

NOTES

1. Social Work Practice and Its Historical Traditions

1. American historian Richard Hofstadter (1948) formulated the term “social Darwinism” to describe the nineteenth- and twentieth-century philosophy of “survival of the fittest” developed by Herbert Spencer (1851). The theories of evolution were applied to nations competing for survival in a competitive and hostile world.

2. I am indebted to Professor Nancy Humphreys for this insight.

3. The settlement leaders were the first to understand the importance of community geography. Their maps and surveys incorporated data on the geographic features of the community. Only recently is geography being included in social planning through the advent of geographic information systems.

4. Jane Addams was also a founding leader of the American Recreation Association, the Women’s International for Peace and Freedom, and the League of Women Voters.

5. Carlton-LaNey (1999) suggests that the mutual aid tradition was perfected during the enslavement of African Americans.

6. Mexico sold the Southwest Territory to the United States for \$15 million.

7. The country’s long-standing racism was ever so evident when, after Japan attacked Pearl Harbor in World War II, many Japanese citizens were sent to internment camps at the very same time that whites marched in support of Germany in the Yorkville neighborhood of New York.

8. Flexner was a physician who had recently completed an assessment of the professional status of the medical profession, which he judged to be high. NCCC leaders most likely expected Flexner to pronounce that social work was also a profession.

9. Reynolds struggled to combine Marx and Freud’s theories. She argued that she was a Marxist-psychoanalyst.

10. “The punishment, stigmatization, and regulation of the lives of single women are especially true in the case of adolescent women who get pregnant and choose to parent children, especially those who are of color. These policies constitute a form of

not-so-latent racism. Since it is no longer acceptable in polite society to be openly racist and critical, it is nevertheless quite possible to discriminate and stigmatize those on welfare, which everyone (mistakenly) ‘knows are mostly black’” (personal communication from Professor Nancy Humphreys, 2006).

11. My friend and colleague, Professor Lawrence Shulman, has had similar experiences in his classrooms, workshops, seminars, and consultations.

2. The Ecological Perspective

1. We thank Professor Susan Kemp for her suggestion of a nonevent or a thwarted event as a life stressor.

2. The ecological view of resilience does not accept the Horatio Alger myth: the mistaken and propagandistic view that anyone can succeed in our society if he or she simply works hard.

3. The Life Model of Social Work Practice: An Overview

1. For the NASW’s *Code of Ethics* (1999), see <http://www.socialworkers.org/pubs/code/code.asp>; and for the Canadian Association of Social Workers’ *Code of Ethics and Guidelines for Ethical Practice* (2005), see <http://www.casw-acts.ca>. Also see the International Federation of Social Workers’ *Ethics in Social Work Statement of Principles*, <http://www.ifsw.org/en/p38000252.html>, and its *Universal Declaration of Human Rights*, <http://www.unchr.ch.udhr/lang/eng.htm>. The Association for the Advancement of Social work with Groups (2006) Standards for the Practice of Social Work with Groups is available in English and Spanish at <http://www.aaswg.org/Standards/standards.htm>.

2. The author expresses appreciation to Professor Lawrence Shulman for this practice illustration.

3. The author expresses appreciation to Professor Lawrence Shulman for this practice illustration.

4. This discussion is drawn from Gitterman (2003b).

4. Assessment, Practice Monitoring, and Practice Evaluation

1. I wish to acknowledge the contributions of Professor William Schwartz to the formulation of these ideas.

2. I wish to acknowledge the contributions of Professor William Schwartz in the early development of these instruments.

3. Feminists have extended the constructivist tradition by embracing ideologically oriented application—*critical theory and research*. The approach focuses research on oppression by the powerful over those without power. The desired outcomes of the research are social criticism and social justice. The critical researchers reject the notion of a disinterested science, emphasizing rather the connection between people and subjective meanings of social contexts (Brown & Stega, 2005; Morris, 2006).

4. I wish to express my appreciation to Professor Martha Dore for sharing her ideas and materials related to goal attainment scaling.

5. Preparation: Settings, Modalities, Methods, and Skills

1. Discussion about forming a group is adapted from the author’s prior publications (Gitterman, 1982, 2005).

6. Beginnings: Settings, Modalities, Methods, and Skills

1. For an excellent discussion of motivational interviewing, the process of change, and the helping process, see Hanson and El-Bassel (2004).

2. Rarely do human beings progress through linear, sequential stages. We prefer the concepts of phases, which suggest overlap and multidirectionality. People move in spiral form, back and forth, between the phases of change rather than in a linear progression.

7. Helping Individuals, Families, and Groups with Stressful Life Transitions and Traumatic Events

1. This practice illustration and discussion are presented in and adapted from Gitterman (2004).

10. Helping with Dysfunctional Group Processes

1. Recent advances in measurement have made it possible to assess engagement in groups. Macgowan developed the Group Engagement Measure (GEM) (Macgowan, 2003; Macgowan & Newman, 2005).

2. The discussion and illustration is drawn from Gitterman (1989b).

3. The discussion and illustration is drawn from Gitterman (1991).

4. The discussion and illustration is drawn from Gitterman (1991).

11. Reducing Interpersonal Stress Between Worker and Client

1. This discussion draws from Gitterman (1983, 1989a).

2. This illness affects the white blood cell count of an individual, and requires several blood transfusions as well as numerous rounds of chemotherapy.

13. Influencing Community and Neighborhood Life

1. Although started informally on a community level, many self-help groups have developed into large, formalized, powerful, national advocacy or research organizations. The question for groups that develop into formal organizations is how to simultaneously meet the needs of new members for support and mutual aid and of long-term members for services such as fundraising, research, and advocacy. Some organizations try to continue informal mutual aid at the local level.

2. Developmental disabilities, as defined by the Developmental Disabilities Assistance and Bill of Rights Act of 1990 (P.L. 101-496), are severe, chronic conditions that are attributable to mental or physical impairments or a combination of both, are manifested before age twenty-two, are likely to continue indefinitely, result in substantial limitations in three or more major activity areas (self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency), and require a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services that are of extended or lifelong duration and are individually planned and coordinated (Freedman, 1995).

14. Influencing the Practitioner's Organization

1. We continue to be grateful to the late Dean Emeritus George Brager and Dean Emeritus Stephan Holloway for referring us to the literature and generously sharing their ideas while we wrote the first edition of this work (Germain & Gitterman, 1980).

2. This illustration and discussion is drawn from Gitterman and Miller (1989).

15. Influencing Legislation, Regulations, and Electoral Politics

1. In describing the legislative process and the relationship between the legislative and executive branches, a typical legislative process is being described. Please note that states vary in their legislative processes; therefore, the social worker must re-search the particular state's processes.

2. Professor Nancy Humphreys familiarized the author with an old saying: "There are two things you do not want to see made—sausage and legislation."

3. This section draws in part on Albert (1983).