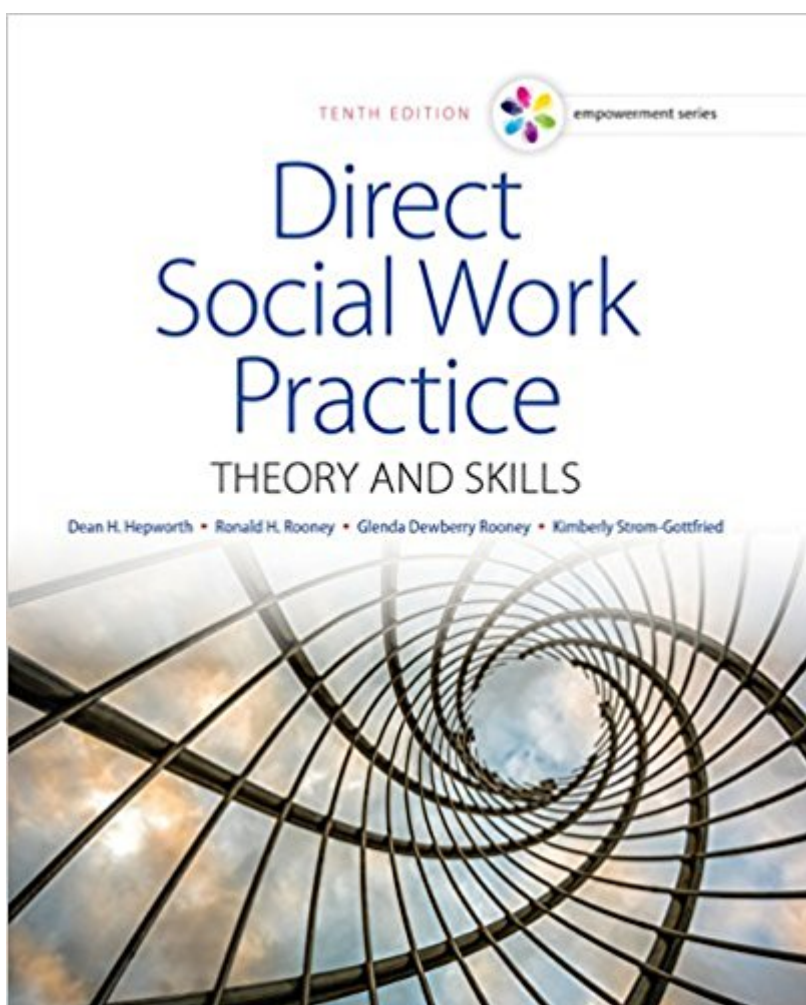


The book was found

Empowerment Series: Direct Social Work Practice: Theory And Skills (SW 383R Social Work Practice I)



Synopsis

Considered the classic source by means of the authors' proven learning experiences from the field, as well as its excellent balance of theory and application, **DIRECT SOCIAL WORK PRACTICE: THEORY AND SKILLS** prepares social work students for effective ethical practice. Authoritative, well organized, and written with an appropriate level of rigor, this thorough introduction to practice grounds students in theory while connecting them through vivid examples and vignettes to real-world applications with clients. Many case examples are drawn from social work practitioners as well as the authors' own practice situations. As part of the Brooks/Cole Empowerment Series, the tenth edition is completely up to date and thoroughly integrates the core competencies and recommended practice behaviors outlined in the 2015 Educational Policy and Accreditation Standards (EPAS) set by the Council on Social Work Education (CSWE).

Book Information

Series: SW 383R Social Work Practice I

Hardcover: 652 pages

Publisher: Brooks Cole; 10 edition (March 7, 2016)

Language: English

ISBN-10: 1305633806

ISBN-13: 978-1305633803

Product Dimensions: 8.1 x 1.2 x 10.2 inches

Shipping Weight: 3.3 pounds (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars 14 customer reviews

Best Sellers Rank: #1,960 in Books (See Top 100 in Books) #2 in [Books > Education & Teaching > Schools & Teaching > Instruction Methods > Arts & Humanities](#) #14 in [Books > Politics & Social Sciences > Social Sciences > Social Work](#) #57 in [Books > Textbooks > Education](#)

Customer Reviews

Get Ahead with Empowerment Series: Direct Social Work Practice: Theory and Skills [View larger](#) [View larger](#) [View larger](#) [Balancing Theory While Improving Your Communication Skills](#) Extremely practical and relevant, this text balances theory with an emphasis on improving and refining your assessment, helping, and communication skills. It begins by identifying the mission of social work, its values, and knowledge base. The authors then differentiate generalist from direct practice and explore roles of direct practitioners. Common elements among

diverse theorists are examined next, followed by key intervention strategies and information about various client population and practice settings. **Packed with Examples and Case Studies** The text is packed with examples and case studies, many of which are drawn from social work practitioners as well as the authors' own practice situations. Diversity content is integrated throughout, with cases exemplifying diversity in multiple forms. Specific guides to assessing problems -- such as potential for suicide -- and full examples of written assessments help you practice and improve your skills. Skill development exercises give you plenty of practice putting chapter concepts into action. **Helping You Put New Skills into Context** Video demonstrations, available through MindTap, offer detailed illustrations of important skills and practices described in the book. References to the videos throughout the text help you put each new skill into context. The video clips also allow you to model appropriate behavior without the pressures of facing a client.

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Highly respected social work educators, Dean H. Hepworth and Jo Ann Larsen originally defined how direct practice should be taught. Ronald Rooney is a Professor in the School of Social Work at the University of Minnesota. A practitioner in child welfare, community mental health, and school social work, Dr. Rooney is also the author of *STRATEGIES FOR WORK WITH INVOLUNTARY CLIENTS*. He was the 2004 winner of the Academic Leadership Award of the College of Human Ecology, University of Minnesota. Glenda Dewberry Rooney is a Professor Emeritus in the Department of Social Work at Augsburg College in Minneapolis, Minnesota. She taught undergraduate and graduate courses in direct practice, ethics, and research as well as courses in organizations and administration. Her practice experience includes child welfare, mental health, and work with families and children. In addition to her practice experience, she has been involved in community-based research and has worked with agencies concerned with children, youth, and families as a trainer and as a clinical, program, and management consultant. Active in retirement, Dr. Rooney continues to be an advocate for child welfare policies and practices that strengthen and support families. She served as a state-wide leader involved in developing community partnerships for the public education during the enrollment periods of the Affordable Care Act. Kim Strom-Gottfried is a Professor at the UNC-Chapel Hill School of Social Work, where she teaches in the areas of direct practice, communities and organizations, and human resource management. Dr. Strom-Gottfried's scholarly interests involve ethics, managed care, and social work education. She provides training and consultation and research related to private practice, ethics, and managed care.

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