

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

Summer 2019

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Section: 001
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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 (2019). Second Edition: 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.

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 course is mostly asynchronous and completely online. You will work through the material at your own pace to meet weekly deadlines. Each module has a corresponding lecture video, PowerPoint, and readings. **There will be five 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 6:00 pm eastern standard time. Please allot 1.5 hours for each zoom session. The dates of zoom meetings are (5/30/19, 6/19/19, 6/26/19, 7/10/19, and 7/31/19).**

Grade Distribution

| Assignment | Points |
|---|---------------|
| Attendance of Zoom Meetings (3 points each) | 15 |
| Personal Reflection Paper | 30 |
| Social Work Practitioner Interview Paper | 30 |
| 5 Quizzes (10 pts. each) | 50 |
| 5 Discussion Board Assignments (15 pts. each) | 75 |
| 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**Online Attendance of Scheduled Zoom Meetings (3 points each zoom session) = 15 points**

Students are expected to attend and be engaged during online class times. All meetings will be at 6:00 pm eastern standard time. Please allot 1.5 hours for each zoom session. Links will be emailed prior to each meeting. 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.

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 of 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. At this time what are the three most important values in your life? Why?
2. How did you develop your value system?
3. Are there specific experiences/events or specific people in your life that helped shape your values?
4. How do your values **compare/contrast** with the values in the NASW Code of Ethics? (find several areas)
5. Which additional code did you select for comparison to the NASW Code of Ethics?
6. How does this code **compare/contrast** to the NASW Code of Ethics?
7. 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 5-6 pages in length (title

page is not included in length—you need 5-6 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. 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 of content (title page is not included in length).

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 population does the social worker work with? Do they 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** with this population.
- What does a typical "social work day" look like?
- What skills are needed to be successful in their job?
- How is the NASW Code of Ethics used on a daily basis?
- What social work theories influence the social worker's practice?
- How the social worker deals with various clients in their respective environments (aka applies the PIE perspective)?

The following items should be addressed 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 "Writing Resources" on Canvas.

Discussion Board Assignments (15 points each)

There are 5 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: Introduction Discussion Board: Discussion Board instructions and questions will open on Monday, June 3rd. Your responses must be submitted by 11:59 pm EST on Friday, June 7th.

Discussion Board Assignment 2: Social Work Values and Ethics- (meets course competencies 2, 5 and 8). Discussion Board instructions and questions will open on June 17th. Your initial response must be submitted by Friday, June 21st by 11:59pm EST. You must respond to two of your classmates' posts by Wednesday, June 26th 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: Responding to Need-questions TBD (meets course competencies 5, 6 and 7). Discussion Board instructions and questions will open on July 1st. Your initial response must be submitted by Friday, July 5th by 11:59pm EST. You must respond to two of your classmates' posts by Wednesday, July 10th 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 4: Physical and Mental Health Challenges-questions TBD (meets course competencies 1, 2, 4, 6 and 7). Discussion board instructions and original post will open on July 15th. 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.

Discussion Board Assignment 5: Community Practice; Macro Social Work (meets course competencies 1, 2, 6, 7, and 8). Discussion Board instructions and questions will open on Monday, July 29th. Your responses must be submitted by 11:59 pm EST on Friday, August 2nd.

Weekly Quizzes (5 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: 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 3: 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 4: Criminal Justice and Substance Use and Addiction (meets course competencies 1, 2, 4, 6, 7 and 8)

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 5: 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 |
|--|---|
| Zoom Attendance | 5/30, 6/19, 6/26, 7/10, 7/31 |
| Personal Reflection Paper | 6/25 by 11:59pm EST |
| Social Work Practitioner Interview Paper | 8/6 by 11:59pm EST |
| Quizzes (5 total) | 6/14, 6/25, 7/12, 7/26, 8/9 |
| Discussion Board 1 | 6/7 (your post due) (no response this week) |
| Discussion Board 2 | 6/21 (your post) and 6/26 (your responses) |
| Discussion Board 3 | 7/5 (your post) and 7/10 (your responses) |
| Discussion Board 4 | 7/19 (your post) and 7/24 (your responses) |
| Discussion Board 5 | 8/2 (your post) (no response this week) |

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 style="text-align: center;">May 30th & June 1st</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—May 30th 6:00pm-7:30 pm Eastern**</p> | <p>Course Introduction: Review syllabus, course requirements, University Honors Statement</p> <p>The Social Work Program UTK: The UT Undergraduate Social Work Program</p> | <p style="text-align: center;">Review Syllabus</p> |
| <p style="text-align: center;">Week 1 (June 3rd-7th)</p> | <p style="text-align: center;">Review syllabus, course requirements, University Honors Statement</p> | <p style="text-align: center;">Discussion Board 1: by 11:59pm EST Friday, June 7th</p> <p style="text-align: center;">Review the UTCSW website (http://www.csw.utk.edu/)</p> |
| Part I: Understanding Social Work | | |
| <p style="text-align: center;">Week 2 (June 10th-June 14th)</p> | <p style="text-align: center;">The Social Work Profession</p> <p style="text-align: center;">The History of Social Work</p> | <p style="text-align: center;">Quiz 1: Open from 5am-11:59 pm EST 6/14</p> <p style="text-align: center;">Cox, Tice, & Long (2019) Chapters 1-2</p> |

| Date | Topics/Activities | Readings/Assignments |
|--|---|--|
| <p>Week 3 (June 17th-June 21st)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—June 19th 6:00pm-7:30 pm Eastern**</p> | <p>Social Work Values and Ethics</p> | <p>Discussion Board 2: Opens 6/17 Responses to discussion by 11:59pm EST 6/21 Responses to peers by 11:59 pm EST 6/26</p> <p>Reamer, F.G. (2014) The evolution of social work ethics</p> <p>Bent-Goodley, T. (2017) Living Our Core Values</p> <p>Reamer, F. G. (2015) Clinical Social Work in a Digital Environment: Ethical and Risk-Management Challenges</p> <p>Review the NASW Code of Ethics (link on Canvas)</p> |
| <p>Week 4 (June 24th-June 28th)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—June 26th 6:00pm-7:30 pm Eastern **</p> | <p>Generalist Social Work Practice</p> <p>Advocacy In Social Work</p> | <p>Quiz 2: Open from 5am-11:59 pm EST Friday, June 28th</p> <p>6/25: **Personal Reflection Paper Due—via CANVAS**</p> <p>Cox, Tice, & Long (2019) Chapters 3-4</p> <p>Handouts on Canvas</p> |
| Part II: Responding to Need | | |
| <p>Week 5 (July 1st-July 5th)</p> | <p>Poverty and Inequality</p> <p>Family and Child Welfare</p> | <p>Discussion Board 3: Opens 7/1 Responses to discussion by 11:59pm EST 7/5 Responses to peers by 11:59 pm EST 7/10</p> <p>Cox, Tice, & Long (2019) Chapters 5-6</p> |

| Date | Topics/Activities | Readings/Assignments |
|--|---|---|
| <p>Week 6 (July 8th-July 12th)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—July 10th 6:00pm-7:30 pm Eastern**</p> | <p>Health Care and Health Challenges</p> <p>Helping Older Adults</p> | <p>Quiz 3: Open from 5am-11:59 pm EST Friday, July 12th</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 (2019) Chapters 7 and 11</p> |
| <p>Week 7 (July 15th-July 19th)</p> | <p>Physical and Mental Challenges</p> <p>Mental Health</p> | <p>Discussion Board 4: Opens 7/15 Responses to discussion by 11:59pm EST 7/19 Responses to peers by 11:59 pm EST 7/24</p> <p>Cox, Tice, & Long (2019) Chapters 8-9</p> |
| <p>Week 8 (July 22nd-July 26th)</p> | <p>Substance Use and Addiction</p> <p>Criminal Justice</p> | <p>Quiz 4: Open from 5am-11:59 pm EST Friday, July 26th</p> <p>Cox, Tice, & Long (2019) Chapter 10 and 12</p> |
| Part III: Working in Changing Contexts | | |
| <p>Week 9 (July 29th-August 2nd)</p> <p>**LIVE ZOOM meeting (see canvas for link to meeting)—July 31st 6:00pm-7:30 pm Eastern**</p> | <p>Community Practice/MACRO Social Work</p> <p>The Changing Workplace</p> | <p>Discussion Board 5: Opens 7/29 Responses to discussion by 11:59pm EST 8/2</p> <p>Rothman, J. & Mizrahi, T. (2014). Balancing macro and micro practice: A challenge for social work.</p> <p>Cox, Tice, & Long (2019) Chapter 13-14</p> |

| Date | Topics/Activities | Readings/Assignments |
|---|---|--|
| Week 10 (August 5 th -August 9 th) | Global/International Social Work Practice | <p>Quiz 5: Open from 5am-11:59 pm EST Friday, August 9th</p> <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.