



The Brooks/Cole Social Work E-Communicator

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Welcome to the first edition of The Brooks/Cole E-Communicator. The goal of our quarterly newsletter is to communicate with you, our valued customer. Our intent is to provide you with informative news, announcements, great ideas in teaching, and an opportunity for you to find out more about us.

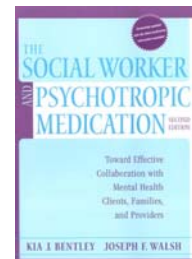
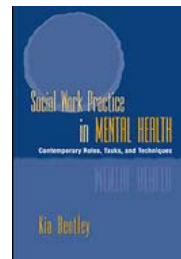
Announcements

- ★ Are you ready for the **2002 APM in Nashville, Tennessee?!**
Held at the famous Opryland Hotel. We'll be there and we're happy to announce that we are conference co-sponsors. To register for the CSWE APM, go to <http://www.cswe.org>.
- ★ Stop by our booth (#403, 405, 407) to try out our latest technology offerings, to review our newest texts, and for a chance to win your 2003 individual CSWE membership fee AND registration costs for the 2003 APM!
- ★ To find out which of our authors will be at the APM and for purchasing texts at a conference discount, visit our special conference website at:
http://www.newtexts.com/newtexts/convention.cfm?cnv_id=14
- ★ Do you have any announcements that you would like us to include in our next edition (which will be e-mailed on 5/15/02)? Please e-mail Caroline with your announcement by 5/1/02 at caroline.concilla@wadsworth.com

Hot Topic

Article by:
Kia J. Bentley, Ph.D., LCSW
Professor, Virginia Commonwealth University

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REFLECTIONS ON SEPTEMBER 11TH: CONNECTING THE PERSONAL AND THE PROFESSIONAL

Ironically, on Monday September 10th--the Night Before the Attack, my graduate social work students in "Mental, Emotional and Behavioral Disorders" had paired off and role-played how to share a diagnosis with a client. On that night, this involved students playing the part of a "client" who was experiencing post traumatic stress disorder, characterized by such symptoms as marked distress, intrusive thoughts and poor concentration, excessive vigilance and an increased startle response, and intense fear and vulnerability. We had no idea of the heightened potential relevance of that exercise for their future professional and personal lives.

So in class a week later, Six Days After the Attack, we sat in a circle as usual, but I started class by asking students their thoughts were on the interface between their professional and personal selves in the midst of the tragedy. For example, how did the social justice aims and values of the profession match up with their personal feelings and reflections and their interactions with others in this crisis. Where was there a good match and where was there dissonance? As social workers, did folks feel added pressure (from within or from others) to turn outward and help others? One student whose family member works in the airline industry noted she was disappointed with herself for "becoming selfish" and shifting into a "where is MY family member right now" mode.



continued

REFLECTIONS ON SEPTEMBER 11TH: CONNECTING THE PERSONAL AND THE PROFESSIONAL by Kia J. Bentley

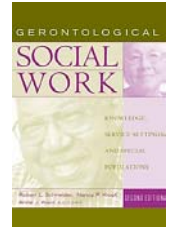
Another expressed total frustration with wanting to *do something* in terms of social action *right away*. Did anyone feel guilty about wanting strong military action in response? Mirroring the public opinion polls, many called for action. But some were quiet. So, was anyone afraid to express a new call for nonviolence or passivism? One student told of her distress with friends for wanting to strike back quickly with a catastrophic blow, perhaps even use assassination as a tool. She had no idea her friends might have such dramatically different values than herself about the use of force. Clearly dialogue as an important mechanism for the appreciation of diversity of experience was made more palpable.

The transition back to the evening's original content agenda was smooth. I kept asking if there was anything else, and finally no one else spoke up. We all noted how after a week of intense mourning and utter disbelief, the act of living "normally," of living the everyday day, has been appropriately reframed as a radical act of defiance against terrorism.

Hot Topic

Article by:
Robert Schneider, Ph.D.
Virginia Commonwealth University

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"WANNA' MAKE A DIFFERENCE??"

(Do you respond with a "Yes" or "No" to these two questions?)

- "Do social workers **want** to make a difference?"
- "Do social workers **believe** they can make a difference?"

If you said, "**Yes**," to both, then you may be either assuming that "**wanting**" and "**believing**" are the same thing, or you may have concluded that social workers who *believe* they can make a difference also know they need more than a desire to do so. If you said, "**No**," to one or the other, then you may be overly cynical, or you may have read some of the research on social workers' participation in the political process that points out some of the reasons why social workers do not believe they can make a difference in the policy arena (Ezell, 1993; Hamilton and Fauri, 2001; and Wolk, 1996).

(Before scrutinizing your response too much, please consider what is at stake.) Do you not have clients who now face a waiting period for health care coverage for their children due to a new shift in Medicaid policy? Do you not have clients who will lose their "hardship" claim due to a change in calculating spousal assets? Surely you have mentally retarded clients who have been on a waiting list for two years. Surely you have clients who are targets of hate crimes. You must have clients who are unable to receive sufficient mental health treatment due to insurance limitations. You must have clients who have been left too long in an abusive household. How about the Medicare clients who were dropped by their HMO? How about the Head Start program funding that Mr. Bush wants to cut by two percent?

(Do you sense where this argument is going by now?) Social workers' clients are our *raison d'être* and we truly want to make a difference for them. We want to be effective in advocating with and on their behalf. We see the human dimensions, the important social values, and the dignity of each individual, and we want to promote solutions that really work. If this desire is strong, it usually leads social workers to take actions that secure our professional intent.

(In the client examples above, what actions are required to produce the outcomes that social workers want?) Is it person-to-person counseling? Is it some group therapy sessions? Will it help to apply the latest techniques of crisis management? Will it be useful to know the fine points of case management? The answer is, "No," none of these skills will be very effective in helping these clients in truly resolving their problems.



Continued

"WANNA' MAKE A DIFFERENCE??" by Robert Schneider

(What's a social worker to do, then?) In order to solve many of the problems facing our clients, we social workers must participate effectively in the policy and political processes at the local, state, and even national level. There is no other way to provide the comprehensive services we say we want to offer clients. Helping a client come to grips with a policy that is unfair or programs that are insufficient or agencies that are unresponsive is not enough. It is a partial solution at best. Providing comprehensive treatment means being able to deliver the complete package, and in this case, it often means formulating or changing policies affecting our clients, because that is the only complete solution.

(So, why don't social workers just do it?) Schneider and Lester (2001) point out several reasons why social workers stay out of the legislative arena: limited knowledge of the legislative process; disdain of politics and deal making; impatience regarding the length of time required to make change; a preoccupation on clinical issues and professionalization criteria; and a lack of legislative advocacy in professional educational curricula. These authors and others also report that social workers avoid advocacy because: a preference for the service role; employment settings prevent them from advocating; a perception that advocacy is always confrontational; a fear of losing status; an awe of politicians; and a fear of the legal/judicial system.

(Is that all?) No. These are barriers, but they are not the most significant one.

(Well, what are the main reason social workers do not enter the policy arena?) Social workers stay away from policy and politics **because they do not believe they can make a difference in this arena**. They do not feel that they can have an impact on the political process. They feel ineffective. And, of course, if you feel ineffective, you are not likely to participate in policy and politics. The studies by Ezell, 1993; Hamilton and Fauri, 2001; and Wolk, 1996 demonstrate that those social workers who identify themselves as politically efficacious are more politically active. These social workers, small in number, believe that they have the necessary skills and resources to influence the political system. They believe that they can be effective.

(What can we do about getting more social workers involved in policy?)

For the present, we should provide training opportunities for practitioners and attempt to impress social workers how much policy affects their practice and clients. The NASW Code of Ethics also reinforces political participation. But, exhortations will not suffice and produce action. The profession must design experiential opportunities for social workers to take part in the policy process so that they are left with the actual feeling of making an impact. Programs such as Adopt a Legislator or lobbying coalitions must be developed. A long-term commitment must be made by NASW to promote this direction.

For the future, we must invest heavily in our students. Faculty can design assignments and field placements that engage the students directly in the policy process. They will experience the rewards and failures and gain the confidence needed to increase their mastery of the system. Experiential activities such as giving testimony, lobbying for a bill, speaking to legislators, belonging to a coalition, working with NASW, electoral campaigns, should all be incorporated into curricula and courses.

Ezell, M. (1993). The political activity of social workers: a post-Reagan update. *Journal of Sociology and Social Welfare, 20*, 81-97.

Hamilton, D. and Fauri, D. (2001). Social workers' political participation: strengthening the political confidence of social work students. *Journal of Social Work Education, 37*, 321-332.

Schneider, R. L. and Lester, L. (2001). *Social work advocacy: a new framework for action*. Belmont, CA: Wadsworth Publisher.

Wolk, J.L. (1996). Political activity in social work: a theoretical model of motivation. *International Social Work, 39*, 443-455.



Great Ideas In Teaching

Denise Anderson, Social Work Professor at Shippensburg University collaborated with other Shippensburg University professors, Kim Martin Long, English Professor, with help from Robert Freeman, Criminal Justice Professor and Cheryl Zacagninni, Teacher Education Professor to address an issue that so many face – student writing skills. The group created a web-based professional writing module designed to help students in the fields of human services to learn how to communicate more concise and accurate information.

Web Modules include:

- ▶ Purpose and Background
- ▶ Writing Samples from the Fields (Samples for Education, Criminal Justice and Social Work)
- ▶ Assignments for Student Practice
- ▶ Writing in Education and Human Services
- ▶ Tutorial in Clear Writing
- ▶ Web Links to Writing Help

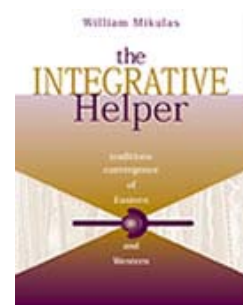
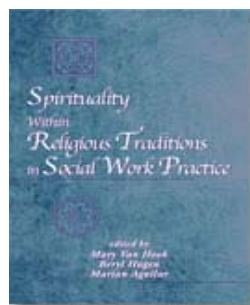
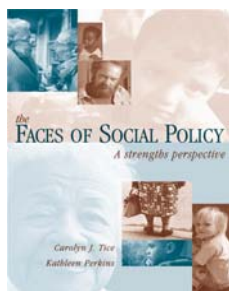
The modules help students to improve their writing skills outside the classroom, used by students independently, and help professors assist their students in writing effective professional documents.

To view the *Improving Writing Skills in the Human Services Professions: A Tutorial for Students*, go to www.ship.edu/~dlande/.

To submit a Great Ideas in Teaching example, please e-mail Caroline at caroline.concilla@wadsworth.com

Brooks/Cole News

★ Hot off the Presses and ready for review today!



- *The Faces of Social Policy: A Strengths Perspective* by Carolyn Tice and Kathleen Perkins
- *Childhood Sexual Abuse: Developmental Effects Across the Lifespan* by Felicia Ferrara
- *Spirituality Within Religious Traditions in Social Work Practice* by Mary Van Hook, Beryl Hugen & Marian Aguilar
- *The Integrative Helper: Convergence of Eastern and Western Traditions* by William Mikulas

★ To request **Review Copies**: http://www.thomsonlearning.com/samples/samp_order.asp

★ To see **what's new**, our 2002 Texts: http://www.newtexts.com/discipline.cfm?discipline_id=32 (our Early-in-stock 2003 texts will be featured starting March 1st, 2002)

★ Tips to **submitting manuscript proposals**: Go to our home page at (<http://socialwork.wadsworth.com>), select **Contacts/Information**, select **Author's Corner**

★ Instructor Support materials are not automatically sent to adopters. To receive available text support materials, contact your local Wadsworth sales representative. Go to our home page (<http://socialwork.wadsworth.com>), select **Contacts/Information**, select **Rep Locator**

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Select Contacts to find out who your Wadsworth rep is and to learn how to submit manuscripts (found in this section under Author's Corner)

To learn about our technology solutions such as InfoTrac College Edition and WebTutor™, select this

The screenshot shows the Wadsworth Social Work website interface. At the top, there is a navigation bar with 'Home', 'Contacts / Information', 'Technology Solutions', 'Disciplines', and 'Catalog'. Below this is a sidebar with a 'SOCIAL WORK' menu containing items like 'Discipline Home', 'Course Materials', 'Student Resources', 'Instructor Resources', 'Discipline Resources', 'Meet the Authors', 'New Titles', 'Mailing Lists', 'Product Search', and 'Thomson Learning'. The main content area is titled 'Social Work Home' and features a 'Spotlight on...' section with three featured items: 'Selected Title' (Brief Treatment in Clinical Social Work Practice by Maria D. Corwin), 'Technology' (Social Work and the Web by Vernon Lynch), and 'Value Packages' (Understanding Human Behavior and the Social Environment by Zastrow/Kist-Ashman). Each item includes a book cover image and a short description.

Winners of the CSWE Convention Contest!

"The winners of the CSWE Convention Contest sponsored by Brooks/Cole are: Paula Childers of the University of Minnesota - Twin Cities and Jeanne Match-Maroney of Iona College. Both winners will receive payment to cover the 2002 CSWE membership fees and the 2002 APM registration fees."