

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

Summer 2018

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Location: Online

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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/bssw/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.

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). 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.

Optional Text

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

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 site. Some of the additional required readings are listed in the course outline below and more will be added throughout the semester.

Course Communications

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

This is a completely online course. The course format will be a combination of lecture videos, PowerPoint, and discussion board posts. Students are expected to read, critically analyze, and discuss assigned readings. Grades will be based on class participation, an interview with a social work professional and a paper based on the interview, a reflection paper, and weekly quizzes.

This course is mostly asynchronous. Meaning, you will work through the material at your own pace with the exception of deadlines. Each module has a corresponding lecture video, PowerPoint, and readings. You will want to work through each week's module from Monday through Thursday because there is a quiz each Friday testing you on the week's module. **There will be a few synchronous meetings via ZOOM. These meetings are listed on your syllabus and the links will be emailed prior to each meetings. All meetings will be at 12:00 pm eastern standard time. Please allot 1.5 hours for each zoom session. The dates of zoom meetings are (5/31/18, 6/11/18, 6/25/18, 7/9/18, and 7/30/18).**

Grade Distribution

Assignment	Points
APA Tutorial	5
Personal Reflection Paper	30
Social Work Practitioner Interview Paper	30
9 Weekly Quizzes (10 pts. each)	90
3 Discussion Board Assignments (15 pts. each)	45
Total Points	200

Grading Scale

Students will be evaluated by the number of total points earned. No rewrites are permitted. Scores are not rounded up.

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

Assignments**APA Tutorial (5 points)**

http://lib.usm.edu/help/tutorials/apa_tutorial.html

Students must earn at least an 80% on the posttest and email the results to the instructor. This APA tutorial is also required for the BSSW progression application so save your results!

Reflection Paper (30 points) (meets course competencies 2, 4, 5 and 8)

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 be addressed in your paper:

1. How did you develop your value system?
2. What are the three most important values in your life?
3. What was your family's influence on your values?

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, one inch margins, and 4-5 pages in length (title page is not included in length—you need 4-5 pages of CONTENT).

We 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)

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, 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 items should be included in 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 “Files” on Canvas.

Discussion Board Assignments (15 points each)

There are 3 discussion board assignments in the course. Students are required to submit their initial posts and then comment on at least two other students' posts. Detailed instructions on the topics for each discussion board assignment can be found on Canvas under “Assignments” and “Discussion Board.” Students are required to participate in all online discussions on Canvas.

Discussion Board Assignment 1: Ethical Dilemma Case study- (meets course competencies 5 and 8). Discussion Board instructions and original post will open on June 18th. Your personal post must be submitted by Sunday, June 24th by 11:59pm EST and you must respond to two of your classmates' posts by Wednesday, June 27th by 11:59pm EST. Your post should show evidence of strong critical thinking and self-reflection. Information should be drawn from course readings, PowerPoints, and additional materials. Your responses to other posts should be substantive and show evidence of critical thinking.

Discussion Board Assignment 2: Responding to Need-questions TBD (meets course competencies 5, 6 and 7). Discussion Board instructions and original post will open on July 2nd. Your personal post must be submitted Sunday, July 8th by 11:59pm EST and you must respond to at least two of your classmates' posts by Wednesday, July 11th by 11:59pm EST. Your post should show evidence of strong critical thinking and self-reflection. Information should be drawn from course readings, PowerPoints, and additional materials. Your responses to other posts should be substantive and show evidence of critical thinking.

Discussion Board Assignment 3: Working in Changing Contexts-questions TBD (meets course competencies 5, 6 and 7). Discussion board instructions and original post will open on July 30th. Your personal post must be submitted by Sunday, August 5th by 11:59 pm EST and you must respond to at least two of your classmates' posts by Wednesday, August 8th at 11:59pm EST. Your post should show evidence of strong critical thinking and self-reflection. Information should be drawn from course readings, PowerPoints, and additional materials. Your responses to other posts should be substantive and show evidence of critical thinking.

Weekly Quizzes (9 Quizzes; 10 Points Each)

Quizzes will be available on Canvas each Friday starting 6/15/18 (see “due date table” below for specific dates). You may complete the quiz at any point during the day but must finish the quiz in one sitting—it will be timed. Quizzes will be based on information in the lecture videos, PowerPoints, handouts, and readings. Each quiz is worth 10 points. There will be no make-up quizzes.

Quiz 1: The Social Work Profession; The History of Social Work and Social Welfare (meets course competencies 1, 2, 3, 4, 5, and 7)

This quiz will cover all materials and topics from week 1 including: the purpose and goals of the social work profession, core competencies of social work, social work education, the UT BSSW

program, pioneers of the social work profession, and the history of social work and social welfare.

Quiz 2: Social Work Values and Ethics; Ethical Decision Making (meets course competencies 2, 5, and 8)

This quiz will cover all materials and topics from week 2 including: social work values and ethics, the NASW Code of Ethics, and ethical decision making.

Quiz 3: Generalist Social Work Practice (meets course competencies 1, 2, 4, 5, and 6)

This quiz will cover all materials and topics from week 3 including: systems theory, ecological perspective, strengths perspective, empowerment theory, the change process, the Generalist Intervention Model, social work practice settings, and careers in social work.

Quiz 4: Poverty and Inequality; Family and Child Welfare (meets course competencies 1, 2, 3, 4, 6, and 7)

This quiz will cover all materials and topics from week 4 including: measures of poverty, the face of poverty, social service programs, today's families, child welfare services, and school social work.

Quiz 5: Health Care and Health Challenges; Aging/Gerontology; Physical and Mental Challenges (meets course competencies 1, 2, 4, 5, 6, and 7)

This quiz will cover all materials and topics from week 5 including: the health care system, health care policy, health care and social work, Gerontological social work practice, issues of aging, types of physical and mental challenges, stigma, and discrimination.

Quiz 6: Mental health; Substance Use and Addiction (meets course competencies 1, 2, 4, 6, and 7)

This quiz will cover all materials and topics from week 6 including: the evolution of the mental health system, social work practice in mental health, causes of substance use and addiction, addictive substances, and policies.

Quiz 7: Criminal Justice (meets course competencies 1, 2, 4, 6, 7, and 8)

This quiz will cover materials and topics from week 7 including: crime, the context of crime, attitudes about the criminal justice system, and forensic social work.

Quiz 8: Community Practice; Macro Social Work (meets course competencies 1, 2, 6, 7, and 8)

This quiz will cover all materials and topics from week 8 including: community practice, definition of macro social work, macro social work skills, communities at risk, homelessness, and policies.

Quiz 9: Global/International Social Work (meets course competencies 2, 3, 6, and 7)

This quiz will cover all materials and topics from week 9 including: global and international social work practice, skills needed for international social work practice, social welfare in preindustrial countries, and social welfare in postindustrial countries.

Assignment	Due Date
APA Tutorial and Introduction Discussion Board	6/8 by 11:59pm EST
Personal Reflection Paper	6/25 by 11:59pm EST
Social Work Practitioner Interview Paper	8/6 by 11:59pm EST
Quizzes (9 total)	6/15; 6/22; 6/29; 7/6; 7/13; 7/20; 7/27; 8/3; 8/10
Discussion Board 1	6/24 (your post) and 6/27 (your responses)
Discussion Board 2	7/8 (your post) and 7/11 (your responses)
Discussion Board 3	8/5 (your post) and 8/8 (your responses)

Make-Up Assignments/Quizzes

Make-up assignments and quizzes will be given at the discretion of the instructor. The instructor considers make-up assignments and quizzes a privilege, not a right. The student requesting a make-up assignment or quiz should make a reasonable effort to contact the instructor within 24 hours of missing the deadline. Failure to do so may result in a grade of 0 for the missed assignment or quiz. If a make-up assignment or quiz is approved by the instructor, the student will be notified via email. The student must complete the make-up assignment or quiz within the time frame indicated by the instructor. The make-up quiz may significantly differ from the scheduled quiz. 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.

Course Outline

This course is divided into weekly modules. There will be videos, lectures, and readings for each week listed to the right of the dates. Readings should be studied prior to viewing the corresponding PowerPoints and Lessons on Canvas. You will be expected to have finished the week's modules by the Friday of each week when the quiz will be taken.

Date	Topics/Activities	Readings/Assignments
<p>May 31st & June 1st</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)— May 31st 12:00pm-1:30 pm Eastern**</p>	<p>Course Introduction: Review syllabus, course requirements, University Honors Statement</p>	<p>Review Syllabus</p>
<p>Week 1 (June 4th-8th)</p>	<p>Course Introduction: Review syllabus, course requirements, University Honors Statement</p>	<p>APA Tutorial due by 11:59pm EST on Friday, June 8th</p> <p>Complete the “Introduction Discussion Board” by 11:59pm EST on Friday, June 8th</p>
Part I: Understanding Social Work		
<p>Week 2 (June 11th-June 15th)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)— June 11th 12:00pm-1:30 pm Eastern**</p>	<p>The Social Work Profession Part I: Purpose and Goals Core Competencies Social Work Education</p> <p>The Social Work Profession Part II: The UT Undergraduate Social Work Program</p> <p>The History of Social Work: Pioneers of the profession Social Welfare Eras in Social Welfare</p>	<p>Cox, Tice, & Long (2016) Chapters 1-2</p> <p>Review the UTCSW website (http://www.csw.utk.edu/)</p> <p>Take the political ideology quiz: http://www.people-press.org/quiz/political-typology/group/4f734141</p>
<p>Week 3 (June 18th-June 22rd)</p>	<p>Social Work Values and Ethics: Defining values, history, NASW Code of Ethics</p> <p>Social Work Values and Ethics: Ethical Decision Making</p>	<p>Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges.</p> <p>Reamer, F.G. (2014). The evolution of social work ethics: Bearing witness.</p> <p>Review the NASW Code of Ethics (link on Bb)</p> <p>Ethical Decision Making handouts on Canvas</p>

Date	Topics/Activities	Readings/Assignments
<p>Week 4 (June 25th-June 29th)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—June 25th 12:00pm-1:30 pm Eastern**</p>	<p>Generalist Social Work Practice: Systems Theory, Ecological Perspective, Strengths Perspective, Empowerment Theory, The Change Process, Generalist Intervention Model</p> <p>Generalist Social Work Practice: Social Work practice settings Careers in social work Advocacy</p>	<p>6/25: **Personal Reflection Paper Due—via CANVAS**</p> <p>Cox, Tice, & Long (2016) Chapters 3-4</p> <p>Handouts on Canvas</p>
Part II: Responding to Need		
<p>Week 5 (July 2rd-July 6th)</p>	<p>Poverty and Inequality: Measures of poverty The face of poverty Social Service Programs</p> <p>Family and Child Welfare: Today's families Child welfare services School Social Work</p>	<p>Cox, Tice, & Long (2016) Chapters 5-6</p>
<p>Week 6 (July 9th-July 13th)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—July 9th 12:00pm-1:30 pm Eastern**</p>	<p>Health Care and Health Challenges: Health care system, trends, disparities Health care policy Health care and social work</p> <p>Aging/Gerontology: Gerontological social work practice Issues of aging Policies</p>	<p>Allen, H. (2012). Is there a social worker in the house? Health care reform and the future of social work.</p> <p>Cox, Tice, & Long (2016) Chapters 7 and 11</p>
<p>Week 7 (July 16th-July 20st)</p>	<p>Physical and Mental Challenges: Types, stigma, and discrimination</p> <p>Mental Health: Evolution of the mental health system Social work practice in mental health</p>	<p>Cox, Tice, & Long (2016) Chapters 8 and 9</p>

Date	Topics/Activities	Readings/Assignments
Week 8 (July 23th-July 27th)	<p>Substance Use and Addiction: Causes, addictive substances, policies</p> <p>Criminal Justice: Crime, attitudes, forensic social work</p>	Cox, Tice, & Long (2016) Chapter 10 and 12
Part III: Working in Changing Contexts		
<p>Week 9 (July 30th-August 3rd)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—July 30th 12:00pm-1:30 pm Eastern**</p>	<p>Community Practice/MACRO Social Work: Communities at risk, homelessness, policies</p> <p>The Changing Workplace: Occupational Social Work</p>	<p>Rothman, J. & Mizrahi, T. (2014). Balancing macro and micro practice: A challenge for social work.</p> <p>Cox, Tice, & Long (2016) Chapter 13 and 14</p>
Week 10 (August 6th – August 10th)	Global/International Social Work Practice	<p>8/6: **Social Work Practitioner Interview Paper Due—via CANVAS**</p> <p>Cox, Tice, & Long (2016) Chapter 17</p>

*The instructor reserves the right to revise, alter or amend this syllabus 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.