



MSW COURSE SYLLABUS FALL 2020

COURSE INFORMATION SOCW611-A/Advanced Clinical Practice: Clinical Interventions/ 3 credit hours
Meets virtually and on campus on F2F Sundays

PREREQUISITE(S) Acceptance into Advanced Standing or completion of Foundation curriculum.

INSTRUCTOR & MENTORS

Course Instructor

Lorri Merchant PhD, LCSW
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ONLINE LEARNING

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by email at eclasshelp@southern.edu. Students should use Google Chrome as their browser to access Eclass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). New York: Guilford Press.
Corimer, L.S., Nuriurs, P., & Osborn, C.J. (2017). Interviewing and change strategies for helpers (8th ed.). Belmont, CA: Brooks/Cole.

COURSE DESCRIPTION

In this course, students develop micro and mezzo skills for intervening in complex situations with individuals, families and groups. They acquire skills in understanding psychopathology and in psychotherapeutic assessment and interventions.

PROGRAM COMPETENCIES and LEARNING OUTCOMES

Upon completion of this course, students will:

Competence	Practice Behaviors/Course
2. Engage diversity and difference in practice.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
4. Engage in practice-informed research and research-informed practice.	Use and translate research evidence to inform and approve practice, policy and service delivery.
6. Engage with individuals, families, groups, organizations, and communities.	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations and communities.	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
8. Intervene with individuals, families, groups, organizations, and communities.	Critically analyze, monitor, and evaluate intervention outcomes.

SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH AND LEARNING

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social Justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

STUDENT’S COMMITMENT LEVEL FOR SUCCESS

In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of three “in-class” hours and a minimum of 6 additional coursework hours. Because this is a 3-credit course, you can anticipate that you will spend a minimum of 9 hours completing the required coursework each week. **Organize your time wisely!!!**

LEARNING ACTIVITIES

Face to Face Virtual or In person Learning Activities: Every face to face meeting will include a variety of active learning exercises. These range from role plays to written exercises. Both quality and quantity of learning activity participation will be assessed. Participation is required.

Online Asynchronous Learning: Since this program is taught in a hybrid model, every other week's learning activities will take place using Eclass. These include written assignments, discussion board posts, video discussion board participation and other types of activities. In addition, you can expect approximately 9 hours of study/practice/group work outside of class each week for this course.

Clinical Practice: You will practice the skills of advanced interviewing and/Cognitive Behavioral Therapy weekly. For each module you will receive instructions on what skills to practice and how many times per week you are required to practice.

Video Skill Demonstrations: You will record by video several sessions throughout the semester. These videos will capture various aspects of advanced interviewing and Cognitive Behavioral Therapy intervention. The final video will be evaluated in conjunction with the self-evaluation paper. **This is a portfolio project.*

Cognitive Behavioral Therapy Self-Assessment Paper: The self-evaluation paper is an integrative paper where you will analyze and improve your final video session interventions. You will evaluate your video on an interaction by interaction basis. You will evaluate your skills, theoretical assumptions used, and elements of intervention made by you during the session. Paper guidelines and the criteria for evaluation (rubrics) will be posted to Eclass. **This is a portfolio project.*

Evaluation -- The final grade will be based on the following:

Graded Item/Category	Possible:
Online Asynchronous Learning (posted on Eclass)	160
Clinical Practice (outside of class)	100
Class Skill Demonstration and Video Demonstrations	140
Cognitive Behavioral Self-Assessment Paper	80
Total Possible:	480

GRADING SCALE

Grades will be based on a percentage of the total possible points.

100 - 94: A	76 - 74: C
93 - 90: A-	73 - 70: C-
89 - 87: B+	69 - 67: D+
86 - 84: B	66 - 64: D
83 - 80: B-	63 - 60: D-
79 - 77: C+	59 and below: F

Syllabus Policy/Disclaimer

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. The professor, however, reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

COVID-19 Policy

Because of the COVID-19 pandemic, Southern Adventist University has new safety features and policies that are being implemented. Please refer to these guidelines –Covenant of Care, Fall 2020 Policy, and Daily Assessments– and more here: <https://www.southern.edu/safety/index.html> These guidelines include, but are not limited to, reducing classroom occupancy, implementing social distancing where possible, and utilizing personal protective equipment (masks). Refusal to follow guidelines or comply with safety measures will result in your being asked to leave class. Students refusing to follow established safety measures may also be subject to additional disciplinary action from the university. The School of Social Work upholds all health and safety guidelines outlined by Southern Adventist University and all students attending social work classes should plan on doing the same. *In accordance with Southern's policy, **all students must wear a mask properly (covering nose and mouth) to attend in-person classes.***

SCHOOL OF SOCIAL WORK POLICIES

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

- All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors: Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the NASW Code of Ethics in all aspects of course work and participation.

B. Participation (formerly Attendance) Policy: Altered temporarily due to the COVID-19 pandemic

SAU hybrid MSW program holds a measured balance of asynchronous online and both in person and virtual synchronous “class time”. The program’s F2F class sessions are taught through an intensive, skills-based approach. Because of this engagement model of instruction, students must attend each F2F session as scheduled (either virtually or in person). Success in the graduate program depends on consistent presence and engagement in class every two weeks. Any missed participation in F2F sessions will potentially jeopardize both the student’s grade and retention in the MSW program. Additionally, punctuality and attendance are key external indicators of professionalism and, as such, are critical for demonstrating achievement of this competency. To maximize student success in the MSW program, this Participation/Attendance Policy has been developed by the School of Social Work faculty.

Promptness and dependability are part of professional life. Attending class ensures that students receive the learning components needed for academic success. If they are feeling well, each student is expected to attend class at the scheduled time and to be prompt. This policy is designed to encourage and reinforce professional and academic outcomes. ***However, please do not attend in-person classes if you are not feeling well.*** Below are more details on how to navigate class participation.

1. Students are expected to regularly attend all of their classes. However, **please do not attend class, in-person, if you feel unwell.** If you are unwell or do not pass the health assessment, please **notify your professor immediately** (if possible, within 24 hours). There is no penalty for missing class for this reason. You are NOT required to present a medical excuse at this time. This may change throughout the semester as COVID-19 related issues change.
2. There are two types of absences: emergency/excused and unexcused. An absence is considered “excused” under limited health-related and/or emergency circumstances. Most other absences are considered unexcused.
3. **For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably prior to class. Failure to communicate your absence with your professor may result in a grade penalty.**
4. When absent due to illness (or another excused absence), students will be expected to demonstrate engagement in the class via timely submission of course assignments, online attendance at any synchronous class meetings when possible, and/or review of material provided in E-class asynchronously. **Further it is the student’s responsibility to obtain make-up work and complete it within the timeline agreed upon by the student and professor.**
5. Two occurrences of arriving tardy to class equal one absence. It is the student’s responsibility to keep track of all missed class time.

C. Late Assignment Policy

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments prior to advancing to their next coursework. This policy delineates the MSW program’s standards and processes associated with the late submission of course assignments.

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or Eclass.
2. Exemptions from the penalties for late assignments will be granted only for documented medical or other emergency 6 reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date

D. Academic Honesty

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and be cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

Policy Procedures

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Turn-it-in & APA

Southern Adventist University subscribes to an academic software program, Turn-it-in, that checks for original work. The School of Social Work utilizes this program by requiring all major papers to be submitted to Turn-it-in. Should a student's work exceed a 30% similarity rating from Turn-it-in, it may be considered plagiarized. In addition to using Turn-it-in, students are expected to adhere to the American Psychological Association (APA) format and style of writing. For information on this writing style, go to McKee's library webpage for citation websites: <http://southern.libguides.com/content.php?pid=171976&sid=1447751>.

E. Electronic Media Guidelines

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment. To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom.

- c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

F. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an "I" will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

Policy procedures:

To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean

Policy forms:

Plan for Incomplete or Remediation form

G. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

Course competency remediation

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student. The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

H. Progression-Retention Policy

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Policy procedures

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

1. Challenges to program termination decisions will follow the Grievance Policy.

Zoom Meeting Guidelines:

For courses that utilize Zoom for virtual (or hybrid) class meetings, please comply with the below Zoom etiquette guidelines.

- Log into Zoom using your **authenticated Zoom account** that Southern has provided to you. This permits your professor to know that you are a registered student and not an outside individual attending the class without permission.
- **Dress appropriate** for class.
- **Mute** your sound unless you are speaking.
- Turn your **video camera on during class time**. Your face should also be seen. This enables class interaction and engagement. *Please also remember that your camera is on and you should refrain from any activities that you would prefer the online world not see.* If you do need to use the restroom or other "video off" activity, simply mute your audio and turn off your camera until you return.
- **Avoid doing distracting activities** while in class. While you may be tuning in from the comforts of your home, you are still in an academic class and your behaviors on camera should support that level of professionalism.
- **Be aware of your surroundings**. Your professor and classmates can also see BEHIND you. Make sure that there is nothing in the background (traffic, other people, a pile of laundry) that may distract from the class. While it is not necessarily the best choice to attend class from your messy bedroom, it may be the only place you can find peace and quiet away from roommates or family members. If that is the case, you can employ a Virtual Background to hide what you don't want seen.

- Zoom class periods are like in-class experiences, but virtual. Thus, **please display professional, academic behaviors** just as you would in a live, in-person class.

COURSE SCHEDULE

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS & DUE DATES / *Portfolio Product
PREMODULE August 16-23	Advanced Interviewing Skills Interviewing Basics Power Point Read Beck Chapter 1 Read Cormier Chapter 3	
F2F CLASS August 23rd <i>In Cohorts with Mentor</i>	Mentor led clinical skills practice in cohorts	Assignments in the PREMODULE, on Eclass due today.
MODULE#1 Aug. 23–Sept. 6	Clinical Read Beck Chapters 2, 3, &5 (not 4) Read Cormier Chapter 4	
F2F CLASS Sept. 6th <i>In Cohorts with Mentor</i>	Mentor led clinical skills practice in cohorts	Assignments in Module #1, on Eclass due today. <i>-including Beck chapters 1 through 3 take home quiz</i>
MODULE#2 September 6–20	Read Beck Chapter 7, 8, 9, & 10 Read Cormier Chapter 5 —preparing for 10 minute demonstration in face to face time.	
F2F CLASS Sept. 20th <i>In Cohorts with Mentor</i>	-10 minute demonstrations in cohorts. Feedback given by mentor and peers.	Assignments in Module #2, on Eclass due today. <i>-including Corrective Dialog 1</i>
MODULE#3 Sept.20 – Oct.4	Read Beck 11, 12, & 13 (No Cormier this module)	
F2F CLASS Oct. 4th <i>In Cohorts with Mentor</i>	Mentor led clinical skills practice in cohorts	Assignments in Module #3, on Eclass due today. <i>-including first 20 minute video (first half graded/second half feedback) Rubric will be provided.</i>
MODULE#4 October 4–25	Read Beck Chapters 6, 14, & 15 Read Cormier 6 & 7	

F2F CLASS 5 Oct. 25th <i>In Cohorts with Mentor</i>	Mentor led clinical skills practice in cohorts	Assignments in Module #4, on Eclass due today. <i>-including feedback for one classmate for the first video (instructor assigned)</i> <i>-including Corrective dialog 2</i>
MODULE#5 Oct. 25 – Nov. 8	Read Beck Chapter 4 Read Cormier 8 & 9 Reading posted on Eclass covering clinical documentation	
F2F CLASS 6 Nov. 8th <i>In Cohorts with Mentor</i>	Mentor led clinical skills practice in cohorts	Assignments in Module #5, on Eclass due today. <i>-including documentation assignment</i>
MODULE#6 November 8–22	Reading posted on Eclass covering Trauma & Mindfulness Additional reading posted on Eclass covering clinical documentation	
F2F CLASS 7 Nov. 22nd <i>In Cohorts with Mentor</i>	Mentor led clinical skills practice in cohorts	Assignments in Module #6, on Eclass due today. <i>-including the final video 20+ minutes*</i>
MODULE#7 Nov. 22- Dec. 9th	Additional reading posted on Eclass covering Trauma & Mindfulness	
All items are due at the latest by Dec. 9th .		Assignments in Module #7, on Eclass due by Dec. 9 th . <i>-including the self-assessment paper*</i>
Syllabus Policy: The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.		

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