



SCHOOL OF SOCIAL WORK

SWK 507: Organizations, Communities, and Social Policy

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
OFFICE PHONE:
E-MAIL:

COURSE DESCRIPTION:

Course Description: (3 semester credit hours). This course builds on the generalist practice with individuals, families and groups class, extending the concepts of empowerment based practice and the strengths perspective to macro client systems such as organizations and communities. The relationships between organizations and communities and at-risk populations are infused throughout the course. .

GOAL & COMPETENCIES:

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

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

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

C. 2.1 Promote effective social policies to improve quality of service delivery systems and enhance well-being of individuals, families, groups, organizations, and communities (2.1.8)

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

C. 2.4 Develop strategies to address discrimination, reduce disparities, and promote social and economic justice for all populations (2.1.5)

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

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.3 Apply innovative solutions to emerging social and organizational dynamics. (** New AGP Objective)

Updated version 12.12

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. Students will learn the major theories of organizational and community functioning in the United States.
2. Students will apply the skills of practice intervention in organizations and communities.
3. Students will explore the effects of oppression and exclusion as they affect the well being of at-risk populations in organizations and communities.
4. Students will assess their own values and beliefs relating to organizational and community life.
5. Students will evaluate the effectiveness of practice interventions with organizations and communities.
6. Students will impact the political processes that affect client systems served by the profession.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES

This course builds on foundation content in SWK 503, SWK 513 and SWK 521 relating to organizations and communities. It also incorporates content from SWK 541 relating to the roles of at-risk populations in organizations and communities. This course examines the dynamics of services to at-risk populations by formal organizational systems. The course provides theoretical content which supports SWK 508, Social Work Administration. In addition, it addresses specific practice skills related to community development and social policy advocacy.

TEXTS:

Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community practice: Theories and skills for social workers* (3rd ed.). New York: Oxford University Press.

OVERVIEW OF ASSIGNMENTS:

1. **Demonstrate understanding of assigned readings – 50 points (10 points per week)**
Due Weekly BY ASSIGNED DATES as indicated on eCollege

Updated version 12.12

Each week, students should respond to questions or other assignments that demonstrate that assigned readings have been completed. Students should carefully read the MyTasks Checklist weekly to assure all requirements have been completed. Students are not to use casual language or slang. Students are encouraged to write responses (either to journal or threaded discussion postings) in a Word document before posting to ensure proper grammar, spelling and punctuation. While occasional “mishaps” (ie, misspellings or typos) is to be expected, repeated inattention to the quality of postings will result in point deductions. **In addition, after the first week, improper “placement” (assignments posted in the wrong place) will also be penalized. Please follow the directions!**

Just as students in a F2F class would be expected to attend class weekly, students in this online class are expected to log-in weekly and complete required activities. Failure to log in and/or post will be regarded as an absence as well as penalized for points reflecting weekly activities.

**2. Grass Roots Community Building Initiative – 100 points
Due Tuesday, July 5 (I’ll give you the July 4th holiday off!)**

Students are to choose a state or national **grass roots** organization or initiative (or their local Habitat for Humanity organization). Students are to contact the founder, executive director, or other key staff to interview them about the organization. **It should be a grassroots organization, not a social service agency as described in Ch. 5.** Students are to include the role and relationship of clients in the operations of the program. Students are to write a 4-5 page summary of the information learned (paraphrase the input from the interview), and relate what they learned about the organization to the assigned readings in Ch. 5. This assignment should be submitted in the **Drop Box for Week 4.**

**3. Petition for Change – 50 points
Draft due July 15 and online submission due July 18**

Students are to work with their assigned group and decide on a problem and strategy. Students are to write a petition to be submitted through Change Communications (www.change.org). Each group should submit ONE draft of the petition by **Friday, July 15** into the **Petition for Change DropBox** and then one member of the group shall then submit the petition online after receiving instructor approval **by Monday, July 18.** This assignment is intended to have 2 purposes: one is to require students to use group skills (Ch. 10) and the other is to allow students to actively engage in community change and impact a social problem using an electronic venue. Points awarded for this assignment will include instructor’s assessment of “group process”, meaningful and constructive contributions, and member feedback.

**4. Community Intervention Paper (75points) & Community Presentation (25 points):
100 points (due August 1)**

This assignment involves writing a 6-8 page paper that proposes a community intervention to a significant LOCAL community problem. This paper should reflect the content from all

applicable assigned readings. The paper must be correctly referenced using American Psychological Association (APA) 6th edition guidelines. Special attention should be given to the **correct style of referencing**. Papers need to be original, typed, with fresh writing, clear thinking, and lucid analyses.

Please note that this is a graduate level course and the expectations are considerably higher than those at an undergraduate level. This research paper is intended to demonstrate your ability to **apply a macro-level model of intervention to a real-life problem situation**. The paper should be written in a formal, scholarly format.

In addition to reflected problem analysis, planned intervention and proposed change efforts, consider issues related to economics, social policies, political influences, and involvement of various levels of systems (individuals, families, groups, organizations, and communities). Papers will be graded on quality of analysis, creativity, incorporation of theories and knowledge, and quality of writing.

Your selected problem should target **one specific community or regional area** and the content related to community assessment and resources should be specific to that community.

Presentation – you will be expected to present your identified problem, assessment data, and proposed solution to a body of LOCAL POLICY DECISION-MAKERS (such as city council, county commissioners, local school board, Council of Governments, public hearing on a particular issue, etc.). All communities have decision-making bodies that are open to public comment and input. However, you will need to find out the parameters of such input **AHEAD OF TIME**. Sometimes there is a time limit and advance request for permission to speak. Failure to present before an appropriate group will result in point deductions. **You will need to include documentation (including a contact person) that can verify your presentation.**

Course Grading

1. Weekly assignments	50 points
2. Grass Roots Community Bldg.	100 points
3. Petition for Change	50 points
4. Community Intervention Paper	100 points
5. Comprehensive Final	100 points
Total Points Possible	400 points

Scale: 360 - 400 points = A
 320 - 359 points = B
 280 - 319 points = C
 < 279 points = Fail

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:

Updated version 12.12

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

Updated version 12.12

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

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

COURSE SCHEDULE

Week	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

Updated version 12.12

14				
15				
16				

BIBLIOGRAPHY:

- Abramovitz, M. (1991). Putting an end to doublespeak about race, gender, and poverty: An annotated glossary for social workers. *Social Work*, *36*(5), 380-384.
- Abramovitz, M. (1993). Should all social work students be educated for social change? *Journal of Social Work Education*, *29*, 6-11, 17-18.
- Amodeo, M., Griffin, M.L, Fassler, I., Clay, C., & Ellis, M.A. (2007). Coping with stressful events: Influence of parental alcoholism and race in a community sample of women. *Health & Social Work*, *32*(4), 247-257.
- Amodio, J. (1990). Helping women's causes. *Self*, *12*(12), 84-86.
- Anderson, R., & Carter, I. (1990). *Human behavior in the social environment: A social systems approach* (4th ed.). New York: Aldine de Gruyter.
- Anderson, S., & Sabetelli, R. (1995). *Family interactions: A multigenerational developmental perspective*. Boston: Allyn & Bacon.
- Baca-Zinn, M. (1990). Family, feminism and race in America. *Gender and Society*, *4*, 68-82.
- Bardill, D. (1993). Should all social work students be educated for social change? *Journal of Social Work Education*, *29*, 11-17.
- Bartlett, H. (1971). *The common base of social work practice*. Silver Spring, MD: NASW.
- Battin, M. (1995). A better way of approaching adolescent pregnancy. *Social Science and Medicine*, *4*, 1203-1205.
- Bayer, R. & Callahan, D. (1985). The medical reform: Social and ethical perspective. *The Journal of Health Politics, Policy and Law*, *10*, 533-547.
- Beckett, J., & Johnson, H. (1995). Human development. In *Encyclopedia of social work* (19th ed.). Washington, DC: NASW Press.
- Bedics, B. & Doelker, R. (1986) Health services for underserved areas in the rural South. *Health and Social Work*, *11*, 42-51.
- Beran, N., Claybaker, C., Dillion, C., & Haverkamp, R. (1992). Attitudes towards minorities: A comparison of homosexuals and the general population. *Journal of Homosexuality*, *23*(3), 65-84.
- Berber, R. (1984). Realities of gay and lesbian aging. *Social Work*, *29*, 57-62.
- Berg, I., & Miller, S. (1992). Working with Asian American clients: One person at a time. *Families in Society*, *73*(6), 356-363.
- Berry, M. (1992). An evaluation of family preservation services: Fitting agency services to family needs. *Social Work*, *37*(4), 314-321.
- Blasi, B. (1990). Social policy and social science research on homelessness. *Journal of Social Issues*, *46*, 207-219.

- Brandt, R. (1993). *Ethics and public policy*. Englewood Cliffs, NJ: Prentice-Hall Inc.
- Brill, N. (1978). *Working with people: The helping process* (2nd ed.). New York: Harper & Row.
- Brown, Michael J. (2006) *Building Powerful Community Organizations: A Personal Guide to Creating Groups That Can Solve Problems and Change the World*, Boston: Long Haul Press.
- Brueggemann, W. G. (2006). *The practice of macro social work, (3rd Ed.)*. Belmont, CA: Brooks/Cole Thomson Learning.
- Cadell, S. (2007). The sun always comes out after it rains: Understanding posttraumatic growth in HIV caregivers. *Health & Social Work, 32*(3), 169-176.
- Carlins, E.M., & Collins, K.S. (2007). Cribs for kids: Risk and reduction of sudden infant death syndrome and accidental suffocation. *Health & Social Work, 32*(3), 225-229.
- Cavaleri, M.A., Franco, L.M., McKay, M.M., Appel, A., Bannon, W.M., Bigley, M.F., et al. (2007). The sustainability of a learning collaborative to improve mental health service use among low-income urban youth and families. *Best Practices in Mental Health, 3*(2), 52-61.
- Chambers, C. (1963). Social service and social reform: An historical essay. *Social Service Review, 37*, 76-90.
- Cingolani, J. (1984). Social conflict perspective on work with involuntary clients. *Social Work, 29*, 442-446.
- Davenport, J., & Davenport, J. (1982). Utilizing the social network in rural communities. *Social Casework, 63*(2), 106-113.
- Delgado, M., & Homm-Delgado, D. (1982). Natural support systems: Source of strength in Hispanic communities. *Social Work, 27*, 83-89.
- Devore, W., & Schlesinger, E. (1987). *Ethnic-sensitive social work practice* (2nd ed.). Columbus: Merrill.
- Edelman, J. (1987). *Families in peril: An agenda for social change*. Cambridge, MA: Harvard.
- Egan, G. (1985). *The skilled helper: A model for systemic helping and interpersonal relating*. Pacific Grove, CA: Brooks/Cole.
- Fabricant, M. & Burghardt, S. (1992). *The welfare crisis and the transformation of social service work*. NY: Sharpe.
- Feit, M. & Battle, S. (Eds.). (1995). *Health and social policy*. NY: Haworth Press.
- Feldman, S. & Zaller, J. (1992). The political culture of ambivalence: Ideological responses to the welfare state. *American Journal of Political Science, 36*, 268-307
- Fellin, P. (1987). *The community and the social worker*. Itasca, IL: Peacock Publishers.
- Fischer, J., & Corcoran, K. (1994). *Measures for clinical practice* (2nd ed., Vols. 1-2). New York: The Free Press.
- Fisher, R. (1995). Political social work. *Journal of Social Work Education, 31*, 194-203.
- Gambrill, E. (1983). *Casework: A competency-based approach*. Englewood Cliffs, NJ: Prentice-Hall.
- Gambrill, E. (1990). *Critical thinking in clinical practice: Improving the accuracy of judgments and decisions about clients*. San Francisco: Jossey-Bass.
- Garcia-Coll, C. (1990). Developmental outcome of minority infants: A process-oriented
- Updated version 12.12

look into our beginnings. *Child Development*, 61, 270-289

- Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art. *Families in Society*, 71(1), 32-43.
- Garrett, A. (1995). *Interviewing: Its principles and methods* (4th ed.). Milwaukee, WI: Families International, Inc.
- Germain, C., & Gittermain, A. (1980). *Life model of social work practice*. New York: Free Press.
- Glanz, L., Mariner, W., & Annas, G. (1992). Risky business : Setting public health policy for HIV infected health care professionals. *Milbank Quarterly*, 70, 43-79.
- Grany, S. & Nybel, L. (1990). Issues in African-American family preservation. *Child Welfare*, 69, 513-523.
- Green, J. (1982). Cultural awareness in the human services. Englewood Cliffs, NJ: Prentice-Hall.
- Gross, E. (1992). Are families deteriorating or changing? *Affilia*, 7(2), 7-22.
- Grotevant, H., & Cooper, L. (1986). Individuation in family relationships. *Human Development*, 29, 82-100.
- Hackney, H., & Cormier, L. (1979). *Counseling strategies and objectives* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Hamilton, D. & Hamilton, C. (1992). The dual agenda of African American organizations since the New Deal: Social welfare policies and civil rights. *Political Science Quarterly*, 107, 435-452.
- Hamilton, G. (1951). *Theory and practice of social casework* (2nd ed.). New York: Columbia University Press.
- Hanrahan, P., & Reid, W. (1984). Choosing effective interventions. *Social Service Review*, 58, 244-258.
- Hillier, A. (2007). Why social work needs mapping. *Journal of Social Work Education*, 43(2), 205-212.
- Hollis, F. (1968). *A typology of casework treatment*. New York: FSAA.
- Howe, D. (1992). Child abuse and the bureaucratization of social work. *Sociological Review*, 40, 491-508.
- Hunt, V.H. (2007). Community development corporations and public participation: Lessons from a case study in the Arkansas Delta. *Journal of Sociology & Social Welfare*, XXXIV(3), 9-35.
- Hutchinson, E.D. (1987). Use of authority in direct social work practice with mandated clients. *Social Service Review*, 61, 581-598.
- Imre, R. (1984). The nature of knowledge in social work. *Social Work*, 1, 41-45.
- Johnson-Reid, M., Kim, J., Barolak, M., Citerman, B., Laudel, C., Essma, A., et al. (2007). Maltreated children in schools: The interface of school social work and child welfare. *Children & Schools*, 29(3), 182-191.
- Karger, H., Iyiani, C., & Shannon, P. (2007). The challenge of community work in a

- global economy. *Journal of Sociology & Social Welfare*, XXXIV(2), 69-85.
- Karger, H. & Stoesz, D. (1993). Retreat and retrenchment: Progressives and the welfare state. *Social Welfare*, 38, 212-220.
- Kauffman, S., Silver, P., & Poulin, J. (1997). Gender differences in attitudes toward alcohol, tobacco, and other drugs. *Social Work*, 42, 231-241.
- Latting, J., & Zundel, C. (1986). World view differences between clients and counselors. *Social Casework*, 67, 533-541.
- Levinson, D. (1986). A conception of adult development. *American Psychologist*, 41, 3-13.
- Levy, P. (1992). The durability of Supreme Court welfare reforms of the 1960s. *Social Service Review*, 66, 215-236.
- Lister, L. (1987). Contemporary direct practice roles. *Social Work*, 32, 384-391.
- Long, D. D., Tice, C. J., & Morrison, J.D., (2006). *Macro social work practice: A strengths perspective*. Monterey, CA: Brooks/Cole
- Maton, K. (1989). Community settings as buffers of life stress? Highly supportive churches, mutual help groups, and senior centers. *American Journal of Community Psychology*, 17, 203-232.
- Maynard-Moody, S., Musheno, M., & Palumbo, D. (1990). Street-wise social policy: Resolving the dilemma of street-level influence and successful implementation. *Western Political Quarterly*, 43, 833-848.
- Miller, R.L. (2007). Legacy denied: African American gay men, AIDS, and the Black Church. *Social Work*, 52(1), 51-61.
- Mondros, J., & Wilson, S. (1994). *Organizing for power and empowerment*. New York: Columbia University Press.
- Mutran, E. (1985). Intergenerational family support among blacks and whites: Response to culture and socioeconomic differences. *Journal of Gerontology*, 40, 382-389.
- Netting, E. F. and O'Connor, M. K. (2003). *Organization practice: A social worker's guide to understanding human services*. Boston: Pearson Education, Inc
- O'Connor, D., & Wolfe, D. (1991). From crisis to growth at mid-life: changes in person paradigm. *Journal of Organizational Behavior*, 12(4), 323-340.
- Perlman, H. (1957). *Social casework: A problem-solving process*. Chicago: University of Chicago Press.
- Perlman, H. (1968). *Persona*. Chicago: University of Chicago Press.
- Pincus, A., & Minahan, A. (1973). *Social work practice: Model and method*. Itasca, IL: F.E. Peacock.
- Proehl, R.A. (2007). Social justice, respect, and meaning-making: Keys to working with the homeless elderly population. *Health & Social Work*, 32(4), 301-307.

- Reamer, F. (1995). *Social work values and ethics*. New York: Columbia.
- Reinke, B. (1985). Psychosocial changes as a function of chronological age. *Human Development*, 28(5), 266-269.
- Rhodes, S. (1977). Contract negotiation in the initial stage of casework. *Social Service Review*, 51, 125-140.
- Richmond, M. (1917). *Social diagnosis*. New York: Russell Sage Foundation.
- Richmond, M. (1922). *What is social casework?* New York: Russell Sage Foundation.
- Roberts, R., & Nee, R. (Eds.). (1970). *Theories of social casework*. Chicago: University of Chicago Press.
- Roesnman, L. (2007). Social work education, the university, and the state. *Australian Social Work*, 60(1), 5-17.
- Salem, D. (1990). Community based services and resources: The significance of choice and diversity. *American Journal of Community Psychology*, 18, 909-915.
- Sands, R., & Nuccio, K. (1989). Mother-headed single-parent families: A feminist perspective. *Affilia*, 4(3), 25-41.
- Schact, L., Pandiani, J.A., & Banks, S.M. (2007). Access to community mental health services: A study of adult victims of trauma. *Best Practices in Mental Health*, 3(2), 1-8.
- Schrier, C. (1980). Guidelines for record-keeping under privacy and open-access laws. *Social Work*, 25, 452-457.
- Schriver, J. (1987). Reconceptualizing the philosophical perspective in social work. *Social Service Review*, 61, 514-532.
- Sharkey, P. (2007). Survival and death in New Orleans: An empirical look at the human impact of Katrina. *Journal of Black Studies*, 37(4), 482-501.
- Shobe, M.A., & Sturm, S.L. (2007). Youth individual development accounts: Retirement planning initiatives. *Children & Schools*, 29(3), 172-181.
- Smith, J. (1990). Research, public policy, and drug abuse: current approaches and new directions. *International Journal of Addiction*, 25, 181-197.
- Spence, S. (1993). Rural elderly African Americans and service delivery: A study of health and social service needs and service accessibility. *Journal of Gerontological Social Work*, 20, 187-202.
- Stoesz, D. & Karger, H. (1990). Welfare reform: From illusion to reality. *Social Work*, 35, 141-147.
- Walsh, F. (Ed.). (1993). *Normal family processes* (2nd ed.). New York: Guilford.
- Weissman, H., Epstein, I., & Savage, A. (1984). *Agency-based social work practice*. Philadelphia: Temple University Press.
- Whittaker, J. (1974). *Social treatment*. New York: Aldine Publishing.
- Weil, M. (Ed.). (2005). *Handbook of Community Practice*. Thousand Oaks, CA: Sage.
- Williams, J.H., Horvath, V.E., Wei, H., Van Dorn, R.A., & Jonson-Reid, M. (2007). Teachers' perspectives of children's mental health service needs in urban elementary schools. *Children & Schools*, 29(2), 95-107.
- Wilson, S. (1979). *Confidentiality in social work: Issues and principles*. New York: Free Press.

- Wilson, S. (1980). *Recording: Guidelines for social workers*. New York: Free Press.
- Woods, M. ,& Hollis, F. (1990). *Casework: A psychosocial therapy* (4th ed.). New York: Columbia University Press.
- Xu, W. (1995). Flourishing health work in China. *Social Science and Medicine*, *41*, 1043-1045.
- Zippay, A. (1992). An introduction to Canada's public social services: Understanding income and health programs by Frank McGilly. *Social Work*, *37*, 210-214.