Code of Conduct** *located in the Student Guide Book at* [*http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf*](http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf) (pp 34- 66). On the University Website under Campus Life DocumentsTo become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook. **Department Code of Conduct** *"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>**Campus Concealed Carry**Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1. **Plagiarism and Academic Dishonesty**There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*. The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>Students are expected to read and understand the University's Academic Dishonesty PolicyThe Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.*A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.***TECHNOLOGY REQUIREMENTS****Browser support**D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.Note the following:* Ensure that your browser has JavaScript and Cookies enabled.
* For desktop systems, you must have Adobe Flash Player 10.1 or greater.
* The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

**Desktop Support**

| **Browser** | **Supported Browser Version(s)** | **Maintenance Browser Version(s)** |
| --- | --- | --- |
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

**Tablet and Mobile Support**

| **Device** | **Operating System** | **Browser** | **Supported Browser Version(s)** |
| --- | --- | --- | --- |
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

* You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
	+ 512 MB of RAM, 1 GB or more preferred
	+ Broadband connection required courses are heavily video intensive
	+ Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
* **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
* You must have a:
	+ Sound card, which is usually integrated into your desktop or laptop computer
	+ Speakers or headphones.
	+ \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
* Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
* Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported. Pop-ups are allowed. JavaScript is enabled. Cookies are enabled.* You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
	+ [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
	+ [Adobe Flash Player](https://get.adobe.com/flashplayer/) *(version 17 or later)* <https://get.adobe.com/flashplayer/>
	+ [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
	+ [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
* At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

**ACCESS AND NAVIGATION**You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 orhelpdesk@tamuc.edu**.****Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.**COMMUNICATION AND SUPPORT****Brightspace Support****Need Help?****Student Support**If you have any questions or are having difficulties with the course material, please contact your Instructor.**Technical Support**Click here to Chat with Brightspace SupportIf you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here**”** to submit an issue via email.**System Maintenance**D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment. |

Bibliography

Anderson, J. (1997). *Social work with groups: A process model.* White Plains, NY: Longman Publishing Group.

Anderson, R.E. & Carter, I. (1994). *Human behavior in the social environment* (4th ed.). New York: Aldine de Gruyter, Inc.

Anderson, S. C., & Mandell, D.L. (1989). *The use of self by professional social workers. Social Casework* 7 (5), 259-267.

Attinson, Z., & Glassberg, E. (1983). Alter graduation, what? Employment and educational experiences of graduates of BSW programs. *Journal of Education for Social Work 19(1),* 5-13.

Bailey, J. (1980). *Ideas and intervention: Social theory for practice* Boston, MA: Routledge and Kogan.

Barker, R. L. (1997). *The social work dictionary* (3rd ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.

Becvar, D. S., & Becvar, R. J. (1993). *Family therapy: A systemic integration* (2nd ed.). Boston, MA: Allyn and Bacon.

Benjamin, A. (1981). *The helping interview* Boston, MA: Houghton-Miffhin. Beme, E. (1963). *The structure and dynamics of organizations and groups.* New

York: Grove.

Biestek, F.P., & Gehrig, M. (1978). *Client self-determination in social work: A 50 year history* Loyola.

Bloom, M. (1980). *Life span development: Basis for prevention and interventive helping* New York: Macmillan.

Bloom, M., & Fischer, J. (1982). *Evaulating practice: Guidelines for the accountable professional* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bodzioch, J. (1992). Managing cultural diversity: An essential step in improving service quality Unpublished manuscript.

Brody, R. & Nair, M.D. (1995). *Macro practice: A generalist approach* Wheaton, IL:Gregory Publishing Co.

Burr, W. R., Hifi, R., Nye, F. I., & Reiss, I. L. (Eds.). (1979). *Contemporary theories about the family* New York: Macmillan.

Compton, B.R., & Galaway, B. (1994). *Social work processes* Pacific Grove, CA: Brooks/Cole.

Corcoran, K., & Fischer, J. (1987). *Measures for clinical practice: A sourcebook* New York: The Free Press.

Corey, G. (1982). *The case approach to counseling and psychotherapy* Monterrey, CA: Brooks/Cole.

Cormier, W. H. (1979). *Interviewing strategies for helpers: A guide to assessment, treatment, and evaluation* Monterrey, CA: Brooks/Cole.

DiNitto, D. M. (1995). *Social welfare: Politics and public policy* (4th ed.). Boston, MA:Allyn & Bacon.

DiNitto, D. M., & Dye, T.R. (1983). *Social welfare: Politics and public policy*

Englewood Cliffs, NJ: Prentice-Hall, Inc.

Edwards, R. L. (Ed.). (1997). *Encyclopedia of social work* (19th ed.). Annapolis, MD:National Association of Social Workers (NASW) Press.

Elkind, D. (1994). *A sympathetic understanding of the child: Birth to Sixteen*

Boston, MA: Allyn and Bacon.

Ezell, M., Menefee, D., & Patti, R. J. (1989). *Managerial leadership and service quality: Toward a model of social work administration*. In Y. Hasenfeld (Ed.), *Administrative leadership in the social services: The next challenge* (pp.73- 98). Binghamton, NY: Haworth.

Friedman, S.S., Gans, L., Gottlieb, N., & Nesselson, C. (1979). *A woman’s guide to therapy* Englewood Cliffs, NJ: Prentice-Hall.

Germain, C.B. (1981). *The ecological approach to people-environment transactions.*

*Social Casework 62* (June), 323-331.

*Germain, C.B., & Gitterman, A.G. (1980). The life model of social work practice*

New York: Columbia University Press.

Germain, C.B. & Gitterman, A.G. (1981). *Social work practice, people, and environment* New York: Columbia University Press.

Ginsberg, L. (1997). *Social work almanac* (2nd ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.

Glasser, W. (1975). *Reality therapy: A new approach to psychiatry* New York: Harper Colophon Books.

Glasser, W. (1981). *Stations of the mind: New directions for reality therapy* New York:Harper and Row.

Glasser, W. (1990). Control Theory New York: Harper Collins.

Goidring, J. (1980). *Quick response theory: A time limited treatment approach*.

New York: Human Science Press.

Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art? Families in Society. *The Journal of Contemporary Human Services* (January)32-43.

Goldstein, H. (1992). If social work hasn’t made progress as a science, might it be an art? Families in Society: *The Journal of Contemporary Human Services 2 (1),* 48-55.

Haley, J. (1976). *Problem-solving therapy* San Francisco, CA: Jossey-Bass. Hammer, J., &.Statham, D. (1988). *Women and social work: Towards a woman-*

*centered practice* Chicago, IL: Lyceum Books, Inc.

Harris, 0., & Janzen, C. (1980). *Family treatment in social work practice* New York:Peacock.

Heffernan, W. J. (1992). *Social welfare policy: A research and action strategy* New York: Longman.

Hepworth, D. H., Rooney, R. H., & Larsen, J. A. (1997). *Direct social work practice: Theory and skills* (5th ed.). Pacific Grove, CA : Brooks/Cole..

Henry, S. (1980). *Group skills in social work: A four dimensional approach* New York:Peacock.

Ho, M. K. (1980). *Social work methods, techniques, and skills* New York: University Press of America.

Holland, T.P., & Kilpatrick, A.C. (1991). Ethical issues in social work: Toward a grounded theory of professional ethics. *Social Work 36 (2),* 138-145.

Hollis, F. (1981). *Casework: A psychosocial theory* New York: Random House.

Holmes, E. (1994). A postscript to ‘Total Quality for Americans’: Dealing with organizational culture. *Issues and Observations 14 (1),* 3-4.

Imre, R. W. (1982). *Knowing and caring: Philosophical issues in social work*

Lariham, MD: University Press of America.

Imre, R. W. (1984). The nature of knowledge in social work. *Social Work* (January - February), 41-45.

Jacobson, G. (Ed.). (1980). *Crisis intervention in the 1980’s* San Francisco, CA: Jossey Bass.

Jansson, B.S. (1993). *The reluctant welfare state: A history of American social welfare policies* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Jansson, B.S. (1994). *Social policy: From theory to policy practice* (2nd ed.).

Belmont,CA: Brooks/Cole Publishing Company.

Johnson, D.W., & Johnson, F.P. (1991). *Joining together: Group theory and group skills* (4th ed.). Boston, MA: Allyn and Bacon.

Kadushin, A. (1990). *The social work interview* (3rd ed.). New York: Columbia University Press.

Kanfer, F. (1980). *Helping people change.* New York: Perigamon Press.

Kilpatrick, A. C., & Holland, T. P.(1995). *Working with families: An integrative model by level of functioning* Needham Heights, MA: Allyn and Bacon.

Kirst-Asbman, K. K., & Hull, G.H., Jr. (1993). *Understanding generalist practice*

Chicago, IL: Nelson-Hall, Inc.

Knapp, M.L. (1978). *Non-verbal communication in human interaction* (2nd ed.).

New York: Holt, Rinehart, and Winston.

Lawler, E. E. (1994). *Motivation in work organizations* San Francisco, CA: Jossey Bass.

Lester, D. (1973). *Crisis intervention and counseling by telephone* C.C. Thomas. Levin, K.G., & Lightburn, A. (1989). Belief systems and social work practice. *Social*

*Casework 70* (3); 139-145.

Levine, R. L., & Fitzgerald, IT. E. (Eds.). (1992*). Analysis of dynamic psychological systems*: *Methods and applications*, 2 New York: Plenum.

Lewis, J. A., & Lewis, M.D. (1983). *Management of human service programs Monterey*, CA: Brooks/Cole Publishers.

Maluccio, A.N. (1979). *Learning from clients: Interpersonal helping as viewed by clients and social workers* New York: Free Press.

Maluccio, A.N. (1981). *Promoting competence in clients: A new old approach to social work intervention* New York: Free Press.

Marcus, E. (1992). *Making history: The struggle for gay and lesbian equal rights 1945- 1990* New York: HarperCollins.

Mayers, R. S., Soufleé, F. Jr, & Schoech, D. J. (1994). *Dilemmas in human services management* New York: Springer.

McAdoo, H. P. (1981). *Black families* Beverly Hills, Sage Publications.

McCown, W.G., & Johnson, J. (Eds.). (1993). *Therapy with treatment-resistant families: A consultation-crisis intervention model* Binghamton, NY: Haworth Press

Miller, J. G., & Miller, J. L. (1991). A living systems analysis of organizational pathology. *Behavioral Science,36* 239-252.

Minahan, A. (1981). Purpose and objectives of social work revisited. *Social Work*

(January), 5-6.

Minow, M. (1993). *Family matters: Readings on family lives and the law* New York:New Press.

Minuchin, S. (1974). *Families and family therapy* Cambridge, MA: Harvard University Press.

Morales, A.T., & Sheafor, B. W. (1995). *Social work: A profession of many faces*

(7th ed.). Boston, MA: Allyn & Bacon.

Morasky, R. L. (1982). *Behavioral systems* New York: Praeger.

Mokuau, N., & Ewalt, P. L. (1993). School-agency collaboration: Enriching teaching, scholarship, and service in state hospital placements*. Journal of Social Work Education 29* (3),328-337.

Morse, J. M., & Field, P.A. (1995). *Qualitative research methods for health professionals* Thousand Oaks, CA: Sage Publications.

Nelson, T.S., & Trepper, T.S. (1993). *101 interventions in family therapy*

Binghamton, NY: Haworth Press.

O’Hare, T.M. (1991). Integrating research and practice: A framework for implementation. *Social Work 36* (3), 220-223.

Okun, B. F. (1981). *Effective helping: Interviewing and counseling techniques*

Boston, MA: Duxbury Press.

Park, K. (1996). The personal is ecological: Environmentalism of social work. *Social Work 41*(3), 320-323.

Perlman, H. H. (1957). *Social casework: A problem-solving process* Chicago, IL: University of Chicago Press.

Perlman, H. H. (1985). On the art of caring. *Child Welfare,64* (1), 3-11.

Poulin, J. E., & Walter, C.A. (1993). Burnout in gerontological social work. *Social Work 38* (3), 305-3 10.

Rapoport, L. (1968). Creativity in social work. *Smith College Studies in Social Work 38* (June), 156.

Reid, W. J., & Epstein, L. (1972). *Task-centered casework* New York: Columbia University Press.

Richmond, M. (1917). *Social diagnosis* New York: Russell Sage Foundation.

Roberts, A. R. (Ed.). (1991). *Contemporary perspectives on crisis intervention and prevention* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Rogers, C.R. (1951). *Client-centered therapy* New York: Houghton Mifflin Co.

Ryan, K. (1991). *Driving fear out of the workplace: How to overcome the invisible barriers to quality* New York: Jossey-Bass.

Satir, V. (1967). *Conjoint family therapy* (Rev. ed.). Palo Alto, CA: Science and Behavior Books, Inc.

Satir, V. (1972). *Peoplemaking* Palo Alto, CA: Science and Behavior Books, Inc.

Schaef, A.W. (1985). *Women’s reality: An emerging female system in a white male society San* Francisco, CA: Harper & Row.

Schulman, E.D. (1991). *Intervention in human services: A guide to skills and knowledge* (4th ed.). New York: Merrill.

Shafritz, J. M., & Ott, J. S. (1992). *Classics of organization theory* (3 ed.). Belmont, CA: Wadsworth.

Shulman, L. (1979). *The skills of helping individuals and groups* New York: F.E. Peacock.

Siporin, M. (1975*). Introduction to social work practice* MacMillan.

Siporin, M. (1988). Clinical social work as an art form. *Social Casework 68*

(March),177-183.

Skidmore, R. A. (1983). *Social work administration: Dynamic management and human relations* New York: Prentice-Hall.

Sobey, F. (Ed.). (1980). *Changing roles in social work practice* Philadelphia, PA: Temple University Press.

Sundel, S. S., & Sundel, M. (1993*). Be assertive: A practical guide for human service workers* Newbury Park, CA: Sage.

Texas Family Code (1990). St. Paul, MN: West Publishing Company.

Thornton, S., & Garrett, K. J. (1995). Ethnography as a bridge to multicultural practice. *Journal of Social Work Education 31*(1), 67-74.

Tolson, E.R., & Kopp, J. (1988). The practicum: Clients, problems, interventions and influences on student practice. *Journal of Social Work Education 24* (2), 123-134.

Tolman, R., & Rose, S.D. (1985). Coping with stress: A multimodal approach. *Social Work 30*(2), 151-157.

Torres, C. (1990). *Self-directed work teams: A primer* New York: Pfeiffer University Press.

Toseland, R.W., & Rivas, R.F. (1995). *An introduction to group work practice* (2nd ed.). Boston, MA: Allyn and Bacon.

Visher, E.B., & Visher, J. 5. (1988). *Old loyalties, new ties: Therapeutic strategies with stepfamilies* New York: Brunner/Mazel Publishers.

Weitzman, L. J. (1985). *The divorce revolution: The unexpected social and economic consequences for women and children in America* New York: The Free Press.

Westerfelt, A., & Dietz, T. J. (1997). *Planning and conducting agency-based research: A workbook for social work students in field placements* New York, NY: Longman.

Williams, M., Tutty, L. M., & Grinnell, R. M., Jr. (1995). *Research in social work: An introduction* Itasca, IL: Peacock Publishers, Inc.

Wilson, S. J. (1980). *Recording guidelines for social workers* New York: The Free Press.

Woods, M. E., & Hoffis, F. (1990). *Casework: A psychosocial therapy* (4th ed.). New York: McGraw-Hill Publishing Co.

York, R.O., Denton, R.T., & Moran, J.R. (1989). Rural and urban social work practice: Is there a difference? *Social Casework, 70* (4), 201-209.

Zakutansky, T.J., & Sines, E.A. (1993). Ethical and legal issues in field education: Shared responsibility and risk. *Journal of Social Work Education 29* (3), 33 8-347. Zander, A. (1982). *Making groups effective* San Francisco, CA: Jossey-Bass.

Zastrow, C. (1993). *Social work with groups* (3rd ed.). Chicago, IL: Nelson-Hall Publishers.

Zastrow, C. & Kirst-Ashman, K. (1993). *Understanding Human Behavior and the Social Environment* (3rd ed.), Chicago, IL: Nelson-Hall.

Zilbergeld, B. (1992). *The new male sexuality* New York: Bantam Books. Zimmerman, S. (1995). *Understanding family policy* Thousand Oaks, CA: Sage.

Course Schedule

Course Schedule \* if course schedule is the last time, then reformatting does not need to happen each semester when an instructor updates the schedule