



University of Central Florida
School of Social Work

SOW 3300 Understanding Generalist Practice

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Term: **Fall, 2009**
Class Day: **Thursday**
Meeting Time: **6:30-9:20 p.m.**
Class Location: **BA, 126**
Credit Hours: **3**

COURSE DESCRIPTION

This course provides a study of social work functions, knowledge, values, ethics and skills from a generalist practice model. It offers an overview of generalist practice and provides the opportunity to develop the ability to use this model.

COURSE LEARNING OBJECTIVES: By the end of the term, students should be able to:

1. Describe and compare generalist social work practice and the planned change process with other theoretical perspectives.
2. Apply the knowledge and skills of generalist social work practice using a strengths-oriented perspective with individuals and families across the life course in the context of groups, organizations, and communities, including engagement, assessment, planning, intervention, evaluation, and endings and transitions, including end-of-life transitions.
3. Focus in given case situations on the client system and its environment, on personal and social problems, as well as on micro, mezzo, and macro levels of interventions.
4. Demonstrate in given case vignettes, empathy, understanding of the helping process, and the planned change process with diverse clients across the life course.
5. Plan interventions to advance social justice and economic justice, to combat inequities (such as poverty, racism, sexism, ageism, and homophobia), and to minimize the negative effects of oppression on clients across the life course in given case situations.
6. Demonstrate professional attributes of altruism, accountability, self-awareness, self-discipline, and social justice within given course assignments.
7. Utilize the strengths perspective when working with clients across the life course.
8. Demonstrate the ability to critically assess micro, mezzo, and macro level situations that may affect the client.
9. Develop an understanding of ethical and professional behavior, and critical thinking skills using the planned change process and with case assignments.
10. Demonstrate beginning knowledge of social work evaluation methods and their use in evaluating practice.

REQUIRED TEXTS:

1. Kirst-Ashman, Karen and Grafton H. Hull, Jr. (2009) *Understanding generalist practice* (5th Ed.). Chicago, IL: Cengage Publishers - College Division.
2. Custom Reader (2008) *Case studies in generalist social work practice*. (2nd Ed.) Pacific Grove, CA: Brooks/Cole Publishing Co.
3. Course Pack – available through the UCF Bookstore for purchase.

Course Learning Methods: The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; guest speakers and small group activity. Video and audio illustrations will also be provided to spark student discussion.

Understanding Generalist Practice (SOW 3300) is a UCF sanctioned service-learning course. Students will spend a **minimum of 25 hours** over the course of the semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world

around it, challenge students to be civically engaged, and involve structured student reflection. We'll spend time reflecting on our service-learning experience through a reflection paper assignments, a journal and in class discussions integrating the experience in the course. While there is a **25 hour minimum** for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your "grade" for service-learning will come from **tangible class-related projects** that come out of it rather than simply from completion of the hour minimum.

Our service-learning work in the Understanding Generalist Practice course will involve selecting a human service agency from a list provided by the instructor, attending and assisting in one community event sponsored by that agency along with the activities assigned while providing service within that agency during the semester. This will allow student to work and experience the real world and will ensure that the significant time you put into your class project leads to meaningful results. I must approve all projects and each project will begin with a signed agreement among the students, the agency contact person and me. No student will be expected to work on a project to which he or she has significant religious, political or moral objections. It's the student's responsibility to let me know about such objectives before we finalize group assignments.

LIBRARY RESOURCES (add some wording here about accessing reserve readings)

Students will be expected to utilize UCF library resources to search library databases for required readings.

The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

Assignment guidelines and other course handouts are available through www.webct.ucf.edu

ASSIGNMENTS AND POINTS

Evaluation of Learning & Grading:

1. **Service Learning Experience: (20 points) 25 hours** of volunteer experience at an agency of the student's choice from a list of potential agencies provided by the instructor. Students will provide case management through information and referral services, **complete a social history** (if appropriate) with the assistance of an employee of the agency and complete other tasks assigned by the agency. The following needs to be completed as part of the service-learning agreement:

- a. A letter on agency letterhead and/or the hours form verifying volunteer hours must be submitted at the end of the term.
 - b. As part of your service learning experience** students will interview an older adult (where applicable) regarding changes in their health, emotional well-being, and physical functioning and their roles within family and community. Suggested guidelines available in the Oral & Reflections on Aging assignment located at http://www.gero-edcenter.org/Curriculum3/sub3_1_7Assignments.html.
 - b. A summary of the learning experience in a personal reflection paper. Integration of knowledge learned through readings with your actual experience working collaboratively with a human service agency is required as part of your paper. The paper should include the following:
 - 1) The name and a brief description of the agency, including services, eligibility, and criteria (if applicable), and populations served.
 - 2) Description of tasks you were assigned and completed.
 - 3) Description of your experience from a personal perspective.
 - 4) How this collaborative experience influenced your perception of generalist social work practice.
 - 5) What aspects of the service-learning experience were most interesting? The least interesting?
 - 6) How were you able to integrate course content into your learning experience in the agency?
 - 7) What stereotypes or myths did you initially have associated with aging? Following the interview, explain how these myths or stereotypes were dispelled.
 - 8) What, if any, ethical dilemmas emerged during your time with the agency?
 - c. Weekly discussions in class to integrate your learning experiences with the course will be held. This time will assist students in discussing feelings, problem-solving difficulties, and critical thinking skills.
2. **Mid-Term Exam: (25 points)** An exam will be given covering weeks 1-8. The exam may contain multiple choice, matching, true/false, short answer, essay or a case study.
 3. **Case Studies: (10 points)** Case studies from two of the three levels of intervention; micro, mezzo, and macro will be assigned from **the custom reader**. Discussion will be held collectively in class utilizing the planned change process. You will be required to respond to the questions at the end of the case prior to class and be prepared to discuss, actively participate and present answers to questions collaboratively with your group in class. This will assist in integrating theory to practice.
 4. **Case Analysis Using the Generalist Intervention Model (GIM, Planned Change Process): (25points)** Students will be asked to apply the generalist intervention model (planned change process) to a study of an assigned case. **Specifically**, analyze and describe the social worker's accomplishments and shortcomings and complete the missing work for the social worker. **Paper will be evaluated as follows:**
 - a. **The extent and accuracy of your analysis** relating to the planned change process. Guidelines are in the course pack purchased in the bookstore.
 - b. **Full, explicit use of course content** throughout the content of the analysis.
 - c. **Your ability to add** what you think needed to be done in the planned change process.
 - d. Identification and explanation of any **ethical dilemmas** present.
 - e. **Sentence structure, spelling and punctuation. Preferred writing style is the American Psychological Association (APA).**
 5. **Final Exam: (20 points)** An exam will be given covering weeks 10-15 during final exam week.

Tentative Due Dates:

Micro Case Study: October 8, 2009

Mid-term Exam: October 15, 2009

Volunteer Experience Paper/Hours: November 19, 2009

Case Analysis: December 3, 2009

Mezzo Case Study: November 12, 2009

Final Exam: December 10, 2009

GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and the Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- **Students are asked to turn off cell phones and beepers during class sessions.**
- Permission to audiotape a class meeting(s), **must be obtained from the instructor in advance.**
- While the use of laptops is convenient for students to take class notes, it is expected that students **WILL NOT** engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, **the instructor reserves the right to request that the student not use a laptop during class.**

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, **alternate points of view are encouraged** and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, **the classroom is not the place where students should indulge in personal venting or support seeking.**

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the **make up exam will be an essay exam**. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss **more than three (3) absences** regardless of the reason will have **their final grade lowered by one letter grade**. The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is university policy that all classes **MUST** meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* **All written assignments must be typed in a 12-font print, and all margins must be one inch.** The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage **will be returned ungraded.** When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. **All assignments will be evaluated and graded on the following criteria.**

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the **beginning** of the class period or delivered to the instructor's mailbox *before class starts on the due date.* *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. ***Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from the instructor.*** No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines,* may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity: I will use my talents to enrich the human experience.
Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE & SCHEDULE

Weeks 1 & 2 - Understanding Generalist Social Work Practice **Culturally Competent Social Work Practice**

August 27, 2009/September 3, 2009

Content:

1. The focus and purpose of this course.
2. Social work as a profession and the functions of a practitioner.
3. The Generalist Intervention Model, the planned change process, and generalist practice defined.
4. Professional organizations, particularly NASW and CSWE.
5. Demonstrate awareness of one's own assumptions, beliefs, values, and behaviors with regard to race, class, gender, sexual orientation, ethnicity, ability, age, and religion and how these might affect social work relationship.
6. Ecological, systems, and strengths perspectives explained.
7. Relate social work perspectives and related theories to practice with older adults and their families.

Readings:

1. Kirst-Ashman & Hull, Ch.1, *Introducing generalist practice: The generalist intervention model*.
2. Kirst-Ashman & Hull, Ch. 12, *Culturally competent social work practice*.

Week 3 - Values and Ethics and the Resolution of Ethical Dilemmas **September 10, 2009**

Content:

1. Professional and personal values (Personal value inventory).
2. NASW Code of Ethics: responsibilities to clients, colleagues, employers, the profession, and society.
3. Defining ethical practice in social work.
4. Guidelines for ethical decision- making including end-of-life transitions.
5. Apply knowledge of human development over the life course.
6. Recognize and critically evaluate ethical dilemmas in one's own social work practice by applying the NASW Code of Ethics to interpret and resolve ethical conflicts.

Readings:

1. Kirst-Ashman & Hull. Ch.11, *Values, ethics, & the resolution of ethical dilemmas*.

Weeks 4 & 5 - Micro Practice Skills: Working with Individuals**Gender Sensitive Social Work Practice****September 17, 2009/September 24, 2009****Content:**

1. Target levels: individual, family, group, organization, community.
2. Micro, mezzo, and macro levels of social work practice.
3. Empathic response, paraphrasing, open-ended questions, clarifying, probing, etc.
4. Gender sensitive social work practice across the life course
5. Beginning client/worker relationship
6. Interventions systems: change agent, client, action, and target.
7. Conflict resolution
8. Client self-determination
9. Use a strengths-based approach to respect and promote each generation's right to self-determination
10. Critical thinking: Challenges in interviewing

Readings:

1. Kirst-Ashman & Hull. Ch.2, *Micro practice skills: Working with individuals*.
2. Kirst-Ashman & Hull Ch. 13, *Gender sensitive social work practice*.

Weeks 6 & 7 - Engagement, Assessment and Planning in Generalist Practice & Documentation**October 1, 2009/October 8, 2009****Content:**

1. Strengths identification and assessment using the GIM.
2. Types of assessment, assessment tools, strategies and techniques: individuals, families, groups, organizations and communities (micro, mezzo, and macro) identified through the Generalist Intervention Model.
3. Force-Field Analysis; a tool for critical thinking.
4. Data collection, goal setting and contracting
5. Identify assessment skills using the planned change process across the life course.
6. The importance of writing in social work, factors influencing the selection of a recording method and selected recording methods (forms, scales, charts, ecomaps, genograms, logs, process and summary narratives, video and audiotapes, letters and memos, etc.) for problem formulation (frequency, intensity, and duration), for case files, and for monitoring case progress.
7. Privacy principle
8. Technological advances

Readings:

1. Kirst-Ashman & Hull: Ch. 5, *Engagement & assessment in generalist practice*.
2. Kirst-Ashman & Hull: Ch. 6, *Planning in generalist practice*.
3. Kirst-Ashman & Hull. Ch. 16, *Recording in generalist social work practice*.

Micro Case Study Discussed in Class – responses to questions collected 10/8**Week 8 October 15, 2009: Mid-Term Exam Weeks 1-7**

Weeks 9 & 10 - Mezzo Practice Skills: Working with Groups/ Understanding Families

October 22, 2009/October 29, 2009

Content:

1. Group Dynamics, types of groups, and worker roles
2. Identification of ways to assess the strengths of families across the life course
3. Contact and engagement with resistant and/or non-verbal clients.
4. Assessing families, identifying strengths, patterns and interventions
5. Family conflicts, problems and resolutions, diversity within the family system
6. Variations in family structure

Readings:

1. Kirst-Ashman & Hull, Ch. 3, *Mezzo practice skills: Working with groups*.
2. Kirst-Ashman & Hull, Ch. 9, *Understanding families*.
3. Kirst-Ashman & Hull, Ch. 10, *Working with families*.

In class discussion: The case of Mrs. Miller (mental health & aging) OR Use of Video

Weeks 11 & 12 - Macro Practice Skills: Working with Organizations and Communities

Social Work Advocacy

November 5 & 12, 2009

Content:

1. Organizational context of social work practice
2. Worker roles (advocate, broker, mediator, organizer) in organizational and community change
3. Social work advocacy
4. Micro, mezzo and macro skills for organizational and community change
5. Identify case and cause advocacy in cases and utilize as empowerment practice
6. Advocacy Intervention Strategies

Readings:

1. Kirst, Ashman & Hull, Ch. 4, *Macro practice skills: Working with organizations & communities*.
2. Kirst, Ashman & Hull, Ch. 14, *Advocacy*.

Mezzo Case Study Discussed in class 11/12 with responses to questions collected.

Week 13 - Implementation Applications

Brokering and Case Management in Social Work Practice

November 19, 2009

Content:

1. Implementing an action plan using the Generalist Intervention Model.
2. Levels of intervention (micro, mezzo, and macro) and social work practice with diverse populations across the life course.
3. Crisis Intervention/the crisis process
4. Practice issues with populations at risk: children and child maltreatment, substance abuse, persons with disabilities, the older adult and terminally ill
5. Case management and brokering in social work practice
6. Identification of the ability to obtain, provide resources for older adults, persons with disabilities, and other clients in need of resources.

Readings: Kirst-Ashman & Hull, Ch.7, *Implementation applications*.

Kirst-Ashman & Hull, Ch.15, *Brokering and case management*.

Service Learning Reflection Paper and Hours Due November 19, 2009

Week 14- November 26, NO CLASS, Thanksgiving Holiday

Week 15 - Evaluation, Termination and Follow-up in Generalist Practice

December 5, 2009

Content:

1. Evaluation designs (formative and summative) for social work practice.
2. Comparison of evaluation concepts to research terminology and designs
3. Introduction to single subject designs.
4. Validity and reliability in measurement.
5. Termination of the professional relationship.
6. Reactions and stages common in termination.
7. Client follow-up
8. Worker issues: Burn-out and compassion fatigue.

Readings: Kirst-Ashman & Hull, Ch. 8, *Evaluation, termination and follow-up in generalist practice*.

Case Analysis Paper Due December 3, 2009

Final Exam – December 10, 2009 Weeks 9-15

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