

APPLIED ARTS DIVISION  
School of Health, Education & Human Services  
Bachelor of Social Work  
3 Credit Course  
Winter, 2015



**COURSE OUTLINE**

**SW 347**

**SOCIAL WORK PRACTICE II**

**45 HOURS  
3 Credit Course**

PREPARED BY: \_\_\_\_\_  
Yvette Lepage, Instructor Name

DATE: \_\_\_\_\_

PREPARED BY: \_\_\_\_\_  
Dr. Andrew Richardson, Dean

DATE: Nov. 17, 2014

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Course Outline prepared by Yvette Lepage, October 2014.

Yukon College  
P.O. Box 2799  
Whitehorse, YT  
Y1A 5K4



## SOCIAL WORK PRACTICE II

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**INSTRUCTOR:** Yvette Lepage, MSW  
**OFFICE HOURS:** By appointment  
**OFFICE LOCATION:** TBA  
**E-MAIL:** ylepage@yukoncollege.yk.ca  
**TELEPHONE:** TBA  
**FAX:** (867) 668-8805, HE & HS Office

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**DAYS & TIMES:** Fridays 1:00 pm - 4:00 pm  
Room: A 2714

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### COURSE DESCRIPTION

This course aims to develop an understanding of the characteristics of organizations, institutions and communities. Students will gain knowledge about practice theories and will begin to develop and enhance the social work skills used in various practice settings. Students will think critically about structural responses to social distress.

### ADDITIONAL COURSE DESCRIPTION

This course follows a generalist perspective that emphasizes how micro, mezzo and macro skills are interlinked. Students will learn how all three levels of practice skills are utilized in everyday practice situations. Students will think about clients and their problems in ways that take into account the client's larger environment by considering alternatives beyond individual and small group interventions. Students will learn how to assess and respond to macro targets of change using macro social work skills. This course will specifically examine Yukon and Canadian macro level social issues.

### LEARNING OUTCOMES

At the conclusion of this course, the student will be able to:

- understand the history, development and diversity of macro practice in Canada

- recognize the links between micro and macro practice
- identify various theories, models and approaches that inform macro practice.
- identify and apply social work skills in macro social work practice
- identify and describe the role of social workers (advocate, mobilizer, facilitator, educator, etc.) in macro practice
- demonstrate a beginning understanding of organizational and community analysis
- identify ways of assessing needs and planning at the macro level
- propose potentially effective strategies to meet macro change targets
- recognize the importance of anti-oppressive community-based work, and identify how discrimination shapes communities and organizations
- develop some understanding of organizational culture, politics and mechanisms and how to work towards making them more responsive to community needs
- discuss challenges that social workers (and clients) often face in dealing with bureaucracies
- identify specific macro level issues of the Yukon and Canada
- Reflect on professional ethics, value conflicts and professional development

## **DELIVERY METHODS AND FORMAT**

This course takes an “adult education” approach which facilitates active participation and meaningful collaboration of all student participants. See Course Requirements/Evaluation for detailed expectations.

A variety of instructional methods will be used, including formal lectures, group discussion, and guest speakers.

Course content will be covered through formal lecture and assigned readings. Students are also encouraged to enhance learning for themselves and others by contributing their own resource materials, knowledge, and experience to class discussions and activities.

Students will have the opportunity to practice skills required in the field.

## **ASSESSMENTS**

### **PROFESSIONAL CONDUCT, PREPARATION, PARTICIPATION AND ATTENDANCE**

Students are expected to behave in courteous, mature and respectful ways in their interactions with others. Appropriate behaviour is required between students in the classroom, with the instructor, and at any time when students are interacting in relation to projects originating from this class.

*Punctual attendance and full participation is essential.* This means you must attend all classes, be prepared to participate (by completing the readings and assignments on the dates due) and willing to engage with others in an open and collaborative manner. Students are encouraged to introduce topics and/or share materials from media that are relevant to the social welfare system and the social work profession.

Classes will often include experiential components. Full participation will not only benefit you, but will also enhance the learning environment for your student peers.

**IMPORTANT:** Students missing more than two classes will lose 5% of their total grade for *each* additional class missed. (So, if you miss three classes, you will have 5% taken off your final grade; four classes will result in a 10% deduction, etc.) It is your responsibility to ensure that you have signed the attendance sheet at the beginning of each class.

## **GENERAL INFORMATION ABOUT ASSIGNMENTS**

**Due dates:** Assignments are to be submitted in class to the instructor, and on the date the assignment is due. Work submitted outside of class time must be signed and dated by Applied Arts or Health, Education and Human Services administrative staff. If you have serious extenuating circumstances please speak with your instructor in advance of the due date, regarding the possibility of an extension.

**Penalties:** Five (5) % of the assignment's value will be deducted for every day it is late, up to a maximum of five days, after which your assignment will not be accepted.

**Writing Competence:** Competency in written work is a basic requirement for all students at a college or university level. Wherever possible, instructors are expected to obtain evidence of students' writing skills, and to require that students meet a reasonable standard of competence in their written work before they can be given a passing grade. Students who require additional academic assistance and/or wish to improve their writing skills may find it useful to contact the Writing Centre. Free 30-minute one-on-one coaching sessions are available in the YC Library. Appointments are arranged online [yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://yukoncollege.yk.ca/student_info/pages/writing_centre) Use the writing centre if you think you need to improve your written work.

**Style:** Assignments must be typed and written using appropriate language. Carefully proof your work. Errors in spelling, grammar, and punctuation will affect your mark. You must use APA format.

**Rewrites:** The instructor is under no obligation to provide you opportunities to re-do your work after it has been submitted for marking. If you *are* given an opportunity to re-submit an assignment for marking, the highest grade you can obtain is 70%.

## **EVALUATION**

Assignments will be graded using the criteria set out by the University of Regina. See below for the description of how your assignments will be graded.

*Additional information regarding assignments and requirements will be provided on the first day of class*

**Assignment 1:       What's Happening Out There?**

**Value: 25%**

**Due: By January 30<sup>th</sup>, 2015**

This assignment is designed to introduce students to local initiatives and/or political

institutions that are involved with addressing “macro level social issues.” For this assignment you will attend a public event, and briefly present your observations to your classmates. A written component is also required as part of this assignment.

**Assignment 2            Interprofessional Education & Collaborative Practice**

**Value: 25%**

**Interdisciplinary Session:**

For this assignment you are required to participate in an interprofessional education session with other students in the School of Health Education and Human Services. The purpose of this assignment is to further your development of interdisciplinary knowledge and collaborative practice skills. A written component is also required as part of this assignment.

**Proposed date/time:** Friday, February 11<sup>th</sup>, from 9:00 am to 4:00 pm. *Please note: If you are a practicum student you will be expected to be absent from your practicum placement for this day, in order to attend the Interdisciplinary Session.*

**Paper Due:** March 27<sup>th</sup> - Class #12

**Assignment 3            Social Work Week Event Development and Participation**

**Value: 20%**

**Social Work Event:** Wednesday, March 25<sup>th</sup> evening

**Paper Due:** April 10<sup>th</sup> - Class #13

All of the students in SW 347 are required to help organize and to attend our local Social Work Week evening gathering (see date above). A written component is also a requirement of this assignment.

**Assignment 4            Workshop**

**Value: 30%**

**In-class Presentations Due:** Dates TBD

**Materials Due:** Friday, April 10<sup>th</sup> 4:30pm

This final assignment is an opportunity for you to pursue your interests and also to develop your skills as an educator - one of many roles social workers are often called upon to assume. You will create a mini-workshop, which you will deliver during class time - dates To Be Determined. Topics for this assignment MUST be approved by the instructor no later than January 30th.

**GRADING DESCRIPTIONS (University of Regina Calendar)**

[http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/ugcal\\_64.shtml](http://www.uregina.ca/gencal/ugcal/attendanceEvaluation/ugcal_64.shtml)

**90-99 An outstanding performance with very strong evidence of:**

- An insightful and comprehensive grasp of the subject matter;
- A clear ability to make sound and original critical evaluation of the material given;
- Outstanding capacity for original creative and/or logical thought;

- An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

**80-89 Very good performance with strong evidence of:**

- A comprehensive grasp of the subject matter;
- An ability to make sound critical evaluation of the material given;
- A good capacity for original, creative, and/or logical thinking;
- A very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

**70-79 Above average performance with evidence of:**

- A substantial knowledge of the subject matter;
- A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- Some capacity for original, creative, and/or logical thinking;
- An above-average ability to organize, to analyse and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

**60-69 A generally satisfactory and intellectually adequate performance with evidence of:**

- An acceptable basic grasp of the subject material;
- A fair understanding of the relevant issues;
- A general familiarity with the relevant literature and techniques;
- An ability to develop solutions to moderately difficult problems related to the subject material;
- A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

**50-59 A barely acceptable performance with evidence of:**

- Familiarity with the subject material;
- Some evidence that analytical skills have been developed;
- Some understanding of relevant issues;
- Some familiarity with the relevant literature and techniques;
- Partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- Basic competence in writing.

**0-49**

- An unacceptable performance.

## REQUIRED TEXTS

Canadian Association of Social Workers. (2005). *Code of Ethics and Guidelines for Ethical Practice (2005)*. Ottawa: Canadian Association of Social Workers.

Carniol, B. (2010). *Case critical, social services & social justice in Canada (6<sup>th</sup>ed.)* Toronto: Between the Lines.

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World (1<sup>st</sup> Canadian ed.)*. United States of America: Nelson Education, Ltd.

## SUPPLEMENTARY MATERIALS

Any additional readings assigned will be provided by the instructor or placed on reserve in the library.

## RECOMMENDED TEXTS

Ezell, M. (2001). *Advocacy in the Human Services*. Canada: Wadsworth (Brooks/Cole).

Kirst-Ashman, K. & G. Hull (2006) *Generalist practice with organizations and communities (3rd. ed.)* Toronto: Thomson (Brooks/Cole).

Lundy, C. (2011). *Social Work and Social Justice: A Structural Approach to Practice*. Canada: University of Toronto.

Mullaly, B. (2007). *The New Structural Social Work (3rd. ed.)*. Toronto, Ontario: Oxford University Press.

## PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.



## ACADEMIC ACCOMMODATIONS

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## WRITING CENTRE

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

## SYLLABUS - SW Practice II

Winter 2015

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*Note to students: The instructor reserves the right to modify how material will be covered.*

**PLEASE HAVE YOUR READINGS COMPLETED PRIOR TO CLASS.** For example, this means that Readings listed in "Week 1" are to be completed **BEFORE** Class 1.

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**January 9<sup>th</sup>, 2015 - Week 1:**

### Introduction to Course

- Discussion of course outline, and student and instructor expectations.
- Defining macro practice.
- History of Generalist Practice (Macro Level Social Work)
- How do micro, mezzo and macro practice fit together?

### Required reading:

Carniol, B. (2010). *Case critical, social services & social justice in Canada* (6<sup>th</sup>ed.):

- Chapter 3: Early Attitudes

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 1: Understanding the Challenge to Change

**Homework, assignments & other preparation - Prior to Class 1, review:**

- Take a Moment to Discover page 9
- Take a Moment to Discover page 13

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**January 16<sup>th</sup>, 2015 - Week 2:**

**Theories, Perspectives and Models for Macro Social Work**

- What are the goals of social change?
- Systems theory and communities and organizations.
- Perspectives on community change.
- Structural social work.
- Models for implementing social/community change.
- The Community Development Model

**Required readings:**

Carniol, B. (2010). *Case critical, social services & social justice in Canada* (6<sup>th</sup>ed.):

- Chapter 2: Naming and Resisting Injustice
- Chapter 4: Diverging Schools of Altruism

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 2: Theoretical Frameworks for Community Change

**Homework, assignments & other preparation - Prior to Class 2, review:**

- Change Agent Tip page 41
- Change Agent tip page 45

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**January 23<sup>rd</sup>, 2015 - Week 3:**

**Understanding Social Problems and the Sociopolitical Context**

- Why do social problems exist
- Identifying social problems in the Yukon and Canada.
- Implications of social problems for social work.
- The socio-political context of macro social work.
- What is social justice and what variables work against it?

**Required reading:**

Carniol, B. (2010). *Case critical, social services & social justice in Canada* (6<sup>th</sup>ed.):

- Chapter 1: Power, Ideology and Social Services
- Chapter 5: Social Workers on the Front Line

Rubin, H. & I. Rubin (2008). *Community Organizing and Development* (4<sup>th</sup> ed.). United States of America: Pearson (Allyn & Bacon).

- Chapter 7: Social Problems and Public Policy (Hand out)

**Homework, assignments & other preparation:**

- Just the assigned readings this week.

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**January 30<sup>th</sup>, 2015 - Week 4: LAST DAY TO HAND IN ASSIGNMENT 1**  
**Skills for Macro Social Work Practice**

- Micro skills in macro practice.
- Social work roles in macro practice: facilitator, educator, advocate, mobilizer, coordinator, organizer, spokesperson, and initiator.
- Giving ourselves permission to act.
- Developing sanction to act.
- Staying well and avoiding burnout!

**Required reading:**

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 4: Relating Community Change to Professional Practice

**ON RESERVE**

Homan (2010). *Promoting Community Change: Making It Happen in the Real World:*

- Chapter 4: Putting Yourself in the Picture (American Edition)

Kaner, S. et al. (1996). *Facilitator's Guide to Participatory Decision Making*. Canada: New Society Publishers.

- Part I Grounding Principles
- Part II Facilitator Fundamentals (p. 41 to 69)

**Homework, assignments & other preparation - Prior to Class 4, complete:**

You have the skills you need - page 81

**Note: You must let your instructor know by today's class what topic you would like to do for your workshop.**

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**February 6<sup>th</sup>, 2015 - Week 5:**

**Engaging Communities, Organizations, Thinking about Power:  
A Review of Macro Roles**

**Required reading:**

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 5: Power.
- Chapter 8: People - The Most Valuable Resource

**Homework, assignments & other preparation:**

- Take a Moment to Discover - page 103
  - Take a Moment to Discover - page 107
  - Take a Moment to Discover - page 182
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**February 13<sup>th</sup>, 2015 - Week 6:**

**Understanding and Assessing Communities**

- Defining neighbourhoods and communities.
- Community theories and perspectives.
- Types of communities and neighbourhoods.
- Community functions and structures.
- Models for community assessment.
- Interdisciplinary practice

**Required reading:**

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 3: Understanding Community Change
- Chapter 6: Knowing your Community
- Chapter 13: Enhancing the Qualities of Neighbourhoods

**(Provided by instructor)**

- Interdisciplinary Teamwork - A Discussion Paper for Social Workers

**Homework, assignments & other preparation:**

- Take a Moment to Discover - page 119
  - Take a Moment to Discover - page 136
  - Take a Moment to Discover - page 140
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**February 20<sup>th</sup>, 2015 - Week 7: Happy Heritage Day! No class today**

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**February 27<sup>th</sup>, 2015 - Week 8:**

### **Understanding and Assessing Organizations**

- Defining organizations
- Organizational theories and perspectives
- Organizations as systems.
- Organizational functions and structures
- Identifying common problems encountered in organizations.

#### **Required reading:**

Carniol, B. (2010). *Case critical, social services & social justice in Canada* (6<sup>th</sup> ed.):

- Chapter 6: Managing Social services from Top to Bottom
- Chapter 7: Reality Check: Social Service Users Speak Out

#### **ON RESERVE**

Kirst-Ashman, K. & G. Hull Jr. (2001). *Macro Skills Workbook: A Generalist Approach* (2<sup>nd</sup> ed.). United States of America: Thompson (Brooks/Cole)

- Chapter 4: Understanding Organizations

#### **Homework, assignments & other preparation:**

- Did you know? - page 359
- 

**March 6<sup>th</sup>, 2015 - Week 9:**

### **Planning for Change with Communities (1)**

- Basic planning elements at the macro level.
- Participatory action research.
- SW Week preparations

#### **Required reading (see next page)**

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 7: Powerful Planning
- Chapter 10: Getting the Word Out
- Revisit Chapter 5 with special attention to p 113-126

#### **Homework, assignments & other preparation:**

- Take a Moment to Discover page 145
  - Change Agent Tip Page 155
  - Change Agent Tip page 241
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**March 13<sup>th</sup>, 2015 - Week 10:**

**Planning for Change in Communities (2)**

- Initiating a project.
- SW Week preparations continue

**Required reading**

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 9: Raising Other Resources
- Chapter 11: Building Community Action Organizations

**ON RESERVE**

Kirst-Ashman, K. & G. Hull (2006) *Generalist practice with organizations and communities* (3rd. ed.) Toronto: Thomson (Brooks/Cole).

- Chapter 7: IMAGINE Project Implementation and Program Development

**Homework, assignments & other preparation:**

- Take a Moment to Discover - page 270
- 

**March 16<sup>th</sup> - 20<sup>th</sup>, 2015 - Week 11: Reading Week - No class**

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**March 23<sup>rd</sup> - March 29<sup>th</sup> is Social Work Week! Remember ATTENDANCE of the evening gathering on Mar 25<sup>th</sup> is MANDATORY.**

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**March 27<sup>th</sup>, 2015 - Week 12: ASSIGNMENT 2 IS DUE THIS CLASS  
Implementing Change in Communities**

- Identifying and dealing with obstacles.
- Legislative process and lobbying activities.

**Required readings:**

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 12: Taking Action - Strategies and Tactics
- Chapter 15: Lobbying for Change

**Homework, assignments & other preparation:**

- Take a Moment to Discover page 306
  - Did you know? Page 309
- 

**April 3<sup>rd</sup>, 2015 - Easter Friday. No class today.**

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**April 10<sup>th</sup>, 2015 - Week 13: ASSIGNMENT 3 IS DUE THIS CLASS**  
**Implementation of Change in Organizations**

- Changing agency policy.
- Increasing organization effectiveness.

**Required reading:**

Carniol, B. (2010). *Case critical, social services & social justice in Canada* (6<sup>th</sup> ed.):

- Chapter 8: Towards Liberation

Parada, H., L. Barnoff, K. Moffat, M. Homan (2011). *Promoting Community Change: Making It Happen in the Real World* (1<sup>st</sup> Canadian ed.):

- Chapter 14: Increasing the Effectiveness of Health and Human Service Organizations (pg. 355 -361)

**ON RESERVE**

Kirst-Ashman, K. & G. Hull (2006) *Generalist practice with organizations and communities* (3rd. ed.):

- Chapter 6: How to Implement Macro Intervention: Changing Agency Policy

**Homework, assignments & other preparation:**

Did you know? - page 293

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**References:**

Armitage, A. (1993). Family and child welfare in first nation communities. In B. Wharf (Ed), *Rethinking Child Welfare in Canada*.(pp. 131-71). Toronto: McClelland and Stewart.

- Armitage, A. (1995). *Comparing the policy of aboriginal assimilation: Australia, Canada and New Zealand*. Vancouver: UBC Press.
- Bricker-Jenkins, M., Hooyman, N. & N. Gottlieb. (eds). (1991). *Feminist social work practice in clinical settings*. Newbury Park, Calif.: Sage.
- Brownlee, K., Delaney, R. & Graham, J.R. (eds.). (1997). *Strategies for northern social work practice*. Thunder Bay, ONT: Center for Northern Studies.
- Canadian Association of Social Workers.(2005). *Code of Ethics and Guidelines for Ethical Practice (2005)*. Ottawa: Canadian Association of Social Workers.
- Carniol, B. (2010). *Case critical, social services & social justice in Canada* (6<sup>th</sup>ed.) Toronto: Between the Lines.
- Chetkow-Yanoov, B. (1999). *Celebrating diversity: Coexisting in a multicultural society*. NY: Haworth Press.
- Coady, N. (1993 Winter). An argument for generalist social work practice with families versus family systems theory. *Canadian Social Work Review*. 10 (1).
- Czerny, M. S., Swift, J. & R.G. Clarke. (1994). *Getting started on social analysis in Canada* (3<sup>rd</sup> ed.). Toronto: Between the Lines.
- Delaney, R. & Brownlee, K. (eds.). (1995). *Northern social work practice*. Thunder Bay, Ontario: Centre for Northern Studies.
- Delaney, R., Brownlee, K. & Zapf, M.K. (eds.). (1996). *Issues in northern social work practice*. Thunder Bay, Ontario: Centre for Northern Studies.
- DePoy, E. & F. Gilson (2003). *Evaluation Practice: Thinking and action principles for social work practice*. Canada: Thompson (Brooks/Cole).
- Dominelli, L. (1988). *Anti-racist social work: A challenge for white practitioners and educators*. London: MacMillan.
- Drechsler, G. (1996). My neighbor, cousin and client. A response from the Yukon to Brownlee and Taylor on the ethics of non-sexual dual relationships. *The Social Worker*. 64, Spring, 1-3.
- Dumbrill, G.C. & Maiter, S. (1996). Developing racial and cultural equity in social work practice. *The Social Worker*. 64 (3), 89-96.
- Durst, D. (2000). *It's not what, but how!: Social service issues affecting aboriginal peoples: A review of projects*. Regina, Sask.: Social Policy Research unit, Faculty of Social Work.
- Farley, O.W., Smith, L.L. & Boyle, S.W. (Eds.). (2000). *Introduction to social work* (8th ed.). Boston: Allyn & Bacon.



- Ezell, M. (2001). *Advocacy in the Human Services*. Canada: Thompson (Brooks/Cole).
- Franklin, C. & Jordan, C. (1999). *Family practice: Brief systems methods for social work*. Toronto: Brooks/Cole.
- Hanson, W. (1985). *Dual Realities Dual Strategies: The future paths of the aboriginal people's development: A programmer's handbook*. Saskatoon: W. Hanson, publisher.
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- Holosko, M.J. & Taylor, P.A. (eds.). (1994). *Social work practice in health care settings*. (2nd ed.). Toronto: Canadian Scholar's Press.
- James, R.K. & Gilliland, B.E. (2001). *Crisis intervention strategies* (4<sup>th</sup> ed.). Toronto: Brooks/Cole. (instructor).
- Johnson, D.W. & Johnson, F.P. (1997). *Joining together: Group theory and group skills* (6th ed.). Toronto: Allyn and Bacon.
- Johnson, L.C. (1998). *Social work practice: A generalist perspective*. (6<sup>th</sup> ed.). Needham Heights, Mass.: Allyn & Bacon.
- Kadushin, A. (1992). *Supervision in social work* (3<sup>rd</sup> ed.). New York: Columbia University Press. (instructor).
- Kaner, S. et al. (1996). *Facilitator's Guide to Participatory Decision Making*. Canada: New Society Publishers.
- Kelm, M. (1998). *Colonizing bodies: Aboriginal health and healing in British Columbia 1900-50*. Vancouver: UBC Press.
- Kirst-Ashman, K. & G. Hull Jr. (2001). *Macro Skills Workbook: A Generalist Approach* (2<sup>nd</sup> ed.). United States of America: Thompson (Brooks/Cole)
- Kirst-Ashman, K. & G. Hull (2006) *Generalist practice with organizations and communities* (3rd. ed.) Toronto: Thomson (Brooks/Cole).
- Kirst-Ashman, K. & G. Hull Jr. (2006). *Understanding Generalist Practice* (4<sup>th</sup> ed.). United States of America: Thompson (Brooks/Cole)
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Lundy, C. (2004). *Social Work and Social Justice: A Structural Approach to Practice*. Canada: Broadview Press.

McKie, C. & Thompson, K. (Eds.) (1994). *Canadian Social Trends*. (Vol. 2). Toronto: Thompson.

Minor, K. (1992). *Issumatuq: Learning from the traditional healing wisdom of the Canadian Inuit*. Halifax, NS: Fernwood.

Morales, A.T. & Sheafor, B.W. (2001). *Social work: A profession of many faces* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.

Morrisette, V. B. McKenzie and L. Morrisette (1989 Winter). Towards an aboriginal model of social work practice: cultural knowledge and traditional practices. *Canadian Social Work Review*. 6, (1), 91-108.

Mullaly, R.P. (1993). *Structural social work: Ideology, theory and practice*. Toronto, Ont.: McClelland & Stewart.

Netting, F. with P. Kettner & S. McMurtry (2004). *Social Work Macro Practice*. United States of America: Pearson Education.

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