NOTES

Chapter 4. Inscribing Knowledge

1. Attempts to use the Toulmin model as a software-based cognitive aid in decision making (Cheikes, Lehner, Taylor, & Adelman, 2004) and a rubric for practical and pedagogical purposes (Fulkerson, 1996) have met with mixed success. Adelman, Lehner, Cheikes, and Taylor (2007) suggest that more empirical evidence is needed to support use of the model.

2. Adoption and Foster Care Analysis and Reporting System (AFCARS), 2006. http://www.ndacan.cornell.edu/ndacan/Datasets/Abstracts/DatasetAbstract_AFCARS_General.html

3. Tumposky (2004) draws our attention here to the power of language to clarify and obscure, noting how persistently this dialogue has been framed as a "debate" or a "war." Kuhn later conceded that his definition of a paradigm, which rapidly gained currency in the culture, had been confusing in the first edition of this volume. In the second edition (1970) he notes: "My original text leaves no more obscure and important question" (p. 181). The postscript focused on two definitions, the more fitting one here being "the entire constellation of beliefs, values, techniques, and so on shared by the members of a community" (p. 175).

4. See Denzin and Lincoln (2000) for a thorough treatment of these and other innovative qualitative methodologies.

5. Anthropologist Clifford Geertz (1973) introduced the term "thick description" to refer to the dependence of meaning in human actions and interactions on the richness of context. See Ponterotto, 2006.

6. Following on Geertz's notion of "thick description," Denzin (1989, p. 83) introduced the term "thick interpretation" to mean that the analysis of qualitative data must extend beyond mere description.

7. Proctor (2005) offers a thoughtful, compelling agenda for social work research in five questions: (1) What are the practices in social work practice? (2) How does social work practice vary? (3) What is the value of social work practice? (4) What practices should social workers use? (5) How can social work practice be improved? The specifics of Proctor's agenda are beyond the scope of this chapter, but writing on the substance of these questions will certainly help to clarify and advance the field.

Chapter 6. Writing For and About Clinical Practice

1. NASW Ethical Standard 1.05. See http://www.socialworkers.org/pubs/code/code.asp
2. NASW Ethical Standard 1.12. See http://www.socialworkers.org/pubs/code/code.asp

Chapter 11. Writing in Family and Child Welfare

1. For a full discussion of case exploration, psychosocial assessment, and service planning, see C. H. Meyer, *Assessment in social work practice* (New York: Columbia University Press, 1993), Chapter 2.