

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
BSSW PROGRAM
SW 200: Introduction to Social Work
Spring 2018**

Instructor: Amanda Gandy, LMSW
Section: 001
Class Times: TR 12:40 p.m. - 1:55 p.m.
Class Room: HBB 136

Office Hours: By appointment
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Canvas: <http://online.utk.edu>

Prerequisite(s): None.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.
- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age,

class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege,

power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Course Description/Information

The introduction course in the BSSW program focuses on the profession of social work. This course is intended to assist the prospective social workers in gaining awareness and understanding of the breadth and depth of the profession by providing opportunities to study its historical evolution, fields of practice, consumers of service, delivery of service, rewards and challenges and relationship with social welfare. Topics covered in this course include the emergence of the social work profession, professional mission, knowledge, skills, and values of social workers, social work practice settings, various client groups, helping services, career patterns, and practice methods.

This course covers some controversial and uncomfortable topics. I recognize that each student will be coming to this class with a range of personal feelings, experiences, triggers, and thoughts about some of the themes covered. Please only share to your comfort level in papers and discussion boards.

Course Competencies

By the completion of this course, students are expected to demonstrate (through course activities, assignments, and/or exams) the ability to:

1. Understand various fields of practice within the social work profession. 2.2
2. Discuss basic knowledge, skills, competencies, and values for entry-level social work practice. 1.1
3. Understand the emergence and relationship of the profession of social work within the context of the social welfare institution. 5.1, 5.2
4. Understand the unique aspects of the profession of social work and its similarities compared to other helping professions. 1.1
5. Identify and demonstrate basic practice skills of problem-solving, critical thinking, self-awareness, self-reflection, and interpersonal communication. 1.1, 1.2, 1.3, 6.2
6. Identify some of the major social problems addressed by baccalaureate social workers. 2.1
7. Demonstrate awareness and understanding for the various aspects of diverse, oppressed, and at-risk populations, human rights, and social, economic, and environmental justice and the impact on practice at the micro, mezzo, and macro levels (see also the CSW Dimensions of Diversity Statement) [*Overview of Adverse Childhood Experiences research and its relevance across all levels of social work practice.*]. 1.1, 2.1, 3.1, 3.2
8. Understand the NASW Code of Ethics and models for ethical decision-making within the context of social work practice. 1.1
9. Describe from first-hand experience social work practice and the role of social workers at a social service agency. 2.2

Required Text

Cox, L. E., Tice, C. J., & Long, D. D (2016). Introduction to social work: An advocacy-based profession. Thousand Oaks, CA: SAGE.

Grobman, L. M., (2012). Days in the lives of social workers. Harrisburg, PA: White Hat Communications.

Optional Text

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, 6th Edition. Washington, DC: Author.

Additional Required Readings

Additional required readings other than the required textbook will be posted on the course Canvas in the modules. Some of the additional required readings are listed in the course outline below and more will be added throughout the semester.

Course Communications and Technology Resources

This course uses many Canvas features through <http://online.utk.edu>. Please be sure that the UTK email address listed for the course is your current one. If you would like additional help to access or use Canvas contact helpdesk@utk.edu or 974-9900.

Communication regarding this class will also be sent via email. It is important that students check their email regularly (at least once per 24-hour period) so that important course information is received.

Course Requirements

The course format will be a combination of lectures and class discussion, PowerPoint, videos, guest speakers, and class activities. Each class, the instructor will highlight main points and important issues. Students are expected to read, critically analyze, and discuss assigned readings. Grades will be based on class participation, attendance, papers and in class exams.

Grade Distribution

Assignment	Points
Attendance/Participation	20
Personal Reflection Paper	30
Social Work Practitioner Interview Paper	30
Exam #1	40
Exam #2	40
Exam #3	40
Total Points	200

Grading Scale

Students will be evaluated by the number of total points earned. No rewrites are permitted. All students declaring a social work major must earn a “C” or higher to avoid repeating the course.

94-100%	(188-200)	A	Superior
90-93.99%	(180-187)	A-	Intermediate Grade
86-89.99%	(172-179)	B+	Very Good
83-85.99%	(166-171)	B	Good
80-82.99%	(160-165)	B-	Intermediate Grade
76-79.99%	(152-159)	C+	Fair
73-75.99%	(146-151)	C	Satisfactory
70-72.99%	(140-145)	C-	Intermediate Grade
66-69.99%	(132-139)	D+	Unsatisfactory

63-65.99%	(126-131)	D	Unsatisfactory
60-62.99%	(120-125)	D-	Unsatisfactory
0-59.99%	(0-119)	F	Failure

Attendance and Participation (20 points)

Regular attendance is essential. Students are expected to be on time, attend all class sessions and stay until the end of class sessions. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Attendance will be taken at the beginning of each class. Each student will have a name tent that they are responsible for picking up from the instructor as they enter the classroom.

Students are allowed to be absent from class two (2) times, regardless of excuse. Please note that students arriving late to class (after the class presentation and discussion has started) or leaving early will be counted as absent. For each additional absence, five (5) points will be deducted from the student's final course grade unless other arrangements have been made in advance with the course instructor. If a student misses more than four (4) class sessions, thereby depleting the twenty (20) attendance/participation points, 5 points will be deducted from the student's overall course point value for each additional absence.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately. Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All cell phones must be silenced and put away during class. Text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Assignments

Reflection Paper (30 points) (Meets course competencies 2, 4, 5 and 8) (DC: values, cognitive and affective processes)

Students are to review NASW's *Code of Ethics* and write a paper comparing and contrasting their personal values with the values contained in the Code. Students should critically evaluate their own values and thoughtfully give examples of areas of compatibility with their own values as well as areas on incompatibility. Students will also select another profession (nursing, law, etc.) and compare/contrast that profession's Code of Ethics with the NASW Code of Ethics.

Questions to help guide the paper:

1. How did you develop your value system?
2. What was your family's influence on your values?
3. What are the three most important values in your life?
4. Are there specific experiences or events in your life that helped shape your value system?
5. How do your values compare/contrast with the values in the NASW Code of Ethics?
6. Which additional code did you select for comparison to the NASW Code of Ethics?
7. How does this code compare/contrast to the NASW Code of Ethics?
8. Discuss any issues that may arise from a social worker working on an interdisciplinary team with an individual from the profession you chose to compare/contrast.

This paper should demonstrate that you have read required readings and taken the time to think critically about the content. The paper should be in APA format (does not need an abstract), double spaced, 12-point Times New Roman font, 1-inch margins and 4-5 pages in length (title page is not

included in length—you need 4-5 pages of CONTENT).

I acknowledge students' right to privacy. Therefore, when dealing with personal information either in class or in an assignment, share only to the level at which you are comfortable.

Social Work Practitioner Interview Paper (30 points) (Meets course competencies 1, 2, 4, 5, 8 and 9) (DC: Knowledge)

Each student will be responsible for making an appointment with a BSSW or MSSW practitioner and conduct a 30-45 minute face to face interview. **Each student must email their interviewee's name, agency, and credentials to the instructor for approval prior to conducting the interview.** The data collected in this interview will be used to write a reaction paper focusing on the perceptions of this social worker regarding the profession and her/his practice. Relate how this person's perceptions differ or reinforce what has been discussed and read for this class. Also, indicate what new issues were introduced that enhanced your understanding of the social work profession. The paper should be in APA format (does not need an abstract), double spaced, 12-point Times New Roman font, 1-inch margins and 5-6 pages in length (title page is not included in length—you need 5-6 pages of CONTENT).

The following questions will help guide the interview but should not be the entirety of the interview:

- The social worker's education (degrees they hold, college(s)/university they attended).
- Name of agency and job title.
- What does a typical "social work day" look like?
- What population does the social worker work with?
- Identify whether the social worker is engaged in prevention, service delivery (helping people cope with a problem that already exists), social change (examining the root of the problem and seeking to eliminate the problem altogether), or a combination.
- What skills are needed to do this job?
- How is the NASW Code of Ethics used on a daily basis?
- What are some of the continuing education opportunities?
- How the social worker deals with various clients in their respective environments?
- How the social worker and/or agency is committed to social and economic justice?

The following questions will help guide your paper:

- Summarize your interview and information you gathered.
- What new perspectives have you gained?
- What are your thoughts about what you learned?
- How did this experience influence your decision for further pursuance of a BSSW degree?

A grading rubric will be used to assess student papers and assignments. The rubric is available under on Canvas.

Exams (3 @ 40 points each)

All exams will consist of a combination of multiple choice, true/false, short answer, and short essay questions. The exam will cover all course material up until the exam day. Information for the exam will be garnered from lectures, textbook readings, additional readings, guest speakers, videos, PowerPoint slides, and class handouts.

Exam #1 (40 points) (Meets course competencies 1, 2, 3, 4, 5, 8) (DC: knowledge, values, cognitive and affective processes)

Exam 1 will cover: the social work profession including the purpose and goals of the profession, differences between social work and other helping professions, the core competencies, and social work education; the history of social work including pioneers of the profession, social welfare, and eras in social welfare; social work values and ethics, the NASW Code of Ethics, and ethical decision making; and generalist social work practice including Systems Theory, Ecological Perspective, Person-in-Environment, Strengths Perspective, the Change Process/Generalist Intervention Model, advocacy, self-awareness and self-reflection, interpersonal skills, and critical thinking.

Exam #2 (40 points) (Meets course competencies 1, 2, 5, 6, 7) (DC: knowledge, values, cognitive and affective processes)

Exam 2 will cover: social work practice settings, and roles of social workers, poverty and inequality including measures of poverty, the face of poverty, and social service programs; school social work; family and child welfare; health care and health challenges including the health care system, trends, disparities, health care policy, and social work in health care settings; physical and mental challenges including stigmatization and discrimination.

Exam #3 (40 points) (Meets course competencies 1, 2, 5, 6, 7) (DC: knowledge, values, cognitive and affective processes)

Exam 3 will cover: mental health including the evolution of the mental health system and social work practice in mental health, substance use and addiction including causes, addictive substances, and policies; aging and gerontology including issues of aging, policies, and gerontological social work practice; criminal justice including punishment versus rehabilitation, attitudes within our criminal justice system, and forensic social work; occupational social work; community practice and macro social work including communities at-risk, homelessness, and policies; and global and international social work including types of social welfare systems across the globe, policies, roles of international social workers, and skills needed for international practice; and spirituality in social work practice.

Assignment	Due Date
Exam #1	2/13, in class
Personal Reflection Paper	2/27, submit via Canvas
Exam #2	3/8, in class
Social Work Practitioner Paper	4/10, submit via Canvas
Exam #3	4/19, in class

Make-Up Exams

Make-up exams will be given at the discretion of the instructor. The instructor considers make-up exams a privilege, not a right. The student requesting a make-up exam should make a reasonable effort to contact the instructor within 24 hours of missing the exam. Failure to do so may result in a grade of 0 for the missed exam. If a make-up exam is approved by the instructor, the student will be notified via email. The student must complete the make-up exam within the time frame indicated by the instructor. The make-up exam may significantly differ from the scheduled exam. The instructor will require verifiable documentation of the illness or emergency. Students can obtain this verification from the Dean of Students Office (dos@utk.edu, (865) 974-3179).

Late Assignments

Deadline extensions are made rarely, at the discretion of the instructor, and only in extenuating

circumstances. Late assignments will be penalized 10% for each calendar day past the due date unless alternative arrangements are made with the instructor prior to the due date.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 -12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

Course Outline

*We may have guest lecturers join us for several class sessions, and might include additional or alternative videos related to the week’s topics. Readings should be studied **before coming** to class each week to prepare for class discussion. There may be additional readings to the ones listed on this syllabus.*

Date	Topics/Activities	Readings/Assignments
<p>Thursday, January 11th</p>	<p>Course Introduction: Review syllabus, course requirements, expectations, University Honors Statement</p>	<p>Have access to a copy of the syllabus during class (either hard copy or electronic)</p>
<p align="center">Part I: Understanding Social Work</p>		
<p>Tuesday, January 16th</p>	<p>The Social Work Profession: Purpose and Goals Core Competencies Social Work Education</p>	<p>Cox, Tice, & Long (2016) Chapter 1 Grobman (2012) Chapters 49-51</p>
<p>Thursday, January 18th</p>	<p>The Social Work Profession: Purpose and Goals Core Competencies Social Work Education (continued) The UT Undergraduate Social Work Program</p>	<p>Review the UTCSW website (http://www.csw.utk.edu/)</p>

Date	Topics/Activities	Readings/Assignments
Tuesday, January 23rd	Guest Speaker: Kim Denton, BSSW Field Coordinator	None
Thursday, January 25th	The History of Social Work: Pioneers of the profession Social Welfare Eras in Social Welfare	Cox, Tice, & Long (2016) Chapter 2
Tuesday, January 30th	Social Work Values and Ethics: Defining values, history, NASW Code of Ethics	Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. Reamer, F.G. (2014). The evolution of social work ethics: Bearing witness. Review the NASW Code of Ethics (link on Canvas)
Thursday, February 1st	Social Work Values and Ethics: Defining values, history, NASW Code of Ethics In-class case study	Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. Reamer, F.G. (2014). The evolution of social work ethics: Bearing witness. Review the NASW Code of Ethics (link on Canvas)
Tuesday, February 6th	Generalist Social Work Practice: Systems Theory, Ecological Perspective, Strengths Perspective, Empowerment Theory, The Change Process, Generalist Intervention Model	Cox, Tice, & Long (2016) Chapter 3 Grobman (2012) Chapters 31-32 Handouts on Canvas

Date	Topics/Activities	Readings/Assignments
Thursday, February 8th	Generalist Social Work Practice: Systems Theory, Ecological Perspective, Strengths Perspective, Empowerment Theory, The Change Process, Generalist Intervention Model (continued)	Cox, Tice, & Long (2016) Chapter 3 Grobman (2012) Chapters 31-32 Handouts on Canvas
Tuesday, February 13th	Exam #1	
Part II: Responding to Need		
Thursday, February 15th	Generalist Social Work Practice: Social Work Practice settings Careers in social work Advocacy	Cox, Tice, & Long (2016) Chapter 4
Tuesday, February 20th	Poverty and Inequality: Measures of poverty The face of poverty Social Service Programs	Cox, Tice, & Long (2016) Chapter 5
Tuesday, February 22nd	Family and Child Welfare: Today's families Child welfare services School Social Work	Cox, Tice, & Long (2016) Chapter 6 Grobman (2012) C Chapters 11-20
Thursday, February 27th	School Social Work Guest Speaker: Susan Bryant, Former KCS School Social Worker	**Personal Reflection Paper Due—via CANVAS**
Tuesday, March 1st	Health Care and Health Challenges: Health care system, trends, disparities Health care policy Health care and social work	Allen, H. (2012). Is there a social worker in the house? Health care reform and the future of social work. Cox, Tice, & Long (2016) Chapter 7

Date	Topics/Activities	Readings/Assignments
Thursday, March 6th	Physical and Mental Challenges: Types, stigma, and discrimination	Grobman (2012) Chapters 1-10 Cox, Tice, & Long (2016) Chapter 8 Grobman (2012) Chapters 21-22
Tuesday, March 8th	Exam #2	
Tuesday, March 13 th	Spring Break - No Class	
Thursday, March 15 th	Spring Break - No Class	
Tuesday, March 20th	Mental Health: Evolution of the mental health system Social work practice in mental health	Cox, Tice, & Long (2016) Chapter 9 Grobman (2012) Chapters 23-27
Thursday, March 22nd	Substance Use and Addiction: Causes, addictive substances, policies	Cox, Tice, & Long (2016) Chapter 10 Grobman (2012) Chapters 28-30
Tuesday, March 27th	Aging/Gerontology: Gerontological social work practice Issues of aging Policies	Cox, Tice, & Long (2016) Chapter 11 Grobman (2012) Chapters 38-43
Thursday, March 29th	Criminal Justice: Crime, attitudes, forensic social work	Cox, Tice, & Long (2016) Chapter 12 Grobman (2012) Chapters 33-37

Date	Topics/Activities	Readings/Assignments
Part III: Working in Changing Contexts		
Tuesday, April 3rd	Occupational Social Work Military Social Work	Cox, Tice, & Long (2016) Chapter 14 Cox, Tice & Long (2016) Chapter 15
Thursday, April 5th	Community Practice/MACRO Social Work: Communities at risk, homelessness, policies	Rothman, J. & Mizrahi, T. (2014). Balancing macro and micro practice: A challenge for social work. Cox, Tice, & Long (2016) Chapter 13 Grobman (2012) Chapters 56-58
Tuesday, April 10th	Guest Speaker: Father Ragan Schriver, former CEO of Catholic Charities, current Director of the MSSW Program	**Social Work Practitioner Interview Paper Due—via CANVAS**
Thursday, April 12th	Global/International Social Work Practice	Cox, Tice, & Long (2016) Chapter 17
Tuesday, April 17th	Guest Speaker: UT Center for Career Development <i>Discussion on professionalism, job seeking, internships, resume building</i>	
Thursday, April 19th	Exam #3	
Tuesday, April 24th	Guest Speakers: Dr. Robert Mindrup, BSSW Program Director and current upper-division BSSW students <i>Discussion on progression policies, application process, field experience, Q&A</i>	
Thursday, April 26th	Course Wrap-up: In Class Activity	

The instructor reserves the right to revise, alter or amend this syllabus (including course outline, assignments, and due dates) as necessary. Students will be notified of any such changes.

References for Additional Readings

Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work, 58*(2), 163-172.

Reamer, F. G. (2014). The evolution of social work ethics: Bearing witness. *Advances in Social Work, 15*(1), 163-181.

Allen, H. (2012). Is there a social worker in the house? Health care reform and the future of social work. *Health & Social Work, 183-186*.

Rothman, J. & Mizrahi, T. (2014). Balancing macro and micro practice: A challenge for social work. *Social Work, 59*(1), 91-93.

Winograd, M. & Hais, M.D. (2011). Millennial generation challenges religion in America.

Sheridan, M.J. (2010). Ethical issues in the use of prayer in social work: Implications for professional practice and education. *The Journal of Contemporary Social Services, 91*(2), 112-120.