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SW 535.03: Advanced Integrated Practice

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SW 535.01 ADVANCED INTEGRATED PRACTICE
Fall 2008

- Instructors:** Associate Professor Timothy B. Conley, Ph.D, 243-5557; 240-6617
- Office Hours:** Standing office hours for Dr. Conley are on Thursdays from 11-1. Additional times are available on Thursday but not Friday. Please e-mail me in advance so I know you are coming and to confirm that I am in. Other days and times are available by making an appointment. Timothy.conley@umontana.edu
- Credits:** 4 credits
- Location:** Gallagher Business Building L13; Fridays 1-5
- Prerequisites:** MSW 2nd year status, SW 505, 515, 525

COURSE DESCRIPTION:

SW 535 builds on the skills, knowledge, and values of the previous practice courses, practicum experience, and foundation year theory base. Through this hands-on course students will deepen their knowledge of integrated practice in a particular area of emphasis (interpersonal practice, community and organizational practice, or social and political change) and broaden their understanding of integrated practice through engagement with crosscutting readings, discussions, and activities. Students will develop and carry out an *individualized learning plan* through which they will demonstrate competence in the integration and application of knowledge, skills, and values relevant to their area of emphasis. The plan developed for SW 535 contributes to fulfillment of students' Individual Learning Plans (ILPs) for the MSW program. Class members will engage in ongoing critical reflection on their professional development, skill base, frameworks for ethical decision-making, and questions of meaning, power, and difference therein through journaling and in-class exercises and presentations.

Class members will link theory and practice relevant to their areas of emphasis through literature reviews, case presentations, and discussion of best practices. Students will have opportunities to learn and practice skills of peer supervision and collaboration through structured activities with class members. In addition class members will demonstrate competence in the teacher-learner role through planning and presentation of a professional training workshop that demonstrates the application of integrated practice knowledge and skills to a topic relevant to their area of emphasis. The course is designed to help students link individual skill development, group support, and community-based practice. Class members will continue to strengthen foundational skills as they incorporate them into fulfillment of their learning plans. In addition to a core selection of readings that will form the foundation for all class members, students will be developing, in conjunction with the instructors, an *individualized syllabus* that links course objectives to their area of emphasis and learning plan. In addition, course assignments are structured to provide students with options for portfolio projects.

Occasionally, we will combine the meetings of both sections of SW 535 when one of the instructors presents on a specific topic and when we have guest speakers. For part of one of the classes we will have our “alumni Friday,” where graduates of the MSW program will return to present 2-hour workshops on a range of practice-related themes. In lieu of SW 535 class meeting, class members will take part in a workshop facilitated by alumni.

RELATION TO OTHER COURSES

This course builds on the foundation knowledge of practice with individuals, families, groups, organizations and communities. It is designed for students to reflect on and enhance learning in the Concentration Practicum, which is taken simultaneously. It is also designed to help students integrate and apply developing knowledge of policy analysis and advocacy (SW 531) to issues relevant to their current practice and area of emphasis.

CONCENTRATION OBJECTIVES THAT RELATE TO THE COURSE:

1. Prepare students to apply the principles of integrated practice to work with individuals, families, organizations, and communities, in both rural and global contexts. (CO 1)
2. Prepare students to apply practice frameworks that consider the importance of historical, political, and cultural contexts in shaping problems and solutions. (CO 2)
3. Develop students’ capacities to conceptualize and implement collaborative partnerships with relevant community, state, and federal organizations. (CO 3)
4. Provide students with opportunities to apply policy analysis frameworks to agency settings and social problems and to develop action and/or advocacy plans to effect change. (CO 4)
5. Provide students with opportunities to engage in critical self-reflection and to examine the values and assumptions that underlie theory, practice, policies, and programs. (CO 6)
6. Provide students opportunities to implement interventions strategies in practice settings based on empirical, theoretical, and experiential knowledge and to apply social work values that address individual and social problems and propose modifications and innovations. (CO 8)
7. Promote students’ capacities to engage diverse stakeholders in decision-making processes that respect difference and promote social and economic justice. (CO 9)
8. Provide students with opportunities to apply research knowledge and derive interventions strategies that are based on understandings of urban and rural communities and that enlist the cooperation of organizations and citizen groups in arriving at collaborative decisions. (CO 10)
9. Provide students with opportunities to develop intervention strategies that illustrate understandings of the forms and mechanisms of oppression and discrimination based on

- gender, ability, race, age, class, and sexual identity and that respect difference and the dignity of human life. (CO 11)
10. Provide students with the opportunities to create a professional portfolio that demonstrates knowledge and skills in the application of the principles of integrated practice in response to an identified social problem or practice area. (CO 12)
 11. Engage students in teaching-learning relationships with faculty, one another, first year MSW students and BSW students (CO 13).

COURSE OBJECTIVES

Following completion of this course, students will be able to:

1. Develop, implement, and evaluate performance on a personal learning/skill-building plan for advanced integrated practice appropriate to area of emphasis.
2. Demonstrate culturally competent, gender-sensitive communication and interactional skills with individuals and multi-person systems.
3. Articulate understanding of the significance of race, age, class, gender, sexual identity, ability and ethnicity to dynamics of worker-client-systems relationships.
4. Utilize framework for ethical self-reflection and decision-making as a component of professional development.
5. Demonstrate effective oral and written communication skills needed for professional practice.
6. Identify and utilize assessment and intervention processes and action plans appropriate to area of emphasis and presenting situation.
7. Demonstrate knowledge of theory bases and best practices relevant to at least two key issues within area of emphasis (e.g. solution-focused therapy with families, narrative therapy, social marketing, lobbying, client/case/cause advocacy; grief work with children, intervention with battered women, etc).
8. Demonstrate competence in carrying out at least three social work roles including broker, advocate, teacher-learner, activist, supervisor, mediator, animator, etc.
9. Demonstrate knowledge and apply skills of effective group work appropriate for area of emphasis.
10. Identify and utilize strategies of evaluation appropriate for area of emphasis.

11. Demonstrate basic skills of peer supervision.
12. Demonstrate knowledge and skills in participatory approaches to assessment, intervention, and evaluation that involved those affected as partners in the change process.
13. Recognize and utilize the community's unique resources in the planning and implementation of their work.
14. Assess implications of rural context of practice on presenting situation.

COURSE CONTENT:

Students will learn practice methods for working with multiple social systems to promote individual and collective well being through application of direct practice knowledge and skills and the involvement of community and social systems. The course will focus on the necessity, opportunities, and challenges of integrating advanced skills of interpersonal practice with individuals and groups with those of engaging primary and mediating structures in communities such as schools, neighborhood associations, self help organizations, community centers, and faith-based organizations in the process of justice-oriented change. Emphasis will be placed on the ways in which processes of change and different levels of practice - including interpersonal, organizational, community, and research and policy practice - can be integrated. Specific practice methods to be covered will include techniques for use of self in community practice; ethical decision-making; advocacy; cross-cultural practice; leadership skills of group work and community building; working with agency and community groups and networks; supervision and consultation; and community collaboration.

Course Readings:

All readings are available on-line through the course BlackBoard web-site. Readings are in PDF format. A listing of the course pack readings will be provided on the first day of class. Most of the readings can be downloaded and printed as PDF files, so students have the option of hard copy or electronic files.

ASSIGNMENTS:

1. **The professional reflection journal.** Throughout the semester students maintain a professional journal, which draws from classroom, practicum, and workplace experience as well as from readings. Students are expected to write 1 entry every other week, for a total of 7 entries over the course of the semester (minimum of 2 pages per entry, 12 point font, double spaced). Entries will not be accepted later than one week past deadline – don't get behind, you can't catch up. These should be sequentially numbered in the title of the document (SW535_Lastname_journal_1; SW535 Lastname_journal_2 etc.). Entries may focus on a theme from class readings or discussion, a practicum scenario,

reflection on practice sessions or personal challenges encountered in practice, reflection on field supervision, etc. Students will be introduced to a model for professional reflection outlined in Cooper and Lesser (2002), Ch. 3, which will be made available prior to the first class meeting. The assignment promotes critical thinking through the linkage of theory and practice. On occasion the instructors will ask students to reflect on a particular classroom experience or course reading. Students are also encouraged to refer to the course objectives for possible journal entry themes. With students' permission, selected entries will be utilized for in-class discussion and peer supervision. Students are also encouraged to re-read their entries on a regular basis and reflect on their professional development over time. This assignment provides the opportunity to reflect on one's own positionality in relation to development of knowledge and skills for advanced integrated practice. Journal entries should be submitted electronically to your instructor in accordance with guidelines handed out in class. **Final journal entries to be completed by December 7.** (25% of grade)

2. **Contributions to class discussion. Contributions to class discussion.** As this is a true "seminar", active class participation is required. Critical and analytical thinking should be evident from your comments in class. In addition, each class member is asked to submit a brief (max. 1 pg.) comment, reflection, or set of questions based on the week's readings to the class blackboard discussion board the evening before class. These submissions will help us to engage in focused, relevant, and professional discussions of the issues raised in each week's readings; class members are expected to submit at least 10 contributions over the course of the semester. In contrast to the journal entries, these are public contributions sent to all class members. Submissions are due by 9 p.m. Thursday evening each week preceding each class. Students who are in class Thursday night are welcome and encouraged so submit to the discussion board earlier. (10% of course grade)
3. **Individual Syllabus Development:** In addition to the assigned course readings, each class member will develop an individual syllabus with a *minimum* of 10 book chapters and or professional journal articles related to his/her areas of interest. The readings should coincide with learning goals outlined in the Individual Learning Plan. These readings may also be resources for the case presentation and/or teaching/learning demonstration. The syllabus is due September 26 (5% of course grade)
4. **"Case" Presentation:** Students make a case presentation to class addressing a particular "problem" and intervention, using an integrated approach. The concept of "case" is broadly defined here (micro, mezzo, mezzo or mixed), and the choice of topic for the presentation should reflect learning objectives in the student's area of interest. The presentation should address all of the following: conceptualization(s) of problem; questions of context, history, meaning and

power; relevant practice theory; ethical dilemmas; and possibilities for action. How would you assess the intervention process and outcome? The presentation should be accompanied by a *brief* written outline that is handed out to class members. Presenters may wish to have a more detailed outline for themselves to guide the presentation; make a copy available to the professor. The presentation should be no more than 25 minutes long with an additional 10 minutes for discussion and 5 minutes for feedback. After the presentation and feedback, presenters will write a *brief reflection paper* addressing emotional responses to the experience, assessment of skills, and insight gained from critical peer supervision; students are encouraged to start this right after the presentation and complete it when they get a copy of the videotape. Students turn in the outline and the reflection paper two weeks following the presentation (15% of grade). Students will sign up for presentation dates in early September.

5. **Teaching-learning demonstration:** Working in collegial pairs, students prepare a structured teaching-learning demonstration on a practice technique directly related to their area of emphasis and targeted to a specific audience (professional social workers, community organizers; teachers; legislators, etc). The presentation should be no more than 50 minutes, followed by 15 minutes of discussion and 5-10 minutes of feedback. It may involve use of power point, engagement in a group exercise, a structured facilitated discussion, etc. Students are strongly encouraged to incorporate an opportunity for their classmates to practice the technique they are teaching. For example, if you are teaching a particular group work technique used in community organizing, design an exercise that will allow your classmates to learn by doing. It should include a brief pre- and post-test of participants' knowledge, and a statement of 2-3 learning goals with 2-3 objectives for each goal. Please provide paper and electronic copies of all teaching materials (PowerPoint's etc.) to the professor prior to the start of the class. The presentation should demonstrate the integration of historical perspective, social and political context, policy-practice implications, and suggestions for future action and/or advancing knowledge. Consider this an opportunity to practice a presentation you might make in the future. Students may work individually or in pairs on the teaching/learning presentation (15% of grade). Students will sign up for presentation dates in early September.

A note about presentations: Students are encouraged to consult with me either via email or in person about their presentation plans before presenting. You should practice before your presentation, in particular for timing. I will stop you at the time limit. Finally, students are encouraged to be creative with presentations, use of different art mediums, teaching, and communication methods are encouraged.

6. **Professional paper / scholarly impact project:** Students prepare one paper that is suitable for dissemination to the social work profession, legislators, policy

makers, government agencies or bureaucracy and other relevant constituencies. This may include professional journal submissions, submission to or production of electronic mediums such as web pages, policy briefs, or a presentation, on a policy or practice-related topic in their area of emphasis. Students are strongly encouraged to use this as an opportunity to refine work in progress. For example, students may develop the case presentation or teaching-learning demonstration into a more formal paper, if appropriate. Students are also welcome, with permission of instructor, to revise and develop work in progress from the foundation year. This assignment provides an opportunity to complete a significant portfolio contribution. A 100-word abstract of the proposed paper is due October 31. If submitting to a scholarly journal, the abstract should indicate the name of the journal to which the student proposes to submit the manuscript and include the 'author's guidelines for submission' to that journal (see for example: http://www.naswpress.org/resources/tools/01-write/guidelines_5.htm If you are creating another form of work for dissemination, you must provide similar details to allow me to critique and approve the proposal – the target audience must be clearly defined in all cases.

(30% of course grade). Final Paper due by 9 a.m. Monday, December 8. Early submissions favored.

Grading Criteria/Expectations: Students should be prepared to discuss core readings for each class session. The ease with which students' written work can be understood influences grades. For all written assignments, I use the following basic criteria for grading:

- correct grammar, spelling and punctuation
- indications of thoughtfulness and critical reflection
- thoroughness and attention to detail
- well organized (use of headings, subheadings and clarity of thought)
- push beyond surface content to interpretation, analysis, and original ideas
- make connections to class readings (relevant literature), and discussion and reference these in your written work (critical and analytical thinking should be obvious)

Grade point deductions will be made for work which does not attain the above criteria. All work for this course will be submitted electronically in accordance with guidelines provided in the first class.

Policy on Late Assignments and Incompletes: Papers and journal/log assignments are due strictly on the designated dates. A final course grade of 'I' for incomplete will not be issued under any circumstances. All students will receive a final letter grade at the end of the final exam period. Please prioritize your time and work so that this does not become a concern.

Class Participation/Attendance: Students are expected to prepare for (complete assigned readings and assignments), attend, and participate in all fourteen 4 hour class sessions. Due to the experiential nature of the Advanced Integrated Practice class, missing any session is not advisable. Missing two classes will lower your earned grade by one full grade, and students may be advised to withdraw from the course. Students who miss three classes for any reason will have failed to attend over 21% of the class sessions for the course and will be required to withdraw or be assigned a failing grade. Alternative professional activities such as workshops, other classes, meetings with colleagues or training at practicum may not be substituted for class attendance.

Policies on accommodations for students with disabilities, adverse health and critical life events: Students with disabilities that affect their participation in the course must notify the instructor at the start of the semester if they wish to have special accommodations in instructional format, examination format, etc., considered. With regards to personal illness, and crisis - they happen. The experiential learning activities in this direct social work practice course can not be re-created or achieved through substitute activities. If illness or life events prevent you from attending and participating in classes in accordance with the attendance policy you will be required to withdraw and re-enroll when health and circumstances change and you can benefit from full participation in the learning experience. Excess absence can not be accommodated in any case.

WEEKLY SCHEDULE OF CLASSES

On occasion supplemental readings will be assigned. Readings will be prioritized each week. Case presentation and teaching/learning dates are tentative.

- **Week One: August 29: Course Overview and Issues of Supervision.** Introductions; preparing for personal learning/skill-building plan; overview of a model for professional journaling; identifying areas of interest. Group discussion of supervision and peer consultation.

Readings: Note: this material should be read in advance of the first class. See BlackBoard and/or Electronic Reserve

Munson, C. (2000). Supervision standards of practice in an era of societal restructuring. Ch. 29 in Allen-Meares and Garvin (Eds.). *The Handbook of Direct Social Work Practice*.

Brashears, F. (1995). Supervision as social work practice. *Social Work* 40: 692-699.

Yin, R. (2004). Innovation in the management of child protection workers. *Social Work* 49(4), 605-608.

Also, read and make notes for discussion of the following web-site on eugenics in the USA:
http://www.cfif.org/htdocs/freedomline/current/in_our_opinion/un_sterile_past.html

- **Week Two / Sept 5: Concepts and Models:** Ideological, ethical, and theoretical foundations for advanced integrated practice. Discussion of readings. In-class exercise on integrated practice. Building syllabi. **Scheduling** case presentations and teaching-learning demonstrations.

Readings:

Walsh (2006). Ch.1: Thinking about theory

Gambrill, E. (2000). The role of critical thinking in evidence-based social work. In Allen-Meares and Garvin (Eds.). *The Handbook of Social Work Direct Practice*. Thousand Oaks: Sage.

Saleebey, D. (2006). The philosophy, principles, and language of the strength perspective. Ch. 1 in D. Saleebey (Ed.) *The Strengths Perspective in Social Work Practice*. Boston: Allyn and Bacon., pp. 1-24.

Freeman, E. & Couchonnal, G. (2006). Narrative and culturally based approaches in practice with families. *Families in Society* 87(2), pp. 198-208.

- **Week Three / Sept. 12: Critical Use of Self in Practice** Discussion of readings, issues from practice; in-class workshop on assertiveness; examination of self-care and social justice.

Readings:

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work*50(3), pp. 231-238.

Caldwell, C. (2004). Caring for the caregiver: The art of oscillating attention. *Psychotherapy Networker*, July/August, pp. 34-35.

Clemans, S. (2004). Life changing: The experience of rape-crisis work. *Affilia*, 19: 146-159.

- **Week Four / Sept. 19: Ethics:** Examining dilemmas of practice, ethical questions in organizational and community contexts. In-class exercises regarding ethical dilemmas.

ALUMNI FRIDAY

Readings:

Freud, S. & Krug, S.(2002). Beyond the code of ethics: Parts I and II. *Families in Society* 83: 474-492.

Reamer, F. (2006). Nontraditional and unorthodox interventions in social work: Ethical and legal implications. *Families in Society* 87(2), pp. 191-197.

Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work* 49(4), pp. 595-604.

- **Week Five / Sept. 26: Mental Health** – Practice and policy challenges. **Individual syllabi due.** (Alumni Friday).

Case Presentations: 1, 2, 3

Readings:

Saleebey, D. (2001). Diagnostic strengths manual? *Social Work* 46(2), 183-187.

Corrigan, P. et al (2005). Mental illness stigma: Problem of Public health or social justice? *Social Work*, pp. 363-368.

Carpenter, J. (2002). Mental health recovery paradigm: Implications for social work.

Ackerson, B. (2003). Coping with the dual demands of severe mental illness and parenting: The parents' perspective. *Families in Society* 84: 109-118.

Deegan, P. (2001). Recovery as a self-directed process of healing and transformation.

- **Week Six / Oct. 3: Attachment:** Discussion of readings and implications for current practice. No Class will combine with Dr. Caringi's section of SW535 in GBB room 225.

Case Presentations: 4, 5, 6

Readings:

Sable, P. (1995). Attachment theory and social work education. *Journal of Teaching in Social Work Education*. 12 (1/2): 19-39

Haight, W., Kagle, J., & Black, J. (2003). Understanding and supporting parent-child relationships during foster care visits: Attachment theory and research. *Social Work* 48(2), pp. 195-207.

Ghenie, K. & Wellenstein, C. (in press) The well-being of children and the question of attachment. Chapter in L. Nybell, J. Shook, and J. Finn (Eds.) *Childhood, Youth and Social Work in Transformation*. New York: Columbia University Press.

- **Week Seven: Oct. 10: Advocacy** – Considering the knowledge, skills, and practice of advocacy across diverse contexts of practice.

Case Presentations: 7, 8, 9

Readings:

Wilmot, W. & Hocker, J. (2007). Negotiating mutual gains. Ch. 8 in *Interpersonal Conflict*. (7th ed.). Boston: McGraw-Hill, pp. 243-269.

Sharwell, G. (1978). How to testify before a legislative committee. *Toward Human Dignity* John Hanks (Ed.), Silver Springs, MD: NASW.

Greene, A. & Latting, J. (2004). Whistleblowing as a form of advocacy: Guidelines for the practitioner and organization. *Social Work* 49(2), pp. 219-230.

Stein, T. J. (2003). The adoption and safe families act: How congress overlooks available data and ignores systemic obstacles in the pursuit of political goals. *Children and Youth Services Review* 25(9), 669-682.

- **Week Eight: Oct. 17: Cultural and Sexual Identity- Field visit to Salish Kootenai college**
Return to questions of meaning, power, and difference. (Additional reading to be assigned)

Case Presentations: 10, 11, 12

Readings:

Morrow, D. (2004). Social work practice with gay, lesbian, bisexual, and transgender adolescents. *Families in Society* 85: 91-99.

Van Wormer, K. and McKinney, R. (2003). What schools can do to help gay/lesbian/bisexual youth. *Adolescence* 38(115)., pp. 409-424.

- **Week Nine: Oct. 24: Community and Organizational Development.** Bridging direct practice and organizational and community development work.

Case Presentations: 13, 14

Readings:

Pinto, R. (2005). Using social network interventions to improve mentally ill clients' well-being. *Clinical Social Work journal* 14(1), pp. 83-100.

Yan, M. (2004) Bridging the fragmented community: Revitalizing settlements houses in the global era. *Journal of Community Practice* 12(1/2)

Jacobson, M. & Rugeley, C. (in press). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*

- **Week Ten: October 31: Spirituality and Social Work Practice** – Examining questions of spirituality across context of practice.

Teaching / Learning Presentation: 1, 2

Readings:

Chile, L. & Simpson, G. (2004). Spirituality and community development: exploring the link between the individual and the collective. *Community Development Journal* 39: 318-331.

Hodge, D. (2002). Does Social Work Oppress Evangelical Christians? A “New Class” Analysis of Society and Social Work. *Social Work* 47(4), pp. 401-414.

Sahlein, J. (2002). When religion enters the dialogue: A guide for practitioners. *Clinical Social Work Journal* 30: 381-401.

Suggested Reading: (optional)

Hodge, D. (2005). Developing a spiritual assessment toolbox: A Discussion of the strengths and limitations of five different assessment methods. *Health and Social Work* 30(4), pp. 314-324.

- **Week Eleven – November 7: Trauma/Violence/Suicide:** The personal and professional challenges.

Teaching / Learning Presentation: 3, 4

Readings:

Bertolote, J. & Fleischmann, A. (2002). A global perspective in the epidemiology of suicide. *Suicidologi*, 7: 6-8.

Mishna, F., Antle, B., Regehr, C. (2002). Social work with clients contemplating suicide: Complexity and ambiguity in the clinical, ethical and legal considerations. *Clinical Social Work Journal* 30: 265-280.

Freedman, T. (2004). Voices of 9/11 first responders: Patterns of collective resilience. *Clinical Social Work Journal* 32: 377-393.

Cunningham, M. (2003). Impact of trauma on social work clinicians: Empirical findings. *Social Work* 48: 451-459.

Bubar, R. & Jumper Thurman, P. (2004) violence against native women. *Social Justice* 31(4).

- **Week Twelve: November 14: Addictions:** Models and challenges for social work.

Teaching / Learning Presentation: 5, 6

Readings:

Conley, T., Schantz, D., Schwanfelder, S. & Vaillancourt, M., (2006). Meeting the addiction education and continuing training needs of rural master's level social workers: Workforce development through social work education. The International Journal of continuing Social Work education, 9 (1) Spring 2006, p. 24-34.

O'Hare, T. (2005). Substance abuse and dependence. Ch. 6 in *Evidence-based practice for social workers: An interdisciplinary approach*. Chicago: Lyceum.

Brocato, J. & Wagner, E. (2003). Harm reduction: A social work practice model and social justice agenda. *Health and Social Work* 28: 117-125.

Lewis, T. & Osborn, C. (2004). Solution-focused counseling and motivational interviewing: A consideration of confluence. *Journal of Counseling and Development* 82: 38-48.

Tangenberg, K. (2005) Twelve-step programs and faith-based recovery: Research controversies, provider perspective, and practice implications. *Journal of evidence-based social work*. 2(1/2)

Macmaster, S., Holleran, L., Chaffin, K. (2005). Empirical and theoretical support for the inclusion on non-abstinence-based perspectives in prevention services for substance using adolescents. *Journal of evidence-based social work* 2(1/2)

Ross, L. (2004). Native American women, mean-spirited drugs, and punishing policies. *Social Justice* 31(4).

- **Week Thirteen: November 21 – Grief and Loss.** Finding meaning in one of life's constants.

Teaching / Learning Presentation: 7

Readings:

Strom-Gottfried, K. & Mowbray, N. (2006) Who heals the helper? Facilitating the social worker's grief. *Families in Society* 87(1).

- **Week Fourteen: November 28: No Class, Thanksgiving. NO CLASS**

RELAX and REST UP!!

- **Week Fifteen: December 5: Topic TBA**

Readings: TBA