CHAPTER 1

Introduction

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Our aim in editing this book was to address an evolving health care landscape with the Patient Protection and Affordable Care Act (ACA) of 2010 and all of its iterations and to explore the myriad ways that we can redefine or retool ourselves as social workers in an era of unprecedented technological growth, globalization, and change. Our profession is being propelled into uncharted territories that have the potential for transformative processes and outcomes—for instance, developing interdisciplinary partnerships that we may not have imagined as bedfellows, such as social workers collaborating with engineers. The book adheres to the conventional ecological (Bronfenbrenner, 1989) and systemic roots (von Bertalanffy, 1969) applied in social work practice plus the infusion of current scientific research and innovative practice models that encompass the multidimensionality of the human experience both in terms of understanding hardship and of fostering resilience through evidence-based practice (EBP) process and empirically supported treatments (EST). Social work practice knowledge and skills with diverse populations in the areas of health, mental wellness, recovery, addictions, schools, family, and community are necessary ingredients to meet the complexity of contextual demands along with fulfilling our professional responsibility to ethical, evidence-informed practices and the promotion of client- or system-level advocacy and social justice (the pillars of our profession, as delineated by the National Association of Social Workers, 2008). Thus a combination of tradition with innovation within a matrix of multiple realities (and complexities) is what we hope to render the reader, whether a beginning social worker or a seasoned one, and whether practicing in the United States or abroad. Through the crossing of technological boundaries, global access, and mobility, social workers need to not only be versed in what impacts and helps to empower local communities, but also take into account national and international influences (both strengths and crises) and apply this knowledge in realistic, resourceful, and culturally responsive ways in their immediate practice domains. Borrowing from the field of public health, we consider multiple determinants of health (e.g., social, cultural, economic, occupational, and environmental), the impact of those factors on health care outcomes (Institute of Medicine [IOM], 2002), and the reciprocal effects of health on those social determinants. This allows us to take a person-in-environment perspective (Germain, 1981; Perlman, 1957), which is seminal to social work practice. The book provides many examples of health inequities within racial and ethnic minority populations and how to intervene in addressing these disparities. As we know, racial and

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ethnic minority populations in the United States have disproportionately higher rates of preventable chronic illnesses and shorter life spans than whites (Thomas, Quinn, Butler, Fyer, & Garza, 2011). We are also incorporating integrative practices to represent not only integrated delivery systems (IOM, 2001), where we work in interdisciplinary teams that serve to treat the "whole" person (e.g., integration of mental health and health), but also a broader conceptualization of combining elements and systems in terms of a gestalt, or holistic approach, as in the biopsychosocial-spiritual orientation that we espouse in our profession (Woods & Hollis, 2000).

We have several main goals in this text. First, in the true social work tradition, we offer an ecological or systemic perspective to understanding and intervening with clients and/or systems within a contextual frame of reference (Guadalupe & Lum, 2014). We also adhere to assessment and intervention through the current lens of EBP and provide real-world case scenarios from a multilevel contextual and integrative approach to practice. Rubin and Bellamy (2012) remind us that EBP is a cyclical process involving several steps as we approach client care:

> (1) Question formulation, (2) Searching for the best evidence to answer the question, (3) Critically appraising the evidence, (4) Selecting an intervention based on critical appraisal of the evidence and integrating that appraisal with practitioner expertise and awareness of the client's preferences and clinical state and circumstances, and (5) monitoring client progress. Depending on the outcome observed in the fifth step, the cycle may need to go back to an earlier step to seek an intervention that might work better for the particular client, perhaps one that has less evidence to support it but which might nevertheless prove to be more effective for the particular client in light of the client's needs, strengths, values and circumstances. (p. 14)

Additionally, we consider EBP from the perspective of our colleagues Soydan and Palinkas (2014), as professional competence in an "imperfect world in which real life conditions change in terms of time and space and our methods of

capturing reality of that social and behavioral world have shortcomings. EBP prescribes use of the best available evidence, recognizing that this evidence is not the ultimate truth but only a temporary estimate of causal relations in real-life situations" (p. 1).

We also adhere to a meta-framework theoretical approach from Breunlin, Schwartz, and Kunne-Karrer (1992), who proposed a systemic therapy orientation based on interactional patterns, a blueprint for an explanatory theory based on a distillation of multiple theories. Thus, the book is an amalgamation of practice issues along with varied theoretical and evidence-based approaches within contextual frameworks that account for complex systems and practice orientations. (Due to space limitations here, please see Sanger and Giddings (2012) for a more complete explanation of complexity theory as applied to social work practice.)

Our second goal with the book to is to further support collegial and interdisciplinary connections and transactions. The Council on Social Work Education (CSWE, 2008) has set guidelines for educational programs based on competencies, the Educational Policy and Accreditation Standards (EPAS). The EPAS are currently undergoing revisions and adaptations, which have not been released at the time of this writing. It is our hope that this book will contribute to the discussion of cultivating a new generation of social workers who are prepared to translate and implement social work research into practice and policy and who can communicate theory-driven evidence-based interventions in the language of the re-engineering of our profession as the present and future demands and needs of humankind continue to evolve and our methods of providing social work interventions are being revolutionized through innovations and unprecedented cross-collaborative efforts in order to meet the profession's Grand Challenges as proposed by the American Academy of Social Work and Social Welfare (see Chapter 25).

Last, the term *transformative* in the title of the book not only alludes to change but also borrows from Witkin's (2014) approach to social work education and his argument that transformation

"enables and requires learners (including teachers) to maintain an ongoing critical stance towards their own and others' ideologies, theories, beliefs, assumptions, and practices" (p. 569). Thus, it is a method of learning that then informs how social workers practice. In our interpretation of Witkin's work, based on Mezirow's (2003, p. 58) "critical-dialectical discourse" that allows for "democratic citizenship," therefore, a questioning of dominant social discourses must occur in order to examine oppression and privilege, as a philosophical and applied approach to "transform" realities given the complex world that we live in, utilizing "imagination, creativity and innovation" (Witkin, 2014, p. 594). While even if we seemingly contradict ourselves in taking a positivistic stance where we apply an EBP process to intervention, we believe, like others in the field, that it is possible to examine existing empirical knowledge and be able to imagine future possibilities and alternatives to practice and to incorporate both into the practice decision-making process with the clients that we serve without furthering oppressive practices. Thyer and Pignotti (2011) eloquently noted, as others have as well, that "EBP asks the practitioner to locate the best *available* evidence, to evaluate its findings and potential applicability" (p. 330) along with considering the practitioner's clinical expertise and the client's values as well as preferences—which is different from merely applying empirically supported treatments. While Zayas, Drake, and Jonson-Reid (2011) inform us that the roots of EBP, as defined by Sackett and colleagues (1996), are founded on evidence along with the use of clinical judgement and consideration of client values, we need to be careful to not become too narrow in our focus, only emphasizing the evidentiary aspect and not the other two components of practice. Brekke (2014) summarizes that professional social work today is "an integrative science that allows for the blending of values and scientific rigor that are crucial to maintaining the identity of social work and for increasing its relevance and capacity for solving critical problems in living" (p. 522). Thus, at the risk of oversimplification, it is not an "either/or" proposition (i.e., science or social work values)

nor is it micro (clinical practice) versus macro, but instead it is about embracing an integrative perspective, with all of its complexity, without having to make binary choices between opposites, as Robins (2015) and others suggest.

OVERVIEW OF CONTENTS

This transformative social work practice text consists of 36 chapters organized into three sections (with the caveat that the sections are, in a sense, arbitrary and artificial because there are no true divisions in real life or in social work practice, except for the demarcations that we create for the convenience of organizing our world and ultimately our curricula). Additionally, we were inspired by the efforts of our School of Social Work at the University of Southern California in re-envisioning our curricula with the hopes of developing a generation of social workers who would be better equipped and versatile in their helping roles to meet the needs of their respective agencies, organizations, and communities regardless of which emphasis they choose to study in professional social work education. Thus, we are taking the perspective of the *advanced generalist* as proposed by Dran (2014), as a professional social worker who "works patiently in multiple dimensions at once, alert to new patterns that emerge. In a complex situation that may overwhelm the generalist, the advanced generalist creatively responds by discovering new interventions to apply in new ways" (p. 569).

The first two sections of the book are separated by population; that is, issues and interventions as applied to adults and aging are covered in Part I, followed by a Part II on children, youth, and families. Part III covers diverse communities and provides a global survey of social work practices outside the United States. Keep in mind that most of the chapters throughout the book contain diversity considerations, and the case vignettes that are housed in most chapters represent a variety of ethnic groups, diverse individuals and communities reflecting true social work practice and the intersectionality of various forms of difference

(i.e., age, gender identity, sexual identity (orientation), ethnicity, culture, disability, socioeconomic status, etc.). The intent here is to develop practitioner *sensitivity* to difference, which we are borrowing and adapting from Stafford and associates (1997), as an awareness of differences and their effects on client values, worldviews, and behaviors. We are expanding the definition of diversity according to Ortiz and Jani's (2010) proposition that it must be understood and approached

> within a broader social context, one that recognizes social location as a function of institutional arrangements, considers the intersection of multiple subordinating identities and acknowledges that theories based on broad generalizations do not adequately address the rapidly changing nature of diversity in the United States. (p. 176)

Most of the chapters in the book are structured in a similar fashion, except for global social work chapters, which are written within the realm of the authors' own cultural perspectives and realities—as it would be unfitting for us to impose our own worldviews of how social work should look in other parts of the world outside of the American perspective. Thus we allowed the authors greater room to deviate from the formal outline that we provided authors to help organize their chapters, in order to learn from each nation's approach to how they conceptualize, formulate, and practice social work.

The majority of the chapters in the book commence with learning objectives and a case vignette that serves to illustrate the issues that are salient in that chapter. The case scenarios provide the reader an opportunity to think about how the material is applied and make the necessary connections between the content and real-world practice as recognized by adult learning theorists (Knowles, Holton, & Swanson, 2005). After an introduction, the chapters then provide a micro perspective with key theoretical principles and constructs important to social work assessment and intervention. Once again, particular attention is paid to unique considerations of client diversity or multiple forms of difference. Authors summarize basic treatment approaches and, where appropriate, empirically

supported interventions are utilized. Many of the chapters highlight potential transference and countertransference reactions that provide a space for clinician self-reflection and considerations regarding the therapeutic encounter. Legal and ethical concerns are also addressed as part of a comprehensive approach to social work practice. In addition, each chapter enables the reader to gain an appreciation of the interaction between micro (individual or family level), mezzo (group, community, or organizational level), and macro (society, government, or policy level) perspectives, thereby providing an integrative and ecosystemic approach while engaging in a critical analysis of each section. In fact, the chapters are organized around the micro, mezzo, and macro levels of practice. Furthermore, most chapters contain a list of Internet resources and conclude with discussion questions for the reader to contemplate as part of critical analysis and to promulgate further professional dialogue.

Part I starts off the book with 11 chapters and delves into areas of practice concerning adults and aging populations with health and/or mental health–related conditions. For instance, Chapter 2 explores health-related issues of palliative and hospice care within the context of social work practice; here, the intervention of advanced care planning is examined. A biopsychosocial-spiritual assessment is conducted on a Vietnamese immigrant woman, and the treatment planning incorporates her beliefs about illness, pain, and suffering that impacts end-of-life care decision making.

Chapter 3 explores the practice of social work with diverse groups of people affected by HIV/AIDS and their caregivers. In this chapter, the EBP of psychoeducation and the intervention of group therapy in coping with HIV/AIDS is discussed as well as the historical stigma and disenfranchisement associated with this condition and the role of the social worker in supporting and advocating for these clients. Chapter 4 delves into serving adult clients with chronic illnesses, utilizing a case study of a Latina client who is suffering from diabetes and associated complications, and explains how the social worker can best assess and intervene.

Chapter 5 presents the dynamics of social work practice with those suffering from a Major Depressive Disorder and how the use of psychopharmacology along with psychoeducation can work in tandem. Here social workers are key players as part of interdisciplinary teams to support medically driven interventions. Chapter 6 provides a discussion of the implementation of mindfulness-based practices in individuals suffering from mental illness. A case example is provided that demonstrates how to utilize this approach with an individual who has been diagnosed with Borderline Personality Disorder and is exhibiting symptoms of depression. Advances in the interventions of Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT) are highlighted.

Substance abuse and other addictions are important topics addressed by this social work practice book. For example, Chapter 7 provides an overview of substance abuse, namely the abuse of drugs and alcohol in adults and emphasizes the use of motivational interviewing, harm reduction, and cognitive behavioral approaches in helping clients within a health care community setting. Chapter 8 gives the reader insight into hypersexual behaviors through a case scenario of a heterosexual couple and the challenges encountered in an intimate relationship when a partner engages in excessive viewing of pornography. The chapter examines the tools to assess and to treat clients who are struggling with sex addiction. Chapter 9 addresses problem gambling behaviors as a new DSM-5 diagnosis (American Psychiatric Association [APA], 2013). The chapter addresses the continuum of associated gambling behaviors, the actual disorder as defined by the DSM-5, and the application of behavioral interventions.

Chapter 10 delves into technologically innovative web-based social work services. In this chapter, USC Telehealth, a social work–driven virtual counseling center, is illustrated as part of the case study. The authors describe the building of the therapeutic alliance through a virtual platform with a client afflicted with an Adjustment Disorder. The chapter provides the reader with an understanding of the intersectionality of client identities (e.g., gender and sexual identity, ethnicity, race, and prior military service) and the social worker being able to build rapport with the client through the Internet.

Chapter 11 presents equine assisted counseling as a method of complementing an empirically supported intervention such as prolonged exposure therapy and/or as an alternative treatment for trauma. A case study of a Latino military veteran suffering from Posttraumatic Stress Disorder is utilized and a proposed treatment protocol when working with the horse and the client is provided. The value of an animal-assisted therapy is discussed when helping traumatized populations.

Social work in skilled nursing facilities is described in Chapter 12, where a client vignette demonstrates how a social worker can intervene in cases where both mental health and health related conditions co-occur, while understanding the laws and regulations that govern nursing home settings and the role of the social worker. This is the final chapter in the adult and healthy aging section of the book.

Part II of the book focuses on children, youth, and families and commences with Chapter 13, which addresses the role of social workers in school settings. Solution-focused brief therapy (SFBT) interventions in schools are described along with emerging trends in school social work practice. For instance, a Response to Intervention (RTI) framework is used that requires school personnel including social workers to continuously monitor and evaluate treatment goals and interventions in order to improve student outcomes, and school climate needs to be considered as well as the use of culturally responsive assessments and interventions.

Child maltreatment and child welfare are topics covered in Chapter 14. This chapter delineates the importance of building a trauma-focused child welfare system and the use of Parent Child Interaction Therapy (PCIT) as well as Trauma-Focused Cognitive Behavioral Therapy (TF–CBT) . This is one of a series of chapters involving traumatized children and youth. The organizational or systems-level aspects, including constraints within the child welfare system, are examined and social workers

having an awareness of the risk factors associated with racial disproportionality are all brought to bear in this comprehensive chapter.

Developmental disabilities and associated interventions are presented in Chapters 15 and 18; the former includes a lifespan perspective and the latter is specific to Autism Spectrum Disorder (ASD). The long-term care needs of individuals with disabilities are described in Chapter 15 along with the need for community inclusion, least restrictive environment, family-centered care, and person-centered planning. Applied Behavior Analysis (ABA) is a behaviorally based therapy explained in Chapter 18 on ASD, and the authors discuss the various approaches and systems that need to be in place when assessing and intervening with this population. The use of assistive technologies and the coordination between agencies and services demonstrates that this is not a one-size-fits-all approach, but rather must be tailored to the individual and family needs of the client.

Chapter 16 is on youth coping and resilience after exposure to disaster. Psychological First Aid (PFA) is implemented with a young African American male and his mother as survivors of Hurricane Katrina. Interorganizational networks and the promotion of community resilience and recovery efforts are discussed in relation to how social workers intervene in helping children and families overcome stress and trauma in the aftermath of disasters. Chapter 22, on crisis intervention for the treatment of adolescent victims of sexual assault, also utilizes PFA and describes the challenges for sexual minority youth victims in dispelling shame and self-blame. Intervening with protective agencies and law enforcement to reduce retraumatization for young survivors of sexual assault is another important aspect of social worker involvement.

Chapter 17 offers a view of pediatric oncology and the role of the social worker in health settings and in assisting children and their families cope. Pediatric oncology survivors face unique challenges in their transitional care from childhood to adulthood, and social workers play a significant role in supporting the client through a smooth transition process to ensure continued health care.

Chapter 19 covers intimate partner violence, utilizing a trauma-informed care (TIC) framework to help the survivor and a nonviolent parenting approach to parenting young children who witness intimate partner violence. The chapter enables the reader to understand the impact of adverse childhood experiences and the contribution of those experiences to adult relationships. Chapter 21 also looks at trauma from an adolescent victim of bullying perspective. The author utilizes TF–CBT approach for children and youth to help overcome the negative effects of traumatic life events, including bullying and cyberbullying. A school-based intervention, the Cognitive Behavioral Intervention for Trauma in Schools (CBITS), is illustrated along with case of a young Latina female. Current antibullying legislation is discussed in the policy or macro component of the chapter as well as implications for social workers.

Chapter 20 delves into social work with gang-involved youth. This chapter is the first of two that explores the use of Multisystemic Therapy (MST). Street socializing youth and the violence-related trauma that they experience is addressed in this chapter along with an understanding of the ecological risk factors that are at play for youth becoming gang affiliated. The MST intervention encompasses the family, peer, school, and community or a multiple systemic method of intervening with these at-risk youths. A novel Community Based Gang Intervention Model that provides integrative services that also addresses institutional barriers is introduced. While Chapter 23 also demonstrates the use of MST, this chapter deals with adolescents in juvenile detention and the overrepresentation of minority youth in the U.S. juvenile justice system. The author makes the argument that our nation is overcriminalizing youth and explains the importance of youth receiving appropriate evidence-based interventions that are also gender specific for improved rehabilitation services. The Fair Sentencing for Youth Senate Bill is also mentioned as a way of providing the opportunity to petition for resentencing to those who are serving time in prison without the option of parole.

Finally, the first section of Part III concentrates on diverse communities within the U.S. and the

second section encompasses global social work outside of the U.S. Chapter 24 begins with an overview of 21st-century health needs and the anticipated social work skills required in the present and future field of social work practice integrated with public health. The authors introduce the commonalities between public health and social work and how social justice is the driving force for both professions, particularly to enhance the lives and well-being of marginalized populations; both disciplines utilize similar tools to effect change and reduce health disparities.

Chapter 25 looks into collaborative partnerships with the field of engineering and the infusion of technology in social work practice with vulnerable communities. The use of electronic mobile devices/applications (apps) to assist children and families with school transitions is offered as an innovative program initiated by researchers at the University of Southern California, School of Social Work in conjunction with the University's School of Engineering and partnered with school districts in the San Diego region of Southern California.

As previously mentioned, diversity is covered throughout the book; however, there are designated chapters that highlight specific groups that have been historically underrepresented. For instance, Chapters 26 and 27 involve social work practice and mental health promotion among African Americans and social work assessment and interventions with sexual minorities, respectively. Cultural adaptations for mental health interventions in working with an older African American is recommended in Chapter 26, which takes into consideration historical and cultural elements as well as religious preferences, utilizing strengths and resources to move beyond mental illness and emphasize health and well-being. Collaborations between treating mental health professionals and trusted community resources are noted as significant components of successful treatment outcomes. Experiences related to race and engagement with mental health services for African Americans in this country are brought to the forefront.

Chapter 27 provides a historical account of sexual minorities (lesbian, gay, bisexual, and transgender [LGBT]) and civil rights in this country as the background to understanding how to assess and intervene in culturally appropriate ways given the stress these individuals face of not always fitting into dominant societal expectations. The authors discuss how to conduct a biopsychosocial assessment that is inclusive with regard to sexual identity (orientation) and gender identity, and a case vignette of a young Latino Native American male having suicide ideation is introduced. In this case, the client identifies as bisexual and assigned gender at birth was female, but the internal gender is male. The importance of identity, labels, and the correct use of language (i.e., terminology) in the therapeutic environment are emphasized as tools of engagement.

Chapter 28 delves into understanding the impact of intergenerational trauma in indigenous peoples from North America, and Chapter 36 probes into Australia's indigenous population. In Chapter 28, the author provides a Cheyenne woman's perspective and a historical trauma explanatory framework for understanding the high prevalence of substance abuse, violence, and suicide in Native American communities. The use of TIC is once again explored, as well as an empowerment perspective that incorporates cultural adaptations to intervention that involve native and traditional practices. Social workers are tasked to advocate for social justice and confront contemporary racism and injustice at all levels of practice.

A chapter dedicated to military populations is included in the book as Chapter 29, and it explores combating suicide in military clients utilizing crisis intervention and Brief Cognitive Behavioral Therapy (BCBT). Particular attention is paid to risk and protective factors in suicide and the rising trends in this population. Department of Defense programs to address this crisis are also part of the discussion, as well as ethical dilemmas faced by social workers in military settings.

Global or international social work is a major theme in this book. According to Gabel and Healy (2012), "globalization is evident in numerous spheres of life, including economic, demographic, environmental, cultural and social welfare…. That one in five households in the United States is an

international family makes global learning essential for every social worker" (p. 627). Thus, the book offers six chapters delineating social work practices in countries outside of the U.S. that can inform both international and local approaches to social problems. Gambel (2012) eloquently stated, "globalization, the increasingly rapid exchange of ideas, finances, resources and people with all corners of the globe, requires us to think globally even when working locally" (p. 681).

Thus, Chapter 30 opens this section by defining the roles of Community-Based Organizations (CBOs) and Nongovernmental Organizations (NGOs) in social work with volunteer and employment opportunities abroad. This chapter sets the stage for the remaining global chapters.

Chapter 31 focuses on human trafficking and modern-day slavery and explores the Philippines as a case study for this global epidemic. Intensive case management derived from Assertive Community Treatment (ACT) is employed, and an example of a community agency is provided: the People's Recovery, Empowerment, and Development Assistance Foundation and their application of primal therapy to help the young victims of sexual exploitation as a culturally responsive approach. Additionally, the Anti-Trafficking in Persons Act is an example of grassroots and community efforts turned legislation to end trafficking in the Philippines.

Chapter 32 provides a model of psychosocial support for youth affected by armed conflict in northern Uganda. Abducted youth held in captivity by rebel forces either escape their captors or are rescued to then have to resettle in their communities and make significant adjustments to their lives as a result of captivity and the effects of civil war. The author delineates the suffering and the struggles experienced by these young people and the intersections between the social, political, cultural, and economic structures to support these survivors that enhance or constrain their reintegration opportunities. The author provides a social work model that was created to respond to the resettlement challenges at every level of practice, which includes the use of Narrative Exposure Therapy (NET) to help youth cope with the trauma

of captivity and the transition into their respective communities; a community regeneration plan with reception centers and volunteers to support the youth; and the governmental response of a Peace Recovery and Development Plan.

Chapter 33 provides an adapted PFA model and the use of a Psychological First Aid Center by social work first responders as part of an interdisciplinary team working with traumatized youth and communities in Israel. The authors delineate neurobiological principles and psychosocial aspects of functioning that inform the intervention in helping individuals cope with disaster or trauma resulting from terrorist attacks. The authors also provide a protocol for helping the helper, in order to prevent traumatization in first responders.

Chapter 34 provides an example of a positive Chinese youth development program as well as the current status of the social work profession in China, including social and national resources as well as limitations. The authors describe a school-based youth development program, the Positive Adolescent Training Through Holistic Social Programmes (PATHS), as a strengths-based and prevention approach to address rising rates of juvenile delinquency and idleness in China. The country's burgeoning need for trained and educated social workers is articulated and emphasized.

Chapter 35 provides a cultural view of drug abuse and intervention in the Middle East, with an outline of Iran's drug policies given the country's proximity to Afghanistan as the leading opium producers in the world and the challenges afforded with border drug smuggling. Iranian interventions include harm reduction programs as well as the required presence of social work professionals in substance abuse drug treatment facilities.

Part III concludes with Chapter 36, on social work with Australia's indigenous population. The chapter opens with a case vignette of a young Aboriginal couple expecting a child with unexpected consequences and complications in terms of labor/delivery and health care. A cultural care plan is devised by a social worker that includes strengths- and rights-based practices for effectively helping the couple and the health care staff

transact in a hospital setting that does not fit with the couple's cultural worldviews.

CONCLUSION

Our intent is that this book will be useful to a variety of readers, including social work educators, students, and practitioners. The book will be of service to those providing social work care or aspiring to be practitioners and policy makers or advocates in an era of constant change and new frontiers, and the readings will spur professional conversations about our identity as social workers in an evolving and expanding world climate and inform us how to promote health, peace, and well-being in our backyards as well as in communities around the globe. It is our hope that the book will provide the necessary backdrop to engage in evidence-based practice as a process and to lay the foundation for responsive services that uphold our values of social justice as a driving force. Through case scenarios and applications, the practitioner will gain added appreciation of the interrelationships between micro, mezzo, and macro social work practice and solidify the profession's call to ethical and multi-level competencies. The ability to traverse various domains and levels of practice simultaneously is what makes the social work profession unique among the helping professions, and it is how we can make a sustained impact in society and the world around us.

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PART I

Social Work Practice
Interventions With Adults and Healthy Aging