I. COURSE DESCRIPTION
This course is designed to provide a framework for systematic study of the components and issues involved in the practice of social work with groups and families. This course prepares the student to become familiar with the processes involved with group and family formation as well as ongoing processes of assessment, intervention, and evaluation. A minimum of one hour per week will be devoted to skills development laboratory. Prerequisites: Graduate standing and acceptance to the MSW program.

II. PURPOSE OF THE COURSE
Generalist Social Work Practice II is one of a series of practice courses in the professional foundation and is designed to provide a framework for systematic study of components and issues involved in the practice of social work with groups and families across the lifespan. This course prepares the student to become familiar with the processes involved in group and family formation as well as ongoing processes of assessment, intervention, and evaluation. This course is supported and enhanced by its integration with the field education experience. The course content is also designed to implement the School of Social Work’s objective of special attention to problems that may occur or exist because of oppression, i.e., poverty, racism, sexism, and ageism.

III. MAJOR COURSE CONTENT OUTLINE
A. Knowledge Base of Group Process and Content
1. Selected theories of group process, group dynamics, and group behavior as applied to individuals, families and organizations
2. Culture, norms, values and ethical dilemmas
3. Task and therapeutic groups
4. Research findings related to social groupwork

B. Characteristics of Groups - Dynamics and Behavior
   1. Group Composition and Formation
      a. Leadership - roles, styles, characteristics, behavior
      b. Membership determination
      c. Composition
      d. Context and format
   2. Process and dynamics of changing group purpose

C. The Process of Intervention in Social Groupwork Practice
   1. Selected models of groupwork practice
   2. Study - defining, conceptualizing the problem
   3. Assessment - planning for solution and outcome goals
   4. Intervention
   5. Evaluation

D. Using Groupwork Skills with Families
   1. Knowledge Base of Family Process
      1. Selected theories of process, family dynamics, and family behavior
      2. Culture, generation, norms, values and ethical dilemmas
      3. Family organization, roles and tasks of family members
      4. Research findings related to family work
   2. Characteristics of Families - Dynamics and Behavior
      1. Roles, styles, characteristics, behavior
      2. Family Composition and Formation
         a. What is a family?
         b. Composition
         c. Process and dynamics of changing family purpose

Values
   A. Respect for individual differences of members within the group.
   B. Recognition of the uniqueness of individual members of groups, and of each group as a whole.
   C. Respect for the right of self-determination for the individual group members and the group as a whole.
   D. Respect for the cultural, ethnic, and social diversity in social work practice with groups.

IV. COURSE OBJECTIVES
Upon successful completion of this course, the student will:

1. Be knowledgeable about groupwork as a system for social work intervention with individuals, families, organizations, and communities
2. Understand and appreciate the power and potential of the group and family as a medium for growth, change, and empowerment

3. Understand the importance of professional values in the conduct of social groupwork practice in diverse contexts that may include the variables of age, culture, ethnicity, economic status, age, sexual orientation, religion/spirituality, and ability.

4. Understand the importance of research to under gird social groupwork and family practice

5. Understand communication patterns in large and small groups and families with an awareness of cultural and generational factors.

6. Demonstrate an awareness of the purposeful use of self in the group process

7. Demonstrate knowledge and understanding of the worker's role in the use of groups in social work practice

8. Develop an awareness of culture and ethnic differences and how they affect the group and family processes across the lifespan.

9. Be able to participate selectively in the process of social work practice in a group and family settings

10. Demonstrate skill in selected theoretical approaches to group practice

11. Demonstrate skill in purposeful planning and implementation of formation and leadership of groups in social work practice

12. Demonstrate knowledge and skill in analyzing elements, components, and issues in social work practice with groups

13. Demonstrate knowledge and skill in using groupwork methods in designing and implementing family interventions

14. Understand and have knowledge of how to evaluate one's own groupwork and family practice

V. Integration with other Courses
This course builds extensively on the liberal arts base of undergraduate education. Specifically, theoretical knowledge from courses in psychology, sociology, political science, and business are enhanced and utilized to under gird the student's understanding of group process and groupwork intervention with individuals, groups, families, and organizations. It uses knowledge and skills gained in the courses offered in the first semester of the MSW program to enhance the students
understanding of the course material and acquisition of the skills needed to effectively practice using a generalist model with groups and families.

Students are instructed to utilize information obtained in SWRK 601 regarding human behavior and the social environment and social work practice in the cognizance of the course material. The integration with course content from SWRK 605: Social Welfare Policy and Services is important as group membership is seen as the bridge between individual concern and the broader areas of social advocacy and action. Particular attention is given to the integration of social work practice material from SWRK 608: Generalist Social Work Practice I (Individuals & Families) and SWRK 610: Generalist Social Work Practice III (Organizations and Communities). The course is designed to utilize the opportunity that the field experience offers to enhance the learning of the course content.

VI. COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations
It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Disability Support Services, University Center, (530) 898-5959 v/t, (530) 898-4411 fax, e-mail dss@csuchico.edu. Students with a disability are encouraged, but not obligated, to register with DSS. After reviewing the student’s records, the DSS adviser will determine eligibility and consult with the instructor to facilitate access.

If you need assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety.

B. Attendance & Class Participation
Students are expected to attend all class meetings. Students who are absent from class for any reason are responsible for content missed. When possible students who must be absent from class will inform the instructor before the absence, explaining the reasons & the means the student will use to make up for the information missed in class. Three or more absences from class, &/or consistent late arrivals or early departures whether "excused" or "unexcused," will result in a lowered course grade. **Consistent attendance & participation will be rewarded with 5 extra points added to the student’s final grade.** There are many ways to actively participate in class, among them would be actively listening to other students & the instructor, asking questions of relevance to groupwork, demonstrating evidence of having read & reflected upon assigned readings, offering helpful feedback to peers, pointing out contradictions between mezzo practice theories & other social work practice theories, presenting ethical dilemmas from your current or previous experiences, etc.

C. Academic Honor and Honesty
It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited. Please read the university policy regarding academic misconduct located in the University catalog and MSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another’s work is cheating.
D. Writing Standards
All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as there, their, and they’re. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. Evaluation
Students’ work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They are encouraged to meet with the instructor regarding any request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.

Students are encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and course/curriculum improvement. Students also have the opportunity to provide feedback through the university’s formal Student Evaluation of Teaching (SET) process.

F. Incomplete Grades and Withdrawing from the Course
Incomplete grades are given only in rare instances. To be considered, a student must have a passing grade and be up to date on assignments. All incompletes must be cleared prior to the beginning of the next semester. If incompletes are NOT cleared prior to the beginning of the next semester, students will be prevented from proceeding in the MSW program.

University policies also specify the criterion for withdrawing from classes during certain time periods of the semester. Please consult the catalog for these policies. Late drops are allowed after the official drop date only for medical or other compelling reasons.

G. Cell Phones / Pagers
All cell phones and pager ring tones should be turned off during class. The classroom is a professional environment; please respect this environment by turning cell phones and pagers off or alternatively, setting them to the ‘vibrate’ mode. You may return calls during the break or after the class is finished.

H. Confidentiality
Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor’s retention, tenure and promotion (RTP) process and the general education review process. Student learning
products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.

VII. COURSE REQUIREMENTS AND ASSIGNMENTS

Methods of Instruction
A variety of instructional methods are used in this course and may include lecture, discussion, collaborative learning, problem-based learning, field-based case studies, role-play, videotapes, videotaping, and class presentations. Emphasis will be placed on the integration of field placement experiences and course content through such tools as case consultation, learning journals and logs, case studies, role plays, and written assignments requiring the application of theory to practice with individual clients in students' field practicum settings.

Special Rules Governing the Conduct of Students in this Course.
Groupwork training requires a certain amount of personal risk on the part of all participants. Therefore, certain general rules of conduct must be maintained.

1. **All personal information shared by members of this class is to be treated with the strictest professional confidentiality.**
   During training exercises, individuals may feel the need to share personal information. This information might be damaging to the individual if it became public knowledge. This information is not to be spoken of outside the confines of the class. Violations of this rule will be dealt with by referral to the faculty disciplinary committee and possibility the **failure of the course.**

2. **No one is required to divulge any personal information about themselves or others.**
   The power of the group can sometimes exert tremendous pressure on an individual to participate. The group has no right to force anyone to say anything.

3. **No one is required to participate in any single class exercise.**
   Some topics and activities used for class discussion and group exercises may touch upon the personal history of class members. This personal material may invoke memories of events and emotions that the individual does not want to expose in a public setting. Everyone has the right not to participate in exercises that might make them feel uncomfortable.

Professional Ethics, Behavior and Conduct
Students are in a process of becoming professional social workers who are capable of self-regulated practice. Professional status requires professional behavior and conduct. Various professional guides exist for the conduct of social work practice. Students are encouraged to read the National Association of Social Workers (NASW) Code of Ethics and be aware that they, as students of social work, are expected to maintain behavior and conduct that upholds this code of ethics. NASW also provides Standards for Practice in various areas of social work including: cultural competence, continuing professional education, personnel practices, clinical social work, school social work, case management and social work with adolescents.
There are standards of practice for the conduct of groupwork. It is especially important for students to read and study the *Standards for Social Work Practice with Groups of the Association for the Advancement of Social Work with Groups (AASWG)* and apply serious effort to attain these standards of learning and practice.

After students graduate with their MSW degrees and obtain the experience necessary to practice group psychotherapy, they need to consider the ethics required for this type of practice. The *American Group Psychotherapy Association* provides a set of ethical guidelines for group psychotherapy practice.

These documents may be found at the following websites:

- AGPA Ethical Standards: [http://www.agpa.org/group/ethicalguide.html](http://www.agpa.org/group/ethicalguide.html)

### A. Required Reading


### B. Recommended Reading


### C. Assessment of Student Learning and Grades

As this course is all about groups (dynamics, collaboration, helping), the course grade is based on group performance. Students will be organized into working teams that will work to complete the objectives of the course. Individual will receive a grade based on their team’s performance. Grades are determined by each group/teams point totals applied to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 73</td>
</tr>
<tr>
<td>F</td>
<td>≤ 70</td>
</tr>
</tbody>
</table>
D. Course Assignments and Exams
All assignments must be completed in order to pass this course. All assignments are group assignments.

Students must receive a grade of B or higher in all practice courses, and in all field education practicum courses, in order to proceed in the MSW program. (MSW practice courses include SWRK 608, 609, 610, 612, 641, 642, and 652.)

<table>
<thead>
<tr>
<th>Assignment, Quiz &amp; Examination Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
</tr>
<tr>
<td>Attendance and Participation</td>
</tr>
<tr>
<td>#1 Self Analysis</td>
</tr>
<tr>
<td>#2 Option 1 Groupwork Research - Article reviews</td>
</tr>
<tr>
<td>#2 Option 2 Analysis of groups and group dynamics presented in Fadiman’s <em>The Spirit Catches You and You Fall Down.</em></td>
</tr>
<tr>
<td>#3 Analysis of field practicum agency groups - Formal Structures</td>
</tr>
<tr>
<td>#4 Analysis of field practicum agency groups - Informal Structures</td>
</tr>
<tr>
<td>#5 Group Projects - Project design, implementation, presentation and group analysis paper</td>
</tr>
<tr>
<td>Course Pretest (required)</td>
</tr>
<tr>
<td>Weekly Quizzes (required)</td>
</tr>
<tr>
<td>Final Examination (in-class &amp; on-line)</td>
</tr>
<tr>
<td>total</td>
</tr>
</tbody>
</table>

All written assignments are to be submitted via e-mail in to jpmace@csuchico.edu.

Assignment #1 (Not Graded)
Self Analysis - (“The unexamined life is not worth living.” - Socrates)
Make a list of the groups to which you currently belong. In five pages or less, analyze and examine your experience with these groups. Analyze the roles you play in these groups and your sense of belonging and commitment to the groups. Answer this question: Is my overall style of participation active or passive? Explain why you classify yourself as active or passive. After examining your experience with groups in your life, do a similar analysis regarding your experience with your family. Think about your family as a group. What is similar or different in your experience with you family and with other groups you belong or have belonged. This is an electronic assignment due on the day before the second class.

Assignment #2 (Graded)
Option 1
Groupwork Research - Article reviews
It is important to develop an understanding of specific knowledge on the use of groupwork skills with the myriad of groups that may be encountered. Therefore, the students are required to acquire, read and analyze social work and social science journal articles regarding groupwork practice. Group ideas will be discussed in class to ensure the class research will be representative of issues across the lifespan. Along with the annotated bibliography the student must submit a copy of an article in each of the following categories.

1. Three Groupwork articles with groups of various ethnicities
2. Three Groupwork articles with special client populations (gender, age, sexual orientation, ability) that may be the focus of the student’s own career interest.
3. Two Groupwork articles covering the type of social service agency where the students are having a field internship.
4. Four Groupwork articles cover aspects of groupwork across the lifespan. One of these articles must cover aspects of groupwork with older adults. One of these articles must cover aspects of groupwork with children.
5. Two groupwork article of personal interest to the student.

This is an electronic assignment due at midterm.

Assignment #2 (Graded)
Option 2
Analysis of groups and group dynamics presented in Fadiman’s The Spirit Catches You and You Fall Down. Various levels of groups and group dynamics are presented in this book. Students are to write their analysis of this book from the point of view that the behavior of the individuals is an artifact of group process rather than individual experience and motivation. Attention to the affects of these group processes on individual behavior is an important part of the analysis. Students should also consider the possibility of intervention in these group processes as a tool for producing positive change. Students should cite references from the texts and other sources.
This is an electronic assignment due at midterm.

Assignment #3 (Graded)
Analysis of field practicum agency groups
Students will analyze the group structure (both overt and covert) of their field placement agencies. The Assignment #3 analysis should cover the formal organizational group structure of each student’s agency and the formal official decision making groups that function in these structures. After each student examines their agency the group will examine the similarities and differences among the various agencies and conclusions drawn from the analysis. This analysis will provide the final portion of the paper. The papers should reflect content from the textbooks and class presentations and discussions.

Assignment #4 (Graded)
The Assignment #4 analysis should cover informal decision making groups operating in the agency. After each student examines their agency the group will examine the similarities and differences among the various agencies and conclusions drawn from the analysis. This analysis
will provide the final portion of the paper. The papers should reflect content from the textbooks and class presentations and discussions.

Note: Knowledge is power, the assignments #3 & #4 analysis should be kept confidential and not shared with anyone other than the instructor and the other members of the course.

This is an electronic assignment due two weeks before the last class.

**Assignment #4 (Graded)**

**Group Projects (Project design, implementation, presentation and paper)**

This is a group assignment. Students will work in groups of five. Each group will produce a project of their own choosing that will benefit the development of the School of Social Work. Projects will be designed and developed by the group with the approval of the class instructor. Groups must design projects that produce a tangible result.

The presentation and paper will analyze the dynamics and process of the group as a whole. It will include an examination of the individual group members, their roles in the group and how each affected the group process. Each group member is expected to analyze his or her role in the group as well as the other members of the group. It is advised that each student keep a journal to note his or her experience. It is expected that students will use and cite information from the textbooks and other materials studied during the course. The group will provide the class with a short (30 minute) presentation on their project and their group dynamics. The paper is a group assignment and is to be created and organized by the group. It will cover the group dynamics/process of the group as it worked on the project.

A project proposal will be submitted to the instructor via e-mail on or before the third class session.

The course instructor will grade the presentation and paper. The judgment will take into account the nature of the task and its outcome, the quality of the presentation, the final paper and individual contributions made to the project.

Presentations will be scheduled later in the semester. The paper is an electronic assignment due at the last class.

**VIII. WEEKLY COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Class #</th>
<th>Topic Course</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course overview and Introduction</td>
<td>T&amp;R – Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>1/23</td>
<td>Contracting with the Class</td>
<td>Forsyth - Chapter 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB #1</td>
</tr>
</tbody>
</table>

1/30 History, Philosophy and Theory of Social Group Work

These are in the library:


2/6 Motivational Forces within the Group

LAB #2

2/13 The Development of the Group

LAB #3

2/20 Conflict and Leadership in the Group

LAB #4 & LAB #5

2/27 Group Problem Solving and Decision Making

LAB #6

3/6 Group Maintainance

LAB #7

3/13 Spring Break (It’s a group thing)

No Class

3/20 NASW Legislative Lobby Days

Join 700+ social workers, NASW and me in applying group advocacy to the California Legislature.

See: http://nasw.technosocialwork.com/container/LLD.2005-08-16.1538
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3/27</td>
<td>Endings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T&amp;R – Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB #7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment # 2 due</td>
</tr>
<tr>
<td>9</td>
<td>4/3</td>
<td>Cross-Cultural GroupWork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T&amp;R – Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB #8</td>
</tr>
<tr>
<td>10</td>
<td>4/10</td>
<td>Introduction to Client GroupWork, Theory and Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T&amp;R – Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forsyth (1999) – Chapter 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forsyth (2006) – Chapter 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB #7</td>
</tr>
<tr>
<td>11</td>
<td>4/17</td>
<td>Leadership and Ethics in GroupWork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Toseland &amp; Rivas – Chapter 5 (revisited) &amp; Chapter 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Appendix A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare NASW Code of Ethics with Counseling Code of Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB #7</td>
</tr>
<tr>
<td>12</td>
<td>4/24</td>
<td>Cross-Cultural GroupWork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T&amp;R – Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(revisited, again)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LAB #8</td>
</tr>
<tr>
<td>13</td>
<td>5/1</td>
<td>Special Populations I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab #9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment # 4 due</td>
</tr>
<tr>
<td>14</td>
<td>5/8</td>
<td>Course Summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FINAL PAPER DUE</td>
</tr>
<tr>
<td>15</td>
<td>5/17</td>
<td>Final Examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day of final will conform to University Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unless officially changed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday May 17, 2006 at 10:00 AM</td>
</tr>
</tbody>
</table>
**Bibliography**

**Groupwork and Family Issues**

Issues that are important to cover are listed below. We will discuss many of these items. However, it will be impossible to cover all of these topics in detail. It is suggested that students who have particular interests focus on those interests as part of their research for the final paper.

<table>
<thead>
<tr>
<th>Doing Groupwork:</th>
<th>Offenders</th>
<th>Group types:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group dynamics</td>
<td>Care Givers</td>
<td>Families</td>
</tr>
<tr>
<td>Group process</td>
<td>Older Adults</td>
<td>Growth</td>
</tr>
<tr>
<td>Leader roles</td>
<td>Victims of</td>
<td>Parenting</td>
</tr>
<tr>
<td>Non-participation</td>
<td>Domestic</td>
<td>Support</td>
</tr>
<tr>
<td>Ice-breaking</td>
<td>Violence</td>
<td>Training</td>
</tr>
<tr>
<td>Conflict</td>
<td>Men/Women</td>
<td>Task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clients:</th>
<th>Issues:</th>
<th>Group types:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentally health</td>
<td>Sexism</td>
<td>Families</td>
</tr>
<tr>
<td>Schizophrenia</td>
<td>Ageism</td>
<td>Growth</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>Racism</td>
<td>Parenting</td>
</tr>
<tr>
<td>Borderline</td>
<td>Classism</td>
<td>Support</td>
</tr>
<tr>
<td>Depressed</td>
<td>Cultural</td>
<td>Training</td>
</tr>
<tr>
<td>Involuntary</td>
<td>Ethnicity</td>
<td>Task</td>
</tr>
<tr>
<td>Parents</td>
<td>Minority</td>
<td>Therapy</td>
</tr>
<tr>
<td>Adolescents</td>
<td></td>
<td>Committees</td>
</tr>
</tbody>
</table>

(See 72 page annotated bibliography distributed electronically for current source material. These materials are currently available via the campus library.)

The sources listed below have been used by the instructor over the years in his own study of groupwork. Some are old some are new. Some are available via the campus library. Others are available in the instructor’s personal library. Pardon the lack of APA format, but it is important to list the authors full name when available.


http://www.webcorp.com/civilrights/index.htm Webcorp: Voices in the Civil Rights Era


Other Related Material


https://www.socialworkers.org/pubs/code/default.asp


