

JOSEPH WALSH

Generalist Social Work Practice

INTERVENTION METHODS





Generalist Social Work Practice

Intervention Methods

JOSEPH WALSH
School of Social Work
Virginia Commonwealth University



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

**Generalist Social Work
Practice: Intervention
Methods**

Joseph Walsh

Assistant Editor: Stephanie Rue

Editorial Assistant: Caitlin Cox

Technology Project Manager:

Andrew Keay

Marketing Manager: Karin Sandberg

Marketing Assistant: Andy Yap

Marketing Communications

Manager: Shemika Britt

Project Manager, Editorial

Production: Christy Krueger

Creative Director: Rob Hugel

Art Director: Caryl Gorska

Print Buyer: Paula Vang

Permissions Editor: Roberta Broyer

Production Service: Newgen–Austin

Copy Editor: Michele Chancellor

Cover Designer: Lisa Buckley

Compositor: Newgen

© 2009 Brooks/Cole, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product, submit all requests online at

www.cengage.com/permissions.

Further permissions questions can be e-mailed to

permissionrequest@cengage.com.

Library of Congress Control Number: 2007938730

ISBN-13: 978-0-534-64130-6

ISBN-10: 0-534-64130-X

Brooks/Cole Cengage Learning

10 Davis Drive

Belmont, CA 94002-3098

USA

Cengage Learning is a learning provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **international.cengage.com/region**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

For your course and learning solutions, visit **academic.cengage.com**.

Purchase any of our products at your local college store or at our preferred online store **www.ichapters.com**.



*To all of my undergraduate students, past and present,
at Virginia Commonwealth University, and to my first five students
at Ohio Dominican University*

CENGAGE **brain**.com



Brief Contents

PREFACE xiii
ABOUT THE AUTHOR xviii

PART I	Introduction to Generalist Practice	1
	1 Defining Generalist Practice	3
	2 Problem Solving in Generalist Social Work Practice	22
	3 Relationships with Client Systems	41
	4 The “Person” of the Social Worker	75
PART II	Intervention Theories and Applications	89
	5 Behavior Theory	91
	6 Cognitive Theory	108
	7 Community and Social Support Theory	129
PART III	Intervention Methods for Levels of Practice	149
	8 Practice with Individuals	151
	9 Practice with Families	174

10	Group Interventions	198
11	Organizational Practice	233
12	Community Interventions	264
REFERENCES		281
INDEX		295

CENGAGE **brain**.com



Contents

PREFACE xiii
ABOUT THE AUTHOR xviii

PART I Introduction to Generalist Practice 1

1 Defining Generalist Practice 3

Defining Generalist Practice 3
A Model of Generalist Practice 5
Elements of Generalist Social Work Practice 6
The Bio-Psycho-Social-Spiritual Perspective 6
The Relationship of Theory to Practice 11
Roles of the Generalist Practitioner 12
Systems in Generalist Practice 14
The Value Base of Social Work Practice 14
Strengths-Based Practice 15
Client Empowerment 16
Ethical Dilemmas 17
Professional Value Principle: Service 19
Characteristics of Effective Practice 20

2 Problem Solving in Generalist Social Work Practice 22

Problems in Living 22
Stress and Coping Styles 24
Three Categories of Stress 24

<i>Biological Coping</i>	25
<i>Psychological Coping</i>	25
<i>Coping Styles</i>	26
The Problem-Solving Process	28
<i>The Roles of Critical Thinking and Creativity</i>	29
The Problem-Solving Model of Generalist Practice	30
<i>Problem Identification and Exploration</i>	30
<i>Planning for Problem Resolution</i>	31
<i>Implementation of the Plan</i>	31
<i>Evaluation of the Plan</i>	31
A “Problem” Focus Versus a “Solution” Focus	31
Client System Assessment	32
<i>Goals of the Initial Social Worker–Client Meeting</i>	32
<i>Components of Problem Assessment</i>	33
<i>Sources of Assessment Information</i>	33
Goal Setting and Contracts	34
<i>Guidelines for Goal Selection and Definition</i>	34
<i>Contracts</i>	36
Value Principle: Social Justice	36
3 Relationships with Client Systems	41
Beginning the Social Worker–Client Relationship	41
<i>The Client’s Orientation to the Service Setting</i>	42
<i>Communication Skills</i>	43
<i>Counterproductive Communication</i>	45
Worker–Client Differences in Generalist Practice	45
<i>Cross-Cultural Intervention</i>	45
Understanding Culturally Competent Practice	48
<i>The Ethnocentric Response</i>	49
<i>The Knowledgeable Response</i>	49
<i>The Curious Response</i>	50
<i>The Competent Response</i>	50
<i>Case Illustration: The Apache Tear</i>	51
Reactant Clients	52
<i>Motivational Interviewing</i>	53
Establishing and Maintaining Boundaries in Relationships	61
<i>Crossing Boundaries</i>	62

<i>Boundaries and Power</i>	63
<i>Boundaries and Professional Groups</i>	63
<i>Warning Signs of Possible Boundary Transgressions</i>	63
<i>Managing Boundary Dilemmas</i>	65
Personal Reactions of Social Workers to Their Clients	66
<i>Common Social Worker Reactions to Clients</i>	67
<i>Case Illustration: The Quiet Woman</i>	69
Ending Relationships with Clients	70
<i>Types of Endings</i>	70
<i>Tasks for Ending</i>	71
<i>Ending Rituals</i>	72
<i>Case Illustration: The Runaway Shelter</i>	73
4 The "Person" of the Social Worker	75
Self-Awareness	76
<i>Being a Social Worker</i>	78
<i>Cognitive, Physical, and Emotional Development</i>	79
<i>Spiritual Development</i>	79
<i>Social Development</i>	80
Burnout and Compassion Fatigue	80
Good Social Worker Care: Agency Strategies	82
Social Worker Self-Care	83
<i>Appreciate the Rewards of Social Work Practice</i>	83
<i>Do Not Deny or Minimize the Stresses Inherent in Social Work Practice</i>	84
<i>Nurture Relationships Inside and Outside the Office</i>	85
<i>Set Clear Boundaries with Clients</i>	86
<i>Create a Facilitative Physical Work Environment for Yourself</i>	87
<i>Cultivate a Sense of Mission</i>	87

PART II Intervention Theories and Applications 89

5 Behavior Theory 91

Basic Assumptions of Behavior Theory	92
The Nature of Problems and Change	92
<i>Classical Conditioning</i>	93
<i>Operant Conditioning</i>	93

	<i>Social Learning</i>	94
	Goals of Intervention	95
	Behavior Assessment	95
	Goal Setting and Intervention Principles	97
	Parenting Education	98
	Systematic Desensitization	101
	Professional Value Principle: Competence	104
6	Cognitive Theory	108
	Cognitive Development	109
	The Nature of Problems and Change	110
	Cognitive Assessment	111
	Interventions	114
	<i>Cognitive Restructuring</i>	116
	<i>Cognitive Coping</i>	119
	<i>Combining Cognitive and Behavioral Intervention</i>	124
	<i>Value Principle: Integrity</i>	126
7	Community and Social Support Theory	129
	Definitions of Community	130
	<i>Social Learning Theory</i>	130
	<i>Social Exchange Theory</i>	131
	Value Principle: Importance of Human Relationships	131
	The Nature of Social Organization	132
	Four Perspectives on Community	134
	<i>Community as Spatial Relations</i>	134
	<i>Community as Conflict</i>	136
	<i>Community as Social System</i>	137
	<i>Community as Social Bond</i>	138
	<i>Final Thoughts: Dimensions of Community</i>	139
	Social Support	140
	<i>Operationalizing Social Support</i>	142
	Assessing Social Support	143
	<i>Measuring Social Support</i>	144
	<i>Assessing and Utilizing Community Resources</i>	145

PART III Intervention Methods for Levels of Practice 149**8 Practice with Individuals 151**

Assessing Individual Clients 151

Case Illustration: The Adolescent Mother 152

Assessment Outline for Individual Clients 153

Task-Centered Practice 155

Case Illustration: Robert's Vocational Training 159

Social Skills Development 160

Case Illustration: The Angry Adolescent 162

Stress Management 163

Relaxation Skills Development 164*Stress Prevention Skills Development* 165

Crisis Intervention 167

Assessing Suicidal Ideation 168*Crisis Intervention Strategies* 169

An Ethical Dilemma: The Social Worker–Client Relationship 171

9 Practice with Families 174

Self-Awareness in Family Work 175

Structural Family Theory 175

Major Concepts 176*Other Concepts* 178*The Nature of Problems and Change* 179*Assessment and Intervention* 181*Ending Structural Family Interventions* 187

Case Illustrations 188

The Dalton Family 188*The Family Drawings* 192*A Mobile Home near the Woods* 193

Ethical Dilemmas in Family Work 194

10 Group Interventions 198

Types of Treatment Groups 198

Forming Intervention Groups 200

Group Stages 203

Group Leadership Skills 204

Monitoring Group Process	205
A Word About Involuntary Groups	206
Cognitive–Behavioral Intervention in Groups	207
Examples of Intervention Groups	207
<i>The Family Education and Support Group</i>	208
<i>The Art Therapy Group</i>	211
<i>An Anger Control Group: The Franklin Court Conflict Resolution Group</i>	212
<i>An Education Group: The Living Skills Group</i>	213
<i>Education, Growth, and Socialization: The Multiple-Family Weekend Retreat</i>	215
<i>All Five Types of Groups: The Wilderness Group</i>	216
Ethical Dilemmas in Group Work	218

APPENDIX A: SAMPLE PHONE SURVEY FOR PROSPECTIVE GROUP MEMBERS 222

APPENDIX B: SAMPLE EVALUATION FORM 226

11 Organizational Practice 233

The Nature of Human Service Organizations	234
<i>Characteristics of Formal Organizations</i>	237
<i>Task Groups in Agencies</i>	239
<i>Common Administrative Challenges in Human Service Agencies</i>	240
Organizational Theories	242
<i>Scientific Management</i>	242
<i>Human Relations</i>	242
<i>Contingency Theory</i>	243
<i>Theory Z and Total Quality Management</i>	244
Agency Power and Politics	245
<i>A Note on Interprofessional Relationships</i>	246
An Agency Assessment Outline	246
Agency Intervention	248
<i>Agency Opposition to Change</i>	249
<i>Program and Practice Evaluation</i>	250
Ethical Dilemmas in Organizational Practice	259
<i>Value Principle: Service</i>	259
<i>Value Principle: Dignity and Worth of the Person</i>	261

12 Community Interventions 264

A Community Assessment Outline 265

Types of Communities 266

Intervention Strategies 267

Collaboration 267

Campaign 268

Contest 268

Social Advocacy 268

Community Intervention: Three Illustrations 269

A Partnership with the Community Mental Health Association 269

The Cobblestone Controversy Revisited 273

“Housing First” 275

Ethical Dilemmas in Community Practice 277

REFERENCES 281

INDEX 295

CENGAGE **brain**.com



Preface

Generalist social work practice can be defined as the comprehensive assessment of a problem situation in a client system, followed by planning and intervention at any of five levels including those of the individual, family, group, organization, or community. The generalist perspective assumes an interdependence between individuals and their social environments, and requires that social workers have a broad base of knowledge about the functioning of individuals, families, groups, organizations, and communities, and the ways in which they may reciprocally support or inhibit functioning. *Generalist Social Work Practice: Intervention Methods* is a textbook that provides undergraduate social work students with a wide range of specific intervention strategies for use with client systems at all levels of generalist practice. Six of the 12 chapters are so focused, and all of the other chapters include sections on practice implications of the topic material as well. Thus, the major strength of this book is its emphasis on intervention.

Regarding practice applications, this book is based on a strengths-based problem-solving model that can apply across all levels of intervention. Students are introduced to *cognitive* and *behavioral* theory for use with individuals and groups, and *structural theory* for use with families. These approaches have been selected because they are clearly understood by undergraduate students, practical in most social work settings, and have demonstrated effectiveness with a range of problems in living. Students are also introduced to the *contingency*, *community systems*, and *social support* theories for larger scale interventions. All of these intervention perspectives are consistent with each other, and thus provide the social work student with a systematic set of strategies for generalist practice. Each chapter also includes a list of classroom discussion topics and ideas for assignments.

Generalist Social Work Practice: Intervention Methods is divided into three sections, as follows:

- An introduction to generalist practice, including attention to the special nature of social work, the problem-solving process, and the process of managing professional relationships
- Intervention theories and applications, with special attention to behavior theory, cognitive theory, and social support theory
- Specific intervention methods for use across all five levels of generalist practice

ORGANIZATION OF THE BOOK

Parts I and II consist of seven chapters that lay out a theoretical perspective for generalist practice. The well-known problem-solving model, with a clear strengths focus, is presented as the underlying conceptual framework for intervention. This model is practical for generalist practice because it is applicable across the five levels. Another advantage of the problem-solving model is that it provides a basis for client empowerment. A major theme of the book is that clients are always helped by the social worker to become better problem solvers. The cognitive, behavioral, and social support theories for practice are introduced in Part II. These theories and their related intervention strategies help practitioners to focus their work on a client system's cognitive, emotional, and behavioral functioning, including its development of new knowledge or new ways of approaching the environment. Concepts of community are also given special attention in Part II. Social support theory is presented with this material as it provides a link between work with smaller and larger systems.

Part III, focused more specifically on intervention methods, provides sets of strategies for use with client systems at all five levels of generalist practice. Each chapter includes at least four distinct strategies, and many of them build on each other. There are three reasons for taking this approach. First, it enables the instructor to cover as much material in each chapter as fits with the scope of the course. Thus, instructors who teach a practice course for only one semester may use half of the intervention strategies covered in each chapter. Secondly, an instructor may choose to emphasize some levels of practice more than others, if such an approach fits with the nature of his or her program. Thirdly, the instructor may want to cover some intervention strategies at all levels of practice early in the academic year, and then go through the sequence again to teach additional strategies later in the year. This way, students who are given caseloads or other practice assignments in their agencies early in the year (agencies are quite variable in this regard) do not have to wait long before getting to course material that lends guidance to their field activities.

An in-depth discussion of agency-based practice is reserved for Part III. The first half of that chapter is theoretical and may be used earlier in the semester. At that time students will be adjusting to their field placement agencies and will probably experience many orientation activities before they are in a position to provide interventions. This content will help the students to make a successful adjustment to the field, and the recommended assignments and questions for discussion will help the instructor take advantage of the opportunity to teach students about large-systems practice. This concept is emphasized in the chapter on agency-based research, which provides students with the ability to develop empirical rationales for their interventions at that level.

PROFESSIONAL VALUES AND ETHICS

Many textbooks include separate chapters about professional values. *Intervention Methods* incorporates attention to a single social work value principle in each chapter of Part III. This enables the instructor to place the teaching of values into a context of the other text material, and students can integrate this learning into their range of practice activities. A case vignette representing a value dilemma is included in each of the last six chapters, based on the intervention principles from that chapter, for student reading and discussion.

A RANGE OF INTERVENTION METHODS

Figure 1 outlines all of the theories and intervention activities for generalist practice that are described in the book. Each theory and activity is listed beneath the target of intervention to which it applies. If a line moves from the topic across a portion of the page, that topic is intended to be applicable to several levels of intervention. What should be evident from this table is that each level of intervention may call for the practitioner's application of different roles and interventions. A major principle of *Generalist Social Work Practice: Intervention Methods* is that, while generalist practice provides an overarching perspective for service delivery, the effective practitioner needs to be able to call on special knowledge and intervention skills to help clients resolve problems and challenges at each of the five levels of practice.

Social work is a challenging profession, one in which even the most seasoned practitioners face new dilemmas every day that test their abilities to help clients solve problems. This book can help new social workers develop the competence, confidence, and sense of optimism to embark on a lifelong career in service to others.

FIGURE 1 Generalist Social Work Practice Interventions

Target Systems				
Individuals	Families	Groups	Organizations	Communities
Theories and Interventions				
<i>Problem-solving theory</i> _____				
Problem-solving model, Task-centered practice				
<i>Cognitive-Behavior theory</i> _____				
Cognitive restructuring, Skills training, Stress management, Stress prevention, Behavioral reinforcements, Crisis intervention				
<i>Social support theory</i> _____				
Formal and informal linkage development and maintenance				
<i>Family systems</i>				
Structural (includes communications) Educational				
<i>Group process</i>				
Five types, Four stages, Leadership strategies				
<i>Contingency theory</i>				
Changing: People, Processes, Structures				
Approach: Policy, Program, Project, Personnel, Practice				
Strategy: Collaboration, Campaign, Contest				
Research: Needs assessment, Evaluation				
<i>Social action</i>				
Collaboration, Campaign, Contest				

ACKNOWLEDGMENTS

I have enjoyed teaching undergraduate social work students throughout my 15 years in academia. Writing this book has been a dream of mine, and many people have helped me in the process. First I want to acknowledge my most influential mentor in teaching and working with undergraduate students—Jane Reeves, former BSW program director at Virginia Commonwealth University. For their assistance with preparing the manuscript I want to recognize the contributions of colleagues Lori Thomas, Jeanne Crowell, and Jacqueline Corcoran. From Cengage Learning and the Newgen–Austin production team I want to thank Marcus Boggs, Stephanie Rue, Dan Alpert, Christy Krueger, Michele Chancellor, Caitlin Cox, Bharathi Sanjeev, Rebecca Logan, Debra DeBord, and Randa Dubnick.

A special thanks goes to Lisa Gebo, formerly of Thomson Brooks/Cole, who offered me the contract for this book.

The reviewers listed in the following section provided excellent suggestions for improving early drafts of the manuscript.

REVIEWERS

Roseanna McCleary (California State University, Bakersfield)
Kenneth Hermann (State University of New York)
Santos Torres (California State University, Sacramento)
Barbara Rio (Stephen F. Austin State University)
Andrew Scharlach (University of California, Berkeley)
Ronald Polon (Ball State University)
Diane Calloway-Graham (Utah State University)
Sabrina Sullenberger (Indiana University)
Frederick Stephens (University of North Carolina, Pembroke)
Margaret Elbow (Texas Tech University)
Phillip Ortiz (Eastfield College)
Anthony Mallon (Virginia Commonwealth University)
Sandy Cook-Fong (University of Nebraska)
Jay Bishop (University of Maryland, Eastern Shore)
Freddi Avant (Stephen F. Austin State University)



About the Author

Joseph Walsh is a professor of social work at Virginia Commonwealth University. He has been a direct service practitioner in the field of mental health for many years, first in a psychiatric hospital and later in community mental health center settings. He has mostly specialized in services to people with serious mental illnesses and their families. Since 1993 Joe has been at VCU, teaching courses in generalist and clinical practice, human behavior, research, and social theory. He was the 1998 recipient of the National Mental Health Association's George Goodman Brudney and Ruth P. Brudney Social Work Award, given annually to recognize significant contributions to the care and treatment of people with mental illnesses. Joe is the author or coauthor of six other books related to social work practice.



References

- Abbott, A. A. (2003). Understanding transference and countertransference: Risk management strategies for preventing sexual misconduct and other boundary violations in social work practice. *Psychoanalytic Social Work, 10*(2), 21–41.
- Adams, R. (1996). *Social work and empowerment*. London: Macmillan.
- Ahern, S., & Bailey, K. G. (1996). *Family-by-choice: Creating family in a world of strangers*. Minneapolis, MN: Fairview Press.
- Allen-Meares, P. (2003). *Intervention with children and adolescents: An interdisciplinary perspective*. New York: Prentice Hall.
- Anderson, J. (1997). *Social work with groups: A process model*. White Plains, NY: Longman.
- Angrosino, H. V. (2004). *The culture of the sacred: Exploring the anthropology of religion*. Prospect Heights, IL: Waveland.
- Aponte, H. J., & DiCesare, E. J. (2000). Structural theory. In F. M. Dattilio & L. J. Bevilacqua (Eds.), *Comparative treatments for relationship dysfunction* (pp. 45–57). New York: Springer.
- Backlar, P. (1996). The three Rs: Roles, relationships, and rules. *Community Mental Health Journal, 32*(5), 505–509.
- Bal, S., Crombez, G., & Oost, P. V. (2003). The role of social support in well-being and coping with self-reported stressful events in adolescents. *Child Abuse & Neglect, 27*(12), 1377–1395.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Banyard, V. L., & Graham-Bermann, S. A. (1993). A gender analysis of theories of coping with stress. *Psychology of Women Quarterly, 17*, 303–318.
- Barkley, R. A. (2000). Commentary: Issues in training parents to manage children with behavior problems. *Journal of the American Academy of Child & Adolescent Psychiatry, 39*(8), 1004–1007.
- Barlow, C. A., Blythe, J. A., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Needham Heights, MA: Allyn & Bacon.
- Barrera, M., & Ainlay, S. L. (1983). The structure of social support: A conceptual and empirical analysis. *Journal of Community Psychology, 11*, 133–143.

- Basham, K. (2004). Multiculturalism and the therapeutic process. *Smith College Studies in Social Work*, 72(4), 457–462.
- Beck, A. T. (1967). *Depression: Clinical, experimental, and theoretical aspects*. New York: Hoeber.
- Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. New York: International Universities Press.
- Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swindler, A., & Tipton, S. M. (1985). *Habits of the heart: Individualism and commitment in American life*. New York: Perennial.
- Berlin, S. B. (2002). *Clinical social work practice: A cognitive-integrative perspective*. New York: Oxford.
- Bertolino, B., & O'Hanlon, B. (2002). *Collaborative, competency-based counseling and therapy*. Boston: Allyn & Bacon.
- Best, S., & Kellner, D. (1991). *Postmodern theory: Critical interrogations*. New York: Guilford.
- Bloomquist, M. L. (2006). *Skills training for children with behavior problems: A parent and practitioner guidebook* (Rev. ed.). New York: Guilford.
- Bonvillain, N. (2007). *Women and men: Cultural constructs of gender*. Upper Saddle River, NJ: Prentice Hall.
- Bransford, C., & Bakken, T. (2001). Organization theory and the utilization of authority in social work. *Social Work and Social Sciences Review*, 9(1), 3–21.
- Brody, E. M., & Farber, B. A. (1996). The effects of therapist experience and patient diagnosis on countertransference. *Psychotherapy*, 33(3), 372–380.
- Bruggemann, W. G. (2002). *The practice of macro social work* (2nd ed.). Belmont, CA: Brooks/Cole.
- Bruhn, J. G., Levine, H. G., & Levine, P. L. (1993). *Managing boundaries in the helping professions*. Springfield, IL: Charles C. Thomas.
- Burbach, R. (1998). The (un)defining of postmodern Marxism: On smashing modernization and narrating new social and economic actors. *Rethinking Marxism*, 10(1), 52–65.
- Burckell, L. A., & Goldfriend, M. R. (2006). Therapist qualities preferred by sexual minority individuals. *Psychotherapy: Theory, Research, Practice, Training*, 43(1), 32–49.
- Burt, S., & Minor, M. J. (1983). *Applied network analysis: A methodological approach*. Beverly Hills, CA: Sage.
- Caplan, G. (1989). Recent developments in crisis intervention and the promotion of support service. *Journal of Primary Prevention*, 10(1), 3–25.
- Caplan, G. (1990). Loss, stress, and mental health. *Community Mental Health Journal*, 26(1), 27–48.
- Carey, T. A., & Mullan, R. J. (2004). What is Socratic questioning? *Psychotherapy: Theory, Research, Practice, Training*, 41(3), 217–226.
- Carroll, K. (1998). *A cognitive-behavioral approach: Treating cocaine addiction*. Retrieved August 28, 2001, from <http://www.drugabuse.gov/TXManuals/CBT/CBT1.html>
- Carroll, K. M. (1995). Methodological issues and problems in the assessment of substance use. *Psychological Assessment*, 7(3).
- Cassel, J. (1976). The contribution of the social environment to host resistance. *American Journal of Epidemiology*, 104, 107–123.
- Chang, E. C., D'Zurilla, T. J., & Sanna, L. J. (Eds.) (2004). *Social problem solving: Theory, research, and training*. Washington, DC: American Psychological Association.
- Charon, J. M. (1992). *Symbolic interactionism: An introduction, an interpretation,*

- an integration* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic Medicine*, 38, 300–314.
- Cohen, S., Underwood, L. G., & Gottlieb, B. H. (2000). *Social support measurement and intervention: A guide for health and social scientists*. New York: Oxford.
- Cohen, S., & Willis, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310–357.
- Coleman, H. (1992). “Good families don’t . . .” (and other family myths). *Journal of Child and Youth Care*, 7(2), 59–68.
- Collins, S., & Long, A. (2003a). Too tired to care? The psychological effects of working with trauma. *Journal of Psychiatric Nursing and Mental Health Services*, 10(1), 17–27.
- Collins, S., & Long, A. (2003b). Working with the psychological effects of trauma: Consequences of mental health care workers: A literature review. *Journal of Psychiatric Nursing and Mental Health Services*, 10(4), 417–424.
- Connors, G., Donovan, D., & DiClemente, C. (2001). *Substance abuse treatment and stages of change: Selecting and planning interventions*. New York: Guilford.
- Cooper, B. (2002). Constructivism in social work: Towards a participative practice viability. *British Journal of Social Work*, 31(5), 721–738.
- Corcoran, J. (2000). Brief solution-focused therapy. In N. Coady & P. Lehman (Eds.), *Theoretical perspectives in direct social work practice: An eclectic-generalist approach* (pp. 326–343). New York: Springer.
- Corcoran, J. (2006). *Cognitive-behavioral methods for social workers: A workbook*. Boston: Allyn & Bacon.
- Cordova, J. V., & Scott, R. L. (2001). Intimacy: A behavioral interpretation. *Behavior Analyst*, 24(1), 75–86.
- Corey, M. S., & Corey, G. (2006). *Groups: Process and practice* (7th ed.). Belmont, CA: Brooks/Cole.
- Curtis, L. C., & Hodge, M. (1994). Old standards, new dilemmas: Ethics and boundaries in community support services. In *Introduction to psychiatric rehabilitation* (pp. 340–354). Columbia, MD: International Association of Psychosocial Rehabilitation Services.
- Davis, M., Eshelman, E. R., & McKay, M. (2000). *The relaxation and stress workbook* (5th ed.). New York: MJF Books.
- Deal, J. E. (1996). Marital conflict and differential treatment of siblings. *Family Process*, 35(3), 333–346.
- DeJong, P., & Berg, I. K. (2002). *Interviewing for solutions* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Dolgoff, R., Loewenberg, F. M., & Harrington, D. (2005). *Ethical decisions for social work practice* (7th ed.). Itasca, IL: F. E. Peacock.
- Donaldson, L. (2001). *The contingency theory of organizations*. Thousand Oaks, CA: Sage.
- Doreen, C. (1998). Knowing patients: How much and how well? In P. Griffiths & J. Ord (Eds.), *Face to face with distress: The professional use of self in psychosocial care* (pp. 135–146). Oxford, England: Butterworth-Heinemann.
- Dziegielewski, S. F., & Montgomery, D. H. (1999). Gender issues in family therapy. In C. Franklin & C. Jordan (Eds.), *Family practice: Brief systems methods for social work* (pp. 321–340). Pacific Grove, CA: Brooks/Cole.
- Ehin, C. (2004). *Hidden assets: Harnessing the power of informal networks*. Boston: Kluwer.

- Ehrenreich, J. H. (1985). *The altruistic imagination: A history of social work and social policy in the United States*. Ithaca, NY: Cornell University Press.
- Ellis, A. (1962). *Reason and emotion in psychotherapy*. New York: Stuart.
- Farber, N. J., Novack, D. H., & O'Brien, M. K. (1997). Love, boundaries, and the patient-physician relationship. *Archives of Internal Medicine*, 157(20), 2291–2295.
- Fellin, P. (2000). *The community and the social worker*. Itasca, IL: F. E. Peacock.
- Figley, C. R. (2002). Compassion fatigue: Psychotherapist's chronic lack of self care. *Journal of Clinical Psychology*, 58(11), 1433–1441.
- Fischer, C. S. (1982). *To dwell among friends*. Chicago: University of Chicago Press.
- Fischer, J. (1978) Does anything work? *Journal of Social Service Research*, 1(3), 215–243.
- Flicker, S. M. (2005). The relationship between ethnic matching, therapeutic alliance, and treatment outcome with Hispanic and Anglo adolescents in family therapy. *Dissertation Abstracts International*, 65 (8), 4282B.
- Fong, R., & Furuto, S. (Eds.) (2001). *Culturally competent practice: Skills interventions, and evaluations*. Boston: Allyn & Bacon.
- Foster, S. L., & Crain, M. M. (2002). Social skills and problem-solving training. In F. W. Kaslow & T. Patterson (Eds.), *Comprehensive handbook of psychiatry: Cognitive-behavioral methods*, Vol. 2 (pp. 31–50). Hoboken, NJ: Wiley.
- Frank, J. D., & Frank, J. B. (1993). *Persuasion and healing: A comparative study of psychotherapy* (3rd ed.). Baltimore: Johns Hopkins University Press.
- Frankel, A. J., & Gelman, S. R. (2004). *Case management* (2nd ed.). Chicago: Lyceum.
- Frankl, V. E. (1988). *The will to meaning: Foundations and applications of logotherapy*. New York: Meridian.
- Franklin, C., & Corcoran, K. (2003). Quantitative clinical assessment methods. In C. Jordan & C. Franklin (Eds.), *Clinical assessment for social workers: Quantitative and qualitative methods* (2nd ed., pp. 71–96). Chicago: Lyceum.
- Franklin, C., Hopson, L., & Barge, C. T. (2003). Family systems. In C. Jordan & C. Franklin (Eds.), *Clinical assessment for social workers: Quantitative and qualitative methods* (2nd ed., pp. 255–311). Chicago: Lyceum.
- Freud, S., & Krug, S. (2002a). Beyond the Code of Ethics, part I: Complexities of ethical decision making in social work practice. *Families in Society*, 83(5–6), 474–482.
- Freud, S., & Krug, S. (2002b). Beyond the Code of Ethics, part II: Dual relationships revisited. *Families in Society*, 83(5–6), 483–492.
- Gabbard, G. O. (1995). Countertransference: The emerging common ground. *International Journal of Psychoanalysis*, 76, 475–485.
- Gambrill, E. (1990). *Critical thinking in clinical practice*. San Francisco: Jossey-Bass.
- Garcia-Preto, N. (1996). Puerto Rican families. In M. McGoldrick, J. Giordano, & J. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed.). New York: Guilford.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Garreau, J. (1991). *Edge city: Life on the new frontier*. New York: Doubleday.
- Germain, C. B., & Gitterman, A. (1996). *The life model of social work practice: Advances in theory and practice* (2nd ed.). New York: Columbia University Press.

- Ginsberg, L., Nackerud, L., & Larrison, C. (2004). *Human biology for social workers: Development, ecology, genetics, and health*. Boston: Allyn & Bacon.
- Goffman, E. (1963). *Stigma: Notes on the management of spoiled identity*. Englewood Cliffs, NJ: Prentice Hall.
- Goldberg, C. (2001). The constructive use of countertransference in family psychotherapy. *Journal of Family Psychotherapy, 12*(2), 75–81.
- Goldsmith, D. J. (2004). *Communicating social support*. New York: Cambridge University Press.
- Granvold, D. K. (Ed.) (1994). *Cognitive and behavioral treatment: Methods and applications*. Pacific Grove, CA: Brooks/Cole.
- Green, J. W. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3rd ed.). Boston: Allyn & Bacon.
- Greene, J. O., & Bureson, B. R. (Eds.) (2003). *Handbook of communication and social interaction skills*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gutheil, T. G., & Gabbard, G. O. (1998). Misuses and misunderstandings of boundary theory in clinical and regulatory settings. *American Journal of Psychiatry, 155*(3), 409–414.
- Guy, J. D., & Norcross, J. C. (1998). Therapist self-care checklist. In G. P. Koocher, J. C. Norcross, & S. Hill (Eds.), *Psychologists' desk reference*. London: Oxford University Press.
- Harper, K. V., & Lantz, J. (2007). *Cross-cultural practice: Social work with diverse populations* (2nd ed.). Chicago: Lyceum.
- Harrigan, M. P., Fauri, D. P., & Netting, F. E. (1998). Termination: Extending the concept for macro social work practice. *Journal of Sociology and Social Welfare, 25*(4), 61–80.
- Hatchet, G. T., & Park, H. L. (2004). Revisiting relationships between sex-related variables and continuation in counseling. *Psychological Reports, 94*(2), 381–386.
- Hawton, K. (1989). Suicide and the management of suicide attempts. In K. R. Herbst & E. S. Paykel (Eds.), *Depression: An integrative approach* (pp. 197–215). Halley Court, Jordan Hill, Oxford: Heinemann.
- Helgeson, V. S. (2003). Social support and quality of life. *Quality of Life Research: An International Journal of Quality of Life Aspects of Treatment, Care & Rehabilitation, 12*(Suppl. 1), 25–31.
- Hennessey, B. A. (2007). Promoting social competence in school-aged children: The effects of the Open Circle Program. *Journal of School Psychology, 45*(3), 349–360.
- Hepworth, D., Rooney, R., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2006). *Direct social work practice: Theory and skills* (7th ed.). Belmont, CA: Brooks/Cole.
- Herlihy, B., & Corey, G. (1997). *Boundary issues in counseling: Multiple roles and responsibilities*. Alexandria, VA: American Counseling Association.
- Hermansson, G. (1997). Boundaries and boundary management in counseling: The never-ending story. *British Journal of Guidance and Counseling, 25*(2), 133–146.
- Hewitt, J. P. (1997). *Self and society: A symbolic interactionist social psychology*. Boston: Allyn & Bacon.
- Hobfoll, S., Freedy, R., Lane, C., & Geller, P. (1990). Conservation of social resources: Social support resource theory. *Journal of Social and Personal Relationships, 7*, 465–478.
- Hobfoll, S., & Vaux, A. (1993). Social support: Social resources and social context. In L. Goldberger & S. Breznitz (Eds.), *Handbook of stress: Theoretical and clinical aspects* (2nd ed., pp. 685–705). New York: Free Press.

- Hutchison, E. D. (2003). *Dimensions of human behavior: Person and environment* (2nd ed.). Thousand Oaks, CA: Sage.
- Hutchison, E. D. (2008). *Dimensions of human behavior: Person and environment* (3rd ed.). Los Angeles: Sage.
- Ito, K. L., & Marimba, G. G. (2002). Therapeutic beliefs of Asian American therapists: Views from an ethnic-specific clinic. *Transcultural Psychiatry*, 39(1), 33–73.
- Jacobs, T. J. (1999). Countertransference past and present: A review of the concept. *International Journal of Psychoanalysis*, 80, 575–594.
- James, R. K., & Gilliland, B. E. (2001). *Crisis intervention strategies* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Janzen, C., & Harris, O. (1997). *Family treatment in social work practice* (3rd ed.). Itasca, IL: F. E. Peacock.
- Johnson, A. K. (2004). Social work is standing on the legacy of Jane Addams: But are we sitting on the sidelines? *Social Work*, 49(2), 319–322.
- Kadushin, A., & Kadushin, G. (1997). *The social work interview*. New York: Columbia University Press.
- Kanter, J. (1989). Clinical case management: Definition, principles, components. *Hospital and Community Psychiatry*, 40, 361–368.
- Kanter, J. (1996). Case management with long-term patients: A comprehensive approach. In S. M. Soreff (Ed.), *Handbook for the treatment of the seriously mentally ill* (pp. 257–277). Seattle: Hogrefe & Huber.
- Kanter, J. (1999). Clinical issues in delivering home-based psychiatric services. In A. Menikoff (Ed.), *Psychiatric home care: Clinical and economic dimensions* (pp. 19–37). San Diego, CA: Academic Press.
- Karls, J. M. (2002). Person-in-environment system: Its essence and applications. In A. R. Roberts & G. J. Greene (Eds.), *Social workers' desk reference* (pp. 194–198). New York: Oxford.
- Karls, J. M., & Wandrei, K. E. (Eds.) (1994). *Person-in-environment system: The PIE classification system for social functioning problems*. Washington, DC: National Association of Social Workers.
- Kazdin, A. (2000). *Behavior modification in applied settings* (6th ed.). Pacific Grove, CA: Brooks/Cole.
- Keidel, G. C. (2002). Burnout and compassion fatigue among hospice caregivers. *American Journal of Hospice & Palliative Care*, 19(3), 200–205.
- Killick, S., & Allen, C. (1997). “Shifting the Balance”—Motivational interviewing to help behaviour change in people with bulimia nervosa. *European Eating Disorders Review*, 5(1), 35–41.
- Kilpatrick, A. C., & Holland, T. P. (Eds.) (2006). *Working with families: An integrative model by level of need* (4th ed.). Boston: Allyn & Bacon.
- Kirst-Ashman, K. K., & Hull, G. H. (1997). *Generalist practice with organizations and communities*. Chicago: Nelson-Hall.
- Kocan, M. (1988). *Transference and countertransference in clinical work*. Workshop sponsored by the American Healthcare Institute.
- Krohn, M. D., & Thornberry, T. P. (1997). Network theory: A model for understanding drug abuse among African-American and Hispanic youth. *Substance Use and Misuse*, 32(12–13), 1931–1936.
- Lantz, J. (1996). Cognitive theory and social work treatment. In F. J. Turner (Ed.), *Social work treatment* (4th ed., pp. 94–115). New York: Free Press.
- Lantz, J., & Pegrarn, M. (1989). Casework and the restoration of meaning. *Social Casework*, 70, 549–555.

- Lantz, J., & Walsh, J. (2007). *Short-term existential intervention in clinical practice*. Chicago: Lyceum.
- Lazarus, R. S. (1993). Coping theory and research: Past, present, and future. *Psychosomatic Medicine*, 55, 234–247.
- Lazarus, R. S. (1999). *Stress and emotion: A new synthesis*. New York: Springer.
- Lazarus, R. S., & Lazarus, B. N. (1994). *Passion and reason: Making sense of our emotions*. New York: Oxford University Press.
- Leahy, R. L. (1996). *Cognitive therapy: Basic principles and applications*. Northvale, NJ: Jason Aronson.
- Lee, J. A. B. (2001). *The empowerment approach to social work practice: Building the beloved community* (2nd ed.). New York: Columbia University Press.
- Lee, M. (2000). Understanding Chinese battered women in North America: A review of the literature and practice implications. *Journal of Ethnic and Cultural Diversity in Social Work*, 8, 215–241.
- Lee, M. (2002). *Working with Asian American populations: A treatment guide*. Columbus, OH: Asian American Community Services.
- Lee, R. M. (1997). The role of social connectedness in the social support process and small group interactions. *Dissertation Abstracts International*, 57 (8), 5390B.
- Leigh, J. W. (1998). *Communicating for cultural competence*. Boston: Allyn & Bacon.
- Levine, S. S., & Kurzban, R. (2006). Explaining clustering in social networks: Towards an evolutionary theory of cascading benefits. *Managerial & Decision Economics*, 27(2–3), 173–187.
- Lewinsohn, P. M., Clarke, G. N., Rohde, P., & Hops, H. (2001). A course in coping: A cognitive-behavioral approach to the treatment of adolescent depression. In E. D. Hibbs & P. S. Jensen (Eds.), *Psychosocial treatment for child and adolescent disorders* (pp. 109–135). Washington, DC: American Psychiatric Press.
- Lincoln, K. D. (2000). Social support, negative social interactions, and psychological well-being. *Social Service Review*, 74(2), 231.
- Liu, H. C. S. (2004). Client perceptions of seeking counseling as a function of counselor ethnicity, counselor acculturation, counselor gender, and client gender. *Dissertation Abstracts International*, 64 (9), 3203A.
- Lloyd, C., King, R., & Chenowith, L. (2002). Social work, stress, and burnout. *Journal of Mental Health*, 11(3), 255–266.
- Loeber, R., Green, S. M., Lahey, B. B., Frick, P. J., & McBurnett, K. (2002). Findings on disruptive behavior disorders from the first decade of the Developmental Trends Study. *Clinical Child and Family Psychology Review*, 3, 37–60.
- Long, D. D., Tice, C. J., & Morrison, J. D. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Brooks/Cole.
- Lubart, T. I., & Mouchiroud, C. (2003). Creativity: A source of difficulty in problem solving. In J. E. Davidson and R. J. Sternberg (Eds.), *The psychology of problem solving* (pp. 127–148). New York: Cambridge University Press.
- Lum, D. (1999). *Social work practice and people of color*. Pacific Grove, CA: Brooks/Cole.
- Macgowan, M. J. (2004). Prevention and intervention in youth suicide. In P. Allen-Meares & M. W. Fraser (Eds.), *Intervention with children and adolescents: An interdisciplinary perspective* (pp. 282–310). Boston: Allyn & Bacon.
- Maguire, L. (1991). *Social support systems in practice: A generalist approach*. Silver Spring, MD: NASW.

- Maguire, L. (2002). *Clinical social work practice: Beyond generalist practice with individuals, groups, and families*. Pacific Grove, CA: Brooks/Cole.
- Maier, H. W. (1978). *Three theories of child development* (3rd ed.). New York: Harper & Row.
- Manns, W. (1988). Supportive roles of significant others in Black families. In H. P. McAdoo (Ed.), *Black families* (2nd ed., pp. 270–283). Thousand Oaks, CA: Sage.
- Marlow, C. (1998). *Research methods for the generalist practitioner* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Maslow, A. H. (1968). *Toward a psychology of being*. New York: Van Nostrand Reinhold.
- McClam, T., & Woodside, M. (1994). *Problem solving in the helping professions*. Pacific Grove, CA: Brooks/Cole.
- McFarlane, A. H., Neale, K. A., Norman, G. R., Roy, R. G., & Streiner, D. L. (1982). Methodological issues in developing a scale to measure social support. *Schizophrenia Bulletin*, 7, 90–100.
- McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention* (2nd ed.). New York: W. W. Norton.
- McGoldrick, M., Heiman, M., & Carter, B. (1993). The changing family life cycle: A perspective on normalcy. In F. Walsh (Ed.), *Normal family processes* (pp. 405–443). New York: Guilford.
- McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society*, 85(3), 317–325.
- Meacham, J. A., & Emont, N. C. (1989). The interpersonal basis of everyday problem solving. In J. D. Sinnott (Ed.), *Everyday problem solving: Theory and applications* (pp. 7–23). New York: Praeger.
- Meenaghan, T. M., Gibbons, W. E., & McNutt, J. G. (2005). *Generalist practice in larger settings: Knowledge and skill concepts* (2nd ed). Chicago: Lyceum.
- Meichenbaum, D. (1999). *Cognitive-behavior modification: An integrative approach*. Cambridge, MA: Perseus.
- Merton, R. K. (1994). Social structure and anomie. In S. H. Traub and C. B. Little (Eds.), *Theories of deviance* (4th ed., pp. 114–148). Itasca, IL: F. E. Peacock.
- Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people for change* (2nd ed.). New York: Guilford.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Minuchin, S. (1984). *Family kaleidoscope*. Cambridge, MA: Harvard University Press.
- Minuchin, S., & Fishman, H. (1981). *Family therapy techniques*. New York: Harvard University Press.
- Minuchin, S., Lee, W., & Simon, G. M. (1996). *Mastering family therapy: Journeys of growth and transformation*. New York: Wiley.
- Minuchin, S., Montalvo, B., Guerney, B., Rosman, B., & Schumer, F. (1967). *Families of the slums*. Cambridge, MA: Harvard University Press.
- Monette, D. R., Sullivan, T. J., & De Jong, C. R. (2000). *Applied social research: Tools for the human services*. Belmont, CA: Brooks/Cole.
- Moyers, T., & Rollnick, S. (2002). A motivational interviewing perspective on resistance in psychotherapy. *JCLP/In Session: Psychotherapy in Practice*, 58, 185–193.
- Murphy, C. D., & Dillon, C. (2003). *Interviewing in action: Relationship, process, and change* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

- Myer, R. A. (2001). *Assessment for crisis intervention: A triage assessment model*. Belmont, CA: Wadsworth.
- National Association of Social Workers. (1999). *Code of ethics*. Washington, DC: Author.
- Negy, C. (2004). Therapy with dissimilar clients: Issues to consider along this road more traveled. In C. Negy (Ed.), *Cross-cultural psychotherapy: Toward a critical understanding of diverse clients* (pp. 3–22). Reno, NV: Bent Tree Press.
- Netting, F. E., Kettner, P. M., & McMurtry, S. L. (2004). *Social work macro practice* (3rd ed.). Boston: Allyn & Bacon.
- Neugeboren, B. (1996). *Environmental practice in the human services: Integration of micro and macro roles, skills, and contexts*. New York: Haworth.
- Nichols, M. P., & Fellenberg, S. (2000). The effective use of enactments in family therapy: A discovery-oriented process study. *Journal of Marital & Family Therapy*, 26(2), 143–152.
- Nichols, M. P., & Schwartz, R. C. (2007). *The essentials of family therapy* (3rd ed.). Boston: Allyn & Bacon.
- O'Hanlon, W. H., & Weiner-Davis, M. (1989). *In search of solutions: A new direction in psychotherapy*. New York: Norton.
- Ouchi, W. G. (1981). *Theory Z: How American business can meet the Japanese challenge*. Reading, MA: Addison-Wesley.
- Parker-Sloat, E. L. (2003). Client-therapist ethnicity and gender matching as predictors of length of treatment and goal completion at a practicum training clinic. *Dissertation Abstracts International*, 64 (6), 2934B.
- Parsons, R. J. (1991). Empowerment: Purpose and practice principle in social work. *Social Work with Groups*, 14(2), 7–21.
- Pavlov, I. P. (1927). *Conditioned reflexes*. London: Oxford.
- Perkins, D. V., Hudson, B. L., Gray, D. M., & Stewart, M. (1998). Decisions and justifications by community mental health providers about hypothetical ethical dilemmas. *Psychiatric Services*, 49(10), 1317–1322.
- Petronio, S., Ellemers, N., Giles, H., & Gallois, C. (1998). (Mis)communicating across boundaries: Interpersonal and intergroup considerations. *Communication Research*, 25(6), 571–595.
- Piaget, J. (1967). *The child's conception of the world*. Totawa, NJ: Littlefield.
- Pimentel, E. E. (1996). Effects of adolescent achievement and family goals on the early adult transition. In J. T. Mortimer & M. D. Finch (Eds.), *Adolescents, work, and family: An intergenerational developmental analysis: Vol. 6. Understanding families* (pp. 191–220). Thousand Oaks, CA: Sage.
- Piselli, F. (2007). Communities, places, and social networks. *American Behavioral Scientist*, 50(7), 867–878.
- Porter, L. W., & Bigley, C. A. (1995). *Human relations: Theory and development*. Brookfield, VT: Dartmouth University Press.
- Potts, K. (1997). Social support and depression among older adults living alone: The importance of friends within and outside of a retirement community. *Social Work*, 42(4), 348.
- Prochaska, J., & Norcross, J. (1994). *Systems of psychotherapy: A transtheoretical analysis* (3rd ed.). Pacific Grove, CA: Brooks/Cole.
- Procidano, M., & Heller, K. (1983). Measures of perceived social support from friends and family: Three validation studies. *American Journal of Community Psychology*, 11, 1–24.
- Rampersad, H. K. (2001). *Total quality management: An executive's guide to*

- continuous improvement*. New York: Springer.
- Reamer, F. G. (1998). The evolution of social work ethics. *Social Work, 43*(6), 488–500.
- Reamer, F. G. (2003). Boundary issues in social work: Managing dual relationships. *Social Work, 48*(1), 121–133.
- Reid, K. E. (1997). *Social work practice with groups: A clinical perspective* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Reid, W. J. (2000). *The task planner*. New York: Columbia University Press.
- Reid, W. J., & Epstein, L. (1972). *Task centered casework*. New York: Columbia University Press.
- Reid, W. J., & Fortune, A. E. (2002). The task centered model. In A. R. Roberts & G. J. Greene (Eds.), *Social workers' desk reference* (pp. 101–104). New York: Oxford.
- Richman, J. M., Rosenfeld, L. B., & Hardy, C. (1993). The social support survey: A validation study of a clinical measure of the social support process. *Research on Social Work Practice, 3*, 288–311.
- Roberts, A. R. (2000). An overview of crisis theory and crisis intervention. In A. R. Roberts (Ed.), *Crisis intervention handbook: Assessment, treatment, and research* (2nd ed., pp. 3–30). New York: Oxford.
- Rooney, R. H. (1992). *Strategies for work with involuntary clients*. New York: Columbia University Press.
- Rose, S. M. (1990). Advocacy/empowerment: An approach to clinical practice for social work. *Journal of Sociology and Social Welfare, 17*(2), 41–51.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work, 41*(3), 296–305.
- Saleebey, D. (Ed.) (2002). *The strengths perspective in social work practice* (3rd ed.). Boston: Allyn & Bacon.
- Sarason, B. R., & Sarason, I. G. (2001). Ongoing aspects of relationships and health outcomes: Social support, social control, companionship, and relationship meaning. In J. Harvey and A. Wenzel (Eds.), *Close romantic relationships: Maintenance and enhancement* (pp. 277–295). Mahwah, NJ: Lawrence Erlbaum.
- Saunders, T., Driskell, J. E., Hall, J., & Salas, E. (1996). The effect of stress inoculation training on anxiety and performance. *Journal of Occupational Health Psychology, 1*, 170–186.
- Schmid, H. (2004). Organization–environment relationships: Theory for management practice in human service organizations. *Administration in Social Work, 28*(1).
- Schneider, R. L., & Lester, L. (2001). *Social work advocacy: A new framework for action*. Belmont, CA: Brooks/Cole.
- Schoenwolf, G. (1993). *Counterresistance: The therapist's interference with the therapeutic process*. Northvale, NJ: Jason Aronson.
- Segal, E. A., Gerdes, K. E., & Steiner, S. (2007). *An introduction to the profession of social work: Becoming a change agent* (2nd ed.). Belmont, CA: Brooks/Cole.
- Selye, H. (1991). History and present status of the stress concept. In A. Monat & R. S. Lazarus (Eds.), *Stress & coping: An anthology* (3rd. ed., pp. 21–35). New York: Columbia University Press.
- Sherman, E. M. (2000). An analysis of variables influencing student therapists' and clients' ratings of session satisfaction. *Dissertation Abstracts International, 60* (8), 4251B.
- Skinner, B. F. (1953). *Science and human behavior*. New York: Macmillan.
- Sori, C. F. (2006). Reflections on children in family therapy: An interview with Salvador Minuchin. In C. F. Sori (Ed.), *Engaging children in family*

- therapy: Creative approaches to integrating theory and research in clinical practice* (pp. 21–35). New York: Routledge/Taylor & Francis Group.
- Streeter, C. L., & Gillespie, D. F. (1992). Social network analysis. *Journal of Social Service Research, 16*.
- Taylor, R. J., Chatters, L. M., Hardison, C. B., & Riley, A. (2001). Informal social support networks and subjective well-being among African Americans. *Journal of Black Psychology, 27*(4), 439–463.
- Teram, E. (1999). A case against making the control of clients a negotiable contingency for interdisciplinary teams. *Human Relations, 52*(12), 263–276.
- Thompson, M. S., & Peebles-Wilkins, W. (1992). The impact of formal, informal, and societal support networks on the psychological well-being of black adolescent mothers. *Social Work, 37*, 322–328.
- Thyer, B. A., & Bursinger, P. (1994). Treatment of clients with anxiety disorders. In D. K. Granvold (Ed.), *Cognitive and behavioral treatment: Methods and application* (pp. 272–284). Pacific Grove, CA: Brooks/Cole.
- Thyer, B. A., & Myers, L. L. (1998). Social learning theory: An empirically based approach to understanding human behavior in the social environment. *Journal of Human Behavior in the Social Environment, 1*(1), 33–52.
- Thyer, B. A., & Wodarski, J. S. (Eds.) (1998). *Handbook of empirical social work practice. Vol. 1: Mental disorders*. New York: Wiley.
- Thyer, B. A., & Wodarski, J. S. (Eds.) (2007). *Social work in mental health: An evidence-based approach*. Hoboken, NJ: Wiley.
- Toseland, R. W., & Rivas, R. F. (2005). *An introduction to group work practice* (5th ed.). Boston: Allyn & Bacon.
- Traub, S. H., & Little, C. B. (Eds.) (1994). *Theories of deviance* (4th ed.). Itasca, IL: F. E. Peacock.
- Treasure, J., & Ward, W. (1997). A practical guide to the use of motivational interviewing in anorexia nervosa. *European Eating Disorders Review, 5*, 102–114.
- Turner, F. J. (Ed.) (1996). Theory and social work treatment. In F. J. Turner (Ed.), *Social work treatment* (4th ed., pp. 1–17). New York: Free Press.
- Turner, J., & Jaco, R. M. (1996). Problem-solving theory and social work treatment. In F. J. Turner (Ed.), *Social work treatment* (4th ed., pp. 503–522). New York: Free Press.
- Tyrrell, C. L., Dozier, M., Teague, G. B., & Fallot, R. D. (1999). Effective treatment relationships for persons with serious psychiatric disorders: The importance of attachment states of mind. *Journal of Consulting and Clinical Psychology, 67*(5), 725–733.
- Van Voorhis, R. (1998). “Culturally relevant practice: A framework for teaching the psychosocial dynamics of oppression” *Journal of Social Work Education, 34*, 121–133.
- Vaux, A. (1992). Assessment of social support. In H. O. Veiel & U. Baumann (Eds.), *The meaning and measurement of social support* (pp. 193–216). Washington, DC: Hemisphere Publishing.
- Walitzer, K., Dermen, K., & Connors, G. (1999). Strategies for preparing clients for treatment: A review. *Behavior Modification, 23*, 129–151.
- Wallace, A. C. (1997). *Setting psychological boundaries: A handbook for women*. Westport, CT: Bergin & Garvey.
- Walsh, F. (2006). *Strengthening family resilience* (2nd ed.). New York: Guilford Press.
- Walsh, J. (2000a). *Clinical case management with persons having mental illness: A*

- relationship-based perspective*. Belmont, CA: Brooks/Cole.
- Walsh, J. (2000b). Recognizing and managing boundary issues in case management. *Journal of Case Management*, 9(2), 79–85.
- Walsh, J. (2003a). The psychological person: Cognition, emotion, and self. In L. Hutchison, *Dimensions of Human Behavior: Person and environment* (2nd ed., pp. 151–182). Thousand Oaks, CA: Sage.
- Walsh, J. (2003b). The psychological person: Relationship, stress, and coping. In L. Hutchison, *Dimensions of human behavior: Person and environment* (2nd ed., pp. 185–218). Thousand Oaks, CA: Sage.
- Walsh, J. (2006). *Theories for direct social work practice*. Pacific Grove, CA: Brooks/Cole.
- Walsh, J. (2007). *Endings in clinical practice: Securing closure across diverse service settings* (2nd ed.). Chicago: Lyceum.
- Walsh, J., & Connelly, P. R. (1996). Supportive behaviors in natural support networks of people with serious mental illness. *Health and Social Work*, 21(4), 296–303.
- Walsh, J., & Harrigan, M. P. (2003). The termination stage in structural family intervention. *Family Therapy*, 30(1), 13–26.
- Walsh, J., & Meyersohn, K. (2001). Ending clinical relationships with people with schizophrenia. *Health and Social Work*, 26(3), 188–195.
- Waring, S. P. (1991). *Taylorism transformed: Scientific management since 1945*. Chapel Hill: University of North Carolina Press.
- Watson, J. B. (1924). *Psychology from the standpoint of a behaviorist*. Philadelphia: J. D. Lippincott.
- Webster-Stratton, C. (2001). Incredible years parents and children training series. Seattle, WA: Incredible Years.
- Retrieved from www.incredibleyears.com
- Wellman, B., & Berkowitz, S. D. (Eds.) (1988). *Social structures: A network approach*. New York: Cambridge University.
- Westerfelt, A., & Dietz, T. J. (2005). *Planning and conducting agency-based research* (3rd ed.). Boston: Allyn & Bacon.
- Wetchler, J. L. (2003). Structural family therapy. In L. L. Hecker & J. L. Wetchler (Eds.), *An introduction to marriage and family therapy* (pp. 63–93). Binghamton, NY: Haworth Clinical Practice Press.
- Whitfield, K. E., & Wiggins, S. (2002). The influence of social support and health on everyday problem solving in adult African Americans. *Experimental Aging Research*, 29(1), 1–13.
- Widegren, O. (1997). Social solidarity and social exchange. *Sociology*, 31(4), 755.
- Willer, D., & Anderson, B. (Eds.) (1981). *Networks, exchange, and coercion: The elementary theory and its applications*. New York: Elsevier.
- Wilson, G. T. (2000). Behavior therapy. In R. J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (6th ed., pp. 205–240). Itasca, IL: F. E. Peacock.
- Wodarski, J. S., & Bagarozzi, D. A. (1979). *Behavioral social work*. New York: Human Sciences Press.
- Wong, Y., & Hillier, A. (2001). Evaluating a community-based homelessness prevention program: A geographic information systems approach. *Administration in Social Work*, 25(4), 21–45.
- Wuthnow, R. (1998). *Loose connections: Joining together America's fragmented communities*. Cambridge, MA: Harvard University Press.
- Yan, M. C., & Wong, Y. R. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in

- cross-cultural social work. *Families in Society*, 86(2), 181–188.
- Young, T. R. (1999). Marxism and social movements: Theory and practice for social justice. *Contemporary Sociology*, 28(3), 268–270.
- Zastrow, C. H. (2006). *Social work with groups: A comprehensive workbook* (6th ed.). Belmont, CA: Brooks/Cole.

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com



Index

- ABC review, 113, 116–117, 118, 124
 - cognitive restructuring and, 116
- Abuse, domestic, 195
- Accessibility, 134
- ADHD school programs, 136–137
- Adolescents, 152–153, 154
 - social skills development and, 160–161
- Advocacy for agency change, 126
- African Americans, 45, 58, 130
 - adolescents, 154
 - Caucasian social workers and, 50
 - cultural heritage, 121
 - kin networks and, 141
 - multigenerational family systems, 141–142
 - slavery era, 142
- Agencies
 - hierarchy, 82
 - host settings for social workers, 235
 - people-changing, 235
 - people-processing, 235
 - people-sustaining, 235
 - primary settings for social workers, 235
 - solvency, 260
- Agencies, employing
 - administrative concerns, 235
 - social workers and, 235
- Agencies, human service
 - accessing information from all stakeholders, 241
 - common administrative challenges in, 239–241
 - efficiency of resource use, 241
 - evaluations of staff performance, 241
 - informal power, 245
 - insuring client access to services, 240
 - lack of clarity about agency mission or program, 240
 - public and private, 234
 - quality of interprofessional relationships, 241
 - staff alienation and burnout, 241
 - upholding client dignity, 241
 - variable program quality, 240
- Agency assessment outline, 246–247
 - the agency, 247
 - the community, 247
 - record keeping, 248
 - service gaps, 247
 - social work practice, 247
 - supervision and evaluation, 247
- Agency change activities
 - case illustration: consumers as board members, 251–252
 - case illustration: “gender suitability” of staff at a homeless shelter, 256–259
 - case illustration: length of stay at the Salvation Army, 255–256
 - case illustration: parent participation at Sacred Heart Center, 252–255
- Agency intervention, 248–259

- Agency intervention (*continued*)
 agency opposition to change, 249–250
 people-focused change, 248
 program and practice evaluation,
 250–251
 structural change, 248
 technological change, 248
- Agency power and politics
 interprofessional relationships, 246
- Agency program and policy developer, 13
- Agency requirements, 53
- Agency sanctions, sources of
 clients, 236
 community agencies, 236
 foundations and other funding sources,
 237
 government bodies, 237
 key community supporters, 237
 national credentialing organizations, 236
 professional organizations, 236
- Agency values, 15
- Alcohol and other drugs, 154
- Alcoholics Anonymous, 139, 199
- Alcohol use, negative reinforcement and,
 94
- Americans, definitions of community
 and, 129
- American society, ethic of individualism
 in, 138
- Analysis patterns of clients, 49
- Anxiety, 101, 102
 “Apache tear,” 51
- Appalachia, 123
 cultural background, 187
- Arts activity, directed, 208
- Art Therapy group, 211–212
- Asian Americans, 45
- Assessing individual clients, case illustration:
 the adolescent mother, 152–153
- Assessing involuntary families, intervention,
 185–187
- Assessment, sources of information, 33–34
- Assessment and intervention, structural
 family theory, 181–187, 193–194
 assessing involuntary families, 185–187
 beginning procedures, 181–182
 case illustration: the Dalton family,
 188–192
 case illustration: the family drawings,
 192–193
 ending structural family interventions,
 187–188
- Assessment outline
 for families, 182–183
 for individual clients, 153–155
- Assessment questions, examples of, 96
- Attention deficit/hyperactivity disorder
 (ADHD), 137
 parent advocates, 137
- Attitudes of clients, 48
- Attribution training, 118
- Authenticity, 44
- Autonomy, 19
- Bagarozzi, 91
- Baseline, 99, 100
- Beginning procedures, 181–182
- Behavior, 91
- Behavioral analysis, five domains of, 97
- Behavioral problems of adolescents
 motivational interviewing and, 53
- Behavior assessment, 95–98
 questions, 96
- Behaviorism, 91
- Behaviors
 of clients, 48
 directive, 70
 supportive, 70
- Behavior theory, 91–107
 basic assumptions of, 92
 covert actions, 108
 the nature of problems and change,
 92–95
 overt actions, 108
- Billable hours, 260
- Biofeedback, 165
- Biological factors and functioning, 153
- Body image and awareness, 7
- Boundaries
 benefits for clients, 62
 benefits for social workers, 62
 crossing, 62–63
 guidelines for managing dilemmas,
 65–66
 intervening factors, 65
 legal liabilities and, 65
 power and, 63
 professional groups, 63
 warning signs of possible boundary
 transgression, 63–64

- Boundaries, rules about
 - contact time, 61
 - emotional space, 62
 - physical closeness, 61–62
 - territoriality, 62
 - types of information to be shared, 61
- Boundaries in relationships, establishing and maintaining, 61–66
 - rules about, 61
- Boundary transgressions
 - accepting or giving gifts, 64
 - dual relationships, 64
 - intrusion into the client's territory, 64
 - investigating certain details of a client's personal life, 64
 - loaning, trading, or selling items to a client, 65
 - referring to a client as a friend, 65
 - self-disclosure by the social worker, 64
 - sharing information about a client, 65
 - socializing with a client, 64–65
 - touching or physically comforting the client, 64
 - warning signs of, 64
- BSSW (Bachelor of Science in Social Work), 3
- BSW (Bachelor of Social Work), 3, 75, 233
- Burnout, 5, 80
 - compassion fatigue and, 81
 - effects of, 81
- Campaign, 268, 275
- Case illustrations
 - the adolescent girls group, 120–121
 - the adolescent mother, 152–153
 - the Apache tear, 51–52
 - consumers as board members, 251–252
 - the Dalton family, 188–192
 - the family drawings, 192–193
 - “gender suitability” of staff at a homeless shelter, 256–259
 - length of stay at the Salvation Army, 255–256
 - Leonora's odd lifestyle, 145–146
 - managing family friction with communication skills, 123–124
 - parent participation at Sacred Heart Center, 252–255
 - the quiet woman, 67, 69–70
 - Robert's vocational training, 159–160
 - the runaway shelter, 73
 - the school brawler, 58–61
- Caseloads, 82
- Case management, 6
- Catholics, 8
- Catholic youth organization, 199
- Caucasians, 45
 - kin networks and, 141
- Causal attributions, 109, 117
 - problematic, 111
- Challenge, 24
- Change
 - ambivalence toward, 54
 - people-focused, 248
 - structural, 248
 - technological, 248
- Childhood, 109
- Children, social skills development and, 160–161
- Class conflict, 136
- Classical conditioning, 93, 101
- Client rights, 53
 - professional knowledge and, 17
- Clients, 154
 - gifts from, 72
 - motivation, 35
 - outreach, 5
 - overidentification with, 67
 - power and, 16
 - racial experiences of, 48
 - resources of, 49
 - responsibilities to, 104–105
 - spiritual beliefs of, 49
 - worldview beliefs, 49
- Clients, ending relationships with, 70–73
 - case illustration: the runaway shelter, 73
 - ending rituals, 72–73
 - tasks for ending, 71–72
 - types of endings, 70
- Clients, involuntary, 51
 - court orders and, 52
- Clients, reactant, 52–61
 - motivational interviewing, 53
 - ways to help, 52–53
- Client's thoughts, assessing validity of, 113
- Client system, 32
- Client system assessment, 32–34
 - components of problem assessment, 33

- Client system assessment (*continued*)
 goals of the initial social worker–client meeting, 32–33
 sources of assessment information, 33–34
- Clinical practice, 6
- Clinton administration, 276
- Cobblestone controversy revisited, 273–275
 community assessment, 274
 interventions, 275
 objectives and intervention tactics, 274–275
- Cognition, 91
- Cognitive assessment, 111–114
- Cognitive assumptions, adjusting, 111
- Cognitive biases, 109
- Cognitive coping, 115, 118–124
 communication skills development, 115, 122–124
 problem solving, 115
 problem-solving skills development, 120
 relaxation skills development, 115
 self-instruction, 115, 119
 social skills development, 115
 techniques for, 115
- Cognitive deficits, 111, 114
- Cognitive development, 109–110
- Cognitive distortions, common, 112
- Cognitive distortions of reality, 25, 111, 114, 117
- Cognitive functioning, 153
- Cognitive interventions, 109
- Cognitive mediation, 94
- Cognitive questioning, 118
- Cognitive restructuring, 113, 114, 116–118
 the ABC review, 115, 116–117
 attribution development, 115
 education, 115
 point–counterpoint, 115
 single parent and, 117–119
 strategies for, 115
- Cognitive theory, 108–128
 cognitive assessment, 111–114
 cognitive development, 109–110
 cognitive restructuring, 114
 cognitive therapy, 116
 combining cognitive and behavioral intervention, 124–126
 emotions in, 108
 interventions, 114–126
 the nature of problems and change, 110–111
 rational–emotive therapy, 116
 value principle: integrity, 126
- Collaboration, 267–268
- Collaborative process, 35
- Collateral information, 33
- College students, stress and coping styles, 26
- Combining cognitive and behavioral intervention, 124–126
- Command-giving, parent training and, 99
- Communication patterns of clients, 49
- Communication skills, 30, 191
 case illustration: managing family friction with communication skills, 123–124
 development, 123–124
 training, 186
- Communities, 266–267
 anomic, 266–267
 diffuse, 266–267
 integral, 266–267
 parochial, 266–267
 stepping stone, 266–267
 territorial, 130
 transitory, 266–267
- Community, 198, 264
 as conflict, 136–137
 definitions of, 130
 dimensions of, 139–140, 140
 multicultural, 139
 as social bond, 138–139
 as a social system, 137–138
 as spatial relations, 134–136
- Community and social support theory, 129–147
 assessing social support, 143–144
 definitions of community, 130
 four perspectives on community, 134–140
 the nature of social organization, 132–134
 social exchange theory, 131
 social learning theory, 130–131
 social support, 140–143

- Community and social support theory
(*continued*)
value principle: importance of human relationships, 131–132
- Community as a social system, 137–138
the sibling support group, 138
the supervised apartment program, 137–138
- Community as conflict, 136–137
ADHD school programs, 136–137
the family support group, 136–137
- Community assessment outline, 265–266
- Community as social bond, 138–139
gangs, 139
- Community as spatial relations, 134–136
the cobblestone controversy, 135–136
the shelter relocation, 135
- Community interventions, 129, 264–280
the cobblestone controversy revisited, 273–275
a community assessment outline, 265–266
ethical dilemmas in community practice, 277–278
Housing First, 275–277
intervention strategies, 267–268
a partnership with the community mental health association, 269–273
social advocacy, 268–269
types of communities, 266–267
- Community resource developer and advocate, 13
- Community resources, assessing and utilizing, 145
case illustration: Leonora’s odd lifestyle, 145–146
- Compassion fatigue, 81
- Compulsive behaviors, reinforcement and, 94
- Conditioning, 93
- Confidentiality, 17
in family work, 194
threats of violence and, 196
- Conflict, 136
- Conflict resolution group, 212–213
- Conscious thoughts, cognitive theory and, 108
- Consumerism, 133
- Contemplation, 54
- Contingency theory, 243–244
- Continuum of Care, 276, 277
- Contracts, elements of, 36
- Coping, 24
biological, 25
emotion-focused, 26
problem-focused, 26
psychological, 25–26
- Coping skills, 91
of clients, 49
- Coping styles, 26, 26–28
- Core beliefs, influence of, 110
- Countertransference, 66–67
negative, 67
positive, 67
problematic, 67
- Covert actions, 108
- Creativity, 29, 153
characteristics of, 30
- Crises, 167, 168
assessment and intervention activities, 168
failure of usual coping efforts, 168
implementation of solutions, maladaptive or adaptive, 168
sharp and sudden increase in tension, 168
stages of, 168
suicide and, 168
- Crisis intervention, 167–171
assessing suicidal ideation, 168–169
case illustration: a mid-life crisis, 170–171
skills, 5
strategies, 169–171
- Critical thinking, 29
- Crowell, Jennifer Hause, 264
- Cultural factors and transitions, 154
- Cultural heritage
of clients, 48
Latino, 121
- Cultural knowledge, 48
- Culturally competent practice, understanding, 48–52
case illustration: the Apache tear, 51–52
the competent response, 50–51
cultural knowledge, 48
the curious response, 50
the ethnocentric response, 49
the knowledgeable response, 49–50
- Cultural norms, boundaries and, 65

- Cultural sensitivity, 48–49
- Deaf culture, 130
- Deaf people, 130
- Deciding on an intervention strategy in
cognitive theory, 114
- Deep breathing, 115
- Deviance, 133
- Diabetes, motivational interviewing and,
53
- Diagnostic labels, 5
- Direct practice, 6
- Direct practitioner with individuals,
families, and groups, 13
- Disabilities, 273
- Disposition, 154
- Divergent thinking, 29
- Diversity, 243
- Duelin' Daltons, 188
- Eating disorders, motivational interview-
ing and, 53
- Education, growth, and socialization: the
multiple-family weekend retreat,
215–216
- Empathy, 43
- Employees
institutional, 244
managerial, 244
technical, 243
- Empowerment
developmental process, 17
liberation from oppression, 17
psychological state, 17
strengths-based practice, 16
three themes of, 17
- Endings in group intervention: leader
tasks, 208
- Environmental practitioner, 13
- Erikson, Erik, psychosocial theory of, 7
- Ethical dilemmas, 38
common sources of, 17–18
in community practice, 277–278
in family work, 194–196
in group work, 218–219
questions for resolving, 18
value principle: dignity and worth of
the person, 261–262
value principle: service, 259–261
values hierarchy #1, 18
values hierarchy #2, 18–19
- Ethical values hierarchy, 18
- Ethics, 14
- Ethnocentrism, 49
- Evaluations
outcome, 250
process, 250
sample form, 226–232
- External environment, adaptation to, 132
- Extinction, 100
reinforcement systems, 100
- Families
Chinese, 175
defining problems, 174
dynamics of relationships in, 184
Hispanic, 175
involuntary, 185–187
Italian American, 175
Jewish, 175
Mexican American, 175
Native American, 175
types of, 174
Vietnamese, 175
West African, 175
- Family Assessment and Prevention Team
(FAPT), 193, 194
- Family Education and Support Group,
200, 201, 202, 208–211
- Family factors, 154
- Family preservation, motivational inter-
viewing and, 53
- Family Preservation Services, 191
- Family structure, 175
alliances, 176
boundaries, 177
communication skills, 178
disengagement, 176
enmeshment, 176
executive authority, 176
external systems influences, 179
family myths, 179
flexibility, 178
manipulating space, 186
member resistance to normal family
change process, 180
power imbalances, 179
roles, 177
rules, 177
subsystems, 176

- Family structure (*continued*)
 system boundaries that are too rigid
 or too diffuse, 179
 triangles, 177
- Family support group, 136–137
- Family system, visual portrayal of, 183
- Feminist theorists, 26
- Focusing, 44
- Formal assessment instruments, 34
- Formal organizations, characteristics of,
 237–239
 agency planning and goal setting, 239
 culture, 239
 detachment, 238
 documentation, 239
 formal power, 237
 hierarchy, 237
 informal power, 237
 power, 237
 productivity, 238
 qualifications, 238
 rules, 238
 specialization, 238
 structure, 237
- Franklin Court Conflict Resolution
 Group, 212–214
- Franklin Court Elementary School, 212
- Freud, Sigmund, psychosexual theory of, 7
- Functional analysis, 96
 behavioral assessment and, 95
- Functional behavioral analysis, 96
- Gangs, 139
- General adaptation syndrome, 25
- Generalist practitioner, roles of, 12–14,
 134
 agency program and policy developer,
 13
 community resource developer and
 advocate, 13
 direct practitioner with individuals,
 families, and groups, 13
 environmental practitioner, 13
 information manager, 13
 outcome evaluator, 13
 service accessibility advocate, 13
- Generalist social work practice, 20
 components of, 5
 defining, 3–6
 elements of, 6–11
 model of, 5–6
 problem solving in, 22–40
 problem-solving model of, 30–31
 relationship of theory to practice in,
 11–12
 systems in, 14
- General social work practice, elements
 of, 6–11
 the “bio,” 7
 the bio-psycho-social-spiritual perspec-
 tive, 6–7
 the “psycho,” 7–8
 the “social,” 8
 the “spiritual,” 8–11
- Genogram, 183
- Goal attainment, 132
- Goals, 154
 functions of, 34
 of intervention, 95
 realistic and attainable, 35
- Goal selection and definition, guidelines
 for, 34–36
- Goal setting and contracts, 34
 contracts, 36
- Goal setting and intervention principles,
 steps in, 97–98
- Group interventions, 198–232
 forming intervention groups, 200–203
 group stages, 203–204
 sample evaluation form, 226–232
 sample phone survey for prospective
 group members, 222–225
 types of treatment groups, 198–200
- Group leaders
 interventions, 205
 roles of, 201
- Group leadership skills, 204–205
 power and control stage, 204
 pre-affiliation stage, 204
 separation stage, 204–205
 shared working stage, 204
- Group process, monitoring, 202, 205–206
 communication and group interaction,
 206
 decision making, 206
 group cohesion, 206
 group norms, 206
 group structure, 205
 leadership style of the social workers,
 206

- Group process, monitoring (*continued*)
 presentations of group members, 205
- Groups
 cognitive-behavioral intervention in, 207
 disruptive behavior and, 207
 involuntary, 206–207
 open versus closed, 201
 rules for, 202
 sample phone survey for prospective group members, 222–225
 screening candidates for, 202
- Group stages, 203–204
 power and control stage, 203
 pre-affiliation stage, 203
 separation stage, 203
 shared working stage, 203
- Harm, 24
- Health and wellness, 7
- Health care issues, motivational interviewing and, 53
- Helpful factors for clients in groups, 199
- High-probability behaviors, 99
- Historic experiences of clients, 48
- HIV high-risk behavior, motivational interviewing and, 53
- Housing First, 275, 276
 community assessment, 276
 interventions, 277
 objectives and intervention tactics, 276–277
- Human relations, 242–243
 diversity, 243
- Human service organizations, nature of, 234–241
 characteristics of formal organizations, 237–239
 common administrative challenges in human service agencies, 239–241
 task groups in agencies, 239–240
- Human service practitioners, 141
- Identifying information, 153, 183
- Information manager, 13
- Informed consent, 17
- Initial social worker–client meeting, goals of, 32–33
- Integrative functions, 132
- Integrity, 126
- Intelligence, 153
- Intervention, advantages of group vs. individual, 199
- Intervention, cross-cultural
 competence in, 48–51, 49
 dominant culture social worker and minority culture client, 46–47
 majority culture social worker and majority culture client, 48
 minority culture social worker and minority culture client, 47
 minority social worker and dominant culture client, 47
- Intervention groups, 208–218
 all five types of groups: the wilderness group, 216–218
 anger control group: the Franklin Court Conflict Resolution Group, 212–214
 Art Therapy group, 211–212
 education, growth, and socialization: the multiple-family weekend retreat, 215–216
 examples of, 208–218
 Family Education and Support Group, 208–211
 forming, 200–203
- Intervention in cognitive theory, 114–126
- Intervention methods for levels of practice, 149–280
 community interventions, 264–280
 group interventions, 198–232
 organizational practice, 233–263
 practice with families, 174–197
 practice with individuals, 151–173
- Intervention plan/client contract, sample, 37
- Interventions
 communication skills training, 186–187
 effectiveness (outcome), 20, 31
 efficiency, 31
 ending stages of, 70
 principles of, 55
 verbal interventions and adolescence, 92
- Intervention strategies, 267–268
 campaign, 268
 collaboration, 267–268
 contest, 268
- Intervention theories and applications, 89–147

- Intervention theories and applications
(*continued*)
- behavior assessment, 95–98
 - behavior theory, 91–107
 - cognitive theory, 108–128
 - community and social support theory, 129–147
 - goal setting and intervention principles, 97–98
 - goals of intervention, 95
 - parenting education, 98–99
 - professional value principal: competence, 104–106
 - systematic desensitization, 101–104
- Jews, 8, 175
- Job descriptions, 82
- Judgment, 153
- Kohlberg and Gilligan's theories of moral development, 7
- Latinos, 130
- Leader activities during the first session, 208
- Legal requirements, 53
- Life-cycle stage, 154
- Life or role transitions, critical developmental stages of life, 23
- Living Skills Group, 213–214
- Logotherapy, 10
- Marwood Counseling Center, 37
- Marx, Karl, 136
- Meals on Wheels (MOW), 251–252
- Meaning, categories of
 - creative (music, art), 10
 - defiant (resisting oppression), 11
 - experiential (responding to natural beauty or to works of art), 10
 - religious, 10
 - social (engagement in a variety of social activities to advance some value), 10
- Meditation, 165
- Mental Health Association, 272
- Mental health centers, 235
- Mental health interest groups, 138
- Mental health systems, 37
- Metropolitan House Community Homeless Shelter (MHCHS), 257
- Minuchin, Salvador, structural family theory of, 175
- Modeling, 94–95
- Moods, 154
- Motivational interviewing, 53–61
 - case illustration: the school brawler, 58–61
 - decisional balancing, 57–58
 - eliciting self-motivational statements, 55
 - handling reactance, 56–57
 - intervention principles and, 55
 - major concepts of, 53–61
 - perspectives of, 54
 - the social worker–client relationship, 54–55
 - supporting self-efficacy and developing a change plan, 58
- Transtheoretical Stages of Change (TSOC) model, 53–54
- MSW (Master of Social Work), 3
- Muslims, 8
- NASW Code of Ethics 18, 19, 36, 42, 104–106, 125, 126, 131, 172, 234, 267
 - competence, 104–105
- National Association of Social Workers (NASW), 8, 236
 - Mental Health Association, 38
 - person-in-environment (PIE) system, 8
 - political action committee, 38
- National Council of Community Mental Health Centers, 236
- Native American culture, 51
- Natural breathing technique, 103
- Neo-Marxists, 136
- New York City, 46
- Objectives, measurable, 35
- Operant conditioning, 93–94
- Optimism, 87
- Organizational management, human relations approach, 242
- Organizational practice, 233–263
 - an agency assessment outline, 246–248
 - agency intervention, 248
 - agency power and politics, 245–246
 - ethical dilemmas in, 259–262

- Organizational practice (*continued*)
 nature of human service organizations,
 234–241
 organizational theories, 242–245
- Organizational theories
 contingency theory, 243–244
 human relations, 242–243
 scientific management, 242
 Theory Z and total quality manage-
 ment, 244–245
- Organizational traditions, American, 244–
 245
- Organizations, 233
 dimensions of, 247
- Outcome evaluator, 13
- Overeating, 94
- Overt actions, 108
- Pain management, 53
- Panic disorder, 101–104
- Paperwork, 85
- Parenting education, 98, 98–99
 classical conditioning, 101
 components of, 98–99
 do's and don'ts, 100
 operant behavior intervention
 principles, 101
- Parents
 behavioral theory and, 101
 overinvolvement, 179–180
- Partnership with the community mental
 health association, 269–273
 community assessment, 270
 interventions, 271–273
 task force objectives and intervention
 tactics, 270–271
- Pattern maintenance, 132
- Pavlov, Ivan Petrovich, 91
 conditioned response in dogs, 93
- Personal functioning, ineffective, 23
- Personalization of negative events, 118
- Person-in-environment (PIE), 8, 17, 23
 classification system, 9–10
- Piaget, Jean, 109
 theory of cognitive development, 7
- Plan, 154
- Pleasure and pain, 92
- Postmodernism, 133
- Postmodern society, characteristics of, 133
- Poverty, 130, 175
- Practice, characteristics of effective, 20
- Practice theory, 11
- Practice with families, 174–197
 ethical dilemmas in family work,
 194–196
 structural family theory, 175–188
- Practice with individuals, 151–173
 assessing individual clients, 151–153
 assessment outline for individual clients,
 153–155
 crisis intervention, 167–171
 an ethical dilemma: the social worker–
 client relationship, 171–172
 social skills development, 160–163
 stress management, 163–167
 task-centered practice, 155–160
- Practitioner licensure boards, 236
- Pre-contemplation, 54
- Problem assessment, components of, 33
 concern as presented by the client
 system, 33
 developmental stage of the client
 system, 33
 impact of environmental factors on
 presenting situation, 33
 significant role transitions, 33
- Problem behavior, reinforcement of, 96
- Problem definition, 153
- Problems
 definition, 183
 identification, 153, 183
- Problems and change, nature of, 110–111
 classical conditioning, 93
 operant conditioning, 93–94
 social learning, 94–95
- Problem solving, 22–40, 120, 155–156
 assumptions of, 29
 brainstorming, 120
 choosing and implementing an
 alternative, 120
 defining the problem, 120
 evaluating the implemented solution,
 120
 “problem” focus versus “solution”
 focus, 31–32
 problems in living, 22–24
 process of, 28–30
 roles of critical thinking and creativity,
 29–30
 steps in, 155–156

- Problem solving (*continued*)
 stress and coping styles, 24–28
 theory, 22
- Problem solving model of generalist
 practice, 30–31
 evaluation of the plan, 31
 implementation of the plan, 31
 planning for problem resolution, 31
 problem identification and exploration,
 30–31
- Problem tracking, 185
- Professional growth, 83
- Professional roles, 12–13
- Professionals, conflicts with bureaucrats,
 235–236
- Program and practice evaluation, 250–251
- Progressive muscle relaxation, 165
- Protestants, 8
- Psychological factors and functioning, 153
- Psychological kinship, 174
- Puerto Ricans, 46
- Punishment, 91, 92, 100
 reinforcement systems, 100
- Quality circle, 244
- Quality of life, 19
- Rational-emotive therapy, 116
- Rational thinking, 109, 111
- Reactance, handling, 56–57
 agreement with a twist, 57
 amplified reflection, 56
 clarifying free choice, 57
 double-sided reflection, 57
 reframing, 57
 shifting focus, 57
 simple reflection, 56
- Reciprocal obligation, 131
- Reciprocity, 131
- Referral statement, 153, 183
- Reflective listening, 122
- Reframing, 190
- Reinforcement, 91, 91–92
 negative, 94
 positive, 94
- Reinforcement systems
 high-probability behaviors, 99
 social reinforcements, 99
 token economies, 99–100
- Relabeling, 185
- Relationships with client systems, 41–74
- Relaxation
 case illustration: the niece and the
 nursing home, 165
 skills development, 163, 164–165
 techniques, 103
- Religion
 American, 8
 spirituality and, 8
- Resilience, 16
- Ridgedale High School, 120–121
- Role-playing, 94, 124, 184, 187, 191, 207
- Role transitions, 23
- Sacred Heart Center, 252
- Salvation Army, 255–257
- Schemas, 109
- Schizophrenia, 37, 69–70
- Schools of social work, 234, 236, 273
- Scientific management, 242
- Self-disclosure, authenticity and, 44
- Self-motivational statements, eliciting, 153
 concern questions, 55
 intention to change, 56
 optimism about change, 56
 problem recognition questions, 55
 questions about extremes, 56
- Service accessibility advocate, 13
- Seventh Day Adventist Church, 234–235
- Sex offenses, motivational interviewing
 and, 53
- Sexual abuse of children, 180
- Shaping, 99
- Sibling support group, 138
- Single parents, 152
 cognitive restructuring and, 117–119
- Skinner, 91
- Social advocacy, 268–269
- Social bond perspective, 139
- Social change efforts, 36
- Social exchange theory, 130, 131
 reciprocity, 131
- Social factors, 154
- Social justice, 36–39
 promotion of, 38
- Social learning theory, 130–131
 modeling, 94
- Social networks, 142
 church or religious groups, 142
 clusters, 142–143

- Social networks (*continued*)
 extended family, 142
 family of choice, 142
 family of origin, 142
 identified friends, 142
 informal community relations, 142
 members of associations, 142
 neighbors, 142
 recreational partners, 142
 school colleagues, 142
 work or volunteer contacts, 142
- Social organization
 nature of, 132–134
- Social skills development, 125, 160–163
 behavioral interventions, 161
 case illustration: the angry adolescent, 162–163
 cognitive aspects of, 160–161
 improving behavioral skills, 125
 improving cognitive capacity, 125
- Social support, 140–144
 assessment form, 144
 emotional support, 143–144
 instrumental support, 143–144
 material support, 143–144
 measuring, 144–145
 operationalizing, 142–143
- Social support deficits
 abusive and neglectful parents, 141
 chronically ill, 141
 culturally isolated people (refugees and immigrants), 141
 disabled adults and children, 141
 elderly, 141
 homeless people, 141
 people living in rural isolation, 141
- Social support theory, 8, 129, 140
 buffering model, 141
 main effect model, 141
- Social work practice, 75
 value base of, 14–20
- Social worker, self-awareness of, 76–78
 being a social worker and, 78–79
 cognitive, physical, and emotional development, 79
 social development, 80
 spiritual development, 78–79
- Social worker agency research, 250
- Social worker–client relationship, 54–55
 beginning, 41–45
 client’s orientation to the service setting, 42–43
 communication skills, 43–44
 counterproductive communication, 45
- Social workers, 75–88
 agency strategies for care of, 82
 burnout and compassion fatigue, 80–81
 goals of intervention, 19
 self-awareness, 76–78
- Social workers, personal reactions to clients, 66–70
 case illustration: the quiet woman, 69–70
 common social worker reactions to clients, 67–68
 countertransference, 66–67
 transference, 66
- Social worker self-care, 83–87
 appreciating the rewards of social work practice, 83–84
 creating facilitative physical work environment, 87
 cultivating a sense of mission, 87–88
 nurturing relationships inside and outside the office, 85–86
 recognizing the stresses inherent in social work practice, 84–85
 set clear boundaries with clients, 86–87
- Social Workers with Disabilities Association, 135
- Socioemotional skills, 13
- Sociopolitical skills, 13
- Socratic questioning, 111
- Spirituality, 8
- Staff development programs, 82
- Step-down process, 194
- Strengths-based practice, principles of, 16
- Strengths orientation, 35
- Stress
 biological, 23
 psychological, 23
 sociological, 23
 three categories of, 24
- Stress and coping styles, 26, 26–28
 among social work students, 27–28
- Stress events, 81
- Stress management, 24, 163–167
 relaxation skills development, 164–165
 stress prevention skills development, 165–167

- Stress management (*continued*)
 teaching skills, 186
- Stress prevention skills development, 165–167
 case illustration: every day was overwhelming, 166–167
- Structural family theory, 174, 178–179
 alliances, 176
 assessment and intervention, 181–187
 boundaries, 177
 communication, 178
 cultural considerations, 178
 executive authority, 176
 external systems influences, 179
 family goals, 178
 family life cycle stage, 178–179
 family myths, 179
 flexibility, 178
 major concepts of, 176–178
 the nature of problems and change, 179–181
 other concepts, 178–179
 roles, 177
 rules, 177
 subsystems, 176
 triangles, 177
- Structural functionalism, 132
- Substance abuse, 94
 motivational interviewing and, 53
 Transtheoretical Stages of Change (TSOC), 53
- Substance use, 154
- Suicide, 168
 assessing ideation, 168–169
- Supervised apartment program, 137–138
- Supervision, 82, 105
 characteristics of successful, 105–106
 competence and, 105
- Supervisory support, 85
- Support, characteristics of effective, 141
- Support, perception of, 143
 observed external support, 143
 sense of acceptance by others, 143
- Support appraisals, 143
- Support groups, 198
- Supporting self-efficacy and developing a change plan
 asking questions about hypothetical change, 58
 brainstorming, 58
 discussing personal strengths and supports, 58
 evocative questions, 58
 giving information and advice, 58
 reviewing past successes, 58
 ruler assessment, 58
- Supporting system strengths, 185
- Supportive behaviors, 143
- Systematic desensitization, 93, 101–104
 behavioral intervention technique, 101
- Systems, 198
- Systems in generalist practice, 14
 the action system, 14
 the change agent system, 14
 the client system, 14
 the initiator system, 14
 the professional system, 14
 the referral system, 14
 the target system, 14
- Task-centered practice (TCP), 155–160
 case illustration: Robert's vocational training, 159–160
 follow-up sessions, 158–159
 problem solving, 155–156
 sample form, 157
- Task-centered practice form, 157
- Task groups in agencies, 239–240
 administrative groups, 239
 agency teams, 239
 committees, 239
 delegate councils, 239
 social action groups, 239
- Temperament, 154
- Theory
 criteria for selection of, 12
 definition of, 11
 less predictable role transitions, 23
 relationship to practice, 11–12
- Theory Z
 Japanese companies and, 244
 total quality management (TQM), 244–245
- Thinking patterns of clients, 49
- Thomas, M. Lori, 264
- Thought record, 116
- Thought stopping, 165
- Threat, 24
- Thyer, 91
- Time out, 101

- Token economies, 99–100
- Total quality management (TQM), 244–245
- Transference, 66
- Transtheoretical Stages of Change (TSOC), 53
- model, 54
 - six stages of change and, 53–54
- Treatment groups, types of, 198–200
- educational groups, 199
 - growth groups, 199
 - socialization groups, 200
 - support groups, 198
 - therapy groups, 199
- Triangles, 190
- United States
- perspectives on community in, 138
 - scientific management, 242
 - Theory Z, 244
- United Way, 236, 237
- Utah, 215–216
- Value base of social work practice, 14–20
- client empowerment, 16–17
 - ethical dilemmas, 17–19
 - professional value principal: service, 19–20
 - strengths-based practice, 14–16
- Value principle: importance of human relationships, 131–132
- Value principle: integrity, 126
- Value principle: service, 259–261
- Value principle: social justice, 36–39
- Values, 14
- of clients, 48
 - personal, 15
 - societal, 15
- Values, professional
- competence, 15
 - dignity and worth of the person, 15
 - importance of human relationships, 15
 - integrity, 15
 - service, 15
 - social justice, 15
- Violence, threats of, 195
- Visualization, 165
- Watson, 91
- Weekend Family Retreat, 215–216
- Wilderness Conquest Program
- Native American traditions, 217
 - Utah, 215–216
- Wilderness Group, 216–218
- Wodarski, 91
- Worker–client differences in generalist practice, 45–48
- cross-cultural intervention, 45–48

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

Licensed to:

CENGAGE **brain**.com

