



WINTER 2024 COURSE SYLLABUS

COURSE INFORMATION: SOCW 642 Integration of Faith and Advanced Practice: Seminar II (1)
Fully online

PREREQUISITE(S)/COREQUISITE (S): SOCW 641

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ONLINE LEARNING

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

REQUIRED TEXTS

The best-practice articles and book chapters required for this course will be uploaded to swpro.org/integration password: sau

COURSE DESCRIPTION

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice.

COURSE DIVERSITY ELEMENTS: age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS: socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim.

SOCIAL WORK CORE VALUES AND BIBLICAL FOUNDATION

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;

LEARNING OUTCOMES AND COURSE COMPETENCIES:

Competency	Behaviors/Course Outcomes
Competency 1 - Demonstrate ethical and professional behavior	1.4 - Demonstrate professional oral and written communication skills
Competency 2 - Advance Human Rights and Social, Racial, Economic, and Environmental Justice	2.1 - Demonstrate leadership in developing and implementing evidence-based practice with relevant strategies that advance human rights at the individual, family, group, organizational, community, research, and policy levels; and 2.2 - Implement culturally-informed strategies with diverse populations.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	3.1 - Demonstrate leadership in advocating for human rights, social, economic and environmental justice; and
Competency 3 - Advance human rights and social, economic, and environmental justice	3.2 - Design and implement social action strategies that demonstrate social, racial, economic; and environmental justice
Competency 4 - Engage in practice-informed research and research-informed practice	4.1 - Critically review current research on evidence based and contemporary best practices to improve practice, policy, and programs; and

Competency 5: Engage in policy practice.

5.1 - Advocate with and inform stakeholders to impact policy change

5.2 - Develop and implement a policy and/or advocacy plan

Competency 6 - Engage with individuals, families, groups, organizations, and communities

6.1 - Examine evidence-based practices to prepare for professional engagement across systems;

Competency 7 - Assess with individuals, families, groups, organizations, and communities

7.2 - Design and implement organizational and/or community assessments;

Competency 8 - Intervene with individuals, families, groups, organizations, and communities

8.2 - Integrate macro level evidence-based strategies with organizations and/or communities;

Competency 9 - Evaluate individuals, families, groups, organizations, and communities

9.1 - Select evidence-based evaluation strategies according to their efficacy with specific client systems.

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 one "in-class" hour and minimum of two additional coursework hours. Because this is a 1-credit course, you can anticipate that in addition to the class time, you will spend a minimum of 2 hours completing the required coursework each week (i.e. face-to-face week = 1 hour of class + 2 hours coursework; online week = 1 hours of online work + 2 hours coursework) **Organize your time wisely!!!**

LEARNING ACTIVITIES:

Assigned Readings: For each class or module, a curated list of academic articles and relevant literature will be provided. Students must thoroughly read these materials in preparation for the course. This preparatory reading is essential for informed participation in the forum discussions, where students will engage in critical analysis and discourse based on the concepts and theories presented in the readings.

Forum Discussions: Each module of this course includes a designated forum discussion topic, correlating with the module's subject matter. Active participation in these online forums is a course requirement. Students are expected to contribute thoughtful and constructive opinions and engage in meaningful dialogue. These online forum discussions are an opportunity to delve deeper into the topics under study, allowing for a richer understanding through collaborative learning. It is essential that students prepare by completing the assigned readings to ensure that their contributions are informed and add value to the academic discourse.

Final Exam: Comprehensive Reflection on Learning Integration

This final exam is an introspective assignment designed to assess your understanding and personal growth throughout the course. Students are required to reflect critically on their learning journey, specifically focusing on how the various topics covered in this class have contributed

to the integration of faith and professional learning. This reflection should encapsulate your insights, experiences, and the development of your perspective in relation to the course material. It is an opportunity to demonstrate not only your grasp of the academic content but also your ability to synthesize and apply these concepts in the context of faith and professional practice. The quality of your analysis, depth of reflection, and the clarity of your written expression will be key criteria in the evaluation of this final assignment.

Students will also have the opportunity to share practicum experiences and learning plans as part of the Advanced Practice Seminar section of this course.

Class Participation & Attendance:

The 'Integration of Faith and Learning' component of this course will be conducted online in an asynchronous format. Students are required to adhere to all set deadlines. Please note that there will be no scheduled in-person or Zoom meetings for this section. Comprehensive information regarding the Advanced Practice Seminar, including specific guidelines and requirements, will be made available on the e-class platform by the Field Director.

EVALUATION

The final grade will be based on the following:

Forum Discussions	8 pts
<u>Final Exam</u>	<u>20 pts</u>
TOTAL POINTS: 100 pts	

GRADING SCALE: Final 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

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with university policy, any student with a disability who needs academic accommodations should call Disability Support Services at 423-236-2574 or visit Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disability_support. Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

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:

1. Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
2. 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;
3. 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!
4. Students are expected to adhere to the NASW Code of Ethics in all aspects of course work and participation.

B. Attendance Policy

SAU's hybrid MSW program holds a measured balance of online and face-to-face (F2F) interactions that comprise "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. Success in the graduate program depends on consistent presence in class every two weeks. Any missed 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 Attendance Policy has been developed by the School of Social Work faculty.

1. The MSW program provides the schedule for F2F classes several months in advance of classes.
2. Students are responsible for clearing their calendars so they may attend all of the scheduled F2F classes.
3. In general, students are responsible to sign in at the beginning of each class period and report their time of arrival. Early departures from class will also be documented on the attendance sheet.
4. Students may only sign in for themselves. Signing in for another student is considered an ethical violation that may lead to dismissal from the program.
5. Missing more than 30 minutes of class is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence.
6. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
7. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
8. Students who miss class for a documented emergency may lose points that are given for work done during that missed class period.
9. In the event of an excused absence, it is the student's responsibility to ask another student to record, with the permission

of the professor, or take notes to cover all class content presented, and to make up any learning activities missed during in-class skills training.

10. If a student has an unexcused absence, the point total towards the final grade for the course will be reduced by 5% for each unexcused absence and, additionally, no points will be available for missed in-class activities.
11. A student who misses more than two F2F classes will be dismissed from the course – unless the situation qualifies under section 12 of this policy, will receive an F (unexcused) as a final grade for the course, and will be required to repeat and is financially responsible for the course charges the next time it is offered.
12. Students may have a maximum of three excused absences during one semester. If the student has more than three excused absences then the student will be dismissed from the class and is required to take the class again without paying. If a student acquires three excused absences during a semester and falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

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.

General:

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 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. Policy on Academic Honesty and Integrity

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 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 25% 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.

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. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Turnitin: Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

E. Electronic Media Policy

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.

For this particular class, the focus of the classroom environment is on creating an atmosphere of interactive learning and inquiry. **For this reason, all cell phones and laptops must be turned off during class if not in use for a requested learning activity by the instructor.** The following are some activities NOT ALLOWED in the classroom:

 - a. Answering a phone call
 - b. Texting
 - c. Surfing the web or social media
 - d. Watching movies or YouTube videos
 - e. Picture-taking during class
 - f. Recording devices, unless pre-approved by professor, and if approved, under NO circumstance are recordings—visual or verbal—to be posted on a public website.
 - g. If during class, a phone rings, a student is sending or receiving text messages, or a laptop is on, the professor may request that the activity to cease. In this situation, the professor also reserves the right to request students to surrender the device for the duration of the class period.
 - h. Disrespect for this common courtesy may result in professionalism grade reduction.
2. **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.**

3. 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 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

1. 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

1. 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.

FIELD REMEDIATION/EXTENSION

Working with the Field Directors, practicum can also be extended to allow students to pace their field learning experience to their life commitments.

No foundation year field extensions can be granted beyond the beginning of their advanced year. Students who have not completed their 400 hours will be asked to complete those hours and hold their studies for an additional year.

Portfolio defenses can also be extended as students need to complete their work.

All IP'd work must be completed prior to your next semester, OR within one year of the extension (if your course work is completed) and/or as outlined in the petition. Any uncompleted IP's by the end of this time period will automatically default to the last existing grade for that course. All extension plans must be in writing. This request will be evaluated and the student will receive signed permission from the instructor and approved by the graduate program director or dean of the School of Social Work.

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

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

I. Graduation Policy

There are a number of processes that must be addressed prior to an MSW student being cleared for graduation. Students who are preparing to graduate have the responsibility to carry out all of the needed steps in a timely manner so that they do not experience any delay to their degree completion. This Graduation Policy was developed to outline the details of the required steps prior to graduation.

In order to be considered eligible for graduation clearance, students must complete the following requirements:

1. Submission of the online Graduation Contract form (see Policy Procedures section below)
2. Successful completion all MSW coursework requirements in accordance with university academic standards (see the Student Retention Policy or the SAU graduate catalog for details)
3. Successful defense of the MSW portfolio (see the Portfolio Defense Policy for details)

POLICY PROCEDURES

1. Complete and submit the university's Graduation Contract form available online at southern.edu/records. Communicate with the MSW program office in the School of Social Work (maw@southern.edu) to verify graduation eligibility.

Social Media Guidelines

Social media are powerful, rapidly evolving tools for communication, information gathering, teaching, networking and learning. Please consider the guidelines offered below as you navigate personal and professional uses of social media.

- Please realize that while some faculty use social media in class and their lives, not all do. Be respectful of this when requesting or contacting a specific faculty or staff member on social media.
- Before initiating any contact on social media platforms, be sure to consider that the faculty/staff/field instructor/task supervisor may have work/personal life boundaries, and they may not consider social media relationships to be appropriate. Just as them.
- When posting content on social media keep in mind that anyone (from fellow students, to professors to future employers) can see these material now and after you graduate. Even the best privacy settings do not prevent someone from taking a screen shot of something you post.

Syllabus Policy: The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any change

Course Schedule

All assignments are due on Sundays by midnight!

DATES	LEARNING ACTIVITIES	PRODUCTS
Jan 7 - 14	Orientation <ul style="list-style-type: none"> • Introduction, review of the syllabus and this semester's requirements. • Watch the introduction video and post a suggestion of topic to be address this semester. 	Post a topic suggestion on swpro.org/integration
Module 1 Jan 15 - 28	Christian Nationalism! Separation of Church and State.	Online Readings Question #1
Module 2 Jan 29 – Feb 11	Gender: stereotypes, fluidity and some transgender related issues	Online Readings Question #2
Module 3 Feb 12 - 25	Marriage: history, structures, alternatives and some contemporary issues	Online Readings Question #3
Module 4 Feb 26 – Mar 10	Sexuality: sex and religion across the time, rape, consent, premarital sexuality	Online Readings Question #4
Mar 8 to 17	Spring Break	
Module 5 Mar 11 – 24	Contraception, sexual education, and teenage pregnancies	Online Readings Question #5
Module 6 Mar 25 – Apr 7	Abortion	Online Readings Question #6
Module 7 Apr 8 – Apr 28	Science and Religion on Healing and Mental Health	Online Readings Question #7
Exam Week Apr 29 to May 2	Final exam / reflection is due on May 1st	

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