

The New Social Worker®

the social work careers magazine

Spring 2011
Volume 18, Number 2



Social work students with children in Russia.

OUR REGULAR FEATURES:

Ethics

Field Placement

On Campus

SW 2.0

In This Issue

- *Ethics: To Report or Not to Report*
- *Clinical Work Outside of Session*
- *The Riddle of Good Leadership*
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- *What Do I Do When I Fail the Social Work Exam?*
- *A New MSW Graduate: 14 Ways to Stand Out in the Crowd!*
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Shammie Brown*



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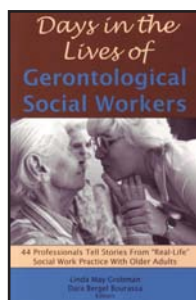
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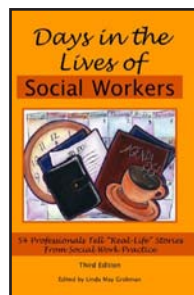
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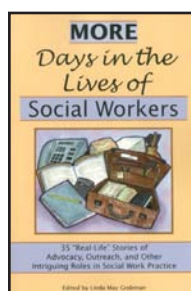
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Publisher's Thoughts

Dear Reader,

As I write this, it is March, National Social Work Month! To tell the truth, I have spent a good bit of this month actually receiving the services of some social workers. A close family member was in the hospital, and during that time, I came into contact with two social workers whose help was invaluable. So, I would like to personally thank those social workers. Also, when walking through the halls of the hospital, I was pleased to see a "National Social Work Month" bulletin board, telling about the many social workers on staff there. Social workers help people every day, and it's important to recognize this with a special month that tells others about what we do. See page 22 of this issue for reports on what some social workers and social work students did to celebrate Social Work Month.



The publisher/editor

In the last issue, we began our focus on bullying and bullying prevention. We continue this focus in this issue with Seth Rockman's article about one large high school's response to what he calls the "new normal." It is sad to think that violence and meanness are part of anything "normal" in high school or anywhere else. But Rockman's school is taking a positive approach that can serve as a model for others. Check it out on page 14.

On page 4, Allan Barsky presents an ethical dilemma involving reporting of sexual abuse that has happened years in the past. What does the Code of Ethics say? What does your state law say? These are all questions that need to be considered.

Can clinical work continue outside of session? Yes, it can, and Meredith Ruden discusses this on page 6.

Good leadership can sometimes be a riddle. Barry Nazar's article on page 12 brings back memories of my graduate school groupwork class, as he discusses the various stages groups go through and how leadership develops.

Be sure to read Marson, Kersting, and DeAngelis on what to do if you fail the social work exam (see page 16). However, if you are taking the exam for the first time, this article will be of great assistance, as well, as you prepare for the big testing day.

This issue is filled with these articles and much more. And again, during Social Work Month and every month, thanks for all you do.

Until next time—happy reading!

Linda M. Grobman

The New Social Worker®
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Write for *The New Social Worker*

We are looking for articles from social work practitioners, students, and educators.

Some areas of particular interest are: social work ethics; student field placement; practice specialties; and news of unusual, creative, or nontraditional social work.

Feature articles run 1,500-2,000 words in length. News articles are typically 100-150 words. Our style is conversational, practical, and educational. Write as if you are having a conversation with a student or colleague. What do you want him or her to know about the topic? What would you want to know? Use examples.

The best articles have a specific focus. If you are writing an ethics article, focus on a particular aspect of ethics. For example, analyze a specific portion of the NASW *Code of Ethics* (including examples), or talk about ethical issues unique to a particular practice setting. When possible, include one or two resources at the end of your article—books, additional reading materials, and/or Web sites.

We also want photos of social workers and social work students "in action" for our cover, and photos to accompany your news articles!

Send submissions to lindagrobman@socialworker.com.

Shammrie Brown

by Barbara Trainin Blank

Shammrie Brown is as distinctive as his name, which means “friend” in Zimbabwean. He’s proof that a person can overcome past obstacles.

“I come from a really humble background,” says the Aurora University (Aurora, Illinois) BSW student.

Brown, now 23, was born in Grand Rapids, Michigan, to a 14-year-old mother who was afraid to tell her own mother the truth about the pregnancy. Nevertheless, when she did find out, his grandmother “coached” his mother, so she would know how to raise Brown and the two children that followed.

His father, who was slightly older, didn’t play much of a role for the first 13 years of Brown’s life. But the young man did become close with his grandmother, “who was always there. My mother dedicated herself to her kids. We were well taken care of.”

The main thing both his mother and grandmother drilled into him was the importance of education. But he felt as if something was “missing” in his life, even after reuniting with his father at the age of 17. He went through a “rebellious stage,” trying to discover who he was. During that process of discovery, Brown made the decision to go on

to junior college, enrolling in Lansing Community College to get a degree in human services. At that point, social work was very far from his mind.

“I wanted to go into hospitality and own a hotel,” Brown says.

A psych course inspired him to change direction, not only helping him understand who he was and why he behaved the way he did, but also to see the possibilities of the helping professions.

Having already discovered that it was “very easy” for him to help people and lead them, Brown decided to go on to a four-year college after completing his associate’s degree.

There was another inspiration besides academia. He had been influenced by a social worker who helped his family during about a two-year period of “homelessness” when they stayed with various family members and, for a time, in a shelter. “Sue was black, and I saw so much cultural competence in her. She was working collaboratively with my mom. We were able to make it with Sue’s help. I loved her so much and admired her,” he says.

His choice of a social work program in Illinois stemmed in part from the roots in the state of social work’s founding mother, Jane Addams. Like her, Brown wants eventually to do community organization. “One-on-one casework isn’t for me,” he points out. “I’ve also done a lot of community organization type work on campus.”

As president of the Black Student Association, he has organized activities that would give the group “purpose” beyond the social, such as a food drive for the needy and such intellectual programs as a Black State of the Union discussion and a film about black women. He has been a student worker at the Aurora University Registrar Office since May 2008 and also a multicultural resident assistant. Brown was also selected 2010 Homecoming King.

Along the way, he has amassed political experience. He is currently interning as assistant chief of staff for State Representative Linda Chapa-LaVia of the 83rd District. Earlier, he was a com-



Shammrie Brown

munity outreach intern for Congressman Bill Foster of the 14th District.

Another internship was community-service oriented—as a case worker for emergency food and shelter for the American Red Cross of East Lansing. Brown is involved in a large independent-study project about child protection rights, sponsored by Consultancy International.

He’s so busy sometimes, the BSW student admits, that “things seem like a blur.” In addition to all the formal activities and his own academic work, he’s often asked for help by other students.

Kidada Robinson, career and academic advisor at Aurora University and Brown’s mentor, finds both his activism and interpersonal skills exemplary.

She recalls two years ago when she was looking for “campus ambassadors” for an Urban League program that provides a pre-college experience for high-school students who attend classes, eat in the cafeteria, and stay in the residences. Someone gave her Shammrie’s name.

“I was so impressed with him, just from a little communication,” Robinson says. “He went through a few weeks’ training with other RAs who helped the high school students. We didn’t have to keep an eye on the students, because the ambassadors did a phenomenal job.”

She has also found Brown “really a man of integrity, mature, who recognizes

Brown—continued on page 23

To Report or Not to Report: That Is the Ethical Dilemma

by Allan Barsky, JD, MSW, Ph.D.

Gretchen is a social worker who discovers during counseling that her client, Carly, was sexually abused by her father. Now if Carly was a minor, Gretchen would know that she would have a legal obligation to report this abuse to child protective services. Carly, however, is 24 years old, and the laws of her state do not specifically require social workers to report past abuse if the survivor is now an adult. In this case, Gretchen wishes she could report the abuse, as she personally believes that Carly's father should be held to account for his heinous actions. Gretchen faces an ethical dilemma, however, because Carly disclosed in strict confidence that she was abused and does not want Gretchen to tell anyone else, least of all the police or child protection authorities.

If you were Gretchen's supervisor, what guidance would you give her? What considerations should she take into account when deciding what to do?

Since the laws in Gretchen's state do not require her to report the abuse, Gretchen looks to the *NASW Code of Ethics* for guidance. Standard 1.07 says Gretchen should respect the privacy of her client and not disclose information to outsiders unless there is a particular exception. These exceptions include consent of the client, clear and immediate danger, and otherwise required by law.

Although Carly initially states she doesn't want the abuse reported, her stated wishes are not necessarily fully informed. Gretchen may, therefore, provide Carly with information and other support, so Carly can consider her options more fully. For instance, she may not be familiar with what happens during an abuse investigation, fearing that a report to the police will lead to immediate and broad publication of her case. She may not know of legal and procedural protections afforded to survivors of sex-related crimes. Assume, however, that even with such information and support, Carly still resists reporting her father. As Standard 1.02 suggests, social workers should respect a client's right to self-determination and should avoid imposing their own beliefs on clients.

As noted above, the *Code of Ethics* does not authorize Gretchen to release confidential information for safety concerns unless there is a risk of serious, imminent harm. Carly says that her father does not live with or have immediate access to other minors, so Gretchen cannot say there is risk of serious, imminent harm. Because the *Code of Ethics* does not explicitly cover Gretchen's concerns in this case, Gretchen considers the following ethical principles: beneficence (doing good), nonmaleficence (avoiding doing harm), justice, and respect. In terms of



beneficence, Gretchen thinks that reporting the abuse will be for the greater good of society because it will help protect other minors from being abused by Carly's father. From Carly's perspective, however, reporting the abuse may be experienced as harm: she is not emotionally ready to confront her father about the abuse, she fears his reactions, and she does not believe the state will adequately protect her from harm. Also, in terms of nonmaleficence, Gretchen realizes that reporting the abuse may have a negative impact on her social work relationship with Carly. Carly may feel betrayed by Gretchen and therefore terminate services. From a justice perspective, Gretchen might argue that reporting the abuse is a method of bringing Carly's father to justice, and that silence or inaction is tantamount to condoning his abuse. Alternatively, Gretchen might consider justice as prioritizing Carly's emotional and physical safety. Even if reporting the abuse may help protect other

children, should Gretchen have the right to impose certain risks on Carly? Finally, respect comes back to the notions of honoring Carly's rights to privacy and self-determination.

On balance, given the facts of the case as interpreted by Gretchen, she decides to permit Carly to decide whether or not to report the abuse. This course of action not only respects Carly's rights to self-determination and privacy, but also affords Gretchen with the opportunity of continuing to work with Carly. Perhaps with ongoing information and support,

but not pressure or manipulation, Carly may eventually decide to report her father's abuse to appropriate authorities. In the meantime, Gretchen is supporting a decision that her client believes is best.

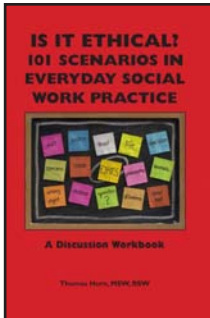
Gretchen notes further that had the situation varied in certain aspects, her decisions might be different. If Carly had younger siblings living with her father, for instance, she might need to report the abuse in order to protect the children. If Carly lived in a state that legally required social work-

ers to report past abuse even though the survivor is no longer a minor, she would have more impetus to make the report. And if Gretchen worked in an agency that informed clients that workers had a positive duty to report abuse, regardless of the client's current age, she would also be more inclined to report the abuse.

Gretchen documents her decision, including her rationale and those she consulted to assist with her decision—her clinical supervisor and the agency's attorney. She still feels anxiety about her decision, but recognizes that feeling some anxiety is actually a good sign when faced with an ethical dilemma that has no clear-cut, perfect solution for all the stakeholders.

Allan Barsky, JD, MSW, Ph.D., is a professor of social work and member of the NASW National Ethics Committee. His book credits include Ethics and Values in Social Work and Conflict Resolution for the Helping Professions (see <http://www.barsky.org>).

IS IT ETHICAL? 101 Scenarios In Everyday Social Work Practice **A Discussion Workbook** *by Thomas Horn, MSW, RSW*



What would you do if you were asked to be your hairdresser's social worker? How about if you developed a crush on a client? Or if you unexpectedly received a \$100 check in the mail from an agency to whom you had referred a client?

Social work is filled with these kinds of questions. They come up every day in professional life. Will your students be prepared to make the ethical decision?

Very few social workers go to work looking for ways to exploit, manipulate, or mislead the people with whom they work—clients, colleagues, managers, the government, or the general public. Yet, it is possible to cross into unethical behavior unintentionally, often as a result of poor decisions that are misguided. The line between ethical and unethical can become blurred.

This workbook provides students with 101 different everyday scenarios and challenges them to think about what the ethical and unethical choices might be in each situation. Through examining these scenarios on their own and in discussion with classmates and others, they will become more familiar with how to apply the ethical guidelines and standards that they will be required to follow as professional social workers.

Space is provided after each scenario for readers to write their own responses as they prepare to discuss the scenario with classmates, supervisors, and others. There is space for students to write their own scenarios, as well.

Resources are listed, including Code of Ethics Web addresses for nine different social work associations, as well as ethics journals.

ABOUT THE AUTHOR

Thomas Horn, MSW, RSW, is a Registered Social Worker (RSW) with both the Ontario College of Social Workers and Social Service Workers (OCSWSSW) in Ontario, Canada, and the General Social Care Council (GSCC) in England. Tom is also a graduate member of the British Psychological Society. He has worked in the social services field for more than 20 years in a variety of settings, including residential developmental care, residential and outpatient child and adolescent mental health, residential drug/alcohol treatment, and inpatient psychiatry. Currently, Tom works with an inpatient forensic mental health team at a large psychiatric hospital in Ontario. He routinely provides field supervision to social work students at the undergraduate and graduate levels.

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Can Clinical Work Continue Outside of Session?

by Meredith Hemphill Ruden, LMSW

Editor's Note: This article is not specifically about student field placement. However, it is included in the field placement section because of its relevance to beginning practitioners. This would be a great article to share and discuss with your field instructor and other students in your field seminar.

Can clinical work continue outside of the therapeutic session? Can understanding into pervasive and complex psychosocial issues that contribute to a client's distress deepen without the social worker's careful listening, affirmations, and guidance? This article explores what happens between sessions, highlighting the therapeutic value of a break from therapeutic exchange for both client and social worker. Drawing from the case study of a man whose partner has advanced cancer, it illustrates the transformative effect of actively engaging the client in discussion of life outside of therapy, as it relates to his presenting problem, and makes recommendations for engagement with other clients.

Social work literature emphasizes the role of the therapeutic relationship in effective treatment (Goldstein & Noonan, 1999; Hepworth, 2005). It says that a relationship based on trust, good will, and respect creates a therapeutic environment that is conducive to client commitment and goal achievement. The social work graduate student is taught specific ways to create this environment within the 40 minutes to one hour that she meets with a client each week. Outside of that time frame, it is hoped that the client's internalization of therapeutic process is sufficient to maintain a strong social worker/client relationship.

However, the break between sessions can have a more valuable therapeutic function. It does not just preserve therapeutic discourse but can add to it by opening a line of communication with the client's everyday experience. Interactions, relationships, and experiences are tested within the context of therapeutic discoveries and suggestions. In this way, the physical, psychic, and emotional break from therapy can allow

for therapeutic revelations, healing, and restoration. When the client returns to therapy, he may be newly invested in therapy and prepared to take on new risks and challenges that aim to benefit his well-being. When the social worker returns to therapy, she may be more attentive, alert, and creative in her interactions with the client as she experiences the restorative power of this break, as well.

Although I believe in the power of reflective thought and psychic regeneration, I did not always draw from this appreciation as a new MSW. One session would culminate in some greater insight into the issues and life events imping-

**Use of the space
between sessions
demonstrates that we
stand by the equal rights,
abilities, and potential of
our clients.**

ing on the client's well-being, and the next would begin with review: *do you remember what we discovered last time?* Needless to say, clients would frequently not remember, and I felt compelled to remind them. Often, clients would be side-tracked. A whole week's worth of experiences, thoughts, and feelings had occurred outside the walls of therapy, and these were pushed to the side by my one, seemingly innocuous, question.

I began to see how the space between sessions could help move therapeutic discourse forward when a client brought therapeutic revelations from outside into therapy: "I've been thinking about what you said and I have something to add." John presented as a witty and hard-working man in his mid-40s who, after facing his parents' deaths to cancer, had learned that his partner had an incurable cancer diagnosis. He was plagued with anxiety-provoking thoughts, which made it difficult for him to maintain a busy workload and

socialize with friends. As part of my inquiry into his anxiety and its triggers, I had asked him early on: in light of his past experiences with cancer, what, if anything, resonated with him as he cared for his partner. He gave no answer at the time. And his silence, he later told me, had bothered him.

After contemplating my question, John shared his reflections in our next session. He said that he was reminded of his father's reluctance to see a doctor for his earliest symptoms of cancer as he faced his partner's refusal to seek a second opinion. He felt grief anew at seeing someone he loved accept that they would not live long. He felt frustrated that, even with his knowledge of cancer, he could not, was not permitted to, help.

I was surprised that John's reticence had dissolved so quickly. I had assumed that he would need my guidance to explore his past cancer experiences and to see how these connections could help reduce his current anxiety. I was equipped with more questions for this session because I felt sure that, for John to attain great self-awareness and better coping strategies, I needed to take the lead! But it was John, not I, who "probed" in this session. It was John, not I, who could explain what cancer meant to him and why. Over the course of the week, John had determined to take the lead on the therapeutic work toward his improved emotional health. And in session, it became clear to me that he was able to and, in fact, only he could.

John's take-charge attitude helped to clarify my own role as empathetic support, advocate, and guide who responded to my client, not led him. I heard his frustration and disappointment—in his father, partner, and himself—and commented on it. I asked whether anger, too, lay underneath these more apparent emotions. I expressed my support of his effort to move beyond what felt familiar to disclose, and thanked him for sharing his new insights with me. Looking back on this session, I now notice that the more I welcomed John's reflections, the more he shared. And, the more he

shared, the more I was impressed by his capabilities and believed in his potential to better cope.

In the following sessions, John grew in his ability and confidence to explore memories associated with his current distress. He said that he frequently thought about his mother's open-casket funeral. He shared his surprise and horror at the differences in her appearance from life to death, and he said that these feelings emerged more as he was confronted with the debilitating side effects of his partner's chemotherapy. He moved from stories of the past to those of the future, describing his ambivalent feelings. Now, when he didn't have an answer to one of my questions, he did not respond with silence. Instead, he said, "I think something is there, but I'm not sure what it is. I'll have to think about it more," or, "I'm not sure I understand what you're asking me."

He saw that he coped with his partner's illness in the same way he had coped after his mother's sudden death. When his mother died, John was a 20-year-old college student who saw his family often. In the aftermath of her death, John returned immediately to school and saw his family only rarely. He also developed a habit of "constantly moving," which he believed helped to distract him from his grief. Now, he saw himself working less productively at his job, over longer hours.

Through self-exploration, John had started to see where to change and felt the drive to do so. It was my role simply to fill in the gaps; in other words, it was my role to respond knowledgeably and creatively when he got stuck. When John wondered why he reacted with grief now when his partner was alive, I provided psychoeducation about anticipatory grief and the stress of coping with a "terminal" disease whose end result was known but its course and timeline was not. And, as I talked, John listened intently. He thought about what I said not just in session, but tested my assertions out of it. Occasionally, he would come back a week later with a disagreement, addition, or new suggestion: "I tried your suggestion to slow things down, and I think this, or something else, might work better."

In working with John, I learned that what happens between sessions provides information about the level of the client's engagement and the state of the therapeutic relationship. In John's full and unprecedented responses, I saw that he

had become more open to me as a social worker and to my inquiries, as part of the therapeutic process. I was also able to mark his increasing ability to identify his psychosocial issues and needs and work on them without my guidance and affirmations. If a client does not have anything to bring to sessions, he, too, says something about himself in relation to therapy. He shows that there are psychosocial and relational barriers to the therapeutic exchange. For this client, it will likely help to review the purpose and goals of therapy, explore the therapeutic relationship, and identify barriers to therapeutic process.

The way in which a social worker could use the space between sessions will vary based on her assessment of the client's needs and preferences. For the client who benefits from structure and continuity, the space between sessions may be filled with homework exercises or readings. For the client less inclined to these formalities, the space between sessions may be used to contemplate an open-ended question delivered at the end of a session.

This aspect of the therapeutic process is not only to the benefit of the client. The regenerative qualities of the physical, emotional, and psychic break from session to session benefit the social worker, as well. It can strengthen the "bounce back," referred to by Miller (2002), by providing a space in which one may ask, "What do I need?" in-depth. The social worker's creativity, as well as her reflection, is also more fully expanded as she both consciously considers and unconsciously contemplates the client's presenting problem. The therapist, thus, is more likely to maintain the inquisitiveness that is essential to building a comprehensive, dynamic picture of the client and the client's situation. Finally, the time between sessions may also allow the therapist to become a better listener and more engaged participant in sessions. With an appreciation of client experiences between sessions, she prepares for therapeutic discourse differently. The therapist prepares to discover and respond to, with knowledge and expertise, whatever she finds.

When we, social workers, fully appreciate the space between sessions, we both demonstrate our existing faith in our clients' abilities and enhance our beliefs to that same end. Use of the space between sessions demonstrates that we stand by the equal rights, abilities, and

potential of our clients. We choose to live by these beliefs not only because we recognize that they make ethical sense but also because they help us to achieve our clients' goals. As the social worker's belief in a relationship-based, egalitarian therapeutic process strengthens, the client's confidence, effort, and change, in turn, may increase. My experience with John illustrated to me the transformative power of this approach. By inviting the client to bring post-session experience into the therapeutic space, I saw him become more self-aware and our discussions turn from stagnant to focused and therapeutically alive exchanges.

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Changes: A Student's Reflections

by *H. Loretta Williams, BSW, MSW*

As our final assignment in the MSW course at Valdosta State University, Dr. Tandy instructed us to write a self reflection paper that would explain how we have modified or even changed some of our values, attitudes, and assumptions over the course of the MSW program. We were asked to look at our personal boundaries, behaviors, and how we see ourselves as budding social workers.

At face value, this assignment appeared to be relatively easy, until I sat down and tried to start typing up this great paper about how I have changed. What I discovered was that it was really hard to write a paper about myself. To write a paper on myself is hard, as I am not one to boast. I am not one to try to make myself look better than a co-worker or cohort. I am not one to try to be better than Ms. Jones. But the fact of the matter is I have made tremendous strides. I had stumbled and crawled to this point in my life. I have beaten my worst critic—myself. I have defied all odds of the “Phillips Clan.” Once only known as the White Trash of Baconton, I can now hold my head up proudly and say, “I am a graduate student. I have a master’s in social work, and I have a state job.” Wow, that felt so good to write. But it is true.

After my graduation from Albany State University with my bachelor’s in social work, my husband and I were discussing how my education had such an impact on our family. He admitted that when I first started talking about going back to school, although he knew it would help us financially, he thought that it was just a phase. He somewhat doubted my ability to stick it out to the end, further clarifying that it was not because of intelligence but because of the number of women that decide to go back to school in mid-life. What he did not know was that those words stung. Through the tingle of the sting, I also found an ounce of motivation to keep going. I had to prove to him that I could do even more. After all, I had two children at home, and I knew that failure was not an option. I had to press on and show them that if their momma could do it at 30-something years old, they could do it. Quitting was not an option. For a moment after graduation, I felt that I could

not do anything more educationally. I was tired, exhausted, and dreaming at night of ways to revise those 25- and 50-page MLA style research papers that Dr. Furro always made me write. “Flesh it out,” he would say. Those words make me laugh now.

I told my husband that I was finished—no more schooling for me. I took a year break and realized after starting my first social work job that I needed more than the generalist perspective that the BSW offered me. After I told him I had decided to get my master’s, he supported me wholeheartedly, because he knew I could do it. Not only did he know that I could do it, but I felt that I could do it, too! So many classes in my BSW integrated self assessments, and I took those very seriously. I used it as therapy in a sense. I knew that to be successful in working with others, I had to be secure with my own sense of self.

After researching the master’s programs in Georgia, I chose and applied to Valdosta State during the Spring of 2008. I was torn in a way. Without the assignments weighing on my mind, I enjoyed the extra time with my children. Yet, I felt that there was so much more that I needed to know. I wanted to make sure that I had all the tools I needed to help the families I served. I needed to know how to ensure that they, also, were self sufficient members of society. I was also trying to make a bold statement. I wanted to be an example to others that if I can do it, so can you. To be able to say that I dropped out of high school in ninth grade at age 16, was married and pregnant at 19, divorced at 21, a single mom with a son and then an out-of-wedlock second child, and that I was able to go from that situation to being a college graduate, with a loving husband and a state job (oh, did I mention benefits, too)—that is a statement to be proud of.

At Mitchell County DFCS, everyone knew that I was working on my master’s. At least once a day, someone would say to me that they did not know how I did it, with being a mom, a wife, a student, and a DFCS case manager. On top of all my excitement, I was chosen to be a part of a regional team that specialized in permanency for foster children. This required a lot of travel on top of my

schedule, which was already demanding. It was an awesome feeling for me when coworkers would come and ask me about issues that they were dealing with at work. I would give them ideas that I hoped would help them, based on what I was learning in the MSW program.

On the Region 10 Permanency Team, I am guided by Nancy Mock, a county director who has her LMSW and is working on her LCSW. She is awesome. She demonstrates and models how to work more on a clinical level. I am learning how to ensure that my children’s needs are being met to a greater extent than I ever imagined. The term “case management” for me has taken a new approach. After the PEAS review, our scores solidified our efforts. We were considered some of the best in our region. I felt that the services I was providing were now being validated by others, and it felt great. This was a new feeling for me. Even after I started working with DFCS after graduating with my BSW, I did not feel that I was doing “great” work. I felt that I was doing “okay” work. With my graduation approaching for my MSW, I feel that my work is in excess of what is the expectation.

My self esteem and my feelings of what I have accomplished have changed so much. As recently as last year, I did not feel that I was knowledgeable or deserving of a high rated position. I talked to others about how scary it was and how I felt that I could never do supervision, therapy, or even be the one to counsel and help to make an ultimate decision. While I discussed it out loud, inside I was still working with my own faulty belief system, working within my own soul to prepare for the next chapter of my life. Those issues worked out, and I can now see that I am capable of much more than

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I give myself credit for and I am worthy of more than an entry-level position. While I work to secure my dream position, I know that the work that I produce is work that comes from my giving 110% to my clients and never giving up or letting them give up on themselves.

My professional boundaries have changed since I first began the MSW program. I have seen how others act as a case manager in our agency. I do not want to be a "case manager." I am a social worker. I want to be held to a high level of professionalism. I want to dress and act professionally at all times. I want to show that I have respect for myself as well as my clients. I have the belief that if I am confident in myself, my clients will learn to feel confident in me, also. I guess some people may think that I am trying to be "all that" when I dress in my heels, even with my blue jeans on Fridays, but the fact of the matter is, I enjoy how it makes me feel. My attitude reflects how I feel about myself and those I am working with. I refuse to allow myself to get bogged down in the behaviors of those around me. I have always been referred to at work as bubbly and fresh. That is how I want to be, not stale and unhappy with my place in life. The work that I do is meant to benefit not only me and my family. I remind myself daily that it is not only my life and my happiness that is dependent upon the work that I do, but it is for the vulnerable population that I serve—children in institutions without a supportive adult, children with mental health issues that cause families not to pick them at adoption rallies, mommas and daddies who fail to understand the system and unable to work a case plan.

I feel that my approach to life has changed. I do not fuss or holler any more with my kids. I have fun and I am not the worrier that I used to be. One of the skills that I use on myself is asking if a thought is faulty. If I cannot justify the thought, then I have learned to let it go. This skill sounds simple, but without it, my life was in a mess. I would rationalize and twist sentences to make them how I wanted the situation to be. That is in the past. I am not that person any more. My kids like the new me. And so do I! As I have grown professionally, I have also learned to let go of a lot. In every situation when working with others, the first thought is always the right to self determination. In the past, I always wanted to blame the client silently and

did not get the full jist of what they were going through. I saw a drug addict as a lazy, useless crackhead. Today, I see that same person as a person who had so many issues that they could not resolve that they turned to drugs to take away the pain, because they did not know how to work it out. I now understand what it is like to want to give up drugs but to not be able to do so. I know what it is like to not be understood. I know now what it is like to hear voices and everyone around you thinks that you are crazy. I now have empathy and compassion for people. I have learned that not all people are socially capable of being a part of a group, and that just because a neighbor will not come out and talk does not make them mean people. My perspectives that define who a person is have changed so much. It is so great to not only know that I have changed, and to be able to identify that change, but to help to educate others about the personality and social issues that may affect others.

Life for me is good. As I go forward in life, it is great to have the knowledge bank of the last two years to guide my life. It is such a great feeling to know myself and to be able to identify that I am not perfect. But what I do know is that I am in the helping profession not because it will make me a rich woman financially, but because I have love, compassion, willingness, and desire to help others to be self sufficient members of society. The more I work with clients who are in a state of dysfunction and despair, the more clearly I see God's plan for me.

One of my professors, Dr. Spearman at Albany State University, once told me to look at the ceiling, full of individual tiles, and think of it as the world. Pick a tile. It is just the people in that tile that I can try to help, but to always remember that I cannot save the world. I am one person. I am a social worker. I will try my best, but in the end, I have to remember that each person has the right to self determination. Some I can work with and be a change agent. Others will not accept my challenge.

H. Loretta Williams, BSW, MSW, earned her graduate degree from Valdosta State University in 2010 and her undergraduate degree from Albany State University in 2007. She is employed by Peachstate Health Plan as a program specialist and previously worked as a foster care case manager with the Region 10 Perm Plus Team in Camilla, Georgia.

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Promoting Identification With School Among Latino Youth

by Yvonne Ruiz, Ph.D., LICSW

Much of the research on academic achievement among Latino youth presents data that document low levels of school success, high drop-out rates, and low levels of college completion (Kewal Ramani, Gilbertson, Fox, & Provasnik, 2007). According to results from the 2005 National Assessment of Educational Progress (NEAP), Latinos in middle school have significant gaps in reading and mathematics achievement as compared with their non-Hispanic white and Asian student counterparts (Kewal Ramani, Gilbertson, Fox, & Provasnik, 2007). The educational disparities faced by Latino children and youth in the United States begin in early schooling experiences and persist throughout all levels of education (it is important to note that “Latino” and “Hispanic” are used interchangeably here, as both terms are frequently used

associated with academic underachievement among Latinos, such as minority status, discriminatory experiences, low socioeconomic status, institutional barriers at school, greater probability of placement in special education and remedial tracks, and limited English proficiency (Ruiz, 2009). Findings from the Pew Hispanic Center suggest that a large percentage of 16- to 25-year-old Latinos cut their education short because of a dislike of school and a feeling that they don’t need more education for the careers they want (Lopez, 2009). These findings point to vulnerability among Latino youth toward developing a sense of emotional detachment or withdrawal from school.

Emotional detachment from school is a serious problem that includes low levels of motivation and interest and may result in the denigration of school

academic achievement for Latino youth (Ruiz, 2009).

Identification With School

Identification with school is defined by a set of psychosocial processes that include behavioral and emotional components (Voelkl, 1997). Students connect to school through behavioral factors such as active classroom participation, participation in activities, valuing learning experiences, and striving to do well in school. Emotionally, students connect through feelings of being accepted and respected, and feeling that education is important, useful, valued, and rewarding. Overall, Latino youth who demonstrate identification with school are prepared in class, are more actively engaged, are connected with their teachers, enjoy school activities, and earn good grades. Advocates for Latino youth suggest that schools are able to foster school identification by establishing a supportive and inclusive environment.

School Social Workers Promoting Identification With School

School social workers are in a unique position to foster school identification among Latino youth. This is because of their professional orientation toward relational models of engagement that naturally support feelings of connection and belongingness that are central to identification with school. Social workers can be leaders in promoting coordination and communication among students and teachers that promote school identification. Workers can meet individually with students to strengthen identification with school, develop support groups and mentoring programs to create more supportive environments, and join with teachers and school staff to establish effective school practices.

Contact with teachers is a particularly important aspect of the school identification process, and students who feel respected as individuals are likely to form positive relationships with teachers and school staff. Social workers can facilitate contact with teachers in the class-



in the literature to refer to individuals of Cuban, Dominican, Mexican, Puerto Rican, and South and Central American descent who are residing in the U.S.).

Low Academic Achievement Among Latino Youth

Low academic achievement can lead to discouragement and low aspirations among Latino youth. These feelings are compounded by the risk factors

values and, ultimately, in withdrawal from school (Voelkl, 1997). For Latino youth, emotional detachment may result in feelings of alienation within the school community, limited supportive sources, and negative teacher expectations. Conversely, students who identify with school and feel a connection with the academic culture of school experience school much more positively and are more motivated to achieve. A recent study found that identification with school was the strongest predictor of

room and with other school staff through structured, as well as informal, extracurricular activities. Helping students and teachers connect is an important function of school social work.

School social workers can serve as advocates in representing the voices of the students. Workers who demonstrate support for students and validate their contributions also strengthen school identification by reinforcing feelings of school membership and competence. These feelings may be further strengthened by a curriculum that includes topics related to Hispanic history and heritage that are directly connected with students' lives and experiences. Workers who develop youth leadership opportunities and help integrate Hispanic-themed content in the curricula also help create a safe and inviting school environment.

The importance of the family is a cultural value in Latino culture, and social workers can also strengthen identification with school through collaboration with Latino parents. Latino parents frequently report being misunderstood, misinterpreted, or not listened to by school personnel. Similarly, school staff report frustration and inability to com-

municate problems or expectations to Latino parents. This situation can have a negative impact on how Latino youth feel about how they are accepted and respected within the school and by staff. Collaboration acknowledges the importance of support and reinforcement at home by parents and extended family members, and it improves parents' connections and meaningful contributions to the school.

Conclusion

Efforts to optimize academic and social competence, establish caring and supportive relationships, and create welcoming school cultures, can change Latino students' life chances. The risk factors associated with academic underachievement and school failure are well documented, including poverty, unemployment, substance abuse, incarceration, and poor health outcomes. School social workers can play a pivotal role by promoting school identification, thereby strengthening academic achievement among Latino youth.

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The Riddle of Good Leadership

by Barry Nazar, DPA

It is inevitable that social workers will be pressed into leadership roles. They get appointed to positions of responsibility. They initiate community projects. They coordinate teams of stakeholders on behalf of clients.

Leadership is not usually an explicit part of the social work curriculum, but many of the skills transfer aptly to leadership roles. A basic understanding of the nature of leadership can provide the presence of mind to bring these skills into play.

Organizations and groups require a leader. It's almost as certain as a law of physics. Whether the group is a formal organization or an informal social group, it must have a leader. Formal organizations have this built into their structure.

The ultimate irony of leadership is that when members challenge and give you objections, it is actually a compliment.

Informal groups will establish a leader nevertheless, even in the absence of a pre-established structure. If they fail to do so, the group usually falls apart. And that is a major clue to the functional role for a group leader—to guide the processes that allow a collection of individuals to operate as a coherent group.

There are many misconceptions about what is essential to effective leadership. Most misperceptions derive from observing the “trappings” of leadership. For example, some view it as a matter of wielding authority. That is, the exercise of authority is seen as the means to bring about cohesiveness. Whether used harshly or softly, however, this approach amounts to despotism. A harsh example is the prerogative of Roman generals to “decimate” their armies. If the army performed poorly, the soldiers were lined up, counted off by tens, and every tenth man was killed. A soft example is to establish rules or cultural protocols that stifle the expression of objections. Whether hard or soft, authoritarian approaches ultimately result in diminished capacity.

Some see leadership as a matter of creativity or intellectual competence. That is, the leader provides a vision or the inspired expression of mission that

others will just naturally choose to follow, or at least restrain their own desires in favor of the leader's objectives. This is a “leader knows best” model and eventually falls short because it simply “ain't so.” No one always knows best. And, to the extent that organization members operate under the belief that the leader must have all the answers, that organization is diminished in capacity. You can spot this when organization members seem paralyzed from action until they hear what the leader determines about the situation. There is great loss of efficiency and effectiveness, because people are “sitting on their hands,” or worse, “shutting down their minds.”

A similar misconception is that leadership arises from charismatic personality and popularity, if not outright celebrity. Everyone wants to be associated with the favorable image of the leader, so they act obligingly in ways that support a cohesive group. There is a partial truth in this. To the extent that this approach to leadership includes the formation of friendships, where friendship is the understanding that people will act in each other's best interest, this works. But to the extent that it rests upon upholding the leader's image, organizations become cult-like, prone to groupthink, and not very adaptable to changing circumstances.

The crux of the leadership issue is resolving a fundamental dilemma: individual vs. group. An organization is at once a collection of individuals, but also a transcendent entity. The group is more than the sum of its parts. One of the seminal scholars of management, Chester Barnard, put forth an insightful definition of organizational efficiency. He stated [paraphrased], efficiency is the extent to which the purposes of the organization and the purposes of the members overlap. Although efficiency isn't the sole objective of leadership, this definition goes to the core issue of leadership—that is, resolving the individual vs. group dilemma.

Process Dynamics of Leadership

When an organization or group sets out on a task, there are predictable

phases that occur in the group dynamics. Psychologist Bruce Tuckman referred to the phases as *Form*, *Storm*, *Norm*, and *Perform*. He later added a *winding up* phase. Psychiatrist Sheldon Glass referred to the phases as *Introduction*, *Resistance-Testing*, *Production*, and *Termination*. Both agreed that the second phase, *Storming* or *Resistance-Testing*, is the critical phase for determining the mettle of the leader.

Let's look at what happens in these dynamics. The outset of a new task or project begins with an introduction phase. There is usually excitement about new possibilities, getting involved, and recruiting buy-in. Members explore what the possibilities could mean for them. Some leaders fail to recognize the importance of a well-developed introduction phase and that any unprocessed issues will carry over into the next, even more critical, resistance-testing phase. Some leaders even deliberately curtail the introductory phase, because they believe they can minimize the fallout that will carry into the next phase. It's not true!

The Storming or Resistance-Testing phase is where the rubber hits the road. This is the point at which each member grapples with the individual/group dilemma. They want to find as much overlap as possible between their individual purposes and the group purposes. Most members will realize that they can't have it 100%, but they will press to get it as high as possible. The nature of this grappling is very circumstantial. Some members want to grow, take on new responsibility, and try risky roles. Others want comfort, certainty, and safe roles. It's a mixed bag. However ugly it might appear, what's important to understand is that it is really all about individuals trying to align with the group in ways that they can be as fully committed as possible. If the purposes cannot be aligned, they won't (cannot) be fully committed to the group endeavor. If the purposes are well aligned, they will (must) be highly committed to the group endeavor.

What is also important to understand is that these alignments of purpose are fashioned by role definitions, however explicit or implicit they are. Adjustments in this area require the involvement of the leader. Roles in a group are interdependent and require some level

of consensus. Members cannot independently redefine their roles willy-nilly and remain as a group. Members can only adjust these things with the approbation of the leader. The extent to which members seek to enrich their roles depends on how strong they perceive the leader.

The Irony of Strong vs. Weak Leadership

If members perceive their leader to be strong, they will bring their resistance-testing out in the open. The stronger the leader, the more willing members are to express concerns about their roles, discuss troubles, push new ideas, challenge the status quo, and seek personal growth through the group's endeavors. It's not pretty sometimes, and the clamor is often misinterpreted as something going wrong. If the group perceives its leader to be weak and unable or unwilling to handle resistance-testing, the members hold back. Opportunities are foregone, although everything appears okay. The issues, however, do not go away. They go underwater and loom beneath the surface. Often, in the midst of the production phase, things mysteriously crack up. It is usually blamed away on something or someone, but rarely traced back to the tacit, undiscussable, agreement to avoid raising troublesome issues. Poor leaders often look good on the surface because members hold back their concerns, but poor leaders also have a portfolio of projects with nasty surprises or mediocre performance.

When you are a group leader, and you do not see any resistance-testing from your team, beware. As the old adage goes, the going seems easy when you're going downhill. There are some signs to watch for in addition to the lack of resistance-testing. You have an employee who seems happy, committed, loyal, and he/she suddenly takes a new job with no apparent gain in career. You have projects in which good news is reported with alacrity, but bad news is delayed, minimized, eased in, covered over, or rationalized away. In discussions with staff, everybody agrees with you. Or if they sometimes disagree at first, they readily reverse themselves on the scantest provocation and never bring it up again. When meetings are over, people scatter quickly rather than seeking out follow-up discussion about the issues. Projects that look like they're running perfectly suddenly and mysteri-

ously blow up. People in the group fail to establish genuine friendships. Although some of these things could be brought on by a bad employee, if they happen with any regularity, look in the mirror.

Improving One's Leadership

What to do? First, remember that the leader does not have to be the smartest, most creative, charismatic, genius with all the answers (such a one is doomed to poor leadership). The reason for having a group is so there are multiple talents to summon. The leader does, however, have to manage the "process" issues of group members. These will often be disguised as content issues. For example, members may claim that a certain intervention doesn't work, when in fact they really may be concerned that they can't pull it off. These are very different issues, and the only way to separate them is to make it safe for the other person to fess up about what's really bothering him or her. You could prove to all that the intervention does work, but guess what! It's still not going to work in your organization if members secretly believe or know they can't do it.

The ultimate irony of leadership is that when members challenge and give you objections, it is actually a compliment. They are saying, "I think you are capable, and I trust you to handle this." It may not feel like a compliment, but it is, so treat it as such and encourage your staff to do it often. Don't snap at people when they bring troubling news—smile and thank them. Avoid jumping to conclusions. If you render quick judgments on information, staff will learn to "shape" that information in anticipation of your judgments. And "shaped" information is adulterated information. It's better to be open-minded about interpretation. Consider that your staff or team are really volunteers. Yes, volunteers! You can pay them for physical work, but they volunteer to give their minds.

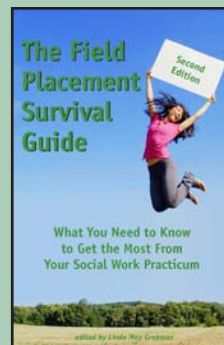
The one final, and maybe most important, thing you can do to strengthen your leadership standing is to convey that you have the best interests of others in mind. It will work wonders and it will compensate for any number of other shortcomings. But...you cannot fake this.

Barry Nazar, DPA, is Senior Research Associate at Temple University Harrisburg NEST (Non-profit Evaluation Services and Training Center).

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Influencing Thousands: Creating a “New Normal” in Large Schools

by Seth Rockman, LMSW

Sometimes, what has become “normal” simply shouldn’t be. And while there may not be a “fix” for this dangerous new normal, we can, at the very least, make an ongoing commitment to standing up against it. Violence and aggression, in all their forms, have in many ways become the language in which young people communicate with each other.

Public high schools have reputations, especially inner-city schools. Despite the reality that my 2,600-student Brooklyn, New York high school has produced professional athletes, Nobel prize winners, and world renowned performers, it is still perceived as a breeding ground for bullying and violence. And this perception is both true, and limited.

As we all know, bullying continues to plague our young people. Kids are committing suicide as a way out of the enduring pain of being harassed, and they’re turning to drugs and alcohol as a way of numbing their pain. The targets of bullying are finding ways to become bullies themselves, feeding a cycle of violence that has created this “new normal” for our teenagers. Today, the qualities of kindness, thoughtfulness, and consideration for others have been silenced by selfishness, teasing, harassment, and aggression. And this is the climate many of our students and faculty are compelled to navigate, making teaching and learning even more daunting tasks.

But this does not tell the whole story. Our students, our clients, and our children are not this cruel, and there are far more inspired and caring young people than there are the ones who make the negative headlines. The basic decency fundamental to us all continues to breathe inside every child. It’s just that the courage to manifest it has deferred to the fear of expressing it. They did not develop these habits of divisiveness, justification of negativity, airs of superiority, and stereotyping from thin air (think... political figures and their propensities to show “leadership” through arrogance

and complete disregard for the impact of their words). There is nothing in the DNA of today’s young people driving their mistreatment and hurtful inclinations, although it has become almost “natural” for them to spew harsh words, “jokes,” and judgments about every distinguishing characteristic or quality.

Appearances, religions, styles, accents, ethnicities, races, sexual orientations, financial situations, and body shapes—they’re all considered fair game



when it comes to adolescent “natural selection.” Young people today try to weed out “weaker” kids by targeting their insecurities and vulnerabilities, just to avoid having their own frailties targeted. And the scariest elements of this new climate of violence and aggression are the justifications that come out of the mouths of young people so fluidly and reflexively. “We were just playing around,” they say. “We’re friends, it’s no big deal,” they’ll tell the adults. “We didn’t mean anything by it,” they’ll claim. Or the most common and saddest justification, “This is just how we are.” The streams of minimizations, arguments, and excuses are constant, as if the adults are thinking wishfully and over-reacting for trying to promote more thoughtful action.

All through our schools, our kids are burying their inclinations to be the good kids that they are, because the “new normal” stipulates that toughness is

synonymous with disrespectful. And dangerously, many teachers and faculty are starting to go limp with exhaustion from battling such a steady barrage of meanness, bringing them into the early stages of “accepting” this “new normal.”

But at our school, we tried something different. Recognizing the atrophying decency that exists, but is often muted, in our young people, a few professionals and students decided to “Take a Stand.”

What was realized was that the need of young people to feel some sense of power was feeding their hurtful actions. What was recognized was that our kids were incorrectly interpreting shows of aggression as shows of confidence and courage. And what we saw was that it was fear that was fueling our young people’s inability to “stand” in defiance of the growing trend of causing others pain to protect themselves from such pain.

And so a collection of young and grown people role modeled “the courage to be kind” and decided to make “Take a Stand” our new mantra. Tables were set up in our cafeteria so all our students could take part. Posters with statistics of the frequency, severity, and prevalence of bullying and harassment were plastered behind the tables. Posters with the images of some of our students were made, illustrating the choice all young people have to be “the bully” or “the victim” or “the hero.” Simple silicon wristbands were printed up with our school name and the phrase “Take a Stand” on them. Easily carried business cards with the “Do’s and Don’ts” of standing up to bullies and harassers were handed out to all participants. And all students who signed up, with their e-mail, were asked to earn the bracelets by sharing one story of their own in which they experienced bullying, teasing, or harassment. Connections to others were created. Reflection was promoted. And compassion for others was stirred. And although our efforts have in no way deluded us into

thinking that meanness to others has been eradicated altogether, changes have most definitely been visible, evidenced by the hundreds of students walking the halls and raising their wristband adorned wrists.

Our school's efforts weren't grandiose. They weren't flashy or high tech. In fact, our school's efforts were quite basic and human. Simply, it was our efforts that stirred our students, not the magnitude of our expenses. This is what changed the direction of momentum—the willingness to be seen “as corny” and the courage to be kind.

Next on our list of efforts are e-mail blasts that hundreds, and eventually thousands, of our students will receive weekly articulating inspirational and thought-provoking messages. We will continue to hand out bracelets, for all kids to wear, to students who share a new story, although this time, not about a time when they were bullied. This time, they are to share a story about a time when they were heroic. We are subtly pursuing change by planting the idea that real power comes from picking others up, rather than putting others down.

And with these efforts, eventually, our walls will be covered with stories of resiliency and heroism. Eventually, our students will open up their e-mails to quick reminders of their basic kindness and challenges to be the best versions of themselves. And eventually, because of simple efforts, a climate created and influenced by the presence of thousands of disparate demographics will transition from one of aggression and separation to one of basic decency and unity. And if it doesn't, we'll keep taking our stands anyway until it does.

Seth Rockman, LMSW, is a licensed social worker and has been working with at-risk youth and families for more than 16 years. He has worked in inner-city high schools, suspension centers, and intermediate schools, after-school programs, transitional residences, residential facilities, and emergency shelters. He has provided individual counseling, group counseling, crisis management, and case management services to youth ranging from age six months to 21 years old. He has supported and empowered every demographic.

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The Journal of Social Work Values and Ethics is an online, free, full-text peer-reviewed journal published by the publisher of *The New Social Worker*.

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What Do I Do When I Fail the Social Work Exam?

by Stephen M. Marson, Ph.D., Robert Kersting, Ph.D.,
and Donna DeAngelis, MA, LICSW

Social workers who fail the licensing examination often seek information on how to improve their scores. Prior to retaking any exam, three specific issues must be addressed. These are:

1. understanding how the test was constructed
2. changing one's study strategy
3. changing one's approach to answering the test items

Each issue is discussed below.

Test Construction Standards

Association of Social Work Boards (ASWB) examinations are based on a North American analysis of social work practice at various educational and experience levels. ASWB completes a practice analysis every seven to ten years, and the exams are changed after each analysis to reflect current standards of practice.

Social work educators may or may not focus on current practice standards, and indeed many are expected to be futuristic. Do not ignore the value of a social work education, but total dependence on academic learning is not enough. There is more to practice than can be learned from books. Use supervision to apply what has been learned to practice. The key point for exam preparation is: focus on current practice, not distant past or future practice. The licensing examinations are based on what social workers do now on their entry level jobs.

Reliability

Reliability describes the degree test scores are consistent over time, and the chances that a test taker's score will not change significantly between attempts if the level of knowledge does not change. In practical terms, high test reliability means that if a person fails the exam, there is a high probability that he or she will fail again if there is no change in knowledge. It does not mean that the person will fail—it means there is a higher than 50/50 probability. The ASWB licensing examinations have excellent reliability coefficients.

The practical question is, "What must I do to improve my score?" The answer is that scores can only be improved through an increase in content knowledge coupled with a solid understanding of how multiple-choice tests work.

Study Strategy

In developing a new study strategy, four issues must be addressed. They are:

1. social work terminology
2. critical thinking skills
3. anxiety
4. content areas that a candidate's failing score report indicates need further study



Social Work Terminology

The exams are filled with clinical and generalist social work vocabulary. BSW and MSW graduates should be familiar with basic social work terms and should be able to define them. For example:

- Cognitive dissonance
- Indications
- Contraindications
- Mutuality
- Transference
- Countertransference

If a person fails to define all of these terms, this is a sign that vocabulary remediation is necessary. Consider using the National Association of Social Workers' *The Social Work Dictionary* as a source for developing a comprehensive vocabulary test. In addition, for those taking the clinical exam, terms and categories within the *Diagnostic and Statistical Manual of Mental Disorders* are critical to

comprehend immediately, correctly, and unambiguously.

The BSW/MSW curricula are the foundation for the development of a professional vocabulary. When students write term papers or read textbooks, they are building a specialized vocabulary that is employed by current practitioners. Reviewing concepts in textbooks is a helpful strategy. If there is no understanding of the clinical and generalist terminology, there is little chance of passing one of the social work licensing examinations, especially the clinical exam. The vocabulary must become a part of the person's normal speaking repertoire.

Critical Thinking Skills

Knowledge of vocabulary alone is not adequate. On all exams, concepts are commonly employed within test items without directly including the term itself. In order to get the item correct, the test-taker must be able to recognize the concept and respond correctly. For example, a client will never say, "I am having a problem with cognitive dissonance." In a real clinical setting, the practitioner with minimum competence is expected to recognize the concept and must respond to it according to accepted standards of practice. All exams are a reflection of real practice founded on an academic vocabulary.

Critical thinking skills emerge from a vocabulary, a history of problem solving, and practice experience. Critical thinking in social work is an approach to decision-making based on the importance of knowing why we accept beliefs or ideas as accurate. It is a process in which we identify the evidence that supports an idea and then evaluate the strength of that evidence prior to making a decision. Critical thinkers accept and understand that there are many types of evidence in the world, and all types of evidence have value in determining beliefs, but all types of evidence should be open to critical evaluation. Good decisions are based on a strong evidentiary foundation. The strongest foundation is usually based in multiple types of evidence (triangulation) that point toward the same conclusion. Thus, effective critical thinking for the exam requires

the test taker to have a professional social work vocabulary, an academic background foundation, and the capacity to transfer this information into practice scenarios.

Addressing Anxiety

Retaking the exam may be the most anxiety-producing experience a professional can face. Failing an exam has powerful consequences for self-esteem. In practical terms, anxiety can produce significant changes in a person's physical and mental health. A manageable amount of anxiety can be helpful in sharpening acuity and heightening perception. Too much anxiety dulls one's intellectual edge. In addition, it affects the ability to rest and sleep.

Under these circumstances, many test takers might be tempted to ask their physicians for anxiety-reducing prescription medication. There is a risk that these medications may have a negative impact on the cognitive processes. For more information regarding the cognitive impact of anxiety-reducing prescriptions, ask a pharmacist. There are other, non-chemical, ways of reducing anxiety, particularly doing something constructive to prepare for the test. Studying and reading are great sedatives. When a person is facing an exam and can't sleep, studying and reading may help.

Another way to reduce anxiety is to familiarize oneself with the format of the exam questions and practice. ASWB offers a paper *Study Guide* that describes the examination process (at the test center) and provides the exam content outline and a practice test. The sample items can be reviewed for the correct answer to each question, and a rationale is provided explaining why social work subject matter experts determined that answer to be correct.

ASWB also has available an online practice examination that is 170 questions in length—150 scored questions and 20 pretest questions—just like the live exam. A social worker who has registered to take one of the examinations may order the online practice test. An access code to the practice exam online will be given, and access is good for 30 days. The actual administration of the examination lasts four hours, and the examination electronically scores itself and reports the score by complete examination results and by each content area. The remainder of the access time can be spent reviewing the questions, getting familiar with how

they are presented, and understanding the rationales for the correct answers.

Content Areas That Need Further Study

When a candidate is unsuccessful in passing the test, the score report that is generated includes the number of items answered correctly in each content area. For example, if someone taking the master's exam got only 10 of the questions correct in the content area "Assessment and Intervention Planning," which accounts for 24 percent of the questions, or 36 of the total of 150, one place to look to improve knowledge is that content area. There are another 26 questions that could be added to the score.

The candidate needs to look at the subcontent areas in that category—biopsychosocial history and collateral data, use of assessment methods and techniques, and intervention planning. The knowledge, skills, and abilities (KSA) statements in those sections are also available, on the ASWB Web site at <http://www.aswb.org>. The KSAs are the actual practice competencies from which questions can be drawn. In that main category, Assessment and Intervention Planning, there are 20 KSAs under the subheading "dealing with use of assessment methods and techniques, and intervention planning." The list begins with "use of collateral resources," "methods used to evaluate collateral resources," and "the process used in problem identification."

Answering the Test Items

Study preparation is one part of taking the exams, but no matter how prepared a candidate is, a thoughtful approach to the questions is essential. This simple model for answering questions on the exam is based on a basic critical thinking process. The following steps for test taking are adapted from a model for critical thinking:

1. Carefully read the test items (clarify what is asked).

The first step to critical thinking is to be sure you understand what another wants you to believe is accurate. We can apply this idea to test taking as spending a few moments thinking about the question in front of you, looking at the words in the question (especially words like **FIRST** or **MOST**) and being sure you are clear on what the question is asking.

2. What is the main knowledge needed to answer?

Critical thinking includes identifying the evidence that supports the information being presented. Reflect on what knowledge you need to answer the question. If the question asks about crisis intervention, you probably need to have some knowledge about crisis theory and crisis intervention models. Our recommendation is that you take a moment to reflect on what knowledge you have in this area.

3. Evaluate your knowledge for application to the question.

Evaluate the strength of your knowledge on the topic in the question. If you have limited knowledge, that will affect your process in selecting an answer. One recommendation is that you do not spend too much time on a question when you do not have a strong knowledge base on the topic. On the other hand, too much knowledge on a topic can cause people to over-think an answer. Be sure to keep the first recommendation in mind to be clear on what is asked.

4. What do you think is the correct answer?

Focus on possible answers. In critical thinking, we ask, "What do I believe?" In test taking, it is now time to ask what looks like the right answer. You will be surprised how often you are quite sure what the right answer is at this point.

5. Evaluate all answers in regard to your correct answer.

There is always value in taking this step, in which you evaluate all other answers against the one you think is best. This is a chance to be sure you have selected the best answer and there is not another answer that has a stronger argument.

6. Select the best answer.

In truth, we may not have needed this step, but this is a reminder that once you are sure what the best answer is, you need to be sure you mark it in the correct spot.

7. Be sure to answer all questions.

There is no penalty for guessing if you do not know or are not sure of the answer. Questions left without a marked response are counted as incorrect.

8. Answer the question based only on the information provided in the question.

Sometimes a question will bring to mind a similar situation that the social worker has encountered in practice. The social worker may then be tempted to add this information to that provided in the question. Doing this can lead the social worker to the wrong answer. The correct answer is determined only from the information provided in the question.

Conclusion

The social work licensing examinations are developed for use in the United States and Canada under the guiding principles of psychometrics, which is the specialized field of testing and measurement, and with input from a diverse group of subject matter expert social workers representing gender, geographic, racial, and ethnic diversity, as well as practice diversity. The test content is developed from what beginning practicing social workers tell ASWB that they need to know to do their jobs effectively. The questions are written by trained item writers and reviewed multiple times for accuracy. The questions are also edited for easy readability. The tests are designed to allow social workers to demonstrate that, by passing, they meet standards for minimum competence in social work practice.

The social work licensing examinations are straightforward tests of knowledge and ability. To improve one's score, additional knowledge must be acquired in the content areas indicated as deficient in the score report. Preparation must be systematic and ongoing. Studying intensely the night before the test is

scheduled is unlikely to help the candidate. Anxiety must be managed to stimulate optimal performance, not become paralyzing. It may be helpful to learn stress reduction techniques and practice them before and during the examination administration. Practice in answering questions and understanding how they are written will also help prepare as well as reduce anxiety.

Passing the social work examination is the last step in acquiring a license. It is a demonstration of minimum competence that assures the licensing board and the public that the person holding the license is competent and fit to practice. It is the last gate to be passed on the path to becoming a professional social worker. Take a deep breath and walk through it with success.

Notes: For technical information regarding reliability, please see: Marson, S. M., DeAngelis, D., & Mittal, N. (2009). The Association of Social Work Boards' licensure examinations: Developing reliability and validity. Research on Social Work Practice, 20(1), 87-99.

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Donna DeAngelis, MA, LICSW, has been the Executive Director of the Association of Social Work Boards since 1995. She has presented and published numerous works on test development.

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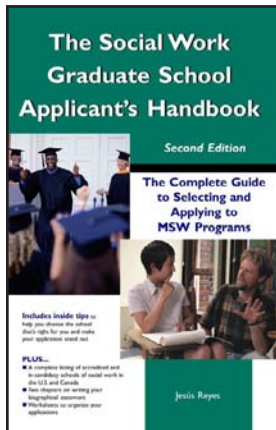
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Jesús Reyes, AM, ACSW, LCSW, is Acting Chief Probation Officer of the Circuit Court of Cook County, IL Adult Probation Department, as well as Director of the Circuit Court's Social Service Department. Formerly Assistant Dean for Enrollment and Placement at the University of Chicago School of Social Service Administration, he has reviewed many graduate school applications and has advised numerous applicants.

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A New MSW Graduate? 14 Ways to Stand Out in the Crowd!

by *Natasha Nalls, MSW, LCSW, ACSW, CAP*

A job is easy. A career takes time. As a social worker, you want a career. I graduated with my MSW in 2007. I'm still at the very beginning of my career. Here are some things you can do to launch, maximize, and promote your social work career TODAY.

*****WARNING: Only the ambitious graduate need read on!*****

1. Join, participate, and assume leadership in a professional organization.

NASW is the largest national professional social work organization. Each state has a chapter, and each chapter is divided into local units. Join your local unit! Chair a sub-committee, volunteer to be a liaison for your agency, or assume a position on the unit's executive committee. NASW participation keeps you steeped in professional social work issues. Also, there are tons of opportunities for "free training." For example, by volunteering at the local level, you gain invaluable experience developing your leadership skills by leading advocacy projects, managing relationships, and planning professional events.

2. Network and have social work friends.

Attend professional socials, forge professional relationships with social workers, and have social worker friends. Doing so allows you to "pace" yourself with peers, and gives you broader perspective of the field.

3. Start any long-term processes immediately.

Even registering for licensure in some states may be a multi-tiered process. You may need letters from your university confirming your coursework or field placement. You may also need transcripts and letters from your employer. Also, positions with state or federal agencies may require extended application processes.

4. Find a mentor.

I have a mentor. She has by far been my greatest asset. I met her at an NASW event. Last week, I happened to be at her house. By happenstance, while I was over hanging out, she got a call for some short-term work. She couldn't take the job. She's too busy. She recommended

me. I was hired and was fast tracked into the position. Let me emphasize: *Having a good mentor will open professional doors for you.*

5. Maintain affiliation with your school or a local school of social work.

Social work schools tend to lead the local social work community, and there is therefore an inherent symbiotic relationship. Agency heads often teach as adjuncts. Schools also sometimes spearhead professional conferences and forums. Maintain contact with professors and staff, especially those with whom you share similar professional interests.

6. Consider licensure.

It's not for everyone, but depending on your long-term career plans and interests, licensure may be a long-term asset. If you plan to have a clinical social work career, it would behoove you to become licensed as soon as possible. After you are licensed, there is no requirement for ongoing clinical supervision (although you'll have continuing education requirements). In addition, licensure allows you to clinically supervise others, which

might make you an asset to your agency or allow you to generate income by supervising others privately. P.S. I advise you to take the licensing exam within two years of graduation.

7. Consider different credentials.

Do you know what these letters stand for: AASECT, CEAP, CAP, SAP, ACSW, CTS, EMDR? They are all professional credentials that are recognized in the social work field. The value of these credentials is generally contingent upon your population or setting. For example, if you desire to work in chemical dependency/substance abuse, credentials as a Certified Addictions Professional or Substance Abuse Professional would be an asset. Similarly, a certification as a Certified Trauma Specialist might enhance your professional options in working with victims of domestic violence. Certifications demonstrate competency and acumen in specialized practice areas.

8. Remain learned!

Continuing education is part and parcel to a successful social work career. In fact, nearly every worthwhile credential or licensure will require a minimum number of continuing education hours. Attend local continuing education events that you hear about. Remain current on policies and trends that might have an impact on the social work profession. International conflicts, shifting national demographics, and recent economic declines over the past five years have generated new, unique social work opportunities for working with returning troops, developing long-term care programs for elders, and developing social work/human service policies and agendas.

9. Be open.

At some point I desperately wanted to do grant writing for human service programs to benefit children and families. I was offered a job writing grants for aging programs. I had never had an interest in aging, but I took the job. I LOVED THE JOB. So, be flexible. Also, consider part time gigs. There are tons of opportunities to do per diem or part-time work to gain experience in a particular setting.

10. Get the best job possible.

By “best,” I mean the best option when you consider opportunity to utilize your social work skill set to help people, support yourself financially, develop your leadership skills, and advance your career goals.

11. Identify some role models.

Role models are different from mentors. Whereas you have a really close relationship with a mentor, a professional role model is someone who you professionally admire and who has a career similar to the one you would like to have. Observe your role models’ styles. What are their values? What can you learn from your mentor’s journey?

12. Work on your professional speaking and presentation.

I was speaking to an MSW student the other day. During our conversation, as we were talking about clinical issues during supervision, she stated, “That blows.” I cringed! As you develop professionally, you’ll need to pick up the jargon and clinical verbiage appropriate to that setting.

13. Social network.

Long term, social media will affect how we interface with clients and professional colleagues. At a minimum, you should have a LinkedIn account. Your

LinkedIn profile should feature you as a smart, attractive, accomplished, and/or ambitious professional person. If you are interested in working in a particular field or for a particular agency, follow that interest on Twitter or Facebook. Manage your online and social media image. And remember, your next boss just may Google you ahead of your job interview. So, make sure your online profile is CLEAN.

14. Have a good, well formatted résumé.

I’ve seen a few résumés in my time. Some are amazing. Others are horrible. I’ve seen spelling errors, bad grammar, and poor formatting. Your résumé should look attractive at first glance, be organized, and clearly spell out your professional assets and potential contributions. Have someone review yours.

Notice any common threads among these suggestions? I do. They are networking, building personal relationships, giving back to your professional community, taking risks, and self interest in development. **Remember, you want a career, not a job.**

Natasha K. Nalls, MSW, LCSW, ACSW, CAP, is a proud social worker! She received her Master of Science in Social Work from Columbia University in May 2007. She holds a bachelor’s degree in Spanish and leadership studies from Claremont McKenna College. She enjoys travel and academic scholarship. Her e-mail address is nn2144@caa.columbia.edu



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Linda Grobman, ACSW, LSW, Editor/Publisher
THE NEW SOCIAL WORKER
 P.O. Box 5390, Harrisburg, PA 17110-0390
 or to lindagrobman@socialworker.com

Social Work Month Activities at Shippensburg University

The Department of Social Work and Gerontology and the Social Work Organization at Shippensburg University (Shippensburg, PA) hosted several events to celebrate Social Work Month in March. To kick off the festivities, they held a reception on March 17 to provide an opportunity for students and community members to come together to celebrate the special month. Students planned the event, which included food, music, social work trivia, and special recognition for several social work field instructors. Freedom Week was also planned for Social Work Month. It ran from March 21 through March 25. The goal of Freedom Week

was to bring awareness to the issues of human trafficking and forced labor. There was a table outside of the library on March 21 and March 24 providing information about forced labor and household items that are made from such labor. On March 22 in Orndorff Theatre, two short films about forced child labor and poverty were shown. The week ended on March 25 with a Silent Walk around campus. On March 28, a group of social work students attended Social Work Day at the United Nations. Also for Social Work Month, Deborah Seils, from Hoffman Homes for Youth, spoke about animal-assisted therapy.

Shout Out for Social Work

On March 31, 2011, social workers and social work students participated in the "Shout Out for Social Work."

"The Shout Out for Social Work is a celebration of the social work profession and an effort to tell social work's story to those who would benefit from knowing that social workers serve more than ten million Americans each year and many more in other countries and assist with an extraordinary range of life transitions and crises," said Richard P. Barth, Ph.D.,

MSW, dean and professor, University of Maryland School of Social Work. "Social work students and faculty are out

in public settings all along the east coast to shout out the message of social work. It was great to have students from Coppin State

University join us. Social work students are very busy at this time of year finishing their internships and coursework, but they were out en masse to let the community know what they are studying to do!"

Shout Outs were held throughout Pennsylvania by the PA Chapter of NASW, as well as in Washington, DC; Delaware; southern Alabama; and other locations.

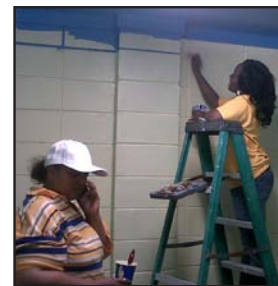


A group of University of Maryland faculty, staff, and students walk together to Lexington Market in Baltimore to raise awareness of social workers and their services to the public for the Shout Out event.



Brian Wilson of Coppin State University, right, gives information to a Baltimore resident during the Shout Out for Social Work event at Lexington market.

Social Work Action Club Day of Service



Members of the Social Work Action Club at Southern University and A&M College participate in Social Work Action Day on March 18, 2011.

Phi Alpha Honor Society for Social Work

The Association of Baccalaureate Social Work Program Directors (BPD) and Phi Alpha Honor Society will be launching the Phi Alpha individual scholarship opportunity for BSW Phi Alpha students at the BPD conference in Portland, Oregon, in March 2012.



We appreciate BPD's support and are looking forward to working with members of BPD and chapter advisors to provide Phi Alpha students with funds to help continue their education.

The updated PhiAlpha.org Web site will be up and running soon. Chapter advisor names will be posted with their chapter sites. Chapter advisors are urged to fill out the chapter registry form and provide a chapter/social work link. The registry form is enclosed with the membership certificate mailing or can be found on the updated Web site. To show our appreciation, each chapter advisor will receive a Phi Alpha pad folio.

The Chapter Service Award applications are due May 30, 2011. Four chapters will receive \$500.00 and a beautiful plaque. The Outstanding Chapter Advisor application is due May 30, 2011. Applications are available on the PhiAlpha.org Web site.

Please contact the Phi Alpha office at PhiAlphaInfo@etsu.edu if you have any questions or concerns.

Kind regards,
 Tammy Hamilton
 Executive Secretary
 PhiAlpha.org

Brown—continued from page 3

why he's in school and how he can make a difference in the lives of others."

He has a lot of positive energy and is always available to other students, Robinson says. "If a young student is struggling, I can ask him to reach out, and he will help, or find someone who will. My 10-year-old daughter says he's her 'big brother.'"

Brown's qualities have been recognized on a wider basis. He was named the Lincoln Academy of Illinois Student Laureate for 2010. The Academy honors outstanding college seniors for excellence in curricular and extracurricular activities during the annual Student Laureate Convocation at the Old State Capitol in Springfield.

All students from four-year degree-earning colleges and universities in the state are eligible, and winners are awarded a medallion, honorarium, and certificate of achievement.

Although he says he's "not a fan of awards," Brown admitted being impressed that the president of Aurora is a former recipient.

Brown hopes to continue on for a master's there and maybe also a Ph.D. Another goal is to establish a nonprofit organization for youth at risk.

An acrylic artist "who paints all the time," Brown takes on informal "commissions" for those who would like his works.

He also has "a very good friend" named Imani Burks. "She's one of the kind of people who wants to get to know you," Brown says. "It's hard being in a new place, and she was one of the main people who helped me be comfortable after what I've been through."

With his zest for life and service, Shammie Brown is one of those people who does the same for others.

Barbara Trainin Blank is a freelance writer in Harrisburg, PA.



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Follow us at:

<http://www.twitter.com/newsocialworker>

Letters to the Editor

Dear *The New Social Worker* and Ms. Grobman,

Thank you for the excellent article regarding social work title protection in NC. However, the article failed to state that the passed legislation exempted all employees of the NC Department of Health and Human Services Department of Social Services division, a fact I learned in my MSW program at the University of NC, Chapel Hill. This exemption was requested by DSS at all levels.

Therefore, there are non-social work-educated professionals in NC who are permitted, by this exemption clause, to call themselves social workers, based on their employment within the DSS, most commonly within the realm of adult and child protective services.

Please keep on providing this e-journal. I enjoy every issue!

Thank you,
D. K. H., MSW, 2010

Dear Linda,

Thanks for the Winter 2011 issue of *The New Social Worker*. As a professor, I find that every issue has pertinent, well-written articles on ethics, practice, and the profession. The articles raise many topics that I can bring to class for discussion. The topics and stories are "real world," not just hypothetical or academic.

Allan Barsky
School of Social Work
Florida Atlantic University

Be a Fan of *The New Social Worker* on Facebook!

As of March 22, 2011, we have reached 10,158 fans (or "likers") of our page on Facebook at <http://www.facebook.com/newsocialworker>.

Besides providing information about *The New Social Worker* magazine, the page has some of the features of a typical Facebook profile—a "wall" where you can exchange messages, a discussion board, and a place for photos and videos.

We also list upcoming events, such as the online chats we co-sponsor with the National Association of Social Workers (NASW) at <http://www.socialworkchat.org>. And we send updates to our fans when there is something interesting happening!

Are you on Facebook? Do you love *The New Social Worker*? Show us how much you care! Be one of our Facebook "likers" and help us reach 15,000 (and beyond)!

We also have a Facebook page for our SocialWorkJobBank.com site! Go to <http://www.facebook.com/socialworkjobbank> to "like" this page. New job postings at <http://www.socialworkjobbank.com> are now automatically posted to the Facebook page, as well.

Finally, stay up-to-date on our latest books at <http://www.facebook.com/whitehatcommunications>.

In addition, we'd like to know how you are using Facebook. Have you found it a useful tool for networking with social work colleagues, searching for a job, or fundraising for your agency? Write to lindagrobman@socialworker.com and let us know.



Facebook address: <http://www.facebook.com/newsocialworker>
Also check out our other pages: <http://www.facebook.com/socialworkjobbank> and <http://www.facebook.com/whitehatcommunications>
AND...look for *The New Social Worker's* group on LinkedIn.com.

Let's pretend for a moment that your loved one is in the hospital, suffering and dealing with a crisis and in need of care. Or perhaps you are the one who needs care. How would you feel if you learned that your caretakers hadn't done all they could to become excellent care providers? Or routinely skipped classes and were now making treatment decisions? How about if these professionals had hired someone else to write their papers or carelessly "Googled it," missing a valuable opportunity to learn? Can you even imagine what their case notes and paperwork would look like without all that practice writing papers in school? In short, would you trust them to provide high quality care?

It seems there are more and more options these days to use technology to cut corners on assignments, posing a host of ethical problems and concerns about social work practice quality. For example, the *Chronicle of Higher Education* ran an alarming interview with a person who wrote papers for students (<http://chronicle.com/article/The-Shadow-Scholar/125329/>) that has generated more than 600 comments. An excerpt:

I work hard for a living. I'm nice to people. But I understand that in simple terms, I'm the bad guy. I see where I'm vulnerable to ethical scrutiny. But pointing the finger at me is too easy. Why does my business thrive? Why do so many students prefer to cheat rather than do their own work?

To be honest, I'm not exactly sure. It's easy to understand how time pressures might tempt someone to scan Wikipedia or Google, and to copy and paste. However, if you are not willing to do the work to become the best social worker you can be and provide excellent care, I'm not sure you should be providing services to clients. Remember, what Google and random people online are lacking is **you** and your distinct voice. You have skill and compassion to offer your clients—don't shortchange yourself and your career development by cheating. Being in school offers you the opportunity to hear constructive feedback on your work in a way that a future supervisor in practice may not have time to do. Use it wisely. As one social work professor explains:

While the Internet has greatly increased my students' ability to access electronic resources, I am greatly troubled by the extent to which students just "chunk" bits of articles or reports into their papers without attribution. In my opinion, this is not always blatant intentional plagiarism, but rather ease of access and not taking time to cite resources as you go.

Let's be clear about what is meant by plagiarism. According to the *Publication Manual of the American Psychological Association* (APA), "Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source" (p. 170). To properly cite a source, refer to the APA manual and these handy Web sites for guidance:

- APA style blog: <http://blog.apastyle.org/>
- OWL at Purdue: <http://owl.english.purdue.edu/owl/section/2/10/>

Other times, students may try to prompt others, via various technologies, to complete their assignments for them. For example, it's not uncommon to see students post school assignment-related questions to online bulletin boards such as SocialWorkChat.org (<http://www.socialworkchat.org>). Although these forums exist to facilitate conversations about social work online, members do not necessarily appreciate being asked to complete a student's entire homework assignment, especially if the assignment has 10 essay questions and needs to be done by tomorrow. Not going to happen!

In addition, even when one does receive a response, it might not be of the highest quality without follow-up, probing, and attention to detail. For example, a common social work assignment is to interview a social worker to learn what the social worker does, how he or she became interested in social work, what a typical day looks like, and so forth. If you post this question to an online bulletin board or e-mail it to a social worker, it might look something like this:

Q: What is your job title?

A: Senior social worker

Q: How long have you been at this job?

A: Two years

Q: How did you get the job?

A: Online ad

Compare this with an interview I participated in that took place over the course of a week and included many follow-up questions to produce the final result:

Q: So without further ado, what made you decide to pursue an MSW in general and then to go on for a doctorate?

A: In terms of background, my mom was still in high school when she became pregnant with me, and we were very poor and struggling to make ends meet for a long time... College didn't seem like a realistic prospect unless one was wealthy. I don't remember knowing anyone that went to college besides a couple family members who went into the military and received assistance paying for it...wanted to learn about human behavior—why did we do the things we do? what could be learned about people? how could we make things better, especially for those who are struggling?—and came across a school catalog that explained experimental psychology. I was instantly hooked on the idea of doing research someday, read that I would need a doctorate to do so, and set myself on that path.... Given my upbringing, I was also fascinated by social work's person-in-environment and systems perspectives, and was interested in learning how research and policy work could affect positive social change. (<http://www.dorleem.com/2011/01/talk-about-upward-mobility-and.html>)

To improve your writing, practice, not Google, makes perfect. If you are unsure about your writing, read it out loud. Have a friend, partner, professor, classmate, or tutor read your writing, and ask for feedback. Your professors can help you refine your ideas and improve them. Besides, isn't that what you're paying them for? As one social work professor adds:

While many students complain that they will never have to write a paper in their social work practice lives, this is not the right way to approach anxiety about writing. When we ask students to try out new ideas and/or applications of theory to social work cases, etc., in papers, this is part of growing a new lens on the world—the biopsychosocial

lens. There are different types of writing for different courses and different aspects of social work practice. Concise, to the point, clear and forceful writing, for example, is good for advocacy writing—such as reports to judges, etc. The Internet can be a great resource for finding (and vetting!) statistical evidence in support of a point for policy testimony or other behind-the-scenes advocacy.

For additional help on the writing process, check out:

- OWL-Purdue—The writing process: <http://owl.english.purdue.edu/owl/section/1/1/>
- Getting writing feedback: <http://www.unc.edu/depts/wcweb/handouts/feedback.html>

Other sources that provide excellent advice on writing in social work and the human services are:

- A Guide to Writing for Human Service Professionals: <http://www.amazon.com/Guide-Writing-Human-Service-Professionals/dp/0742559475>
- Writing Skills for Social Workers: <http://www.amazon.com/Writing-Skills-Social-Workers-Action/dp/1412920728>
- Writing That Works: http://www.amazon.com/Writing-Works-Communicate-Effectively-Business/dp/0060956437/ref=pd_sim_b_7
- Writing With Style: APA Style for Social Work: http://www.amazon.com/Writing-Style-APA-Social-Work/dp/084003198X/ref=sr_1_3?ie=UTF8&qid=1299220097&sr=8-3

Karen Zgoda, MSW, LCSW, is an ABD doctoral student at the Graduate School of Social Work at Boston College. Her research interests include the role of technology in social work, the effects of information communications technologies (ICTs) such as the Internet and e-mail, poverty and class, aging, social informatics, socioeconomic development, public policy, and community practice.



Karen is the chief editor and founder of Edit-MyManuscript.com, providing manuscript editing services to students, faculty, and other social work professionals. Her Web site is <http://www.karenzgoda.org>. You can follow her on Twitter at <http://twitter.com/karenzgoda>.

The New Social Worker's Linda Grobman and Karen Zgoda Featured on Social Work Career Development Blog

The New Social Worker publisher/editor Linda May Grobman was recently interviewed for the Social Work Career Development blog at <http://www.dorleem.com>. The two-part interview with Grobman discussed two distinct areas. The first part, posted on February 6, focused on Grobman's therapeutic music practice. On February 15, the second part was posted, focusing on Grobman's career progression from direct practice to social work publisher, as well as her career tips for new social workers.

In addition, The New Social Worker's SW 2.0 columnist Karen Zgoda was interviewed for the same blog. In the January 11 post, entitled "A Talk About Upward Mobility and Technology in Social Work," Karen talked with Dorlee (a social work student) about her personal background and how it led to her interest in social work, and technology in social work, in particular.

To read the complete interviews, see the following links:

- A Talk About Upward Mobility and Technology in Social Work: <http://www.dorleem.com/2011/01/talk-about-upward-mobility-and.html>
- Social Work and Music Therapy: <http://www.dorleem.com/2011/02/social-work-and-music-therapy.html>
- Career Advice From Editor of The New Social Worker: <http://www.dorleem.com/2011/02/career-advice-from-editor-of-new-social.html>

The New Social Worker and NASW offer chats

Connect with other social workers online! *THE NEW SOCIAL WORKER* magazine and the National Association of Social Workers (NASW) have teamed up with the Social Work Forum to bring you SocialWorkChat.



org, an online community of social workers offering twice-weekly online real-time chats on a variety of topics. The chats are held on Sunday and Tuesday nights at 9 p.m. Eastern Time.

The site offers:

- Online community of social workers
- Twice weekly moderated chats on assorted social work topics
- Categorized, monitored bulletin boards
- A unique and accessible way of getting ongoing professional education

Chats are on a wide variety of social work topics, and from time to time, we will include chats about articles published in *The New Social Worker*! Chats last about an hour.

Registration is free! Go to <http://www.socialworkchat.org> to register and participate in the chats and other features of the site.

The New Social Worker® in Print!

Back by popular demand! We are pleased to announce that *The New Social Worker* magazine is now once again available in print. If you love the feeling of curling up with a hard copy of your favorite magazine, head over to <http://newsocialworker.magcloud.com> today! Several back issues are now available in this full-color, high quality print format.



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Reviews

Mental Health Treatment for Children and Adolescents, by Jacqueline Corcoran, Oxford University Press, New York, 2011, 245 pages, \$39.95.



Jacqueline Corcoran discusses the current state of research knowledge when it comes to treating attention deficit hyperactivity, anxiety, post-traumatic stress, depression, eating, oppositional defiant, and conduct disorders in children and adolescents in her book, *Mental Health Treatment for Children and Adolescents*. She presents data from existing research studies to show which treatments have been found to be effective, less effective, or not effective at all when it comes to treating these disorders and identifies the evidence-based treatments that will work in treating a particular disorder. Using the risk and resilience framework that was developed after studying how at-risk youth cope and adapt amidst significant life stressors in her analysis of existing data, Corcoran identifies the risk and protective factors that enable these youth to overcome the debilitating effects of their disorders and how available treatments have made a difference in their recovery.

Use of stimulants, mood stabilizers, agonist, as well as anti-psychotic medications in children with oppositional defiant and conduct disorders were found to have varying degrees of effectiveness in reducing aggression when used alone or in combination. Unfortunately, there are limitations and serious consequences that come with their use. The same arguments exist for the use of medications in the treatment of anxiety, depression, and eating disorders. Corcoran further reports that cognitive behavioral therapy has been the most researched child-focused intervention for youth disruptive behaviors and other problems, but other psychotherapy techniques have also been used and found effective.

The eating disorders anorexia nervosa and bulimia in children and adolescents have been poorly studied, according to Corcoran. Studies have been conducted on the treatment of

these disorders in adults, but even when children were involved in the same research, the results did not specifically identify how the treatment affected them.

Ms. Corcoran recognizes there are challenges in the implementation of evidence-based treatments both on the individual and organizational levels. She argues that not all mental health providers or agencies and organizations are trained in evidence-based treatments, and not all can afford to obtain the needed training even when they want to. Those children and families living in rural communities are also most affected by the lack of providers and agencies trained in evidence-based treatments. The fact that there remain significant disagreements among professionals on what is the evidence-based treatment for a specific disorder only adds to the problem.

Corcoran's book is very valuable to social workers, students, and educators involved in the treatment of children and adolescents with mental health problems. First, social workers will be guided in their choice of what intervention to use for better results. Second, it will help social work educators design educational programs with evidence-based treatment as the focus in training new social workers. Third, social work students will be up to date and better prepared to implement treatment modalities that have been shown effective once employed. It is equally valuable to clients, because by knowing evidence-based treatment, they can opt for the one that is more promising in terms of outcome.

Reviewed by Teresa Graney, MSW, LCSW, Emergency Room Social Worker, Veterans Administration.

The Dynamics of Family Policy: Analysis and Advocacy, by Alice K. Butterfield, Cynthia J. Rocha, and William H. Butterfield, Lyceum Books, Inc., Chicago, 2010, 445 pages, \$59.95 paperback.

The authors, Alice Butterfield (University of Illinois at Chicago), Cynthia Rocha (University of Tennessee), and William Butterfield (Washington University), have collaborated on a noble experiment to produce a social welfare policy textbook that focuses on families. Intended as an introduction to issues related to family policy and as an impetus for family-related policy analysis and advocacy, this first edition is a good start in that direction.

The textbook is divided into two sections of unequal quality and value. The first three chapters contain an introduction to the nine themes the authors believe emerged from the literature on family policy, their framework for Family Impact Analysis, and an excellent introduction to advocacy for policy practice. The last is particularly well written for student consumption. In my opinion, these chapters represent the best that this text has to offer the reader, because they are the least likely to suffer from the fast pace of change currently underway during President Obama's first term.

The ten remaining chapters address specific aspects of social welfare policy, with two chapters on poverty (measurement and explanatory theories) and one each on public assistance, labor policy, health care, policies related to the care and custody of children, family violence, marriage, caregiving and aging, and a very brief chapter comparing the U.S. social economy with other countries in the Organization for Economic Co-operation and Development.

Be a Book Reviewer for *The New Social Worker*



The New Social Worker is expanding its book review section. If you are a social work practitioner, educator, or student who loves to read, let us know your areas of interest and send us a short sample of your writing. We will then consider you when we are assigning books for review in *The New Social Worker* and on our Web site.

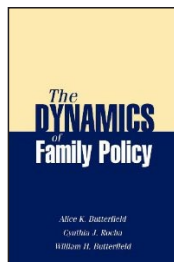
Send writing sample, interest list, credentials, and contact information to lindagrobman@socialworker.com.

Whereas I am quite sympathetic to the challenges associated with writing a new social welfare policy textbook during a period of rapid change, this text misses many of the recent policy innovations under the Obama administration. The authors do not make mention of the new relative measure of poverty being developed. The chapter on public assistance understates the significance of the expansion of Earned Income Tax Credit under the American Recovery and Reinvestment Act (2009). The absence of information on the Patient Protection and Affordable Care Act (2010) is an especially egregious limitation of the health care discussion. Accordingly, I do not believe that I could use this textbook without extensive use of additional content material.

I also suggest more use of charts, less reliance on tables, and the addition of discussion questions with each chapter. A table of the excellent Internet resources mentioned in the text would also be helpful. The content could be improved by inclusion of material on how mass incarceration has impaired the marriageability of ethnic minority males and how labor market obstacles have been created by the court imputation of paternal child support liability. Commentary on child care subsidies should emphasize the U-shaped distribution created by wage eligibility and tax deductibility rules. Income disparities should be adjusted for the receipt of public assistance and the escalating employer costs associated with employment benefits.

Appropriately supplemented by more current material, this textbook may be quite useful for social work instructors who wish to emphasize family policy, but I will probably wait until the second edition is available.

Peter A. Kindle, Ph.D., CPA, LMSW, is an assistant professor at the University of South Dakota and can be contacted by e-mail at Peter.Kindle@usd.edu.



Serenity Prayer: It's Not Just for Addictions

by Jayne Brown, MSW, LCSW

This Serenity Prayer is adapted for use with clients who have diabetes and/or other medical diagnoses.

God Grant Me the Serenity To Accept the Things I Cannot Change...

To Accept: Accepting the diagnosis of diabetes is not easy, but the fact is, it is there and is not going away. Brooding over having a diagnosis of any sort leads to depression, self-pity, and may place you in a victim role, separating you from who you used to be, and could change your relationship with those you love. When you are able to accept your health condition, there is serenity (or peace) in this acceptance, and the issue can be completely settled within your mind.

But what about other things a person cannot change? Here the path becomes difficult. Many individuals are particularly susceptible to fears that they may not be measuring up in all things. At times, they make excessive demands on themselves and have trouble accepting any kind of defeat or rejection.

Courage to Change the Things I Can...

A dictionary definition of courage is that it stresses firmness of mind or purpose and the casting aside of fear. In other words, if a person holds something firmly and deeply in his heart, he is able to rise above fear and reach his goal. Each of us must determine what is the belief we cling onto, that hinders us in moving toward acceptance of the diagnosis we have received.

Change What I Can: Stress can be physical, as well as emotional, and can come from frustrations of having to deal with the limitations and life adjustments that diabetes often creates. It is important to remember that stress can worsen disease symptoms. Therefore, it is vital to focus on stress management and relaxation. In addition, new coping techniques may need to be developed.

And the Wisdom To Know the Difference.

To Know: The third part of the *Serenity Prayer* can be challenging in trying to understand the wisdom to know the difference between what cannot be changed and what can be changed. Many of us tend to be disturbed about things that are beyond our control, if we would only admit it. It's not easy to place our physical and mental selves in the category of things that cannot be greatly changed. Our bodies and minds have limitations, and we only kid ourselves if we get into some activity that overextends our physical and mental capabilities.

Jayne Brown, MSW, LCSW, is a social worker in a small rural hospital and clinic in Grafton, North Dakota. She received BSW, MSW, and BS in criminal justice degrees from the University of North Dakota (UND). She has been employed at Unity Medical Center a little over a year, and previously was employed at UND in the Division of Genetics, which was a part of the Pediatrics Department. She is also a part-time social worker for the Northern Plains affiliate of HDSA, working with individuals and families affected by Huntington's Disease.

On Our Web Site

The Social Work Podcast http://www.socialworker.com/home/menu/Social_Work_Podcast/

Join host Jonathan Singer, LCSW, as he explores topics that are relevant to social workers, whether they are practicing in the field, teaching in higher ed, formulating policy on Capitol Hill, or running regression analyses in their offices.

Visit <http://socialworkpodcast.com> for more information.

Socio-Cultural Determination of Adaptation of Children in Difficult Life Situations in Russia

by Alexander Tugarov, Ph.D., and Artem Dudkin, Ph.D.

The students and teachers of the Departments of Sociology and Social Work at Penza State Pedagogical University have long been working on determining the factors of socio-cultural determination of adaptation of children in difficult life situations. Our research is carried out in two directions: social adaptation of disabled children and social adaptation of children left without parental care. Attention is also given to child abuse in families, child neglect, school adaptation and other factors determining the process of adaptation of children in difficult life situations.

How is work organized at the department with 450 students? Alongside traditional forms (lectures and seminars), increased emphasis is laid on practice-oriented study—various trainings and practicals in techniques of social work. We want to share our experience with American colleagues and hope it might serve as an impulse for further improvement of social work education in universities.

Practical classes are part of the course on methods of social work with children in difficult life situations. The following disciplines are included: Techniques of Social Work, Home-life Rehabilitation, Innovations in Social Rehabilitation, Physical Rehabilitation Techniques, Technical Means of Social Rehabilitation, Counseling Techniques in Psychosocial Work, Counseling Techniques in Work with Disabled Persons, and others. The aim of practical classes included in the curriculum is to develop practical skills necessary for providing social help and professional advice to children in difficult life situations and their families.

Within the limits of this publication, we will try to describe some methods of practice-oriented study of techniques of social work. This can help us define features of socio-cultural determination of child adaptation.

The playground at the department has served for many years as a place where students build skills in organizing outdoor games, contests, and sport

competitions for children. We put the stress on developing organization skills, such as on management qualities of the students. Thus, students learn the rules of active games and contests while actively participating in them. We call this form of study “street air trainings.” A lot of attention is also paid to overcoming social disadaptation via camping activities.



Practical classes at the playground

The workroom of home-life rehabilitation is equipped with various devices, the greater part of which was created by students and teachers in the department. Working here, social work students practice their skills in using different home adaptation means for disabled children, such as kitchen, bathroom, and toilet implements. There are such trainings as blind tea party, wheelchair maneuvering, and others. Different forms of exercises allow students to show their creativity and engage them in inventive work. The use of simple and inexpensive materials makes our inventions easy and ready for use in families with disabled children. The quantity of means of home-life rehabilitation suggested and made by students is growing each year.



Practical classes in the workroom of home-life rehabilitation

Social work studies and research into defining features of socio-cultural determination of adaptation of children in difficult life situations have proved to be more efficient when students are involved in real life work as volunteers. The experience of work in the student volunteer group of the department will provide necessary professional skills.



Children and social work students in the orphanage



Volunteers with disabled children

Both the students and teachers are doing research on socio-cultural determinants of child adaptation during classes and practical work. A wider theoretical approach to the state of children in difficult life situations in Russia, combined with practical means and skills in providing social help, ensures the transition from learning to research.

Classes on social rehabilitation are also conducted in children and youth organizations and social service centers. Our students have practical classes in special libraries for the blind and in orphanages.

Socio-Cultural—continued on page 31



Because if you can change the way you see things, you can change anything.

If you can change the way you see things, you won't just help us to survive. You could help stop species extinction and many other urgent environmental problems the world faces today.



www.survivalinternational.org/changeyourmind

Picture © Claudia Andujar

10 Things I Learned In My Job Search

by *Kristen Marie (Kryss) Shane, MSW, LMSW*

1. Preparation is Mandatory...

If your résumé and cover letter aren't updated and well-worded, you'll never get the phone call for an interview. Getting this in shape has to be the first step, even if it's the very worst way you can think to spend your tiny bit of free time as you're finishing your degree or work the regular hours of your current position. Remember that this is often a marathon, not a sprint, so prepare yourself for this to be lengthy. Try to maintain some level of patience, tough as it will be at times.

2. Internet Preparation...

Search your own name on common Web sites (Google, Yahoo, and others) and read the results. If your personal blog or Facebook profile comes up, find ways to make them more private (remove your full name from your blog, change your privacy settings). Know that some companies have IT people who can get past the privacy settings, so it may be wise to remove some items and to let friends know not to post compromising info or photos of you. Understand that it's very possible that potential employers are searching you, too, so consider what you want them to know about you. Yes, it stinks that you have to think about this on your "private" pages, but if you wouldn't go to work telling your boss about your wild drunken night during Spring Break, you probably don't want her or him to find the photos online, either.

3. Money Smarts...

Many Web sites make you think you need to have a full working wardrobe before you even have the job. Although it's wise to begin adding pieces to your closet, you really only need two good interview outfits, because it's rare that you'll interview somewhere more than

twice. Also, thrift stores can be great places to find items when you're not sure what environment you'll be working in. It's often less expensive to pick up a like-new thrift item and have it tailored than to purchase new. Interviewers simply want to see that you're neat, clean, and professional. They're not looking for a fashion show. That said, use the professional résumé paper when printing résumés, and buy business cards with your contact information on them. It's a bit of money, sure, but it's worth it!

4. Don't Be a Job Snob...

The newspaper and Craigslist can be great places to find out about openings. Don't assume that the best positions are only found on company or other professional Web sites. Also, don't immediately discount positions in lower-income areas or based on what you think you know about an agency or company.

5. Ask Around/Networking...

If your friends and their friends don't know you're looking, how can they keep an eye out for potential opportunities? Spread the word and attend events in your community. The more people who know you're seeking employment, the better your odds of hearing about things before they hit the want ads. (Of course, anywhere you go may be the place you meet a contact or your future boss, so always look presentable and always carry those business cards.)

6. Know Your Stuff...

It's great to be open to working with populations you're not an expert in, but read up before your interview. Check out the company's Web site and the people they serve. When you interview, the interviewer wants to know that you not only know about the specific needs of this group, but also that you are truly interested in working with them. Much

like a first date, no one wants to be sitting across from someone who just wanted something to do on a Wednesday afternoon. They want to be with someone who is genuine and specifically wants to be there, and not just anywhere that'll pay.

7. List Your Requirements...

In this economy, we all want to work, because we all need to keep the lights on and the heat working. But it's far easier to find a good fit once than to job hop every year. Make a list for yourself of deal breakers and necessities. Be realistic, but be honest. Maybe you won't get your own office as a new BSW, but maybe you and your family require health benefits from any employer. (Make sure to remember that there is a difference between a necessity and a desire!) It's better to know yourself and to be prepared to turn down a position that doesn't give you what you want than to accept it and be miserable, or worse, to miss out on the right fit elsewhere.

8. Salary Research...

Know what the range is for your skill/education level in the area where you're searching. Don't attempt to compare yourself to your friends unless you

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have the same level of education and experience and are working in the same specific field in the same neighborhood. All of these variables affect salaries. Trying to compare or compete won't help and may lead to resentment or a feeling of entitlement, neither of which cause an employer to want to negotiate. Read up on the art of negotiation. Refer to your list of requirements, too. Maybe you can negotiate something from it into your job if you can't get more money, or maybe, with more money, you're willing to cross something off your list. Understand what's realistic to negotiate and how to do so in a way that is professional and appropriate. Never ever give an ultimatum. Even if you're willing to follow through and walk away if they don't give you what you want, you come across poorly. You never want to ruin a relationship with a potential contact!

9. Thank You...

Always remember to send thank you notes! In this computer age, your best bet may be to e-mail a note immediately following the interview, as well as sending a hand-written note by mail. It gives you the chance to let the interviewer know that you appreciate his or her time right away, and it allows your letter to remind the interviewer of who you are and how much you want the position. If you're not sure what to write, there are many Web sites that can guide you.

10. Celebrate...

It may seem silly to generations who have kept the same job for 30+ years, but your peers know how draining the job hunt can be. So when you find that position, don't forget to celebrate! Be proud of yourself and of your hard work in finding a position that is not only a good fit for them, but a great fit for you!

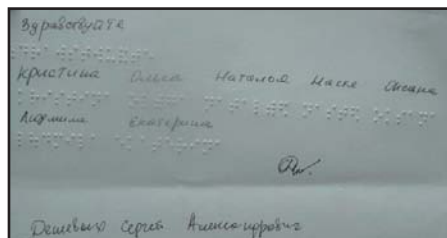
Kristen Marie (Kryss) Shane, MSW, LMSW, earned her BS at The Ohio State University and her MSW at Barry University. She is currently working with the elder population as the program



director at HANAC's Ravenswood NORC in Astoria, NY. She is also on staff at www.socialworkchat.org and continues to be an

advocate for the LGBTQ community on local and national levels.

Socio-Cultural—continued from page 28



Students' names written in Braille

The faculty sets goals in improving social work education for specialists working with children in difficult life situations.

First, we consider the development of innovative technologies of social work and methods of support for children in difficult life situations as a priority in the field of social services in the region. Our foreign colleagues' experience is invaluable for us. We adapt the experience of social work with problem families in America to our conditions.

Second, the interdepartmental and interdisciplinary nature of social work with families and children demands special research, seminars, and practicals that should be conducted in cooperation with working specialists. We try to invite both practicing specialists and officials to take part in our classes.

Third, providing orphans and disabled children with social work facilities, granting their legal rights, and guarding their interests is still a major theoretical and practical issue. We try to ensure sound legal competence of our students.

These goals are achieved during different forms of research: innovative, practical, and prognostic. For example, we are trying to systematize various approaches to difficult life situations and classify them. All the described forms of student work with children aid us in our research, making it possible first to give detailed characteristics of different life situations and then to sum them up.

The results of our research can be accessed online, at <http://www.socialwork.ru> (in the Russian language). The official Web site of our department is one of the biggest Internet resources on social work in Russia.

The work has been carried out within the federal program "Research Workers and Teachers in Innovative Russia" for 2009-2013, government contract 436.

Alexander Tugarov, Ph.D., is a professor at Penza State Pedagogical University. Artem Dudkin, Ph.D., is an associate professor at Penza State Pedagogical University.

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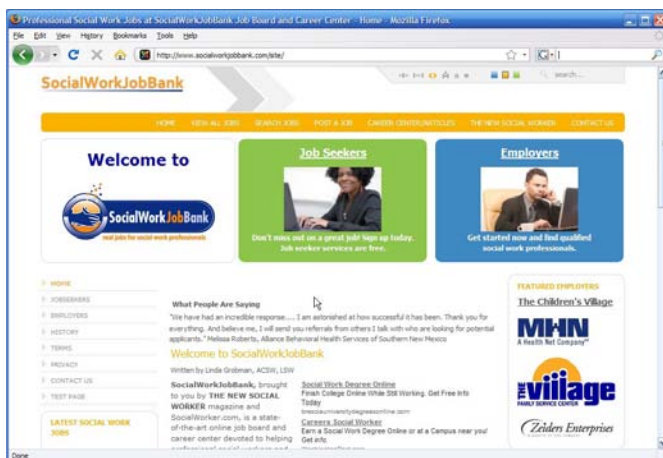


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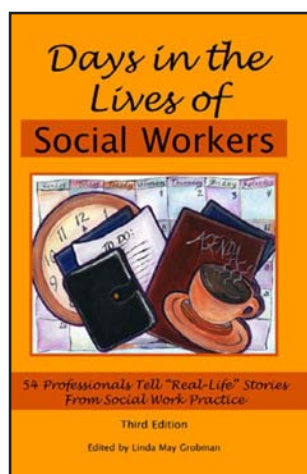
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DAYS IN THE LIVES OF SOCIAL WORKERS

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Edited by Linda May Grobman, ACSW, LSW

Founder, publisher, and editor of *THE NEW SOCIAL WORKER*.

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More DAYS IN THE LIVES OF SOCIAL WORKERS

35 “Real-Life” Stories of Advocacy, Outreach,

and Other Intriguing Roles in Social Work Practice

Linda May Grobman, ACSW, LSW, Editor

Using the same first-person narrative format as the popular *DAYS IN THE LIVES OF SOCIAL WORKERS*, this new volume allows the reader to spend a day with 35 professional social workers, each in a different setting. In this book, the editor provides more of a focus on macro social work roles than in the first, although this volume also includes “micro”-level stories, and illustrates ways in which social workers combine macro, mezzo, and micro level work in their everyday practice.

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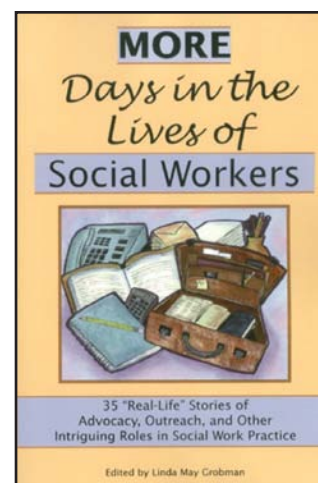
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The macro roles presented in *MORE DAYS IN THE LIVES OF SOCIAL WORKERS* fall into several categories. They include political advocacy, community organizing, management/administration, program development, training and consultation, working in national organizations, higher education, research, and funding.

Additional roles presented include several specialized roles and innovative fields of practice, including social work in the court system, domestic violence, employment and hunger, various therapeutic roles, and faith-based settings.

Each chapter includes “Think About It” discussion questions. Bibliographic references and additional resources for students and other readers can be found in the appendices.

This easy-to-read, hard-to-put-down book will make a welcome supplement to the theory found in your course's textbook. Find out how social work managers and practitioners put theory into practice on a day-to-day basis!



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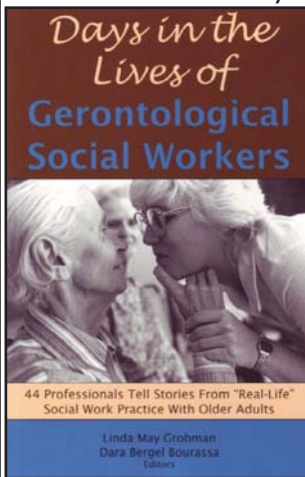
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From the publisher of *THE NEW SOCIAL WORKER*®

DAYS IN THE LIVES OF GERONTOLOGICAL SOCIAL WORKERS:

44 Professionals Tell Stories From "Real-Life" Social Work Practice With Older Adults

Linda May Grobman, MSW, ACSW, LSW, and Dara Bergel Bourassa, PhD, MSW, LSW, Co-Editors



The third volume in the *Days in the Lives of Social Workers* series focuses on social workers' experiences with older adults. This collection of first person narratives brings to life the variety of ways in which social workers work with and on behalf of this growing population. The stories describe micro, mezzo, and macro level gerontological social work.

Gerontological social work is a growing and exciting practice specialty! The stories told in this book will transform your thinking about what this type of work entails. You will gain a better understanding of the issues facing older adults and their social workers, and you may be inspired to pursue this career path.

Organizations, Web sites, additional readings, and a glossary of terms are included to assist readers in further exploring these areas of social work practice.

Stunning photographs by social worker/photographer Marianne Gontarz York are featured to expand readers' visual images of real people as they grow older. These photos depict older adults in a positive and realistic manner, whether they are active, frail, receiving care, or giving care.

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ABOUT THE EDITORS

Linda May Grobman, MSW, ACSW, LSW, is the publisher, editor, and founder of *The New Social Worker* magazine. She edited the books *Days in the Lives of Social Workers* and *More Days in the Lives of Social Workers*, and co-authored the book *The Social Worker's Internet Handbook*. Linda received her MSW from the University of Georgia and has practiced in mental health and medical settings. She is a former staff member of two state chapters of the National Association of Social Workers.

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