



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

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SSS 453

Generalist Social Work Practice with Individuals, Families and Groups

Fall 2009

(3 credits)

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I. COURSE PURPOSE

This course, SSS 453, is the second part of the three-semester course continuum in which foundation knowledge, skills, and values for professional social work practice are taught. These courses prepare students to apply the generalist perspective to social work practice with individuals within the context of their family, treatment groups, and the community. The third course, SSS 454, prepares students to apply the generalist perspective to social work practice with task groups, organizations, and communities. These courses are taught in conjunction with the student's field education internship.

Generalist Practice is characterized by its multi-theoretical approach to assessment and multi-method approach to planned change. It is applicable to diverse fields of human services, agency settings, program services, populations, and human problems. Generalist Practice is the foundational knowledge base for professional social work practice. It stems from the primary mission of the social work profession, "*To enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people, who are vulnerable, oppressed, and living in poverty*" (NASW, 1999, p.1).

Building upon the values and ethics of the profession and the field agency's social welfare policies and services, the purpose of this course is to teach the social work processes that include engagement, problem/issue/need identification, developmental and theoretical assessment, goal setting, contracting, planned change and intervention, evaluation, and termination. The traditional social work practice paradigm that examines the transactions between persons and their environments is expanded to include current knowledge, skills and values related to an empowerment perspective, a strengths perspective, and a risk and resilience framework. Multiculturalism, social pluralism, and

socio-demographic variability are incorporated into the course to engender culturally competent generalist practice in order to meet the needs of diverse client systems and populations at risk, create effective social services, and promote social and economic justice.

II. EDUCATIONAL OBJECTIVE

At the completion of the course, the student should be able to:

1. To demonstrate an in-depth understand of each component of *Generalist Social Work Practice*, including engagement, problem/issue/need identification, assessment, goal setting, contracting, intervention, evaluation, and termination.
2. To differentiate *knowledge* from values, *facts* from suppositions, and *inferences* from opinions in generalist social work practice.
3. To develop one's *professional use of self*, including
 - awareness of the student's own thoughts, feelings and behaviors and avoidance of attributing them to the client system;
 - maintenance of professional *boundaries*;
 - application of a *non-judgmental attitude* and acceptance of client system differences in gender, race, color, ethnicity, religion, spirituality, culture, disability and sexual orientation;
 - distinguishing *personal values from professional values*; and
 - taking the *initiative* to identify one's own learning needs and acquiring the requisite knowledge and skill through classroom instruction and the field agency internship.
4. To demonstrate effective *interviewing techniques with diverse client systems* by developing a variety of professional social work interviewing skills.
5. To integrate *theories of human development* as well as *theories human behavior and the social environment* to the processes of client system assessment and intervention.
6. To demonstrate increased self-awareness of personal and professional beliefs, attitudes, and values as they influence one's generalist practice with *diverse groups and at-risk populations*.
7. To demonstrate increased awareness of *social and economic justice* issues as they impact on client system functioning.
8. To apply social work *values and ethics* in the delivery of social services.
9. To learn the *role* of the professional social worker in a *host setting* and to develop collaborative skills on a multidisciplinary team.

10. To demonstrate competence in *professional writing and agency documentation*.
11. To learn to conduct oneself in a manner consistent with the *NASW Code of Ethics* in the *classroom* and the field *internship*.

III. COURSE REQUIREMENTS

A. Required Texts

Hepworth, D.H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2010). *Direct social work practice: Theory and skill* (8th ed.). Belmont, CA: Brooks/Cole. [Designated as Hepworth within the syllabus].

Saleebey, D. (Ed.) (2009). *The strengths perspective in social work practice* (5th ed.). Boston, MA: Allyn & Bacon. [Designated as Saleebey within the syllabus].

B. Recommended Publications (On Reserve)

Bisman, C. (1994). *Social work practice: cases and principles*. Pacific Grove, CA: Brooks/Cole.

Carter, B., & McGoldrick, M. (2005). *Expanded family life cycle: The individual, family, and social perspectives* (3rd ed.). Boston, MA: Allyn & Bacon.

James, R.K. & Gilliland, B.E. (2004). *Crisis intervention strategies* (5th ed.). Belmont, California: Wadsworth/Thompson Learning.

Rothman, J. (1994). *Practice with highly vulnerable clients: Case management and community-based service*. Englewood Cliffs, NJ: Prentice Hall.

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice* (6th ed.). Boston, MA: Allyn & Bacon.

Turner, F. (Ed.) (1996) *Social work treatment: Interlocking theoretical approaches* (4th ed.). New York: The Free Press.

Walsh, J. (2010). *Theories for direct social work practice* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.

C. Recommended Websites

National Catholic School of Social Service <http://ncsss.cua.edu/>
National Association of Social Workers <http://www.socialworkers.org>
Code of Ethics <http://www.socialworkers.org/pubs/code/default.asp>
NASW Standards for Cultural Competence in Social Work Practice
http://www.socialworkers.org/sections/credentials/cultural_comp.asp

D. Course Assignments

Assignment 1

Generalist Practice Family and Community Context:
Genogram and Ecomap Exercises

Due Date: Class 4

Assignment 2

Process Recording: Diversity Awareness Analysis

Due Date: Class 6

Assignment 3

Psychosocial Assessment Part I

Due Date: Class 10

Assignment 4

Psychosocial Intervention Part II

Due Date: Class 14

E. Grading Policy

Assignment 1	10%
Assignment 2	20%
Assignment 3	30%
Assignment 4	30%
Attendance and Participation	10%

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

G. Attendance and Participation

Students are required to attend classes and are expected to participate meaningfully in class discussions. The grade for attendance and participation will be lowered by one letter grade unless the student notifies the instructor and requests an excused absence before the class.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or MSW Program Handbook for Academic Requirements, including scholastic and behavioral requirements. It is expected that students will demonstrate behavior and communication skills consistent with the NCSSS graduate education standards. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living those standards, and upholding them. Please refer to University Policy and the MSW Handbook.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule

UNIT ONE: THE PROFESSION

History of the profession and introduction to generalist practice Professional ethics and social work values

Class	Topics and Readings
1 9/2/09	The Profession: Our History; what is Generalist Social Work? <ul style="list-style-type: none">• introduction and overview of the course• history of the profession• mission of professional social work• overview of generalist practice method• meet Mary Agnes Thompson, CUA social work librarian• e-journal literature• Blackboard

Required Readings

Hepworth et al., Introduction;
Chapters 1, The challenges of social work;
Chapter 2, Direct practice: Domain, philosophy, and roles; and
Chapter 3, Overview of the helping process

Recommended Readings (On Reserve)

Bisman, Chapter 1, Introduction: The domain of social work
Chapter 2, Becoming a social worker: Major concepts of the profession
Saleebey, Chapter 2, The challenges of seeing anew the world we think
we know: Learning strength-based practice.

2 9/9/09	Professional ethics and social work values: Agency-based Generalist Social Work Practice
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Guest Lecturer: Sister Ann Patrick Conrad, Ph. D.,
Social Work Ethics National Expert

- NASW Code of Ethics
- social work values and ethics
- who is the client
- voluntary/involuntary clients
- confidentiality
- informed consent
- duty to report, duty warn
- safety
- host settings

Required Readings

Hepworth, Chapter 4: Operationalizing the Cardinal Social Work Values;

NASW Code of Ethics; See NCSSS website

Recommended Readings (On Reserve)

Bisman, Chapter 3, Professional Values and Social Work Ethical Code

**UNIT TWO:
INTERPERSONAL AND ENVIRONMENTAL FACTORS
The family and the community**

**3
9/16/09**

**Understanding the individual
within the social context of the family and community**

- family life cycle development: vertical/horizontal stressors
- genograms
- social support networks and community connections
- ecomaps

Required Reading

Family

Carter & McGoldrick, Chapter 1, Overview: The expanded family life cycle – individual, family, and social perspectives. (On blackboard).

Shaefor, B., & Horejsi, C. (2008). Data Collection and Assessment:

Genograms and Ecomapping only. In B. Shaefor & C. Horejsi.

Techniques and guidelines for social work practice (8th ed.)

Boston, MA: Allyn & Bacon. (On Blackboard)

Community

Meyer, C., & Mattaini, M. (1996). Communities. In C. Meyer & M.

Mattaini, *The foundations of social work practice*. (pp. 176-204).

Washington, DC: NASW Press. (On Blackboard).

Recommended Reading

Hepworth, Chapter 10, Assessing family functioning in diverse family and cultural contexts;

Chapter 15, Developing resources, organizing, planning, and advocacy as intervention strategies;

Saleebey, Chapter 12, Honoring philosophical traditions: The strengths model and the social environment;

Chapter 13, Exploring the true nature of internal resilience: A view from the inside out.

**UNIT THREE:
PROFESSIONAL USE OF SELF
Mentally preparing oneself for an interview
Developing the professional relationship**

**4
9/23/09**

Developing the professional relationship: Fully engaging the client by honoring multiculturalism and socio-demographic diversity

- belief bonding
- the therapeutic alliance
- empowerment, strengths, and resilience perspectives

Required Readings

Bisman, Chapters 4, Relationship: The belief bonding.
(On blackboard).

Saleebey, Chapter 1, Introduction: Power in the people.

Timberlake, E., Farber, M., & Sabatino, C (2008). Strengths-based problem-solving interview. In Timberlake, Farber, & Sabatino *Generalist social work practice: A strengths-based problem-solving approach* (pp. 129-156). Boston, MA: Allyn & Bacon.
(On Blackboard)

Recommended Readings

Bisman, Chapter 7, Practitioner observation: The self monitoring of practice (On Reserve)

Saleebey, Part Two of the text – any chapter of interest.

UNIT FOUR: SOCIAL WORK ASSESSMENT **Professional interviews for the purpose of data collection** **Organizing and sorting information – facts and observations**

5
9/30/09

Conducting the professional interview: The building blocks of basic communication

- professional interviewing
- strengths-based interviewing

Required Readings

Hepworth et al., Chapter 5, Building blocks of communication: Communicating with empathy and authenticity; and Chapter 6, Verbal following, exploring, and focusing skills.

Recommended Readings

Bisman, Chapter 6, Communication: the methods and skills
(On Reserve);

Hepworth et al., Chapter 7, Eliminating counterproductive communication patterns;

Chapter 17, Additive empathy, interpretation, and confrontation

6
10/07/09

Traditional fact gathering using person-in-environment factors: Defining needs, issues, challenges, or problems.

- the ecological perspective revisited
- bio-psycho-social-cognitive-spiritual data
- genogram revisited
- ecomap revisited

Required Readings

Hepworth et al., Chapter 8, Assessment: Exploring and Understanding Problems and Strengths;
Chapter 9, Assessment: Intrapersonal and Environmental

Recommended Readings

Refer to human development texts of your own choosing

7
10/14/09

Non-traditional fact gathering through post-modern frameworks:

Defining needs, issues, challenges, or problems.

- strengths-based interviewing
- narrative story
- multicultural perspective
- risk and resilience perspective

Required Readings

Cowager, C.D. (1994). Assessing client strengths: Clinical assessment for client empowerment. *Social Work*, 39, (3), 262-267. (E-journal).

Fraser, M. (1997). Risk and resilience in childhood: An ecological perspective, Chapter 2. Risk and resilience in childhood (pp. 2-33). (On Blackboard)

Saleebey, Chapter 5, The Strengths Approach to Practice;

Walsh, J. (2009). Narrative Theory. In J. Walsh, *Theories for direct social work practice* (pp. 273-300). Belmont, CA: Wadsworth Cengage Learning. (On Blackboard).

Recommended Readings

Fraser, M., Richman, J., & Galensky, M. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research*, 23(3), 131-143. (E-journal)

Saleebey, Chapter 15, The strengths perspective: Possibilities and problems. Also, read chapters that resonate with your field of practice, population, presenting problems, or service delivery system.

UNIT FIVE: CASE THEORY

Linking interview data to human behavior and human development theory for a professional understanding of the client's psychosocial functioning.

8
10/21/09

Social work professional assessment elements

- application of HBSE theories to facts of the case
- application of human development theory to facts of the case
- professional conclusions formulated

- professional redefinition of the need/issue/challenge/problem

Required Readings

Bisman, Chapter 5, Assessment: The Case Theory (On Blackboard)
Pick your favorite HBSE Theory and read it in depth.
Read up on human development related to your agency population.

UNIT SIX: INTERVENTION
Strengthening Client Psychosocial Functioning through
Social Work Interventions and Planned Change

9
10/28/09

Formulating a contract:
Goal setting, objective and task development

- overarching conceptual goal
- related objectives
- comprehensive task development

Required Readings

Hepworth et al., Chapter 12, Negotiating goals and formulating a contract
(skip the section on measuring and evaluating that is covered later);

Chapter 13, Planning and implementing change-oriented strategies (**pp. 353 – 378 only**).

Recommended Readings

Hepworth et al., Chapter 13, Managing barriers to change

10
11/4/09

Crisis intervention and traumatic loss

- characteristics of crisis and loss
- the six-step model of crisis intervention
- neurobiology of trauma

Required Reading

James, R.K., & Gilliland, B.E. (2001). *Crisis intervention strategies* (5th ed.). Belmont, California: Wadsworth/Thompson Learning.
Chapter 1 and 2. (On Blackboard)

Basham, K., & Miehl, D. (2004). Trauma theory. In K. Basham & D. Miehl, *Transforming the Legacy*. (pp.70-90). New York: Columbia University Press. (On Blackboard).

Recommended Reading

Applegate, J.S. & Shapiro, J. (2005) *Neurobiology for clinical social work: Theory and practice*. NY: W.W. Norton & Company.
James, R.K., & Gilliland, B.E. (2001). *Crisis intervention strategies* (5th ed.). Belmont, California: Wadsworth/Thompson Learning.

Read chapters on specific crises that apply to your internship.

Hepworth et al., Chapter 13, pp. 379-390 only.

Schore, A. (2005). Attachment, affect regulation, and the developing right brain: Linking developing neuroscience to pediatrics. *Pediatrics in Review*, 26 (6), 204-217.

11
11/11/09

Case management intervention services with vulnerable clients

- resource identification
- formal linkages: inter-organizational service coordination
- informal linkages: social networks
- monitoring
- socio-economic issues

Required Reading

Rothman, J. (1994). *Practice with highly vulnerable clients: Case management and community-based service*. Englewood Cliffs, NJ: Prentice Hall. Chapter 1 & 2. (On Blackboard)

Recommended Reading

Brun, C., & Rapp, R. C. (2001). Strengths-based case management: Individuals' perspectives on strengths and the case manager relationship. *Social Work*, 46(3), 278-288. (On e-journal)

Hepworth et al., Chapter 14, Developing resources, planning, and advocacy as intervention strategies.

Rothman, Jack. (1994). *Practice with highly vulnerable clients: Case management and community-based service*. Englewood Cliffs, NJ: Prentice Hall. Chapters 2-12. (On Reserve)

Saleebey, Chapter 8, Strengths-based case management.

12
11/18/09

Monitoring social work interventions and Termination of the planned change processes

Monitoring

- reviewing original problems/needs/issue/challenge statement
- reviewing goal statement
- evaluating achievement of tasks and objectives

Termination

- types of termination
- client and worker reflections on changes
- endings as loss and celebration

Required Readings

Hepworth et al., Chapter 12, Measurement and evaluation, **pp. 332 – 342 only**; Chapter 19, The final phase: Evaluation and termination.

Recommended Readings

Timberlake, Farber, and Sabatino, Chapter 10, Evaluation;

Chapter 11, Termination. (On reserve).

**UNIT SEVEN:
GENERALIST PRACTICE WITH GROUPS
A bridge to SSS 454**

**13
12/2/09**

Introduction to group work

- **group defined**
- **classification of groups**
- **treatment groups defined**
- **task groups defined**

Required Readings

Toseland and Rivas, Chapter 1. Introduction;
Chapter 6. Planning the group. (On blackboard).

Recommended Readings

Hepworth et al., Chapter 11, Forming and assessing social work groups.
Shulman, Chapter 8, The group as a mutual-aid system. (On Reserve).

**14
12/9/09**

Group dynamics and group leadership

- communication and interaction patterns
- group cohesion
- social control dynamics
- group culture
- leadership

Required Readings

Toseland and Rivas, Chapter 3, Understanding group dynamics;
Chapter 4; Leadership. (On blackboard).

Recommended Readings

Hepworth et al., Chapter 16, Intervening in social work groups.
Shulman, Chapter 9, Group formation. (On Reserve).

References

Barker, R.L. (2003). *The social work dictionary*. Washington, DC: NASW Press.

Becvar, D. S., & Becvar, R. J. (2009). *Family therapy: A systematic integration* (7th ed.). Boston, MA: Allyn & Bacon, Publishers.

- Berzoff, J., Flanagan, L., & Hertz, P. (2007). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.). Northvale, NJ: Jason Aronson.
- Boyle, S. W., Hull, Jr., G. H., Mather, J. H., Smith, L. L., & Farley, O. W. (2009). *Direct practice in social work* (2nd ed). NY: Allyn & Bacon.
- Canda, E., & Smith, E. (2001). *Transpersonal perspectives in social work*. New York: Hayworth Press.
- Compton, B. R., Galaway, B., & Cournoyer, B. R. (2005). *Social work processes* (7th ed.). Belmont, CA: Brooks/Cole.
- Cummins, L., Sevel, J., & Pedrick, L. (2006). *Social work skills demonstrated* (2nd ed.). Boston, MA: Allyn & Bacon.
- DeJong, P., & Berg, I. (2008). *Interviewing for solutions* (3rd ed.). New York: Brooks/Cole.
- Diagnostic and statistical manual of mental disorders* (4th ed). Washington, DC: American Psychiatric Association.
- Epstein, L., & Brown, L. (2001). *Brief treatment and a new look at the task-centered approach* (4th ed.). New York, Macmillan Publishing Company.
- Fong, R., & Furuto, S. (Eds.) (2001). *Culturally competent practice: Skills, interventions and evaluations*. Boston, MA: Allyn & Bacon.
- Fraser, M. (Ed.) (2004). *Risk and resilience in childhood: An ecological perspective* (2nd ed.). Washington, DC: NASW Press.
- Garvin, C.D. (1997). *Contemporary group work* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Garvin, C.D., & Seabury, B.A. (1997). *Interpersonal practice in social work: Promoting competence and social justice* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Goldstein, E. (2001). *Object relations theory and self psychology in social work practice*. New York: Free Press.
- Goldstein, E. (1995). *Ego psychology and social work practice* (2nd ed). New York: Free Press.
- Granvold, D. (Ed.) (1994). *Cognitive and behavioral treatment*. Pacific Grove, CA: Brooks/Cole.
- Green, J. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd ed.). Boston, MA: Allyn & Bacon.

- James, R. K., & Gilliland, B.E. (2008). *Crisis intervention strategies* (6th ed.). Belmont, CA: Brooks/Cole.
- Greene, R.R. (2007). *Social work practice: A risk and resilience perspective*. Belmont, CA: Brooks/Cole.
- Gutierrez, L.M., Parsons, R.J., & Cox, E.O. (2003). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. E., & Ivey, M.B. (2007). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (6th ed.). Belmont, CA: Brooks/Cole.
- Koslow, D., & Salett, E. (Eds.). (1989). *Cross cultures in mental health*. Washington, DC: SIETAR International.
- Meyer, C. & Mattaini, M. (Eds.). (1995). *The foundations of social work practice*. Washington, DC: NASW Press. [Prefer this edition].
- Minuchin, S., Nichols, M. P., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston, MA: Allyn & Bacon Publishers.
- Mizrahi, T., & Davis, L. (2008). *Encyclopedia of social work* (20th ed.). Washington, DC: NASW Press
- National Association of Social Workers (2006). *NASW standards for cultural competence in social work practice*. Washington, DC: Author.
- Nichols, M. P., & Schwartz, R. (2008). *Family therapy: Concepts and methods* (8th ed.). Boston, MA: Allyn & Bacon.
- Poulin, J. (2010). *Strengths-based generalist practice: A collaborative approach* (3rd ed.). Belmont, CA: Brooks/Cole.
- Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford Press.
- Reamer, F. G. (2006). *Ethical standards in social work: A critical review of the NASW code of ethics* (2nd ed.). Washington, DC: NASW Press.
- Rothman, J. C. (1998). *Contracting in clinical social work*. Chicago, IL: Nelson Hall Publishers.
- Rothman, J. C. (1999). *The self-awareness workbook for social workers*. Boston, MA: Allyn & Bacon.
- Rothman, J. C. (2005). *From the front lines: Student cases in social work ethics* (2nd ed.). Boston, MA: Allyn & Bacon.

- Rothman, J. C. (2008). *Cultural competence in process and practice: Building bridges*. Boston, MA: Allyn & Bacon.
- Rothman, J., & Sager, J. S. (1998). *Case management: Integrating individual and community practice* (2nd ed.). Boston, MA: Allyn & Bacon. [Prefer this edition].
- Shaefer, B., & Horejsi, C.R. (2008). *Techniques and guidelines for social work practice* (8th ed.). Boston, MA: Pearson/Allyn & Bacon.
- Shulman, L. (2009). *The skills of helping individuals, families, groups and communities* (6th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
- Spiegler, M., & Guevremont, D. (2009). *Contemporary behavioral therapy* (5th ed.). Belmont, CA: Thomson/ Wadsworth.
- Timberlake, E.M., Farber, M.L., & Sabatino, C.A. (2008). *Generalist social work practice: A strengths-based problem-solving approach* (5th ed.). Boston, MA: Pearson Education, Inc., Allyn & Bacon Publishers.
- Turner, F. (Ed.) (1996). *Social work treatment: Interlocking theoretical approaches* (4th ed.). New York: The Free Press, Simon & Schuster, Inc.
- Vargas, L., & Koss-Chioino, J. (Eds.) (1982). *Working with culture: Psychotherapeutic interventions with ethnic minority children and adolescents*. San Francisco, CA: Jossey-Bass.
- Walsh, J. (2010). *Theories for direct social work practice* (2nd Ed.). Belmont, CA: Brooks/Cole.
- Zastrow, C. (2008). *Social work with groups: A comprehensive workbook* (7th ed.). Belmont, CA: Brooks/Cole.

Social Work Classics

- Addams, J. (1910/1961). *Twenty years at Hull House*. New York: McMillan Company.
- Bartlett, H. (1970). *The common base of social work practice*. Washington, DC: National Association of Social Workers.
- Biestek, F. (1957). *The casework relationship*. Chicago, Ill: Loyola University Press.
- Cabot, R. (1915/1988). *Social service and the art of healing*. New York: Moffat, Yard, & Co.
- Germain, C., & Gitterman, A. (1980). *The life model of social work practice*. New York: Columbia Press.

- Kadushin, A. (1972). *The social work interview*. New York: Columbia Press.
- Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. New York: The Free Press.
- Richmond, M. E. (1917/1945). *Social diagnosis*. New York: Russell Sage Foundation.
- Reynolds, B. (1951/1987). *Social work and social living: Explorations in philosophy and practice*. Silver Spring, MD: National Association of Social Workers.
- Specht, H., & Courtney, M. (1994). *Unfaithful angels*. New York: The Free Press.
- Towle, C. (1945/1965). *Common human needs*. New York: National Association of Social Workers.
- Towle, C. (1954). *The learner in education for the professions*. Chicago: The University of Chicago Press.