

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK and SOCIAL ECOLOGY
SOWK 757B Professional Practicum & Seminar
Winter Quarter 2006-2007

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TEXTBOOKS

Corey, M. & Corey, G. (2003). *Becoming a helper*. Pacific Grove, CA: Brooks/Cole.

Loma Linda University Graduate School. (2004). *Loma Linda University Department of Social Work Field Manual*. Loma Linda, CA: Author.

Lukas, S. (1993). *Where to start and what to ask*. New York: W. W. Norton & Co.

SUPPLEMENTAL READINGS FROM THE FOLLOWING BOOKS

Carlson, J. & Lewis, J. (Eds.). (1988). *Counseling the adolescent: Individual, family, and school interventions*. Denver, Colorado : Love Publishing Company.

Hugen, B. (1998). *Christianity and social work*. Botsford, CT: North American Association of Christians in Social Work.

Moline, M., Williams, G., & Austin, K. (1997). *Documenting psychotherapy: Essentials for mental health practitioners*. Thousands Oaks, CA: Sage Publications

Sattler, J.M. (1998). *Clinical and forensic interviewing of children and families*. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

COURSE CONTEXT AND DESCRIPTION

Sequence V: Field Practicum provides the integration of the content from course work Sequences I through IV in identifying, comparing, and deepening generalist practice skills and concepts. Special emphasis is also placed on the integration of professional values and ethics into students' professional practice.

COURSE GOAL

The goal of Foundation Practicum is to allow each student to synthesize theoretical and practical knowledge obtained from the Field Practicum agency and the course work.

COURSE OBJECTIVES

- # To have students discuss professional experiences relating to generalist social work roles, functions, and interactions with allied professionals;
- # To discuss professional experiences and how educational supervision impacts on developing self-direction and awareness;

- # To discuss an ecological practice perspective that regards people in relationship to their environment within an historical and cultural context;
- # To provide students opportunities to discuss integration of social work knowledge, values, and intervention skills with sensitivity to special populations (ethnic and racial groups);
- # To discuss opportunities for understanding and internalizing social work values, ethics, and principles into a professional practice perspective;
- # To discuss with students social policies and service delivery systems and gain consequent appreciation for ways in which professional social workers can bring about needed change; and
- # To promote an appreciation and capacity to build collaborative relations with allied professionals in interdisciplinary settings.

LEARNING OUTCOMES

The following objectives reflect the learning expectations of students through the combined experience of practicum and seminar.

Foundation Learning Outcomes

1. Understands, Respects, and Integrates the Ethics and Values of the Social Work Profession
 - a. Demonstrates respect for right of self determination.
 - b. Maintains appropriate guidelines for confidentiality.
 - c. Maintains appropriate boundaries, distinguishing professional relationships from personal relationships.
 - d. Demonstrates the capacity to respect diverse issues of gender, race, religion, class, disability, and age.
 - e. Identifies ethical dilemmas as these arise and takes to supervision for discussion.
2. Demonstrates Motivation in the Role of Learner
 - a. Takes initiative to identify own learning needs.
 - b. Actively participates by asking questions and volunteering relevant information while in supervision or other training experiences..
 - c. Demonstrates ability to learn from a variety of sources (peers, other agency staff, field instructor, preceptors, consultants, Field Faculty, assigned readings.)
 - d. Accepts and utilizes constructive criticism.
 - e. Acknowledges areas of strength.
 - f. Acknowledges areas of needed growth and development.
 - g. Demonstrates ability to identify own values and the potential impact on work with clients.
 - h. Prepares for supervisory conferences.
 - i. Participates in educational planning and evaluation of his/her performance.
 - j. Appropriately seeks direction from Field Instructor as needed.
 - k. Demonstrates ability to work independently when appropriate.
3. Demonstrates Knowledge of the Agency's Mission, Goals, Organizational Structure and Community Which is Served
 - a. Demonstrates working knowledge of the practicum agency's mission, goals, policies, and procedures.
 - b. Identifies and understands the intra-agency organizational relationships and activities.
 - c. Demonstrates knowledge, respect, and ability to work cooperatively with support staff in the practicum setting.

- d. Collaborates appropriately with other professionals or as a member of a multi-disciplinary team to ensure integrated and comprehensive services to clients.
 - e. Demonstrates the ability to access and utilize community resources that are appropriate for the population being served.
 - f. Identifies social policies, laws, practices, etc. that impact the client system or delivery of service.
4. Demonstrates Responsible Work Management Skills
- a. Prioritizes work assignments.
 - b. Complies with agreed upon field practicum hours.
 - c. Notifies field instructor of any schedule changes.
 - d. Keeps accurate and up-to-date case records following agency policy.
 - e. Completes and submits one process recording per week (written, audio or video).
 - f. Writes legibly and thoroughly in all types of documentation.
5. Demonstrates skill in completing a biopsychosocial history utilizing a systems theory framework.
- a. Demonstrates basic knowledge of systems theory in work with clients.
 - b.# Applies knowledge of human differences in practice, i.e., cultural, ethnic, racial, religious, sexual orientation, socioeconomic, gender, disability, age, etc.
 - c.# Applies knowledge and concepts of human growth and development in work with clients (physical, behavioral, emotional, social, and spiritual.)
6. Demonstrates capacity to elicit information, including facts, and feelings from clients and significant others.
- a. Demonstrates ability to identify and clarify the presenting problem(s); establish goals and interventions.
 - b. Demonstrates ability to assess client and/or family member at risk for suicide, homicide, child abuse, elder abuse, spousal abuse, substance abuse, etc.
 - c. Demonstrates ability to identify the client's internal strengths and support systems.
7. Demonstrates a basic range of generalist practice skills and interventions reflecting the continuum of social work practice: information and referral, advocacy, case management, crisis intervention, short-term intervention and long-term intervention.
- a. Demonstrates an understanding of generalist practice with individuals.
 - b. Demonstrates an understanding of generalist practice with families.
 - c. Demonstrates an understanding of generalist practice with group and group process.
 - d. Demonstrates an understanding of generalist practice with communities and organizations.
 - e. Utilizes the intervention plan with the client on an ongoing basis, modifying short term and/or long term goals as needed..
 - f. Plans and implements appropriate termination process with clients.
 - g. Understands and uses verbal and non-verbal cues including: body positioning, eye contact, speech patterns, tone, and volume of voice.
 - h. Demonstrates an ability to use the following:
 - i. Open and closed questioning, encouraging, paraphrasing, reflecting & summarizing.
 - ii. Reframing, partializing, prioritization, and focusing.
 - iii. Clarification, interpretation, and use of silence.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The primary method for seminar will be interactive as opposed to didactic. This includes the use of role plays, videotapes, and case presentations. All students are required to participate in the teaching/learning process with the seminar professor.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required providing the major content for discussion. *Required readings are located in either the text books or course supplements.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin at 10 minutes after the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

Writing Assignments:

- A. *Personal Values Paper:* Each student will write a three to four page paper identifying their personal values pertaining to spirituality and how these may impact on their work with clients. Identify when it is appropriate or inappropriate to use religious or spiritual concepts and possible ethical dilemmas.
- B. *Biopsychosocial Spiritual Assessment:* Students are to write a three to four page biopsychosocial spiritual assessment on an assigned client. A written format will be provided as a template to follow. Anonymity and confidentiality are to be maintained.

Process Recordings: One process recording is due to field instructor each week.

Professional Development Portfolio: Incorporated into the field seminars is a professional development portfolio that students begin during the first quarter of the foundation practicum and conclude with the completion of the advanced practicum. This process consists of the students' presentation and reflection on the individualized learning and professional growth each has experienced while enrolled in the MSW program. During the foundation year, the student will compile his or her learning plan, quarterly education assessments, and self-evaluation from his or her practicum, and significant work prepared for seminar class. Examples include:

- 1) learning style paper (fall quarter),

- 2) spirituality paper (winter quarter),
- 3) written self evaluation (spring),
- 4) biopsychosocialspiritual assessment (winter quarter) and
- 5) workshops or colloquiums attended.

Field Manual: Students are expected to fulfill the requirements set forth in the field manual.

GRADING

The grade for the practicum/seminar class is based on 1. attendance and active class participation, 2. completion of class assignments, and 3. the field evaluation. Class participation and completion of assignments are worth 50% of the grade and the field evaluation 50% of the grade. Although the field instructor will complete the educational assessment at the end of the quarter, it will be the seminar professor who gives and actual grade on the evaluation based on field performance.

Grading for the class is based on the Satisfactory (S) and Unsatisfactory (U) grading system. A satisfactory grade is equivalent to a 'B' on a 4.0 scale.

Attendance and Participation	15%
Personal Values Paper	15%
Biopsychosocial Spiritual Assessment	10%
Professional Development Portfolio	10%
<i>Field Evaluation</i>	<u>50%</u>
TOTAL	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	82-80	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

*Faculty members may choose to incorporate a + or - 1% tolerance range in the above grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation. **Faculty members also reserve the right to make adjustments in assignment weights so as to benefit the grade distribution for students.**

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to polices for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonesty. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

Anonymity and confidentiality of clients is to be maintained at all times in both class discussion and written communication.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

Applicability:	All Students (LLU Students in all schools/programs & Non-LLU Students)
Purpose:	To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
Scope:	PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing

individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

List of Patient Identifiers	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 757B Professional Practicum & Seminar
COURSE SCHEDULE**

WEEK ONE-January 2, 2007

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. How to conduct an interview with a child
 - B. Specific techniques (e.g. play therapy, therapeutic games)

READINGS/ASSIGNMENTS (*REQUIRED*):

Lukas, S. (1993). *Where to start and what to ask*. New York: W.W. Norton & Co.
Chapter 5 How to conduct the first interview with a child, pp. 58-77.

WEEK TWO-January 9, 2007

LECTURE TOPICS:

- I. Case Review
- II. #Working with Adolescents

READINGS/ASSIGNMENTS (*REQUIRED*):

Carlson, J. & Lewis, J. (Eds.). (1988). *Counseling the adolescent: Individual, family, and school interventions*. Denver, Colorado : Love Publishing Company.
Chapter 5 Depression in Children and Adolescents: Identification, Assessment, and Treatment, pp.65-87.

WEEK THREE-January 16, 2007

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. How to conduct an interview with an adult
 - B. Interviewing skills and styles with adults

READINGS/ASSIGNMENTS (*REQUIRED*):

Lukas, S. (1993). *Where to start and what to ask*. New York: W.W. Norton & Co.
Chapter 1 How to conduct the first interview with an adult, pp. 1-12.
Chapter 13 How to write an assessment, pp. 162-171.

WEEK FOUR-January 23, 2007

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. Identifying forms of resistant behaviors
 - B. How to deal effectively with resistance

READINGS/ASSIGNMENTS (*REQUIRED*):

Corey, M. & Corey, G. (2002). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole.
Chapter 6 Common concerns of beginning helpers: Dealing with difficult clients, pp. 139-164.

WEEK FIVE-January 30, 2007

LECTURE TOPICS:

- I. Case Review
- II. Skill-Building Lab
 - A. Introduction to child abuse assessment
 - B. Video: "Family Portrait–Brett Killed Mom"

READINGS/ASSIGNMENTS (*REQUIRED*):

Sattler, J.M. (1998). Introduction to clinical assessment interviewing. In *Clinical and forensic interviewing of children and families* (pp. 26-36). San Diego, CA: Jerome M. Sattler, Publisher, Inc.

WEEK SIX-February 6, 2007

LECTURE TOPICS:

- I.# Case Review
- II. Skill-Building Lab
 - A.# Cultural sensitivity in the field
 - B.# Guest Speaker

READINGS/ASSIGNMENTS (*REQUIRED*):

Corey, M. & Corey, G. (2002). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole.
Chapter 8 Cultural diversity in the helping professions, pp. 189-213.

DUE TODAY: Bio-psycho-social spiritual Paper

WEEK SEVEN-February 13, 2007

LECTURE TOPICS:

- I.# Case Review

- II. Skill-Building Lab
 - A. Identifying sources of stress in working with clients and organizations
 - B. Stress management techniques and exercises

READINGS/ASSIGNMENTS (*REQUIRED*):

Corey, M., & Corey, G. (2002). *Becoming a helper*. Pacific Grove, CA: Brooks-Cole.
Chapter 14 Stress and burnout, pp. 345-363.

WEEK EIGHT-February 20, 2007

LECTURE TOPICS:

- I. Case Review

- II. Skill-Building Lab
 - A.# Recognizing indicators of substance abuse
 - B.# Guest Speaker

READINGS/ASSIGNMENTS (*REQUIRED*):

Lukas, S. (1993). *Where to start and what to ask*. New York, NY: W.W. Norton & Co.
Chapter 10 How to determine whether a client is a substance abuser, pp. 128-137.

WEEK NINE-February 27, 2007

LECTURE TOPICS:

- I. Case Review

- II. Skill-Building Lab
 - A. Biopsychosocial spirituality assessment
 - B. Ethical issues relating to using spirituality/religion in working with clients

READINGS/ASSIGNMENTS (*REQUIRED*):

Hugen, B. (1998). Calling: A spirituality model for social work practice. In *Social work and Christianity* (pp. 91-105). Botsford, CT: North American Association of Christians in Social Work.

WEEK TEN-March 6, 2007

LECTURE TOPICS:

- I. Case Review

- II. Skill-Building Lab
 - A. Introduction to written case assessments
 - B. Professional writing style(s) in assessments
 - C. Review new documentation standard

READINGS/ASSIGNMENTS (*REQUIRED*):

Moline, M., Williams, G., & Austin, K. (1997). Contents of a good record. In *Documenting psychotherapy: Essentials for mental health practitioners* (pp. 31-55). Thousand Oaks, CA: Sage Publications.

HANDOUT: Legal Documentation

DUE TODAY:

Wholeness Portfolios Personal Values Paper Educational Assessments
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WEEK ELEVEN-March 13, 2007

LECTURE TOPICS:

- I. Case Review
- II. Closure

**SOWK 757B Professional Seminar/Practicum
REFERENCE LIST AND SUGGESTED READINGS**

- Adams, C. (1992). *Helping your child recover from sexual abuse*. Seattle: Univ. Of Washington Press.
- Bibliographic Instruction Section A. of C. and R. L. (1993). *Learning to teach: Workshops on instruction*.
- Corliss, L., & Corliss, R. (1998). *Human service agencies: An orientation to fieldwork*. Pacific Grove, CA: Brooks/Cole.
- Cournoyer, B. (2000). *The social work skills workbook*. Pacific Grove, CA: Brooks/Cole.
- Dhooper, S., Rompf, E., & Royle, D. (1999). *Field instruction: A guide for social work students*. New York: Longman.
- deMayo, R. A. (1997). How to present at case conference. *Clinical Supervisor*, 16(1), 181-189.
- Friedman, R M. (1993). Preparation of students to work with children and families: Is it meeting the need? Special Issue: Children's mental health administration. *Administration and Policy in Mental Health*, 20(4), 297-310.
- Gadsby, J. (1992). *The supervision of child protection work*. Brookfield, VT: Avebury.
- Goldstein, J. (1979). *Beyond the best interests of the child*. New York: Free Press.
- Gumaer, J., & Martin, D. (1990). GROUP ETHICS: A multimodal model for training knowledge and skill competencies. Special Issue: Ethical and legal issues in group work. *Journal for Specialists in Group Work*, 15 (2), 94-103.
- Harchik, A. E., Sherman, J. A., Sheldon, J. B., & Strouse, M. C. (1992). On going consultation as a method of improving performance of staff members in a group home. *Journal of Applied Behavior Analysis*, 25 (3), 599-610.
- Harrison, M., & Gilbert, S. (Eds.). (1992). *The Americans with Disabilities Act handbook*. CA: Excellent Books.
- Jones, L. (1993). Decision making in child welfare: A critical review of the literature. *Child and Adolescent Social Work Journal*, 10(3), 241-262.
- Kleinman, S. (1993). *Emotions and field work*. Thousand Oaks, CA: Sage.
- Ludwig, S., & Kornberg, A. E. (Eds.). (1992). *Child abuse: A medical reference* (2nd). New York: Churchill Livingstone.
- Lum, D. (1999). *Culturally competent practice*. Pacific Grove, CA: Brooks/Cole.
- Mitchell, R. (1993). *Secrecy and field work*. Thousand Oaks, CA: Sage.
- Patterson, L., & Welfel, E. (2000). *The counseling process*. Pacific Grove, CA: Brooks/Cole.
- Pitcher, G. D., & Poland, S. (1992). *Crisis intervention in the schools*. New York: Guilford Press.
- Royle, D., Dhooper, S., & Rompf, E. (1993). *Field instruction: A guide for social work students*. White Plains, NY: Longman.
- Sandler, B., & Paludi, M. (Eds.) (1993). *Educator's guide to controlling sexual harassment*. Washington DC: Thompson.
- Shulman, L. (1993). *Teaching the helping skills*. Alexandria, VA: Council on Social Work Education.
- Singer, M. I., Singer, L. T., & Anglin, T. M. (Eds.). (1993). *Handbook for screening adolescents at psychosocial risk*. New York: Lexington.
- Solnit, A., Nordhausm B., & Lord, R. (1992). *When home is not haven: Child placement issues*. New Haven: Yale University Press.
- Walsh, J. (2000). *Clinical case management with persons having mental illness*. Pacific Grove, CA: Brooks/Cole.
- Wells, C. (1999). *Social work day to day: The experience of generalist social work practice*. New York: Longman.
- Yamashiro, G., & Matsuoka, J. K. (1997). *Helpseeking among Asian and Pacific Americans: A multiperspective analysis*. *Social Work*, 42 (2), 176-186.