

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
COURSE SYLLABUS**

**Practice with Individuals, Families, and Groups  
19:910:500**

Term:

Instructor:

Email:

Office:

Office Hours:

### **I. Catalog Course Description**

This is the first half of two required sequential courses in the Professional Foundation Year. It provides the basic knowledge and skills as a foundation for the advanced practice curriculum. Using a problem-solving model in an ecological perspective, the course prepares students to apply a generalist practice perspective to systems of all sizes and levels. Essential values, concepts, and ethical considerations within a human rights perspective as they pertain to generalist social work practice are explored.

### **II. Course Overview**

This course approaches social work practice from a generalist perspective using a problem-solving process, which engages individuals, families, small groups, organizations and the community, in the larger society. The problem-solving process is combined with an ecological and human rights perspective. Practice content includes the following skills: developing professional relationships; collecting and assessing data; defining problems; using appropriate practice research knowledge; goal-setting; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using empirical measurement to monitor and evaluate outcomes; and concluding intervention. Emphasis is given to facilitative and constraining effects of the sociocultural context surrounding practice. Special attention is given to human diversity and populations-at-risk, such as persons of color, women, and gays and lesbians.

As students read through this syllabus, they should also **remember to closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

### **III. Place of Course In Program**

This is the first of two generalist practice foundation courses. The course is co-requisite with Practicum 1 and is a co and prerequisite for both Practice with Communities and Organizations and Practicum 2. Students should discuss any issues that arise in their practicum placement with their practicum instructor and the office of Practicum Learning.

#### **IV. Council of Social Work Education's Social Work Competencies**

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at [www.cswe.org](http://www.cswe.org).

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. Upon completion of their MSW education students will be able to:

##### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

##### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups,

organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

[Explore the entire set of 2022 CSWE competencies.](#)

## **V. Course Objectives**

Upon completion of the course students will have beginning competence to

1. Identify the purposes and objectives of social work practice.
2. Identify how personal and professional values and ethics direct and guide social work practice.
4. Apply principles of engagement to direct social work practice.
5. Demonstrate basic skills in the assessment process.
6. Articulate and apply core practice theories to assessment.
7. Use a person-in-environment perspective to recognize and appraise the effects of context on practice at the micro, mezzo, and macro level.
8. Identify and apply change strategies to direct social work practice.

## **VI. Required Texts and Readings**

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

Payne, M. (2014). *Modern Social Work Theory, 4<sup>th</sup> edition.* Chicago, IL: Lyceum Books.  
This book is available electronically free of charge from the library.

Students also are expected to read other works drawn from a selection of additional books and journals.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please note, this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and

Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

## **VII. Attendance and Participation**

### **Attendance**

Please refer to the school-wide syllabus for the standard attendance policy for classes in on-the-ground (traditional) program, intensive weekend program (IWP), and asynchronous online program.

You should complete the course modules according to the calendar in the global navigation bar. You are expected to complete readings, discussions, and assignments according to the due dates found in each module's activity table and the course syllabus. Faculty are able to view your activity in Canvas (including your time spent in module threads, listening to or viewing podcasts and screencasts, etc.) to ensure you are staying actively involved in the course.

### **Late Assignments**

**Late assignments will not be accepted**, unless the student has made arrangements prior to the assignment due date. The instructor reserves the right to reduce the letter grade for late assignments.

### **Netiquette**

1. In all of your interactions, remember there is a person behind the written post.
2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
4. Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
8. Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

## **VIII. Assignments and Grading**

All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice. All written work **must** be typed. **Late assignments will not be accepted**, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not conform to APA format.

To ensure that each student is successfully able to complete the course expectations, specific issues with your practicum setting need to be taken directly to your respective practicum supervisor, practicum liaison and/or practicum learning office representative. If there are concerns about a student being able to successfully complete the assignments of the course, your instructor for your practice course reserves the right to contact the practicum office and/or your practicum instructor to determine if you are able to carry out your assignment. These are educational issues that directly impact a student's ability to meet the educational objectives for this course. A student's course evaluation is based on the following 6 required assignments:

1. DISCUSSIONS AND REFLECTIONS – 20% of final grade. This course takes an active learning approach, meaning that while there will be lectures and readings, one of the main ways that you will be learning in this course is through investigating, problem-solving, practicing, and collaborating with peers through discussions. Consequently, the course will feature weekly discussions, in which you will apply what you've learned and receive peer feedback on your applications, and reflections, which are opportunities to synthesize your learning and consider additional applications.
2. Short Graded Assignments (25% of final grade) Throughout the semester, there will be several brief assignments that will assist you in developing essential skills. These include the Knowing Yourself Ethically reflective survey, the Engagement Reflection, a Genogram, and the Role-Play assignment. The main goal of these short assignments is to provide you opportunities to build skills for your practice and receive instructor and/or peer feedback.
3. MIDTERM EXAM (20% of final grade): **This will take place during Module 10 of the course.**
4. INTEGRATIVE ASSIGNMENT (35% of final grade) - The final paper for this class is a 12-15 page integrative assignment that applies your readings and class materials to a particular case or client system that you are working with in your practicum placement. The purpose of this assignment is to facilitate a deeper understanding of the assessment and problem-solving process. Through this assignments, you will demonstrate skills in assessment and case formulation. **Please be sure to check with your practicum instructor about your case or client-system selection.**
5. Throughout the semester, students may also be assigned short homework assignments at the instructor's discretion.

More detailed instructions about assignments will be distributed directly to students at the beginning of the semester.

## **XV. COURSE OUTLINE**

### **UNIT 1: OVERVIEW OF GENERALIST SOCIAL WORK PRACTICE**

#### **Module 1: The Social Work Profession & the Helping Process**

##### *Learning Objectives:*

- Define the helping process.
- Identify your role, as a social worker, in the helping process.

##### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

Chapter 1. The Challenges and Opportunities of Social Work (pp. 2-22)

Chapter 2. Direct Practice: Domain, Philosophy, and Roles (pp. 23-34)

Chapter 3. Overview of the Helping Process (pp. 35-56)

#### **Module 2: Values and Ethics in Social Work Practice**

##### *Learning Objectives:*

- Articulate the NASW code of ethics.
- Define the relationship between ethics and values.
- Identify how power, context, and history shape social work values and ethics.

##### *Reading*

- Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.
- Chapter 4. Operationalizing the Cardinal Social Work Values (pp. 57-88)

Finn, J. L. (2016). *Just practice: A social justice approach to social work.* Oxford University Press.

- Chapter 3 Excerpt (Values, Ethics, Vision): Power, Context, History (pp.117-133).

Podcast: Allan Barsky – Practice Standards on Social Work and Technology: Changes, Challenges, and Ongoing Debates.<https://www.insocialwork.org/wp-content/uploads/2021/06/insocialwork-episode-231.pdf>

### **UNIT II: ENGAGEMENT: COMMUNICATION AND INTERVIEWING**

### **Module 3: Engagement: Therapeutic Communication and Relationship-Building**

#### *Learning Objectives:*

- Define and apply the principles of therapeutic communication.
- Define and apply the principles of relationship-building.
- Define and apply the principles of “tuning-in.”

#### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

- Chapter 5. Building Blocks of Communication: Conveying Empathy and Authenticity (p. 91-137)
- Chapter 6. Verbal Following, Exploring, and Focusing Skills (pp. 138-167)

Shulman, L. (2009). *The skills of helping individuals, families, groups, and communities* (6<sup>th</sup> ed.). Itasca, Illinois: F.E. Peacock Publishers, Inc.

- Chapter 3: The preliminary phase of work (pp. 52-73).

### **Module 4: Engagement: Belief-Bonding and Strengths-Based Interviewing**

#### *Learning Objectives:*

- Identify counterproductive and positive communication patterns.
- Define and apply core skills of additive empathy, interpretation and confrontation.
- Define and apply principles of ‘belief-bonding.’

#### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

- Chapter 7. Eliminating Counterproductive Communication Patterns and Substituting Positive Alternatives (pp. 168-186)
- Chapter 17. Additive Empathy, Interpretation, and Confrontation (pp. 512-534)

Bisman, C. (2014). *Social work: Value-guided practice for a global society.* New York: Columbia University Press. Chapter 5: Respect and dignity in relationships (pp. 130-160)

### **UNIT III: CASE THEORY CONSTRUCTION AND PRACTICE THEORIES**

#### **Module 5: Case Theory Construction: Integrating the Micro and Macro in Assessment**

#### *Learning Objectives:*

- Explain the process of case theory construction.
- Apply principles of case theory construction to case material

#### *Reading*



Bisman, C. D. (1999). Social work assessment: Case theory construction. *Families in Society*, 80(3), 240-246.

Payne, M. (2014). *Modern Social Work Theory*, 4<sup>th</sup> edition. Chicago, IL: Lyceum Books.

- Chapter 1: The social construction of social work theory (pgs. 1-29)
- Chapter 2: Evaluating social work theory (pgs.31-63)
- Chapter 3: Connecting theory and practice (pgs. 65-86)

## **Module 6: Integrating Theory and Practice: Psychodynamic Theory**

### *Learning Objectives:*

- Explain core principles of psychodynamic theory
- Apply core principles of psychodynamic theory to case assessment

### *Reading*

Payne, M. (2014). *Modern Social Work Theory*, 4<sup>th</sup> edition. Chicago, IL: Lyceum Books.  
Chapter 4: Psychodynamic Practice (pp.93-125)

Cabaniss, D. L., Cherry, S., Douglas, C. J., & Schwartz, A. R. (2016). *Psychodynamic Psychotherapy: A clinical manual*. John Wiley & Sons.

- Part Two: Assessment (pp. 15-57).

Fraiberg, S., Adelson, E., & Shapiro, V. (1975). Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships. *Journal of the American Academy of Child & Adolescent Psychiatry*, 14(3), 387-421.

To Watch: Psychodynamic Practice from minute X to Y

## **Module 7: Cognitive-Behavioral Theory**

### *Learning Objectives:*

- Define core principles of cognitive-behavioral theory
- Apply principles cognitive-behavioral theory to practice

### *Reading*

Payne, M. (2014). *Modern Social Work Theory*, 4<sup>th</sup> edition. Chicago, IL: Lyceum Books.  
• Chapter 6: Cognitive-Behavioral Practice (pp. 93-125)

LaSala, M.C. (2006). Cognitive and environmental interventions for gay males: Addressing stigma and its consequences. *Families in Society*, 87, 181-189.

To Watch: CBT Video

## **Module 8: Trauma-Informed Perspectives & Applications**

### *Learning Objectives:*

- Explain core principles of trauma-informed care
- Identify how complex trauma shapes behavior
- Apply principles of trauma-informed care to casework

### *Reading*

Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25-37.

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M.,...& Mallah, K. (2017). Complex trauma in children and adolescents. *Psychiatric annals*, 35(5), 390-398.

Blaustein M.E., Kinniburgh K.M. (2017) Attachment, Self-Regulation, and Competency (ARC). In: Landolt M., Cloitre M., Schnyder U. (eds) Evidence-Based Treatments for Trauma Related Disorders in Children and Adolescents. Springer, Cham. pp. 299-319

Podcast: [Creating Trauma-Informed Organizations: Planning, Implementing, and Sustaining Transformational Change with Susan Green](#)

## **Module 9: Assessment with Individuals: Exploring Challenges and Strengths**

### *Learning Objectives:*

- Be able to assess for client strengths and problems.
- Be able to assess for intrapersonal, interpersonal, and environmental issues.

### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, 10<sup>th</sup> ed. Boston, MA: Cengage Learning.

- Chapter 8. Assessment: Exploring and Understanding Problems and Strengths (pp. 186-215)
- Chapter 9. Assessment: Intrapersonal, Interpersonal, and Environmental Factors (pp. 216-250)

Bisman, C. (2014). *Social work: Value-guided practice for a global society*. New York: Columbia University Press.

- Chapter 4: Evidence for knowledge-guided assessments (pp. 93-129)

## **Module 10: Intervention with Individuals: Planning, Contracting, and Goal-Setting**

### **MIDTERM**

### *Learning Objectives:*

- Identify process for developing goals and formulating a contract with clients
- Articulate how to plan and implement change-oriented strategies

### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

- Chapter 12. Developing Goals and Formulating a Contract (pp. 312-362)
- Chapter 13. Planning and Implementing Change-Oriented Strategies (pp. 364-422)

Ridley, C. R. (2005). *Overcoming unintentional racism in counseling and psychotherapy* (2<sup>nd</sup> ed.). Thousand Oaks, Calif.: Sage.

- Chapter 8: Setting culturally relevant goals (pp. 106-122)

## **Module 11: Intervening with Individuals: Strategies to Enhance Change**

### *Learning Objectives:*

- Identify barriers to change
- Apply strategies for addressing barriers to change in casework
- Explain core principles of Motivational Interviewing and its role in addressing barriers to change.

### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

- Chapter 18. Managing Barriers to Change (pp. 535-566)

Hohman, M. (2015). *Motivational interviewing in social work practice.* Guilford Publications.

- Chapter 2: The Heart of Motivational Interviewing (pp.15-29).

Finn, J. L. (2016). *Just practice: A social justice approach to social work.* Oxford University Press.

- Chapter 7 Excerpt: Action and Accompaniment (pp. 287-305)

## **3 Videos: Motivational Interviewing**

## **UNIT IV: UNDERSTANDING AND INTERVENING WITH FAMILIES AND GROUPS**

### **Module 12: Assessment and Intervention with Families**

#### *Learning Objectives:*

- Identify core principles in assessing family function
- Apply strategies for enhancing family functioning to casework

#### *Reading*

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.

- Chapter 10. Assessing Family Functioning in Diverse and Cultural Contexts (pp. 251-278)
- Chapter 15. Enhancing Family Functioning and Relationships (p. 455-483)

LaSala, M. C. (2013). Out of the darkness: Three waves of family research and the emergence of family therapy for gay and lesbian people. *Clinical Social Work*, 42, 267-276.

#### Videos

The Legacy of Unresolved Loss: A Family Systems Approach (1 hour:15 min) <https://video-alexanderstreet-com.proxy.libraries.rutgers.edu/watch/the-legacy-of-unresolved-loss-a-family-systems-approach/clips?context=channel:counseling-and-therapy-in-video> Links to an external site.

### Module 13: Assessment and Intervention with Groups

#### Learning Objectives:

- Identify core components in assessing social work groups
- Apply intervention strategies in groups to casework.

#### Reading

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, 10<sup>th</sup> ed. Boston, MA: Cengage Learning.

- Chapter 11. Forming and Assessing Social Work Groups (279-311)
- Chapter 16. Intervening with Groups (pp. 484-511)

#### Videos

Group Counseling Process and Technique (first 60 min only): <https://video-alexanderstreet-com.proxy.libraries.rutgers.edu/watch/group-counseling-process-and-technique/clips?context=channel:counseling-and-therapy-in-video> Links to an external site.

## UNIT VI: ENDINGS AND BEGINNINGS

### Module 14: Connecting Micro and Macro Practice

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills*, 10<sup>th</sup> ed. Boston, MA: Cengage Learning.

- Chapter 14: Developing Resources, Organizing, Planning and Advocacy as Intervention Strategies (pp. 439-369).

Austin, M. J., Anthony, E. K., Knee, R. T., & Mathias, J. (2016). Revisiting the relationship between micro and macro social work practice. *Families in Society*, 97(4), 270-277.

Bosk, E. A. (2013). Between badness and sickness: Reconsidering medicalization for high risk children and youth. *Children and Youth Services Review*, 35(8), 1212-1218.

Heron, B. (2005). Self-reflection in critical social work practice: subjectivity and the possibilities of resistance. *Journal of Social Work Education*, 6(3), 3441-3451.

Wood, G.G., & Tully, C.T. (2006). *The structural approach to direct practice in social work: A social constructionist perspective* (3<sup>rd</sup> ed.). New York: Columbia University Press.

## **Module 15    Termination**

Hepworth, D., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills, 10<sup>th</sup> ed.* Boston, MA: Cengage Learning.  
Chapter 19 The Final Phase: Evaluation and Termination (pp. 568-572).

Gelman, C. R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35 (2), 79-90.

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