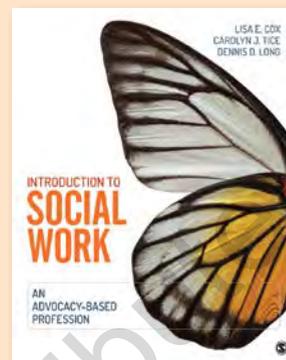


A Spotlight on ACTION

This exciting new text takes readers to the roots of the social work profession, framing its historical development, practice settings, and career paths through the lens of advocacy.



Chapter 3: GENERALIST SOCIAL WORK PRACTICE

Layla Intervenes at All Levels to Help Immigrant Children

Layla, a social worker in an elementary school, helps the children of immigrants develop their ability to read and write. She also assists all the schoolchildren's parents with referrals to health and dental clinics. Layla thinks the children she works with have great potential as long as some of their basic needs are met on a regular basis. For this to be accomplished, Layla realizes she needs not only to assess particular individual needs but also to consider issues that affect groups and entire communities. She begins to attend the school's Parent Teacher Association meetings with the hope of better understanding the ways parents support the academic activities of their children. Layla also gathers ideas from the parents on ways the broader community offers to support them and their children's educational experience.

Chapter-opening vignettes introduce the real-life practice situations social workers encounter

"This book takes a historical approach to understanding the social work profession and advocacy as a fundamental responsibility of every social worker. Every social worker should know what is in this book."

—Rhonda Wells-Wilbon, Morgan State University

SOCIAL WORK IN ACTION: ISSUES IN DOMESTIC VIOLENCE

Attention on Strengths

COLE is a social worker at a domestic violence center that services primarily residents from the suburbs of a Midwestern metropolitan area. George, a client, came to Cole about his inability to manage the anger he expressed toward his wife of 10 years and their two children, a girl of 8 and a boy of 5. Up to that point in time, George had not engaged in any physical violence toward his family, but he did punch a wall, destroy property, and threaten harm. George's wife had threatened to divorce George unless he curbed his angry outbursts.

Through conversations and role plays, Cole encouraged George to consider his life stressors. Over several sessions George came to realize that his anger stemmed from increased work pressures coupled with a decrease in salary and prestige. In fact, people younger than George were

being promoted over him. Cole facilitated a process whereby George began to reflect on his strengths. In a recent session, George concluded that his wife's support was one of his strengths for him, as was his ability to control his anger.

1. Why would assessing strengths be helpful in attempting to manage anger?
2. How does age play into the assessment of anger?
3. What strategies did Cole use to help George understand the impact of his life situation on his anger?
4. What do you suggest Cole do to help George control his anger?

CURRENT TRENDS

Social Change Through Boycotts

ONE way those without much individual power can effect change is to band together to refuse to buy a product, use a service, listen to a radio station, or watch a television program—in other words, to conduct a boycott. During the 1950s, civil rights leaders such as the Rev. T. J. Jemison and Dr. Martin Luther King organized bus boycotts and alternative car pools in the cause of abolishing rules forcing African American riders to the backs of buses. In 1977, a boycott began in the United States, and eventually expanded into Europe, protesting Nestlé's promotion of breast milk substitutes in less economically developed countries. A boycott of U.S. firms investing in South Africa, which included protests on American college campuses, contributed to the end of official apartheid in South

Africa in the 1990s. These are just a few of the historic examples of effective boycotts.

In today's electronic world, groups such as Ethical Consumer enlist people in social change. Ethical Consumer publishes lists of companies that it believes should be boycotted on the basis of political oppression, animal abuse, tax avoidance, environmental degradation, supply chain issues, abuse of human rights, and exploitation of workers. When organized and conducted successfully, boycotts such as these bring publicity to issues and serve as powerful forums for advocating change.

When was the last time you heard of boycotting a business or enterprise as a means of exerting power to create change? What kinds of boycotts have you participated in?

A Spotlight on ADVOCACY AND THE FUTURE

A model for advocacy practice and policy applies the components of advocacy to key areas of practice at client, community, national, and international levels

“There are several examples of very important connections being made across issues—for example, the emphasis on intersectionality and the multiple, overlapping experiences (and oppressions) that shape people’s life chances. This is something that many intro textbooks lack and I’m happy to see here.”

—John Q. Hodges, University of North Alabama

Spotlight on Advocacy boxes illuminate the transformative possibilities and contributions of social work

Careers in Social Work sections encourage self-reflection as readers consider a future in the field

YOUR CAREER IN MILITARY SOCIAL WORK

A great need exists to increase the capacity of community, behavioral health providers, programs, and organizations to counsel and serve vets. In addition, the needs of active duty members, reservists, National Guard members, veterans, and those connected to the global war on terror will increasingly exceed the capacity of the VA and Veterans Centers. The need for military social work is so great that civilian social workers will increasingly be required to help veterans and their families. So if you are looking for a career with lots of growth, military social work may be for you.



SPOTLIGHT ON ADVOCACY

Immigrant Children and Border Crossing

An estimated 52,000 children have been caught crossing the U.S. border from Mexico and countries in Central and South America. The reasons for the increase in unaccompanied minors tend to depend on the child’s country of origin, poverty, violence, and political unrest. Most of the children are boys between 15 and 17 years of age.

To address the situation, the Department of Health and Human Services operates about 100 permanent shelters located primarily on the U.S.–Mexico border. Additionally, President Obama has urged Congress to authorize \$3.7 billion in emergency aid to support border protection, deportations, and humanitarian efforts in Central America.

1. Given what you know about social work, what advocacy position do you think the profession will take in response to the current crisis?
2. Examine the Homeland Security Act of 2002 and the Trafficking Victims Protection Reauthorization Act of 2008. What is the defined role of Border Patrol regarding children?
3. Advocates contend that Border Control’s screening of children traumatizes them. What are your thoughts?
4. Explore the website of Kids in Need of Defense (www.supportkind.org/en/), an advocacy organization for unaccompanied immigrant children, and list at least three strategies the organization supports to address the crisis. Would you add any strategies to the list? If so, what are they?

A Spotlight on CRITICAL THINKING

Robust chapter pedagogy includes learning objectives, discussion questions, exercises, exhibits, and Time to Think questions to encourage reflective practice and a deeper understanding of the field

TIME TO THINK

Social workers are often thought of as people willing to do good for others, which often means that others expect them to be willing to do good 24/7/365. Professional social workers must learn to maintain boundaries for relationships with clients and use of personal time. Contemplate your use of time, especially in relationship to potentially labor-intensive activities such as advocacy. Are you able to effectively set boundaries between personal and work time? For example, do you currently text message or e-mail family and friends during class time or at work? During personal time, are you tethered to work, answering work-related text messages and e-mails at all hours? If you were passionate about a cause, as Nancy is about licensure for social workers, would you be texting and e-mailing people all the time? What are the possible consequences of these kinds of behaviors?

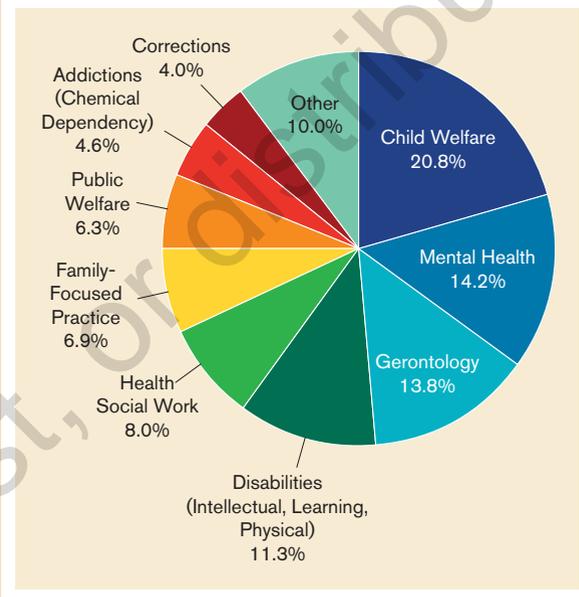
"I've never read such a thoughtful analysis of social welfare and social work history in an intro text!"

—Alice Gates, University of Portland

"Cox, Tice, and Long provide an innovative text that positions social justice and advocacy as central to generalist social work practice. Their text goes further to highlight the career opportunities that will allow students with a hunger to change the world to also understand the many prospects for feeding themselves."

—Bonnie Laing, California University of Pennsylvania

EXHIBIT 1.4 Overview of Social Work Employment



DISCUSSION QUESTIONS

1. What do social workers believe and do?
2. Why is self-understanding so important to becoming a social worker?
3. Imagine that you meet a man who felt neglected as a child because his parents divorced and his father was an abusive alcoholic. As this man ages, he has choices. At one end of the spectrum, he may continue the cycle of addiction, drink heavily, and also become abusive. At the other end, he may choose never, ever to drink alcohol and become the most responsible person in all his relationships, always trying to please others. If you grew up in a family where alcohol was never around or was drunk only in moderation, how would you relate to and help this man?
4. What characteristics do you possess that make you behave ethically? Think of a time when perhaps you or someone you know did not act in an ethical manner. What was the rationale for the unethical behavior? Looking back, was that a good rationale? Why or why not?
5. What are the differences in where a BSW social worker and MSW social worker might work and in how they might practice?

EXERCISES

1. What is important to you in a career? Interview a social worker, and then interview a sociologist, a psychologist, or another human service professional. Compare and contrast their roles and responsibilities. Ask about their level of education and how quickly they got a job working with people upon graduation.
2. How would you respond to people (clients) who are poor, ill, or addicted—and oppressed? Find out more about these population groups: Read articles or stories; watch a movie, Fox News, or C-SPAN; listen to NPR; or interview social workers who work with addicted, mentally ill, impoverished, and oppressed people. Then record your thoughts and feelings about working with people who are vulnerable and in need of services. For example, here are some of the questions you might explore in a few relevant movies:
 - a. *The Help*. What was your reaction to the oppression of lower-class African American women?
 - b. *Missing in Action*. What was your reaction to this transracial adoption?
 - c. *Maria Full of Grace*. What do you think about how drug/sex trafficking was portrayed?
3. What workplace features or career goals are most important to you? With which clients might you most like to work?
4. On the BLS website (www.bls.gov/home.htm), find the range of salaries for social workers in your local area or state. Compare salaries across practice settings, such as aging, child welfare, corrections, health, mental health, and school social work. Then compare the salaries for entry-level BSWs and advanced-practice MSWs.

A Spotlight on SUCCESS, FOR INSTRUCTORS AND STUDENTS



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- Chapter-specific discussion questions
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STUDENT EDGE—free!

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- Learning objectives
- Case studies with follow-up activities
- Mobile-friendly e-flashcards and quizzes
- Multimedia content
- Exclusive access to full-text SAGE journal articles



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