BOOKS AND JOURNALS

This study describes an investigation of police service usage among battered women. The study population consisted of 300 women who sought refuge at Spouse Abuse, Inc., an Orlando, Florida shelter for battered wives. Data were collected from shelter files and 123 variables were examined. Study findings indicated that women who sought police help did so only after years of worsening abuse. Data also suggested that victims’ arrest records, educational levels, and emotional states had a statistically significant impact on whether or not battered wives contacted the police. The need for a social work/police collaboration aimed at preventing and/or treating spousal violence is discussed. Specific macro-focused strategies, to be jointly undertaken by social workers and police, are suggested.

This article discusses the increasing importance of interdisciplinary collaboration and describes three constructs that reflect aspects of collaboration. The interaction between collaborators and the competence of collaborators were also examined. Differences between the two professions were greatest on the interactional factors, with social workers valuing them more than physicians. Communication appeared to be the only intrinsic or universal aspect of collaboration equally important to both types of cases.

Approaches discussed are designed to help social workers learn intervention methods for substance abuse. Case studies/vignettes are used to help social work students learn to help clients with their problems.


This collaborative approach to treating sexually abusive families views such families as analogous to “character-disordered” individuals. The primary implication of this analogy is that effective treatment with these families,
unlike traditional voluntary treatment approaches, requires authoritative control and careful coordination of all professional activity. The treatment model is based on the experiences of an urban interagency child abuse team. The team consisted of representatives from a variety of agencies including welfare, police, medical and nursing services, schools, and local mental health facilities. Between 1970 and 1977, the team coordinated services for 130 families in which sexual abuse had occurred. Sexual abuse is defined as any sexual mistreatment of a minor child by a parent or guardian, including all forms of sexual behavior, from fondling to intercourse.


A multimedia campaign helped to increase, by 62%, the monthly average number of people who called a telephone service for information on aiding abused and neglected children. This campaign developed out of the need to promote public understanding of the link between addictions and child maltreatment. The campaign was supported by market research and professional experience; this research and experience indicated that the campaign should: a) focus on easy action citizens can take, b) avoid inducing fear or blame, and c) target third party helpers and younger families-at-risk. Campaign exposure was promoted through the support of corporate partners. A random household survey found that 61% of the general population had seen or heard the campaign slogan. The average monthly calls to the child maltreatment information service regarding alcohol and other drug abuse tripled and the requests regarding at-risk children almost doubled. An auxiliary project provided interprofessional education to increase the probability that people seeking help would get it when referrals were made. The project yielded several lessons for future public awareness campaigns: a) focus on helping action rather than on the problem, b) use client-based market research, c) use a strategic plan to assure necessary exposure, d) utilize public-private sector partnerships, e) prepare the service system, and f) promote personal ways of helping.


This article compares the psychosocial functioning of children who have experienced extended maternal separation with that exhibited by children who have been separated from their fathers. It also addresses implications for social work practice.


Children in foster placement often experience a variety of social and emotional problems that stem from their history of being abused or neglected and from the disruption of foster care placement. These problems and the transience of their home life in the foster care system can have a powerful impact on their ability to function in school. This study describes programs designed to help foster children by expediting and advocating for appropriate school placement, academic tutoring, counseling, coordination of services, and guidance toward independent living. These programs have been evaluated and found to be very effective at facilitating: a) appropriate and prompt placement of children in school programs, b) academic progress, and c) successful graduation from high school. Providing this group of high-risk students with appropriate guidance and services can be a very cost-effective method of preventing future social problems associated with school failure and dropout.


Private social and health agencies in the St. Paul-Minneapolis area formed a consortium to develop an integrative, cooperative, interagency network to provide services for abused and neglected children, adolescents, and their families. The consortium sought to support public programs by offering long-term, low-cost services that were not available through public agencies. Both public and private funds facilitated the consortium’s efforts. A part-time coordinator oversaw the system on a daily basis and maintained ongoing contracts with the county public welfare agency. The consortium demonstrated that community agencies could work effectively and efficiently with public agencies to treat problems of abuse and neglect in the community.


Northern Ireland has a health and social services structure that should lead to easier establishment of effective primary care teams. Following an analysis of constraints on interprofessional collaboration, various practice models in Northern Ireland, England, and Wales are discussed to demonstrate potential solutions. Child abuse, in particular, is used to identify both problems and solutions. Special focus is given to the general practitioner’s key role in the primary care team.


Child welfare and school social work services share a longstanding relationship. Trends such as permanency planning, increased child abuse reporting, and increased nonprofit agency involvement in preventing child abuse affect the relationship of child welfare personnel to the schools.
Opportunities for collaboration are identified and examples of successful collaborative practices are presented. Social work education and training fosters a better understanding of worker mandates in schools and in child welfare. Liaisons between schools and child welfare agencies can reduce the difficulties caused by frequently changing reporting laws and criteria for investigating cases. Strategies such as compensatory educational programs for foster children can be used by social workers to assist children and their families during placement and to maintain information about the child's educational needs. Finally, school social workers can advocate to be involved in the mandated placement review boards that determine case plans and placement.

This book is about four social workers that deal with the challenges of child welfare in California. It describes how they handle stressors, avoid burnout, make decisions, and remain satisfied with their employment.

Staff and administrators drawn from a statewide random sample of 74 chemical dependency and domestic violence programs completed a questionnaire on linkages, referrals, impairments to interagency cooperation, and beliefs about cross-problem incidence. Survey participants estimated that 46% of male substance abusers currently in their care were batterers, 60% of female substance abusers were victims, and 42% of women now in domestic violence programs were substance abusers. Four out of five survey participants believed that these clients would benefit from increased cooperation between chemical dependence and domestic violence programs. Implications of these findings are discussed.

Informal support systems play an essential role in the treatment of adolescent pregnancy, whether in collaboration with the formal service system or as the sole providers of support. Findings from a study on services used by pregnant adolescents are presented. Specific recommendations are provided regarding an expanded vision of the adolescent prenatal support system. While some pregnant adolescents may need and desire formal services, a lack of information, access, and/or availability may prevent the use of formal service systems. For other adolescents, fear and embarrassment may prevent the service request. For both of these groups, informal support systems will hopefully fulfill some basic emotional, financial and material needs. Service providers must recognize the strengths, needs, and potential collaborative
roles of informal helpers and must include them in any support systems for pregnant teenagers.


Recently, literature has noted that pediatric facilities often function as mental health facilities for their patients. The role of the pediatric social worker in such care is scarcely acknowledged. The authors reviewed 1 year of child psychiatry consultations in a pediatric hospital for the chronically ill; they focused on the quality of social work, and pediatric and psychiatric collaboration. In the study year, 72 psychiatric consultations were requested for medical patients, the majority of which were requested by the social worker assigned to the medical service. Organizational and theoretical issues of the psychiatric consultation-liaison and social work service are discussed. The data indicated that close collaboration between pediatricians, social workers, and child psychiatrists can be effective and can offer a high level of continuity for the mental health care of children with chronic illnesses.


Social work practice settings are so diverse that different perspectives inevitably develop among practitioners. These differences may undermine collaborative efforts between agencies. The childcare field requires diverse agency settings, and is therefore, vulnerable to contrasting practitioner perspectives. Some of the sources of an institutional perspective and of a community perspective are identified, as well as problems originating in lack of a shared perspective.


The author is the Director for the Center for Social Services Research and the Child Welfare Research Center at the School of Social Welfare, University of California at Berkeley. Berrick spent 1 year interacting with five impoverished women and their families and learning about the struggles of day-to-day survival. Included is an overview of the Welfare Program with attention to the myths and realities of the system. The author offers ideas on welfare reform and the implications for the associated groups.


This book is about homes for children and the various situations that lead to children living apart from their natural homes. The emphasis is on family preservation and permanent out-of-home placement. The book addresses the impact of legal and social policies on placement, alternative families,
residential placement of special populations, and re-conceptualization of placement.


The issue for professionals involved with preschoolers in special education is how best to work with their parents. Two major practice concerns are: a) the need to include parents in their children's educational program and b) the need for an assessment instrument designed specifically for use with young children who have learning, language, and/or behavior problems. A study introduces an approach that promotes home/school collaboration. The approach meets the need to include parents in their child's educational program and begins by preparing them to assess their child's behavior. This beginning initiates a method that recognizes the usefulness and value of parents' data in the formulation of their child's educational plan. The assessment tool used is the five Ps (Parent/Professional Preschool Performance Profile), which is designed so that ratings are taken of the child's observed performance by the parents and teacher in two primary natural settings: home and school. The scales include both developmental skills and interfering behaviors; these scales also serve as tools in parent education, and the behavior items on the scales become the goals for implementation at home and school. The assessment process, therefore, sets the stage for an alliance that can overcome patterns and perceptions of powerlessness in parents of children in special education.


The Florida Juvenile Justice Act of 1994 reorganized and redefined the juvenile justice system. This Act fosters innovation in response to juvenile crime, with five levels of restrictiveness. It also provides for benchmarks to evaluate the system and defines the responsibility of the public school system in prevention, education, and community reintegration of juveniles.


The tradition of collaboration in research and training efforts between schools of social work and public social service agencies was interrupted in the mid-1970s and early-1980s by the imposition of cutbacks and ceilings on federal human service funding. This discussion argues that the availability of open-ended federal funds in areas ranging from child support to foster care provides the opportunity to rekindle these relationships in ways that are advantageous to schools as well as agencies. Drawing on the authors'
successful experiences, a process model that can guide others in pursuit of such relationships is developed and discussed. Concrete examples of latter-day school/agency partnerships involving federal funds are also given.


Public Law 94-142 guarantees the right of all handicapped children to an appropriate education. Involvement of parents in their child’s educational planning is also mandated, including regular consultation. Community agencies such as mental health and family counseling may become directly involved in helping the parent, the school, and the child on a long-term basis. This collaboration of school and agency social workers can be enhanced by parental involvement in the planning. The intent of P.L. 94-142 is that the special child be given every opportunity to reach his or her fullest potential in the least restrictive environment possible. Related community services such as mental health and family counseling can play a key role in helping the child and the child’s family by forming a close working relationship with evaluation teams and school social workers who are identifying the child’s needs in order for him or her to reach his or her fullest capabilities and to grow in his or her own unique way.


This article looks at the role of the continuous counselor in a comprehensive interagency service-delivery system for adolescent parents. Case managers queried about roles and functions and the implications for increasing their importance and for training case managers are discussed. Case management services have become an integral model in social work settings such as public child welfare and mental health. Case managers are queried about their role as continuous counselors in a comprehensive interagency service delivery system caring for pregnant and parenting adolescents. As a result of their efforts, the San Francisco Teenage Pregnancy and Parenting Program was able to report successful outcomes such as a decrease in the incidence of low-birth-weight infants, a decrease in repeated pregnancies, and an increase in teenage parents continuing their education. In addition to providing counseling and brokerage services, continuous counselors working with adolescents served their communities by ensuring cost-effective use of available resources, identifying service gaps, encouraging the development of new services, and avoiding service misuse or duplication. Staff members reported that their roles were sometimes in conflict with their self-perceptions as primary clinicians and that their professional training did not adequately prepare them for many of these roles and functions.

This project for preventing child abuse in Midwestern rural communities involved the theater and social work departments of the state university. Its success depended on community acceptance, training for the local school teachers, presentation of the selected play, and careful classroom follow-up.


Developmental approaches to the etiology of low birth weight and to the design and evaluation of antenatal programs are reviewed. Examples are presented of interventions focusing on family planning, education program content, modification of health-related behavior, and improvement of access to antenatal care. A Harlem Hospital program, designed to alter pregnant women’s behavior, is discussed as an exemplar of possible collaboration among pediatricians, obstetricians, and developmentally oriented mental health professionals.


This book was based on scholarly and professional literature and on the findings from research studies that suggests steps that teachers might take to help difficult students succeed at school. It raises issues of role definition and invites readers to assess readiness and to accept challenges involved in seeking to re-socialize difficult students. The focus is on teacher/student interactions, but with attention to collaboration with parents and administrators, counselors, social workers, special education teachers, and other professional specialists at school.


In September of 1992, there was a conference at the University of Southampton regarding the meaning of the Children Act of 1989. The House of Commons Select Committee on young people in care in Great Britain was the precursor of thought to the Children Act of 1989. The Act promotes an important change in child care attitudes and practice. The focus is “working in partnership.” The act addresses the wishes of children and includes the responsibility of parents, incorporates the responsibility and duty of private law to protect and promote children and child welfare, and offers guidelines that induce the practice of familial care excepting cases of child harm or suffering. Through the Children Act of 1989, the idea of partnership is supposed (but not detailed), and the challenge of vagueness in the terminology of the Act is apparent and poses difficulty in practice. These
problems are addressed by working with family, children, minority ethnic communities, research, and specialist practice.


The growing interdependence of private and public providers of health and welfare services offers a new opportunity for these two sectors to enrich and expand the delivery of needed human services. Historically, such efforts in the two sectors have been separate and uncoordinated. In general, working relationships between the voluntary organization and the public agency have been undertaken with reluctance and marked by mistrust. The characteristic adversarial posture should be abandoned in favor of recognizing common objectives as a foundation for cooperation and collaboration. Two endeavors of a private child mental health clinic that bridge the gap are described: a statewide protective service delivery program offering casework and clinical services, and a federally funded resource center providing consultation and technical assistance for protective services to the New England region. These models suggest that a partnership approach can generate multiple dividends for public and private sectors and the clients they serve.


As programs prepare to meet the needs of pregnant teenagers, human service directors have begun to seek guidance in designing coordinated and effective methods for delivering such services. How and where can services be best provided? How will interagency coordination be assured? To shed light on these and other issues that affect programs for pregnant and parenting adolescents, a study collected data from 21 federally funded programs geared to this population. Results indicated that the characteristics of individual programs make a significant difference in the types and amounts of services that clients receive. Rural projects delivered fewer services of most types and fewer services overall than urban projects. Non-hospital programs appeared to deliver more services of most types and more total services than hospital-based projects. The study also found that the establishment of clear guidelines for performing case management functions, tracking clients, and keeping adequate client records is necessary for interagency coordination.

The article examined the congruence of child protection agencies, legal positions, court clinic recommendations, and judicial dispositions in a sample of 59 contested child maltreatment cases.

Adoption practice is being redefined in British Columbia. In the case of White infants in good health, the number of placements being arranged by lawyers and physicians in collaboration with the birth mothers is practically equal to the number processed through the Ministry of Social Services and Housing. A discussion examines the reasons why private adoption represents an attractive solution not only for the adoptive parents but for the birth mother as well, despite the considerable risks involved. Hospital social workers are in a unique position to fill the gaps in service that currently exist in this largely unregulated domain. In addition, social workers in British Columbia should put pressure on the provincial government to regulate private adoption so that those who choose this means of adoption can benefit from complete services.

Social workers’ respect for the achievements, strengths, and contributions of clients known directly and indirectly was the basis for this study. A literature review was conducted on information that clients had taught social workers and whether a model for helping based on collaboration had been developed. From a survey of six decades of social work literature, a number of themes emerged and formed a model for practice. The model arose from the concept of trust in clients. The model rests on the process of asking how workers can help and responds to clients on the basis of mutuality. Its implementation resulted in improved services, increased understanding of the helping process, development of new client skills, client participation in decision-making, and invigoration of the agency’s functioning. A lack of collaboration resulted in interventions, which reflected client problems rather than served as viable alternatives.

This book looks at the dynamics, techniques, and potential of interprofessional collaboration. Chapters include assumptions and research of collaborative practice. It reviews the group process through the history, assumptions, and elements. It also discusses methodologies for interprofessional practice to include models for collaboration, processes of interprofessional teamwork, and educational goals. Resources include case studies and a model program is offered for educational purposes.


A survey of health services provided in a group of licensed day care centers indicates a lack of written guidelines, a failure to designate a health coordinator, and a paucity of nutritional and dental education programs. As expected, centers receiving federal or state funds provide more health and nutritional services because these are mandated by the Federal Interagency Day Care Standards. Providing high-quality health services for all children in day care centers will require additional funds from local, state, or federal sources. The survey confirms earlier findings that emphasize the need to improve the provision of health services for children in day care centers.


This monograph summarizes the recommendations of the Building Partnerships Institute, focusing on actions that both social work educators and child welfare personnel can take to promote local partnerships. Activities span a range of actions from which several shared interests may be selected to catalyze partnerships in local communities. The co-sponsorship of the Institute represents the initial commitment of both CWLA and CSWE to provide the necessary national effort to encourage and support local school/agency partnerships.


This journal contains a compilation of articles outlining an agenda for child welfare research that was generated during a national colloquium convened by the Child Welfare League of America (CWLA). The colloquium promoted a coordinated effort to advance knowledge in child welfare. The articles seek to identify critical gaps in empirically based child welfare knowledge and are intended to be focused rather than all encompassing.


The following position statement was issued by the Midwest School Social Work Council in September 1991: the provision of school social work services in early childhood special education programs is essential to assuring comprehensive and effective educational programming for young children and

their families. The goals of school social work services in early childhood special education are: a) to facilitate and support active and meaningful parent and family participation in educational decision making and planning, b) to increase parent and family knowledge and understanding of child development, c) to assist multi-disciplinary team members in understanding the psycho-social and cultural experience of the child in the family and community, d) to facilitate the linkage of families and appropriate resources in the community, and e) to provide school social work assessment, prevention, and early childhood special education programs. The following services are essential to accomplishing the goals of early childhood education programs: family assessment, case management, parent counseling, family support, training, consultation, program development, and evaluation. These services are typically provided by school social workers working within an interagency and multidisciplinary service delivery system.


Professional writing in social work has been shaped by concepts that are now largely obsolete. The traditional chronological-biographical report can be replaced with present-oriented analytic writing that is consistent with contemporary models of practice. The following guidelines are proposed to help close the gap between contemporary practice and professional writing for interagency or interpersonal communication: a) organizing content topically rather than chronologically, b) thinking and writing in the present tense, c) using observations, comparisons, and generalizations systematically, d) being honest about uncertainty and sources of information, and e) explicating the purpose of the report.


This book is a collection of chapters written by experts in the area of child welfare services and ethnic sensitive practice. It is intended primarily for the undergraduate student (particularly in social work, human services, and child development), and entry-level children’s services practitioners. Chapters address child welfare policies, programs, and practices that attempt to address the social changes, issues, and problems facing children, youth, and families. It also presents specialized chapters by child welfare experts who endeavor to provide an integrated approach to ethno-sensitive child welfare services and generalist practice theory.


The author discusses current challenges to increasing family-centered practice within child welfare agencies. The article focuses on two issues: a)
child welfare’s collaboration with early intervention and family support services, and b) maintaining family preservation services despite growing criticism of such services.


The principle of parent professional collaboration in responding to the needs of seriously emotionally disturbed children has been articulated in both policy and program guidelines. Research suggests that parents have not yet been integrated into the system of care for their children. A study reviews parents’ concerns about their interactions with professionals and analyzes factors that may impede an improved relationship between the two groups. It is suggested that a feminist/empowerment conceptualization of practice with parents of seriously emotionally disturbed children may be conducive to the attainment of full parent involvement in the system of care.


This book describes actual programs that are based on the notion that family connections are substantial resources for healing and recovering. There is a particular focus on work with severely fractured families. Most of these programs attempt to keep children connected with their own families even when circumstances prevent them living together. This book covers cases of children who are emotionally and behaviorally disturbed, children with psychiatric disorders, abusive parents, and parents with substance abuse problems.


This article describes a continuum of home services for families to prevent the necessity of child placement. Four categories of services to aid families who demonstrate psychological difficulty and resource deficits are presented: general case management, the comprehensive social worker, the in-house team, and the interagency team. The role of the social worker in providing these services is discussed, and case examples are provided.


The interactions of the professionals who constituted the client’s service network, including their collaboration or their conflictual behaviors, significantly affect the client and his or her family. To disentangle clients from a dysfunctional social service network, the author suggests a method (case conferences that include staff members of involved services), and a role (the...
systems-oriented case manager). As coordinator of the client’s service network, the case manager a) accepts a central and authoritative role, b) helps the client make an assessment of the immediate composition of the network and the relationships of the parties to each other and to him/her, and c) mediates the overt and covert conflicts among the professionals who are simultaneously involved in the case. Case material from a systems interactive perspective illustrates how a client’s aggressive entanglement in a seemingly resistant service network can prolong a family crisis.

A full-system therapeutic approach widens the lens of assessment and intervention beyond the family to include the interactive patterns of the family’s immediate community and service systems. Assessment characteristics of this interactional process suggest at least three common dysfunctional modes: the blind (or dispersed system), the conflicted inter-agency system, and the underdeveloped system.

The effects of mobility on the family are reviewed and a school social work practice model for aiding the adjustment of the newly moved child is developed. Research findings suggest a typology based on social class and the direction taken by the move. Possible directions to take in a move include moving up, moving down, moving away, or moving toward. The school, as a major institution of socialization, is in a crucial ecological position for the family who moves. An ecological model for practice focuses on this situation. The school social worker’s focus for action is on the school as an environment and individuals who are entering this environment. The following five principles are most important in working with youngsters who are new to a school: early assessment, planning for class placement, avoidance of negative stereotyping, staff collaboration, and support through the environment and significant adults in the environment.


The authors address the history of child abuse, the move from a medical to psychological paradigm, and the failure and collapse of child abuse policy in the U.S. They further examine the inequalities, inadequacies and consequences of simply providing treatment to individuals who harm children.

The latter leads to low morale in the child welfare sector and to angry and obstructed families who are not assured intervention; this consequently leads to increased rates of abuse and neglect.


Reviews child welfare research studies and discusses empirical literature on relationships among race, services, and outcomes in selected child welfare domains. Provides a summary of previous research in these areas. Presents conceptual and methodological considerations for future research on role of race in child welfare and development of culturally competent child welfare services.


The initial steps involved and problems encountered in beginning an intensive day treatment program for young psychotic children are outlined. The use of a developmental framework enabled the staff and psychotherapists to view the child from a multiaxial developmental framework and to gear each aspect of the therapeutic program to each child and parent’s unique needs. A high level of participation among parents in the therapeutic milieu led to earlier identification of parental resistances and parent-staff conflicts. Such expeditious problem identification and confrontation led to effective parent-staff collaboration and more rapid involvement of parents in the treatment process. This day treatment milieu can provide high-quality intensive treatment of psychotic children and their families at a lower cost than residential or inpatient treatment.


The purpose of this agenda was “to identify critical gaps in empirically based knowledge in child welfare.” The authors “formulated a research agenda in their areas of expertise.” Further, existing knowledge was reviewed and specific projects were identified by the authors. This journal issue represents “a coordinated, multidisciplinary effort led by researchers to advance knowledge in child welfare.”


Explicates a three-stage framework designed to assist planners in making informed decisions as to whether coordinated approaches are viable and which strategies have the best chances for success. Looks at environmental pressures acting on the organizations involved, certain characteristics of
those organizations and the aspects of the interorganizational planning process.


Chronic mentally ill persons in the community depend on an array of psychological, social, and medical support services that are delivered by public and private sources and are under the auspices of different levels of government. In response to problems of fragmentation and disorganization of these services, improved coordination has emerged as a major objective of contemporary mental health policy making. This article describes the major coordinating approaches that have been developed, analyzes barriers to their implementation based on insights from the political sciences and other literatures, and examines the appeal of coordination as a service system reform strategy.


This book provides a thorough overview of what students and practicing consultants in the human service professions must know about consultation practice and theory. It presents a generic model for application, surveys the various approaches to consultation, discusses the organizational context of consultation, and reviews the many ethical and professional issues faced by consultants.


Agency child death review teams reemerged in response to the increasing awareness of server violence against children across the nation. One hundred million Americans now live in states served by such teams; most formed since 1988. Multi-agency review involved a systematic multi-agency process to integrate data and resources.


Despite the growing popularity of case management in caring for clients’ multiple needs, the concept of case management and its relationship to social work are yet to be clearly defined. To help shed light on the subject, this article reported on a survey of 403 case managers in community mental health centers in Georgia that examined how workers’ educational levels, professional identification, and demographic characteristics influenced their performance of case management tasks.


This book consists of a compilation of brief descriptions of legislation, listed by state, related to children and families enacted during 1996 by the states and the District of Columbia. The issues are: a) abuse and neglect (including screening, court procedures and considerations, offenses and penalties, financing, legal representation and special advocates, organization and oversight, prevention and treatment, registries and records, reporting and investigations, sex offender registries, sexual abuse and exploitation, and victim and witness exploitation), b) childcare and early childhood education (including administration, background checks, financing and publicly funded programs, preschool services, regulation and licensing, school-age childcare and childcare in public schools, services for at-risk persons and family support, and support for providers), c) child mental health (including administration, financing, and treatment), d) child support enforcement (including administration, procedures, license revocation and suspension, enforcement, guidelines, health or medical support, income withholding, interstate enforcement, and paternity), e) child welfare (including administration, adoption, family preservation and permanency plans, financing, legal procedures, out-of-home placement and foster care, and termination of parental rights), f) family law (including custody and visitation, and domestic abuse), g) general children, youth, and families (including administration and family support), h) juvenile justice (including administration, disposition, financing, institutions, jurisdiction, procedures, records, and weapons offenses), i) substance abuse and control (including license revocation and suspension, penalties, prevention and education, and tobacco use control), j) welfare reform and public assistance (including Aid to Families with Dependent Children, general assistance, and housing and homeless assistance), and k) youth-at-risk (including collaborative initiatives, missing and homeless children, school dropouts, teenage pregnancy, and youth employment).


This book contains a compilation of papers written for an international conference that discussed the state of British Social Work education. Papers address poverty levels in Britain, a competence-based approach in social work, professional training in higher education, the roles of schools in social work policy and practice, changes in the political and economic systems, strengthening agency partnerships, international linking, outcomes, and experience of foreign placements.


Addresses the equality and effectiveness of interagency collaboration in health and personal social services. This article also addresses the identification and management of child mistreatment and the assumption that problems of interagency partnerships result from deficiencies in the professional education of staff.


This book presents a series of debates on controversial issues in the field of child welfare. Is poverty a key contributor to child maltreatment? Can child maltreatment be prevented? Are legal definitions of child abuse too broad? Does institutional care do more harm than good? This book should help readers to become better informed about a variety of controversies related to children and families and to the service systems designed to help them.


A model for practice, this textbook addresses controversial issues in social work and integrates social science knowledge to help practitioners make informed practice decisions. The author evaluates and offers methods of prioritizing, problem solving, and decision making, promotes critical thinking strategies related to practice issues, and discusses ways to challenge common beliefs. This book emphasizes an evaluation of “tradition, popularity and the latest methods” in an effort to help social service individuals effectively serve their clients. Of particular interest are chapters that deal with students who must work with clients but lack adequate preparation.


The author’s opinion, portrayed through the story of David, holds that the child welfare system is fundamentally flawed and must be changed. The author describes a story about the tragic case of David Edwards, an infant who was murdered by his mother after falling through the cracks in the child welfare system.


This book addresses the rapidly growing violence in our schools and suggests a framework for understanding this violence. The authors indicate that violence occurs because of individual skill deficits, domestic abuse, poverty, racism, unemployment, inadequate classrooms, access to weapons,
drugs and alcohol, alienation from cultural heritage, lack of supervision and/or constructive outlets for young people, reduced outlets of socializing institutions, and popular media.

This book reports on a study which was initiated as a result of a concern that the philosophy and practice of “facilitative interpersonal relations” espoused in pre-registration nurse education was not transferring into educational teaching and learning processes, nor into the practice of nursing (particularly between nurses themselves). This research focused on the specific elements of interpersonal relations, the impact of nursing education on interpersonal relationships, and the development of interpersonal relationships as therapeutic enabling behavior between educational and hospital ward practice.

To meet the complex needs of today’s students, schools and community agencies need a thoughtful approach for pooling their efforts as well as an awareness of the pitfalls to avoid.

This book focuses on welfare reform and reviews the history of public welfare. The author applies techniques from the restructuring of modern business to welfare bureaucracies and addresses the notion that by altering the workday of social workers, more services will be available to families.

This article focuses on the purchase and contracting of child welfare services in Massachusetts. Policy dilemmas are made explicit and issues of strategic concern to social workers are delineated. The author concludes that the contracting process is a factor in specifying the roles of the voluntary and public sectors as well as the opportunities and constraints for collaboration between them.

This book consists of articles on diverse and vibrant partnerships throughout the country that have been created on behalf of vulnerable children, youth, and families. It describes multiple facets of an evolving primary partnership--
that of social work education reconnecting with public child welfare. The book itself is a beneficial consequence of such partnerships.


   This article examines human service providers that are increasingly interested in developing culturally appropriate programs to meet the needs of a growing Hispanic population throughout the United States. It examines such strategies as outreach and networking that affect entree to the community in order to assess needs.

   Some important techniques are reviewed with evidence for the effectiveness of team development strategies.

   This book presents a comprehensive review of CPS training and evaluation efforts in the United States. It also provides a detailed description of some of the major approaches to training now in use or approaches that have promise for future CPS training and evaluation efforts. The scope is intended to appeal to practitioners and those creating and delivering training.

   Case narrative.

   Prevention programs are designed to prevent the occurrence of abuse by improving children's information, power, and resources. A discussion describes the introduction of a sexual abuse prevention program in rural Midwestern communities ranging in size from 885 to 12,011 people. The program was the result of interdepartmental cooperation at the University of South Dakota between the social work and the theater departments. The project had four components: community acceptance, a training session for teachers, presentation of the play *The Bubbylonian Encounter*, and classroom follow-up. The play required three student actors, a professional director, and several volunteer children from the audience. The play was a fantasy
involving a child who encounters Bub, an extraterrestrial from the planet Bubblyonia. Bub has lived in an invisible bubble and does not understand touching, so the child explains different kinds of touching to the alien. Recommendations are provided for communities planning to develop successful prevention programs. Evaluation methods are also suggested.

This book is written by a Professor and Professor Emeritus, respectively, at Columbia University, School of Social Work. The authors are experts in child and family policy and co-direct the Cross-National Studies Research Program. The book addresses child neglect and looks at poverty and the lack of medical care in relation to the death of 32,000 babies under 1 year old. Using their own studies, the authors show that it is less expensive to invest in children early on than to deal with the consequences of neglect. They review the best childcare policies and practices in the U.S. and Western Europe and present strategies to ensure healthy children.

This book reviews three themes to home visiting. The book is written from the premise that development occurs between the child and his/her parents—parents influence child and vice versa—and that development occurs alongside social development.

Describes characteristics of homeless families and their living conditions. Presents characteristics specific to homeless children, and discusses strategies for working with homeless children and supporting their families in early childhood care and education settings.

Workers from both child welfare and mental health agencies help children who have been the victims of abuse and neglect. As the growing number of troubled children and families place the two systems under increasing pressure, interest in cross-system collaboration has been intensifying. A study explores the reasons for this new interest, examines emerging collaborations, and highlights practical and ideological barriers to implementing collaborations as well as possible strategies for overcoming them.


The high divorce rate and increasing number of children affected by divorce have paralleled major changes both in divorce law and in the ways in which social conflicts are resolved. Principles of contemporary law and conflict resolution are joined with the findings of research on child development in families of divorce in a conceptual synthesis relevant to the practice of child custody mediation. Although it is important to understand and conceptualize child custody mediation in a comprehensive and interdisciplinary way, at this stage in the evolution of the field it is equally important to: a) appreciate that cooperation and collaboration in interdisciplinary practice are vital components to the success of mediatative interventions, b) recognize that education and training in the field remain problematic, and c) acknowledge that a great deal of research, evaluation, and development are necessary if the potential of the field is to be understood and realized.


One school of social work conducted a successful demonstration child welfare project involving an interagency workshop training of staff. The project consisted of 12 workshops--seven 5-day and five 2-day programs. Its principal objectives were to provide useful knowledge to persons who share similar work concerns and to promote closer work ties among individuals and organizations. Collective training proved to be a feasible, effective, and economically attractive approach. Participants benefited from new knowledge and from mutual exchange. Workshop topics with the widest appeal dealt with basic theory and generic issues. However, these sessions were disappointing to those who wanted to learn specific skills. New staff members and those in direct service positions were more likely to attend the longer workshops than workers with more experience and administrative responsibilities. The 2-day program was best for most workers. Interagency workshop training can be provided not only by an educational institution but also by other institutions such as a single agency, a consortium of agencies, or a local professional organization.


This article looks at developing organizations by function. This would allow common functions, such as evaluation of client needs, to be standardized and interchangeable.


A group of experts from Europe, North America, and the Middle East met at a conference in Sweden (September 1993) under the joint sponsorship of the U.S. National Institute of Child Health and Human Development, the Swedish...
Allmanna Bamhuset Foundation, and the Socialvetenskapliga Forsknings Radet (Swedish Social Science Research Council). The group’s mandate was to evaluate existing knowledge regarding the methods of investigating child sexual abuse allegations and to suggest ways that this could be done more effectively. This article depicts a statement made by these experts that summarizes areas of agreement regarding the status of knowledge in this area. The article concludes with a statement of the areas in which further research is needed before greater clarity can be achieved.

Youth who violate local and state laws are dealt with in institutions associated with mental health, child welfare, and alcohol and drug abuse systems, and the juvenile correctional system. Understanding trends in the use of institutions requires information from four control/treatment systems that have developed unique strategies for counting youth. America’s systems for counting youth are 3-5 years behind current usage and yield deficient resident and admissions data. A modest investment of political leadership and fiscal resources could yield more timely reporting, fuller coverage of facilities, improved demographic enumerations, and could provide unduplicated counts of intersystem trends.

This article describes the Court-Appointed Special Advocate (CASA) Program for child welfare proceedings. It examines the current literature regarding the impact of CASA across the nation and discusses the findings and implications of an empirical study that evaluated one CASA program in terms of placement outcomes.

Increasing reports of incest are coming forth in this country because of the availability of specialized treatment programs and because of the changing operational definition of incest. An effort is made to state some of the underlying treatment assumptions of a particular treatment program and demonstrate how these assumptions have been related to the development of the program’s structure. The main aspect of the program discussed is interagency cooperation; the development of interagency cooperation and its relationship to service delivery is also discussed. Some problems with this type of model are examined; however, despite some of its limitations, this
interagency model may be applicable to the treatment of problems other than incest.


Lyon, E., & Moore, N. (1990). Social workers and self-help groups for transitional crises: An agency experience. *Social Work with Groups, 13*(3), 85-100. In recent years, the number of identified self-help groups has grown dramatically. This study describes one family service agency's experience with three self-help groups over a period of 5 years. The developmental history of the first group is presented and data from structured evaluations of the other two groups are provided. The evaluation data are used to describe the group experience and support recommendations on collaboration among agencies, social workers, and self-help groups.

Lyons, C. W. (1986). Interagency alliances link young and old. *Children Today, 15*(5), 21-25. An innovative training model was developed by the University of Pittsburgh's Generations Together, a program implemented throughout Pennsylvania. The training model involves facilitating interagency linkages between agencies that serve children and the aged, training agency staff in program development, providing ongoing technical assistance, and forming a support network among participating agencies. A systematic assessment of the model documented important outcomes. Within one year, 64 intergenerational programs were developed, expanded, or both. Staff of the participating childcare agencies reported that the children benefited from their interactions with the elderly in such areas as behavior, socialization, and learning. In addition, elderly adult participants noted improvement in their amount of social contact and their feelings of happiness, self-confidence, and self-esteem. Finally, more than 90% of the staff members in the participating agencies attributed their success to the establishment of collaborative interagency relationships that were facilitated by the training model.

Makuch, G. J. (1981). Year-round special education and related services: A state director's perspective. *Exceptional Children, 47*(4), 272-274. The Education for All Handicapped Children Act is an ineffective tool for implementing a public policy that guarantees human services are of high quality and free of charge to all handicapped children and their families. The so-called related services, such as physical therapy and residential care, are essential to this population. It is argued that such services should be provided
regardless of whether they enable a child to profit from special education. Unless human service agencies are obligated by law to perform at equal levels of efficiency, interagency cooperation is an unfeasible goal. If services are to be provided solely by the educational system, programs for handicapped children will be unavailable to them before and after they reach school age. The discussion concludes that the Right to Basic Human Services Act should be supported for the assistance it can provide to those public school systems that serve handicapped children.


How can therapists best orient parents whose children are about to begin group treatment? How can trust be promoted and preserved within the group while maintaining an alliance with the members’ parents? A study examines the alliance formation of therapists with parents whose children are in group treatment. Aspects of beginning, middle, and ending phases of treatment and related interventions with parents are explored. The informing interview, translation of group development and dynamics, and issues of trust and confidentiality are emphasized within the context of parent-professional collaboration.


This article reports an attempt to enhance parent-professional collaboration on behalf of children with learning disabilities through an action-research project. The theoretical assumptions and program components of action research as well as a detailed description of the Learning Disabilities Project are presented. Traditionally, researchers conduct their surveys and then report findings on the target population. In contrast, the project described in this article engaged the target population of parents and professionals involved with children with learning disabilities in an ongoing research activity. This engagement served two purposes. First, by using the target population to help conceptualize and frame the research questions, the content validity of the research data was strengthened. Second, and perhaps more importantly, because the target population played a major role in the acquisition of the research knowledge, the knowledge is now theirs to use. Also described is the development of an international conference for parents, professionals, and children with learning disabilities structured in a combined large and small group format. The conference is used as a tool to raise consciousness, stimulate interaction, and activate people to work towards change.

This paper examines the forms of informal and formal interagency agreements and administrative/staff interaction between four agencies and departments of social services that serve older people. The authors found that several factors appear to influence whether relationships are more or less formal: a) service system characteristics, b) division of service responsibilities and tasks, c) interpersonal dimensions, d) perceptions and attitudes of staff/administrators toward formal and informal agreements and interaction, and e) historical occurrences. Discussion focuses on ways to build upon the existing balance between formal and informal interagency interaction in order to achieve more effective service delivery and planning.


Permanency planning is defined as the systematic process of carrying out, within a time-limited period, a set of goal-directed activities designed to help children live with families that offer continuity of relationships with nurturing parents/caretakers and to help children have the opportunity to establish lifetime relationships. This definition leads to a framework for permanency planning that embodies the following key components: a) values and theory, b) program, c) methods, and d) collaboration. These components are interrelated and complementary and constitute the essence of permanency planning as a concept and a movement. The article discusses the need to explore the side effects, controversial issues, and potential dangers of permanency planning.


Building the therapeutic alliance is a creative and critical process for all age groups; in the absence of an alliance, there can be no therapy. Because the therapeutic alliance contains many primitive sources for collaboration with the therapist, it is a combination of both rational and irrational elements; both elements must be understood and mastered by the therapist. The therapist's awareness of developmental issues and defense mechanisms is utilized to guide the work along the pathway of productive therapy. In addition, unique psychodynamic factors must be considered during work with children and adolescents. A discussion offers clinical examples in which pitfalls that are destructive and could be avoided are distinguished from understanding and responding appropriately to the verbal and nonverbal communications of the young patient.

The authors investigated the perceptions of child care staff and parents regarding child care services. They argue that early childhood care performs educational, cultural transmission, and child welfare functions, and that current debates limit the development of services that meet family and community needs. They urge new discourse that would facilitate more responsive and supportive administrative structures in children’s services.


This article explores the reasons for recantation of abuse allegations and the problems that recantation can present. Recantation can present challenges for the safety of children and for the efficacy of child protective services and criminal justice interventions. The author offers practical steps to prevent recantation of truthful sexual abuse allegations for prosecutors, child protective workers, attorneys, law enforcement investigators, and members of multidisciplinary teams.


Although the Indian Child Welfare Act (ICWA) became federal law in 1978, many people in the human services fields are still unaware of its directives for removing American Indian children from their homes or for making appropriate placement. Some do not even realize that there is such a law or they do not believe that they must adhere to it. The impact of this Act on professional practice was profound. The roles of Indian communities as well as state and local officials were altered dramatically. Because of the relationship between the tribes and the federal government, politics play a significant part in every phase of placing an American Indian child in foster or adoptive care. This study presents a case composite and applies portions of the Indian Child Welfare Act. The author explains the Act’s primary focus and details historical events that led to its enactment. In its best application, the ICWA is an excellent vehicle for mutual respect and collaboration between a variety of interests toward the resolution of conflicts in Indian Child Welfare cases.


By the time clients are treated by social workers, their problems are often well-advanced. Prevention can be as crucial in social work as it is in public health. Using child abuse as an example, an epidemiological model demonstrates how intervention might shift from amelioration to prevention. Social epidemiology involves a series of analytical steps that include
identification of a population at risk, conceptualization of a causal pattern, and manipulation of intrinsic and extrinsic risk factors leading to an outcome of reduced incidence of the problem. The involvement of practitioners in the identification of risk factors and interactional patterns is essential and has many implications for the education of social workers. Some of these implications are discussed and the need for practitioner-researcher collaboration to do prevention-oriented work is emphasized.

Los Angeles has a larger population than that of 42 states; in order to organize and complete the complex tasks of service planning and budgeting, sound policies and a systematic approach are needed. One group, Roundtable for Children, collaborated with the county government to conduct a study on public expenditures for county services targeted at high-risk children. A survey was distributed to the directors of all 39 county departments, which requested discrete data on all programs serving children for three budget years between 1980 and 1985. The study found that services aimed at prevention, including income support, health, mental health, and child care suffered the most serious funding cuts, while funding for more expensive remedial services, such as juvenile justice and protective services, increased. Findings were used as the basis for a long-term community organization strategy that achieved substantial improvement of service delivery for nearly half a million at-risk children and families.

A project based on collaboration between public and private agencies was developed to provide a new and effective method of permanency planning for “hard-to-adopt” children. The 55 children accepted into the program had been in placement for an average of 4.4 years. They were referred to the project coordinator from state workers’ caseloads. Contracts for each child permitted a range of services to be purchased. A private agency worker provided the specific services requested at the time of referral. A public agency worker remained assigned to the case so that both workers might cooperate in the provision of services. A formal evaluation found that 51 of the 55 children were placed and that the project was cost effective. Approximately half the workers believed that they had undefined areas of responsibility and that communication regarding case plans was incomplete. Procedural and bureaucratic difficulties also emerged. In general, however, the workers felt that the project allowed them to share their expertise, raised their energy levels, facilitated the resolution of cases, and increased their respect for one another.

Inquiries into child protection “disasters,” in which mistakes made by social workers and other professions lead to tragic consequences, are now a familiar occurrence. This study describes “critical incident reporting” which was developed for the study of human error in the fields of aviation and anesthesia. The authors argue that social workers and other professionals who deal with child abuse might profitably adapt critical incident analysis techniques to the investigation of child protection errors.


Urban mental health facilities are increasingly overwhelmed by the sheer number of cases in the system. This occurs at a time when federal, state, and local funding cutbacks are greater than ever before. Mental health service was near impossible to provide prior to: a) major educational planning, b) frequent placement of children in day treatment programs and daycare, and c) the establishment of in-home assistance through homemaker services. Worker burnout due to difficult and excessive assignments as well as the provision of token services has resulted in a crisis. Coalitions must be formed by over-burdened professionals to better educate governing bodies, politicians, boards and administrators, and parents regarding this growing crisis. Latency age children are among the most vulnerable; they live with daily violence, experience pressures from drug dealers and gangs, have inadequate support in their homes, and are caught in deteriorating schools and neighborhoods. Major innovations and changes in service delivery are necessary in health and mental health agencies that serve this “at-risk” population. This article proposes a school-based model of practice for collaboration, coordination, and provision of needed services.


The author focuses on the societal impact of Britain’s movement from institutional-based care to psychosocial methods of intervention. This book addresses the radical process of change from medically dominated psychiatry to social work and multidisciplinary practice. This historical change is examined in three ways: a) a comparison of past and present mental health care, b) an examination of complex multidisciplinary programs that show both enhancements and limitations, and c) consideration of the effect of current practice and the views of clients.

The author claims that child welfare agencies will need to use managed care concepts to reorganize and fund their activities. Further, the author claims that agencies will need an effectiveness-oriented administration in order to survive in this managed care environment. In addition, it is stated that good managed care can result in consistent, yet flexible, long-term caring relationships that many child welfare clients need.

Collaborative models of service integration embedded in a policy perspective will have a positive impact on all children from birth to the start of kindergarten, a group for which there is no single recognized system for delivery of early childhood care and education. Further, child day care resource and referral agencies have the potential to be the mediating structures that render collaboration possible and should be strengthened and supported. Preconditions for successful collaboration, differences between programmatic and policy collaborative models, and the “eagle-eye” versus the “organization-centric” view of integration are discussed.

This study discusses the implications of the Preschool and Early Intervention Act (P.O. 99-457). This legislation targets children 3-5-years old and holds particular promise for infants born to parents who have been consistently identified as vulnerable because of their life circumstances or characteristics--poverty, lack of adequate prenatal and postnatal care, minority status, educational disadvantage, and adolescent parents. Also discussed is the requirement of an individual family service plan (IFSP) for families of infants and toddlers at risk of developmental delays. The article addresses the needs of adolescent parents and their infants in particular. Suggestions are made for conducting a comprehensive assessment that emphasizes the involvement of teen parents, their families, and the collaboration of an interdisciplinary team of professionals.

This book suggests brief intervention processes for school psychologists, counselors, therapists, social workers, students in training, and individuals who work with school problems. The intervention process includes assessment, counseling and consultation, evaluation, and maintenance.

This book examines British Child Protection Units (CPUs). It reviews the
social construction of child abuse and its historical context; it also focuses on
relevant organizational themes and how they fit into child protection practices.
Further, the author reviews case studies and compares the goals and
effectiveness of different CPUs. The book emphasizes the attempt to
organize child protection work by evaluating quality as opposed to quantity of
services.

New York: The Guilford Press.
This is a story of children and families whose lives are affected by alcohol.
This book provides a guide to school personnel who are interested in
developing programs for Children of Alcoholics (COAs). A prevention
approach is used which focuses on the creation of school cultures that foster
the development of social competence and personal efficacy in all children.
This book provides school personnel, including administrative, teaching, and
mental health staff with information about the effects of alcoholism on families
and children. It uses a theoretical and empirical model for understanding
these effects and for designing school-based prevention and intervention
programs.


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Neugeboren, B. (1996). Environmental practice in the human services: Integration of
micro and macro roles, skills and contexts. New York: The Haworth Press.
There are four major themes to this book: a) the need for human services to
regain the mission of environmental change, b) the influence of organizational
contexts on practice, c) the similarities, differences and interdependencies
between micro and macro practice, and d) the appropriateness of
environmental practice for vulnerable populations.

state’s experience with developmental and non-developmental models. Administration in Social Work, 18(1), 61-86.
Building social service collaborations and systems of integrated services have
become a primary administrative policy objective of state social service
executives, child and family advocates, welfare policy experts, foundation
leaders, and many state legislators. The author examines two models of
collaboration building--a developmental model and a reiterative or interactive
factor model. A case study is presented of one state’s efforts to build a
collaborative social service system in a number of local sites. This state’s
experiences are examined in light of the two contrasting models. The author concludes with a discussion of the strengths and weaknesses of these models, their potential uses as management tools for reforming systems, and a call for the development of a more practice-based model of service integration.


Modern child welfare service calls for frequent collaboration among disciplines. Individuals in the field of child welfare may benefit from a graduate program that presents an integrated learning approach and that leads to a Master of Arts degree in child welfare. An optimal learning experience for practice in public child welfare settings results from a combination of the following basic elements: a) skills in case management, monitoring, and evaluation, b) a foundation for the delivery of human services, c) specialized content in child welfare practice, d) an understanding of agency functioning and an opportunity to develop skills in the particular setting, and e) an interdisciplinary perspective that takes a holistic approach to problem solving in child and family services. The theoretical foundation, curriculum, multidisciplinary student body, and practice-oriented faculty of one Master of Arts program in child welfare are explored. Students’ assessments of the program reveal that interdisciplinary education contributes to better working relationships in the field and to a more flexible practice perspective. Strong emphasis on work-related assignments improves problem-solving skills, reduces “burnout,” and increases students’ motivation to become more effective in this area of practice.


Intended for those interested in building a collaborative system of services for young children and their families, this guide describes models used in developing Oregon’s coordinated Head Start and early childcare programs. Chapter 1 states the goals of the Oregon Child Care/Head Start Collaboration Work Group. Chapter 2 describes how childcare officials in Oregon worked to create a collaborative partnership at the state and local levels. Chapter 3 describes the key components of Oregon’s vision of a collaborative childhood care and education system. Services provided in this system include parental involvement, family support, childcare, education, health and nutrition, and social/mental health services. Components also include equal access, equitable compensation, qualified staff, quality assurance, quality programs, combination of funding, and parent partnerships. Chapter 4 presents two types of models for collaboration. The “Head Start/Prekindergarten Child Care Service Delivery Models” describes and analyzes six models used in Oregon.
to develop Head Start Child Care for possible replication throughout the nation. These models are examples of service delivery systems that build on existing community resources. The second type, “Early Head Start/Child Care,” describes three model programs for infants and toddlers. Chapter 5 describes how to form a work group of representatives from Head Start and childcare programs to overcome barriers to collaborations; this chapter includes suggested facilitator agendas for community meetings. Chapter 6 consists of various worksheets, forms, plans, organization charts, and lists of agency officials and resource persons relevant to developing collaborative programs.


This book looks at issues of front line social workers and policies by agencies outside the statutory sector. Concerns about contracting out services and costs of services are the prerogative of local social service departments; equating workloads with cost is an activity that the author feels would be an improvement for welfare organizations.


This book reviews the lives of human beings in the context of one social worker’s experience.


This special issue is meant to bridge the gap between an abstract emphasis on the importance of context and its concrete treatment implications. The authors reflect on nuances of contexts that they know firsthand and describe the unique treatment demands that contexts dictate. Chapters in this issue include: a) The Interaction of Supervision Needs with Techniques and Context in the Practice of Live Supervision, b) Issue of Race and Ethnicity in Supervision: Emphasizing Who You Are, Not What You Know, c) Supervision in Comprehensive Rehabilitation Settings: The Terrain and the Traveler, d) Behavioral Medicine: Using the High Risk Model and the Trojan Horse Procedure to Lead the Somatizing Patient Out of the Somatic Closet, e) Applications of Context to Supervision in University Counseling Centers, f) Psychotherapy and Its Supervision in the U. S. Military, g) Clinical Child Psychology Training in the Juvenile Justice System: Treatment Demands, Therapist Development, and Supervisory Process, h) Interagency Community Settings: Supervision in a Therapeutic Foster Home Program, and i) Psychotherapy with Older Adults: Hopes and Fears.

Due to worldwide demographic changes, Latin America has become a major supplier of adoptable children for developed countries. The history and shape of this phenomenon are surveyed, the problems affecting intercountry adoption in Latin America are examined, and pertinent policy and legal concerns are discussed. Intercountry adoption involves Latin American, European, and North American citizens. Therefore, adequate solutions to these challenges demand the active participation and collaboration of all interested parties. To this effect, individuals and organizations from countries that are devoted to the promotion of children’s rights and welfare must join forces to meet the challenge of providing permanent adoptive homes for Latin American children. This should be done with a minimum of red tape but a maximum of safeguards to ensure that intercountry adoption is beneficial to the child, to the biological and adoptive parents, and to the countries involved.

This study explored the activities of a social work unit in a large primary-care setting. It reviewed the process and outcomes of hospital referrals and collaborative interventions by social workers, physicians, nurses, and other medical personnel. Documentation was maintained on all referrals to and consultations with social workers in the clinic for a 12-month period. Statistical analysis revealed that planned collaborative interviewing by social workers, medical personnel, and nurses had a significant effect on the interactional and interpersonal problems of families. Four case studies are presented that illustrate the effectiveness of the collaborative approach.

This book reviews the changing occupation of nursing and its relationship to medicine. The focus in on two levels, one internal to nursing and one which looks at nursing in the context of broader social relations. It examines the social structures, patriarchy, racism, and capitalistic ventures involved.

Intra-agency contracting provides a means of coordinating high-quality, comprehensive social services at a low cost in multi-service agencies. A case example is presented of the Comprehensive Emergency Services (CES) program, which was developed to provide intensive short-term services to families experiencing a crisis in relation to child abuse, neglect, or dependence. CES has developed effective networking systems on both inter-

agency and intra-agency levels to coordinate services to multi-problem families. To handle the intra-agency networking of service, CES established formalized service contracts with three of the other programs in the agency. Each contract addressed procedural issues. The benefits of the contracting structure for CES, the agency and its clients are discussed. It is suggested that social service professionals consider formalizing their relationships through written contracts even when working within the same agency.

This book contains chapters from social work experts who present and discuss the future challenges of the profession. Chapters discuss the impact of changing demographics on social services and the issues faced by several different fields of practice, including new paradigms for health care, mental health, clinical and private practice. The book concludes with chapters on administrative issues, policy, politics, and activism.

Prevention for child abuse is identified in three stages: primary, secondary, and tertiary. The primary stage includes interventions to prevent a specific problem such as child maltreatment. Secondary prevention suggests early identification and early intervention to keep problems from continuing. However, tertiary prevention aims to reduce the severity and effects of the problem after it has occurred by means of rehabilitation and treatment. The book is divided into three sections: a) an examination of parent education, b) a review of a research project in Virginia that looked at child abuse and neglect, and c) a summary of recommendations and conclusions.

As part of a joint conference, foster children from 5-20 years of age attended a group session to explore their thoughts and feelings about foster care. The professional leaders reported their observations to a subsequent meeting of foster parents and caseworkers. The comments and behaviors of the children at this meeting were both illuminating and moving.

A survey of state agencies responsible for developmental disabilities/mental retardation and child welfare investigated the coordination of services for children with developmental disabilities. Comprehensive service coordination
among different kinds of agencies relies heavily on formal inter-agency agreements; however, more of the study participants saw inter-agency agreements as a successful solution. No particular patterns of effective coordination appear to be emerging.

Rittner, B., & Sacks, A. (1996). Children in protective services: The missing educational link for children in kinship networks. *Social Work in Education, 17*(1), 7-17. This article explores how school social workers and child protective services (CPS) workers can collaborate to improve the social and educational functioning of maltreated children living in kinship networks. The study examined the records of 447 children cared for in kinship networks under CPS supervision. During the first 6 months of supervision, 145 children experienced changes in both caretakers and residences; 71 were referred for counseling and 30 were referred to special settings in schools because of emotional or behavioral problems. A collaborative model between CPS and school social workers is suggested using provisions of the Individuals with Disabilities Education Act (IDEA). If pre-screening and screening evaluations indicate the presence of risk factors, school social workers can coordinate and monitor appropriate special education and related services (including transportation, health, mental health, social work services, occupational services, and economic services). Workers can also provide service continuity as the children move in kinship networks. CPS workers advise school liaison social workers of permanency plans to ensure that decisions regarding school settings are based on possible placements in kinship networks.


Roberts, R. W. (1979). Contemporary perspectives on adoptions. *Social Work Papers, 15*, 1-60. This special issue of the journal is devoted to discussions of major changes that have occurred during the past fifteen years in the area of adoptions. Adoption agencies have been forced to establish new priorities, revise their policies, and develop new forms of practice due to two factors: the decrease in blue ribbon babies available for adoption and the increase in public awareness of the large number of dependent children who do not fit the stereotype of the white, healthy infants considered suitable for adoption. The following articles are presented here: a) Adoption: Its Place and Purpose in a Contemporary Concept of Child Welfare Service, b) Adoption as a Developmental Process: A Life Event Perspective, c) Anglo and Indian Concepts of Child Development: Some Considerations for Placing American-Indian Children, d) Adoption Services in the Mexican-American Community,

The formulation of definitions for the various categories of abuse and neglect with which all key professionals can agree is a major challenge confronting the child welfare system, particularly in the case of emotional maltreatment. In order to explore the extent of agreement among child welfare professionals concerning emotional maltreatment of children, a previous study on the subject by Baily and Baily was replicated. The overall purpose of the replication was to investigate the extent of similarities and differences among key members of the child protection system, with the hope of improving communication and collaboration among them. Sixty-seven county and district attorneys, 61 judges, and 112 social workers completed mailed surveys. The survey included 17 preschool vignettes and 16 latency-age vignettes depicting emotional maltreatment; study participants were asked to rate the severity of the maltreatment and indicate appropriate intervention levels. The study demonstrated that social workers more often agreed with attorneys and judges about the severity and level of intervention needed in cases of emotional maltreatment than these two groups of professionals agreed with each other. These findings suggest that social workers should take the lead in developing a community consensus on what constitutes emotional abuse.


This book addresses the lack of collaborative school models and provides tools for those that wish to participate in a change process to move consultation services within the school and to integrate the process. The book focuses on individuals that are interested in changing their role and function within the school. It provides a model for interdisciplinary consultation support services in schools and special education reform to include a delivery system and consultation process.


This article presents results of a three-state mailed survey that examined pre- and post-adoptive service needs of 562 families who adopted children (most of whom had special needs) through public child welfare agencies. Financial and medical adoptive subsidies emerged as pivotal service needs.
Counseling, education services, and respite care were evaluated as very helpful services by adoptive families.


This study assessed children’s responsiveness to adults as a function of the adults’ behavior. Pairs of male and female adults administered games to 96 children. Each child was assigned to either the modeling, praise, or collaboration condition. Depending on the condition, each adult: a) modeled a selection of a specific set of play materials, b) praised the child while they played together with the materials, or c) collaborated with child while they played together with the materials. Results showed a greater responsiveness to the same-sex adult in the collaboration condition and to the cross-sex adult in the praise condition, as measured by the time spent playing with the materials previously associated with each adult and by comments to each adult. In the modeling condition, there was a nonsignificant same-sex effect for children’s actual responsiveness but a significant same-sex effect for self-reported responsiveness. Sex-typing scores, which were independently assessed, were related to same-sex responsiveness in the collaboration condition only.


The collaboration between a university research group and a government agency in Los Angeles is presented as an example of how research, practice, and policy interests can coincide with and inform one another through the intervention research approach. The problems encountered by the government agency in developing adequate programs and facilities for runaway and homeless youths became the basis for a comprehensive review of research literature and a survey of informed community members by the research team. The two organizations then worked together to derive solutions to the problems using the research and survey findings. A pilot program consisting of a regional intake center for homeless and runaway youth in the Los Angeles area was established in the community. The inter-institutional team has since shifted from a program development phase to a program evaluation and refinement phase. Guidelines for the intervention research process are drawn from a description of the project.


This article addresses early intervention services for children, birth to kindergarten age, who experience developmental deficits and delays that may
be later identified as learning disabilities. Public Law 99-457 (Amendments to the Education of the Handicapped Act) is briefly reviewed with a focus on elements that emphasize family-centered practice. Vignettes are presented to illustrate intervention strategies that promote parent empowerment, parent-professional partnerships and interagency collaboration. (This issue of Child & Adolescent Social Work Journal contains seven additional articles on learning disabilities.)

Schiff, M., Cavaiola, A., & Harrison, L. (1989). Teaching prevention to professionals who work with abusive chemically dependent families. *Alcoholism Treatment Quarterly, 6*(2).

A review of the literature links physical and sexual abuse to chemically dependent adolescents. In many instances, cycles of abuse correspond with cycles of parental mood-altering chemical addictions. The sequela of physical and sexual abuse within this population are discussed in terms of the presentation of early warning signs to medical, legal, school, child welfare, and mental health professionals. The paper discusses cogent recommendations regarding abuse prevention based on early identification factors.


This articles provides guidelines for agency-based research in social service agencies.


This paper describes challenges surrounding abuse prevention research with American Indian and Alaska Native people. Strategies include collaboration, goal setting, and cultural sensitivity.


This article reports on the Broward County Juvenile Detention Center in Fort Lauderdale, Florida and the accomplishment of specific transformations within this facility. Broward County’s experience can provide valuable lessons for other jurisdictions. There are critical policy and practice implications for juvenile justice officials, child welfare officials, child advocates, and all other public and private agencies that provide services to youth. While others have attempted to reform juvenile detention policies and practices, none have combined strategies for both immediate improvements at the local level and for long-term, sustained change at the state level. The Broward experience has important implications for juvenile detention and youth services. The initiative represented an uncommon collaboration among a large state agency, local public officials, private agencies, and a major foundation. This was a coalition that project staff found critical to facilitating and institutionalizing change.

Growing numbers of children are in need of services while the severity of problems has also increased. This research explores the overall profile of children and youths identified as multi-need and at risk of out-of-home placement in Ohio. Profiles of 183 cases drawn from 11 county demonstration programs are analyzed. The findings reveal that the vast majority of cases received services from a number of different social services systems. These multi-system children represent some of the more difficult cases for service providers and suggest the need for cooperation and collaboration between systems. Therefore, moving toward a community-based system of care with strong system collaboration would benefit children and communities.

This book examines intervention strategies in response to child, family, ecological, and socio-cultural variables. It includes a review of recent changes in counseling approaches including cognitive strategies that enhance coping abilities. It also reflects upon legal changes since 1989 and reviews the process of becoming a parent of a child with disabilities, the process of family adaptation, cultural reactions, intervention, partnership, and therapeutic approaches.

This book is a comparative analysis of the work of mental health social workers and community psychiatric nurses.

This paper examines the difference in communication and collaboration between social workers-general practitioners and community psychiatric nurses-general practitioners.


In 1990, Integrated Mental Health in Rochester, New York approved a New York State Office of Mental Health grant of $648,000 to six area hospitals and mental health centers. This grant funded a new type of collaborative mental health service designed to respond to the psychiatric emergencies of children (under 17 years) and their families. This collaborative project was both a treatment program and a research program; it was used to test the effectiveness of a multi-system collaboration. This article describes the program in general with a special focus on its Mobile Crisis Team. This project was able to respond to the urgent demands for help by promptly reaching its clients. Further, the expediting of assessment, services, and referrals markedly improved.


This book describes specific teaching strategies that can be used by field instructors in community-based agencies to teach students the skills necessary for effective social work interventions. The author also presents research regarding competencies in field work.


Epidemiological findings from two urban areas showed a high rate of transmission of infectious hepatitis from children to adults. The children studied were under 2 years of age and attended large daycare centers. Findings from a third urban area did not show a similar pattern. The data were examined with reference to indices of quality of care. This study suggests that smaller centers with a trained staff and more adequate staffing ratios do not experience serious hepatitis outbreaks. The adequacy of the revised (1980) Federal Interagency Day Care Requirements and the Appropriateness Report to Congress is discussed in the context of these findings.


Previous research suggests the importance of multidisciplinary, interagency approaches in creating effective community service delivery systems for the...
prevention of child maltreatment. Despite both federal and state mandates for community-wide approaches to service coordination, multidisciplinary approaches have generally been untested and/or underutilized. A study of the most common mechanism--the community coordinating committee--examined those mechanisms that best promote collaboration among dissimilar organizations such as those involved in the treatment of child abuse and neglect. The study tested two hypotheses: a) that committee participation will be greater if members are allowed equal power in group decisions or if the committee is perceived by group members to be effective, and b) committee collaboration will be greater if there is perceived equality of power among members, there is a shareable group goal, the committee operates in a neutral setting, or the committee is supported by the community. The study population consisted of 24 coordinating groups identified from 18 states. Survey data were collected via telephone interviews. The study findings indicated a significant relationship between committee participation and perceived effectiveness. Findings also demonstrated a significant correlation between collaboration and equality of power, existence of a shared goal, and neutrality of setting. The author made recommendations to help communities determine readiness for coordinating committee formation; suggestions were also made for the most appropriate committee type and focus and the most effective operating conditions.


Due to a high incidence of inappropriate behaviors by some children in a daycare center, a study/intervention project was instituted. Administrative staff, teaching staff, and psychologists collaborated on the problem analysis, identification of objectives, implementation of intervention strategies, and evaluation of outcomes. Two 3-year-old children, one who was aggressive and one who was passive and withdrawn, were chosen for study. The psychologists systematically observed child behaviors as well as teacher behaviors of praise, reprimands, and other interactions. Intervention with the children was initiated after teachers were trained on systematic observation and behavior modification techniques. Eventually, the administrative and teaching staff became completely responsible for the observation and recording of child and teacher behaviors in order to evaluate child management problems.


In the welfare system, women do everything except manage it. Women are mostly involved in middle management, coordination, direct service, and volunteer work. Usually, these jobs do not pay well and carry a low status. Further, the women’s positions are often enmeshed in the myth of “women’s
work.” In traditional foster care, the child welfare system has generally pitted foster mothers and natural mothers against each other as “good” and “bad.” This study describes how a progressive Australian foster care agency, with feminist insights, attempted to organize foster care in ways that emphasize collaboration, rather than conflict, between the women who are involved.


The lack of coordination among agencies serving children and families, the narrow focus on labels that children receive when they enter the system, and a consequent failure to provide appropriate services are the rule rather than the exception in much of the nation. In response to this situation, professionals in the children's services field have attempted to develop “coordinated” or “integrated” systems of service delivery to children and families. The first part of this article discusses efforts to coordinate services for children and families, particularly mental health services. The second part of the article reports initial research findings from the Youth Law Center to identify specific characteristics of effective coordination programs.


This book offers a basic, practical and applicable strategy for responding to families in crisis. The proposed strategy aims to prevent and/or minimize self-defeating and self-destructive behavior that can emerge in students as a result of family crises.


This article discussed strategies and planning for effective relationships between a network of organizations and community coalitions.


This review of child homicide research identifies three methodological issues: a) the classification of child deaths as homicides is unreliable, b) child homicides may not represent the endpoint of a continuum of violence from inadequate parenting to death, and c) child homicides are not frequent enough to measure the impact of child welfare services and policies.

This article reviews serious emotional disturbance among children on protective service caseloads and examines the service needs related to family support, outpatient treatment, school-based treatment, and diagnostic service. It also looks at the structural changes necessary for cross-system collaboration between mental health and protective services. A multivariate, criterion-referenced approach was used to assess prevalence of serious emotional disturbance among children on protective service caseloads. Of 140 protective services recipients, 72% were statistically indistinguishable from children in Washington State’s most intensive mental health treatment programs. The most common problems among the sample were substance abuse, antisocial behavior and school problems. Family histories of mental illness or substance abuse were also common. The greatest service needs included family support groups, outpatient treatment, school-based treatment, and diagnostic services. These results underscore the need for structural changes to facilitate cross-system collaboration between mental health and protective services.


Children with multiple needs pose a daunting challenge for state and local agencies. These youngsters often require assistance from several different departments; in most states, however, each agency or department attempts to deal with only the part of a child’s problems for which it is responsible.


This book is a guide for teachers, recreation leaders, counselors, social workers, nurses, clergy, and other human service providers. It explores the insights and understandings that may be of value in creating positive social and physical environments in which to implement programs and pursue a variety of restorative and growth-oriented goals.


This book reviews informal social support networks in British society and their implications for communities and their elderly populations. The networks are based on proximity of kin, proportions of family, friends and neighbors interaction with an old individual and their family, friends, neighborhoods and

community groups. The networks discussed include the family-dependent support network, the local self-contained support network, the community-focused support network and the private restricted support network. It has been theorized that individuals in different types of networks have different types and levels of demand on service; knowledge of this service is a useful tool for community care practitioners.


Collaboration, knowledge, values, and skills among parents, professionals, and service delivery systems are particularly important in family reunification. This article reports on a teaching strategy drawn from current family reunification training materials, particularly from Warsh et al. (1994), to enhance social work student’s use of collaboration in child and family settings. MSW students participate in a videotaped role-play of a family reunification case-planning conference. Implications for training in family reunification are discussed.


This article summarizes research carried out by SRI International in collaboration with several organizations including Public Technology Inc., the National Association of Counties, and the National Governors Association.


Recognition of the symbiotic relationship of the child welfare and child health disciplines led to a project that developed and tested health concepts and methods curricula for child welfare administrators and research staff. Health and welfare have reciprocal concerns and common interests that necessitate collaboration among the professionals and agencies responsible for planning and delivering services to meet the needs of children. A major objective of the Child Welfare and Health Training Project was to develop understanding of how specific public health methods can enhance child welfare program administration and data management. Child welfare and health experts were selected to form a planning committee responsible for developing curricula for child welfare administrators (Group I) and research staff (Group II). Topics in the Group I and Group II training programs emphasized three major areas: issues in child health and welfare, administration, and methods. Application of the training curricula was provided for the groups in 5-day sessions. An assessment of the training packages was made through the use of pretest and posttest questionnaires administered to both groups and through course evaluation by the enrollees. The curricula development and implementation
under this project established collaboration and cooperation at the educational level.


Separation and loss issues arise frequently in pediatric hospital settings. Three forms of psychiatry-psychology liaison are presented that demonstrate: a) case-centered collaboration to address child and family concerns about death, b) team-centered activities that link family and staff roles in the course of terminal illness, and c) the development of a program mechanism to meet the needs of staff survivors of recurrent childhood deaths. These examples illustrate the enrichment that pediatric psychiatry-psychology liaison programs offer when the conceptual model of liaison service and teaching operates flexibly on case, team, and program levels.


The author discusses conditions and case illustrations of successful inter-agency collaboration.


This is a book about changes and reforms written during a time of change. The values of this book promote family-centered, interdisciplinary, community based early intervention services. This book is designed for those who need the tools to do the most effective job possible.


Issues of child protection, child abuse, and delinquency have generated public and academic concerns about the ability of adults to underwrite the physical, moral, and social welfare of children. At the same time, recent educational reform has provoked debate about the shifting balance of power between parents and teachers. This book combines these two agendas in a theoretical framework and examines the common understandings of the concept of parental responsibility.


This study identifies the problems of children with complex medical conditions and/or complex home health care needs. Five categories of seriously
chronically ill children are identified and programs to meet their needs are discussed. A discussion maintains that many of these children could benefit from foster home placements; one project is described in which there is collaboration between a pediatric medical center and a social service agency. (This issue of Child and Adolescent Social Work Journal includes 12 other articles on foster care.)


As an addition to the growing literature on school of social work/child welfare agency collaborations, this article describes a clinical group supervision arrangement between Children and Youth Services of Delaware County, Pennsylvania, and the MSW program at Widener University’s Center for Social Work Education in Chester, Pennsylvania. Six students who were also employees of the department received clinical group supervision every other week by a faculty member of the center. The author discusses the process of initiating the group, the supervision issues that emerged, the application of a child-centered family treatment model, and preliminary results from the use of a Skill-Level Self-Rating scale.


This article addresses the nation’s foster care system since the passage of the Child Welfare and Adoption Assistance Act of 1980. Numerous reports describe a system in crisis unable to handle vulnerable children. Advocates have turned to litigation as a strategy to achieve system change. The challenges of the agency staff are also addressed.

CONFERENCE PROCEEDINGS, BIBLIOGRAPHIES, OUTLINES, MANUALS, PAPERS, REPORTS, SCHOOL CURRICULUMS, AND OTHER REFERENCES


This publication pulls together leadership for interdisciplinary professionals and promotes leadership.

Baker, G. C. (1996). *Every child is our child.* Paper presented at the annual conference of the Chicago Metropolitan Association for the Education of Young Children. This paper describes the historical background of the United Nations Children’s Fund (UNICEF), the types and nature of services it provides, and ways that individuals can help UNICEF to provide a better environment for children. Recommendations include providing access to training, encouraging children to develop self-esteem and important life skills such as critical
thinking and assertiveness, and teaching children to understand global problems such as pollution and destruction of the rain forest.

Bamburg, J. D., Hill, P. T., Knapp, M. S., & Ferguson, M. (1996). *Converging reforms and the working lives of teachers and other human service professionals*. This report was presented at the American Educational Research Association annual (Human Services Policy Center, University of Washington, Seattle). It discusses reforms that project expectations, offer resources, make demands, and draw attention to particular facets of educational enterprise. It also looks at widespread frustration over perceived inability to respond to the needs of an increasingly diverse student population. The focus of the analysis was to develop a greater understanding of the current and potential impact of multiple reforms that policy makers are proposing.


This is a compilation of articles related to the formulation and promotion of partnership between schools and social services. This issue reviews health and social services in schools, service delivery to children, current school-linked service efforts, financing school-linked and integrated services, need development provision, evaluation, and concerns to include the drop-out rate of high school students.

Bishop, K. K., Kilburn, J. G., & Flaherty, B. A. (1997). *Interprofessional education and practice. A selected bibliography*. This bibliography includes more than 300 articles, monographs, training manuals, and books for those who would like to learn more about interprofessional education and practice in the human services.


The authors provide an overview of how professionals need to work differently with families in order to allow collaboration. This paper examines the effect of collaboration on professionals within the context of their professions, agencies, and organizations. It focuses on the shift in thinking that is needed to collaborate.


Brandon, R. N., & Meuter, L. (1996). National conference on interprofessional education and training. Unknown: University of Washington, Human Services Policy Center. This conference was intended to identify strategies to transform institutions affecting professional development in the country. It was also intended to foster a sense of collegial belonging by promoting a professional home in the interprofessional community. Further, it was hoped that this conference would create a network that brings together mini-networks of projects, funders, evaluators and advisors; these mini-networks would mutually reinforce ideas rather than compete with one another.

Bronstein, L., & Kelly, T. (1997). Field education units: Fostering community collaboration and mutual aid. Paper presented at the Annual Program Meeting of the Council on Social Work Education. This paper discusses field education units developed as a means of collaboration between the university and the community. The paper describes the field instructor as one of the most integral components in student education and suggests that the collaborative efforts of the group not only enhance relations between school and community, they foster growth and aid between interns. Service delivery systems, field placement and instruction, and the availability of services have improved; these improvements positively effect student learning. The authors describe an innovative program between Barry University School of Social Work and Dade County Public Schools in which agencies and schools collaborate to offer health and social services in close proximity to the families and schools.


California State University, Fresno. (1997, April). Interprofessional collaboration training project. Through this project, colleges, universities, and professionals developed models of interprofessional training and increased the knowledge and skills needed to effect locally integrated services. The goal of the project was to provide training materials for integrated service providers, pre-service students, and professionals in the field.


California State University, Fullerton, School of Human Development and Community Service. (1996, Fall). *HCS 500 theory and methods of services integration.* Class syllabus.


California State University, Long Beach, Child Welfare Training Center, Interdisciplinary Training Project. (1997). *CIRCLE (Community Interdisciplinary Resource Collaborative Learning Exchange).*

California State University, Long Beach, School of Health and Human Services. (1994). *Department catalog.*

California State University Urban Coalition. (1996). *Enhancement of comprehensive collaborative services to families at-risk in urban neighborhoods through the development and implementation for community-based and university-based inter-disciplinary training and education.* Submitted to W. K. Kellogg Foundation. (By Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, and San Bernardino). Project Leader California State University, Long Beach, Department of Social Work in conjunction with UCLA, USC, and County of Los Angeles Department of Children's Services.

This project: a) promotes the development of interdisciplinary service integration and collaboration among neighborhood service providers, b) develops competencies for successful interdisciplinary collaboration, c) develops training strategies to teach collaboration to students and child welfare workers, d) expands training to non-profit community based agencies, and e) develops and implements communication and administrative infrastructures to reduce institutional and personal barriers to interdisciplinary collaboration.


This instructional manual looks at conflict as a part of human and organizational life and offers techniques for conflict resolution. It also offers techniques for avoiding emotional escalation during conflict.

Child and Family Policy Center and National Center for Service and Integration. (1997). *Publications and resources*.

Children and Family Research Center, (1997). *Center notes 1(1)*. University of Illinois at Urbana-Champaign, School of Social Work.


This study examined the transition from federal to state administration of the Maternal and Infant Care and Children and Youth Projects under the 1967 amendments to Title V of the Social Security Act. An analysis of legislative intent and case studies in four states were used to assess whether federal policy objectives have been achieved and to identify critical factors affecting federal and state performance in the implementation of the amendments. Findings demonstrated considerable variation in state responses and performance and raised serious questions concerning the extent to which federal expectations for state performance have been met. Among key facts explaining the variation in state performance were problems in the design and implementation of the amendments at the federal level, the degree of state support for the policy objectives, executive leadership, and the degree of interagency cooperation in the implementation process. The study concluded that state and local responsiveness to federal policy objectives depends on a number of key factors. The potential of categorical and block grant approaches for improving federal policy implementation are discussed, and alternatives to existing approaches are offered.

   This is a bibliography for collaboration for the community based on a student research and summary report.


   This paper reviews the literature on interagency service coordination and suggests a definition for service coordination. It also suggests a framework for conceptualizing the environment in which coordination efforts occur.

   This is a collection of course outlines with diversity content. The Commission identified 12 syllabi from three undergraduate and graduate courses that displayed high-quality content and reflected CSWE’s curriculum guidelines for courses on race and racism, oppression and powerlessness, experiences of ethnic groups, and the impact of culture on social workers and their clients.


   This report covers a cooperative venture involving state institutions of higher education and the Kentucky Department for Social Services. The goal is to strengthen child welfare, family preservation, and juvenile service components of the social service system through staff training and education programs.

   This final report examines systems that are community-based and school-linked.

Faculty of Social Sciences. (n.d.). A collaborative initiative for school-linked services between education, human resources, and health services. Monticello: University of Arkansas at Monticello.
   This manual provides social service agencies and public education institutions with a guide for the implementation of school-linked services. It contains a group of selected publications on school-linked services that

address the educational and social problems confronted by children and families.


Floyd, C. E. (1997). Field placements in rural community collaborative: What they can offer our students?
This paper reviews integrative and collaborative field placements that offer enriching experiences for social work interns.

This was a presentation for the 13th Annual NASW California Chapter Conference.

This book is an outgrowth of articles and reports developed through the author’s work as Director for the Center for Collaboration for Children at California State University, Fullerton. It pulls together the advice and critiques provided to officials on collaboration, services integration, systems change, results based accountability, and school linked services.

Gibson, I., Pellow, R., Singleton, S., White, R., & Williamson, B. (n.d.). How to implement school-linked services. Presented at University of Arkansas at Monticello, AK.

This workshop reviews state statutes and child abuse reporting requirements. Prevention, intervention, and community resources are addressed. This workshop covers physical neglect and abuse, sexual and emotional abuse, and physical indicators.

The development, operation, and challenges of the California Social Work Education Center (CalSWEC) are discussed. CalSWEC is described as a statewide organization involving 10 California graduate social work programs,
the 58 county departments of social services, the California Chapter of NASW, and several other organizations.

This is a resource guide of learning activities.

This paper presents findings from a 5-year research project involving 50 rural families with infants who were identified as having developmental disabilities. Parents were interviewed regarding their perceptions of and experiences with the early intervention (EI) process. Interviews covered medical evaluation of the newborn, mother-infant separation, referral to early intervention services, insurance and use of private services, family receipt of welfare services, influence of religious and other family beliefs, and preschool programs.

This report is intended to serve as a technical assistance document for the development and implementation of school-agency partnerships. The report discusses a) differences in organizational culture between schools and agencies, b) the sequence of events in the development of partnerships, c) the influence of various factors on the designation of partnership responsibilities, d) ways to enhance student recruitment and retention, and e) the significance of culturally competent service delivery, research, and interdisciplinary projects to the success of school-agency partnerships.


This report was developed to address the critical condition of health care services as an increasing hazard to all. It investigates health care needs, services, and problems in Orange County.

This brief bibliography lists books and articles related to social work issues with West Indian immigrants (immigrants from the English-speaking countries of the Caribbean).


This book includes a series of papers presented at the National Public Child Welfare Training Symposium and deals with the connection between social work training and the kind of services children will receive. It provides a strong measure of hope for improvement at a time when the needs of many children and their families are critical.


This nonpartisan report is based on commission papers, consultations, mini-conferences, analytical work, think tanks, intergovernmental associations, national professional bodies, congressional federal and state staff, individual scholars, and journalists. It is a response to social policy debates and changes made by the 104th Congress. The major objective of this project is to protect and enhance the well-being of children and their families.


This bibliography includes a list of multicultural readings obtained from a national survey of graduate level social work course outlines.


The goal of this collaborative was to support county departments and implement a regional structure for planning and coordinating services for children and families. Partnerships were formed to collaborate on planning and/or delivering services to children, youth and families of Los Angeles County. Once the council was formed, its members agreed upon a vision and operating principles. The council then gathered and analyzed needs data.
established eight common service planning regions, agreed upon an outcomes framework to begin production for a countywide score card, examined annual county children’s budget data, and launched a countrywide data match project across major child and family service departments.

Los Angeles County Children’s Planning Council. (1996, May). Profiles of Los Angeles County: Service planning area resources for children, youth and families. A report. The purpose of this study is to assist social planning efforts in Los Angeles County by presenting information on the systems that impact children, youth and families in the county. This study assesses the systems and dynamics that must be considered in order to engage in effective community-based planning for health and human services.

Los Angeles County Children’s Planning Council. (1996, May). Youth participation and youth networks in Los Angeles County. This report provides an overview of decision-making bodies in Los Angeles County in which youth play an active role as informed members, leaders, and policy partners. The information provided is intended to help inform policy makers and service providers about different ways to effectively incorporate youth input, participation, and collaboration in the public and private sector.

Los Angeles County Children’s Planning Council. (1996, December). Ethnic community profiles: Planning for a new Los Angeles. The Los Angeles County Children’s Planning Council shifted to community-based planning and program development as a way to improve results for children. This booklet looks at how communities are defined in Los Angeles County with respect to place, association, and administration. These three dimensions of communities set the framework for the Council’s research.

McCroskey, J., & Einbinder, S. D. (Eds.). (1996). Universities and communities: Remaking professional and interprofessional education for the next century. Conference presented at Davidson Conference Center, University of Southern California, Los Angeles. Sponsored by the Inter-Professional Initiative at USC, this project arose from an experiment in interprofessional education. It was precipitated by a) difficult life circumstances of families and children in Los Angeles, b) fragmented health and social service systems, and c) experimentation through multiple system reform efforts with key principles of change. This manual contains final drafts of faculty papers presented at the conference as well as summaries of major points raised by community respondents.


Members of the National Network for Interprofessional Education and Training. (1996). *Creating an effective national movement for interprofessional education and training.* Unknown: University of Washington, Human Services Policy Center. This is a joint proposal by individuals and organizations that have been working to advance interprofessional education and training around the United States. The focus is to create new partnerships for training, which can contribute to positive outcomes for children, families, and communities.


Moore, J. D., McGuirk, F. D., & Sanchez, A. M. (1992). *Social work education for public mental health practice in California.* Conference Report. This report addresses the increasing percentage of ethnic minorities in California and the lack of sufficient support groups. It focuses on preparing graduate social workers to work with ethnic minorities. This is a critical issue given the lack of ethnic minority mental health professionals in state hospitals and community mental health programs. The report also addresses the insufficient representation of ethnic minority personnel in supervisory and upper level management positions.


This booklet looks at the effectiveness of professionally trained social workers at the direct service, supervisory, and administrative levels. Current trends in child welfare practice are described and disincentives to professional social work practice in child welfare are outlined. Recommendations to strengthen the delivery of child welfare are also included.


Discusses the role of field education, professional competencies, and collaboration.


This report details exploratory quantitative analyses of the CSULB National Center for Social Work and Education Collaboration during 1993-94, and presents the effects of the Fordham project as identified by the social workers, interns, parents, and teachers who worked together to improve the academic and social well-being of at risk children.


This paper described an outcome evaluation of an early school-aged delinquency prevention program. Children in kindergarten through second grade were referred by teachers for a 12-month family intervention program. The program consisted of child task socialization groups, parent education groups, and family support services. A quasi-experimental design was used to measure the impact of the intervention on child behavior at home and school, on child self-esteem, and on adult self-esteem. The study used both a control group (n = 12) and an intervention group (n = 26). Also included was a detailed analysis of the political and process issues in the development of this interagency program. The results revealed no statistically significant differences between the control and experimental groups on any of the outcome measures, probably as a consequence of small sample size and measurement problems. However, the conclusions provided several important observations for future development of similar programs, particularly for the interaction between families and schools.

Work and Education Collaboration. Long Beach: California State University, Long Beach.

This qualitative report documents the activities of the CSULB National Center for Social Work and Education Collaboration during 1994-95, and focuses on interprofessional collaboration at the university level. Reports on the collaborative activities and services are provided by CSULB interns from social work and education in the public schools. The report details the regional dissemination efforts of the project and looks at content analyses of data from focus groups and case studies. The focus group and case study results describe the collaborative efforts and are written by school social work interns.

Reese, D. J., & Sontag, M. (n.d.). Preparing students to articulate the social work role in the interdisciplinary team.

This training guide looks at the barriers and solutions of the interdisciplinary team.


This bibliography addresses the fragmentation of the human services delivery system. It also looks at the minimal contact among academic departments on campus. This information was compiled as part of an effort to improve collaborative community-based integrated services.


Shallcross, M. A. (1996). Improving the safety standards of family child care homes by developing and implementing a health and safety training program for state-
licensed family child care providers. Practicum report, Nova Southeastern University.

This practicum report describes a project to improve safety and health conditions for state-licensed family childcare homes. Since the family childcare providers in the study area do not have to meet more than minimum state health and safety requirements, providers have limited knowledge of and need to improve health and safety standards in their family childcare homes. Telephone surveys and interviews with state officials and providers documented the need for health and safety training; however, no group had attempted to meet the need. A literature review revealed that training would help strengthen the quality of family childcare homes and would improve the professionalism of providers. Six training workshops on improving health and safety and dealing with emergency/crisis situations were offered to 20 providers. Workshops were supplemented with in-home health and safety technical assistance. Topics covered were orientation, self-esteem, safety, creating healthy environments, professionalism, and rescue organization. A statewide rescue registration program was also organized. The projected outcomes of the practicum goal were: a) 15 of the 20 family child care providers would register their homes with local fire/rescue departments, b) 15 of the 20 family providers would improve the health and safety in their homes (as measured by a checklist), and c) 5 of the 20 providers would join a statewide rescue committee. At the conclusion, 14 providers had registered, 20 had satisfied the checklist, and two had joined the rescue committee. This report includes 32 references and three appendixes with the rescue registration form and checklists.

Project Notes.

The Council on Social Work Education provides project notes regarding delivery of services, intervention strategies, and collaboration.

This Developing Partnerships initiative was designed to build the capacity of social work education programs in order to prepare social workers for careers in public agencies. The purpose was to: a) stimulate leadership and enhance collaboration among social work educators and public agencies, b) develop and expand social work curricula, practice, and research agendas, c) identify core principles between social work education programs and public agencies,
d) analyze samples of collaborative efforts, e) develop recommendations regarding replication strategies, and f) establish broad institutional linkages between social work education programs and public agencies.

The handout describes program goals, objectives, and required courses.

This study addressed the coordination among social service agencies, mental health agencies, and courts in the intervention of child abuse cases. The investigation reviewed prevailing practices and theoretical perspectives on interorganizational coordination and identified applicable methods of intervention and measurement. It also evaluated an interagency compact aimed at more coordinated intervention by San Francisco law enforcement and social service agencies. Analysis of data on 176 cases in the San Francisco response system indicated that coordination efforts and their effects on case outcomes could be measured. Coordination was significantly related to staffing levels in the police department and social services agencies. It was also related to the probability of juvenile court proceedings, but less directly related to criminal court proceedings. In sum, coordination was found to result in a more streamlined investigation; thus, child victims experienced a less intrusive and repetitive investigation.


This booklet reviews the United Way’s Mobilization for America’s Children project. This is a “20 year preventive strategy to ensure the birthright of hope for every child.” This strategy outlines “Standards for Success,” which summarize the creation of environments that foster healthy children and families and offer visionary strategies to meet this goal. The booklet describes a standard for effective children and family programs with an emphasis on the promotion of healthy child development. Further, the ultimate goal of this program strategy is to provide family focused, community-based services that are integrated and comprehensive.

This guide reviews competency-based child welfare curriculum that is designed to encourage schools to infuse child welfare content into already existing resources and to develop new courses addressing a specialization in public child welfare. It is intended to provide maximum decision making opportunities for schools while providing a consistent experience for preservice child welfare students. In addition, the guide is a valuable resource; it contains descriptions of teaching tools and exercises, bibliographies, and on-line resources.


This interdisciplinary collaboration examines competency descriptions of children and family social workers. It includes a compilation of papers on social work curriculum. The paper focuses on the preparation of social work students for children and family services and provide recommendations related to the curriculum of the College of Social Work, University of Kentucky.


University of Texas at Austin, School of Social Work. (n.d.). *Innovations in faculty based field units: Bridges for university-agency partnerships.*

This paper describes new developments in field instruction, classroom teaching, and research.

University of Vermont. (1996). *Partnerships for change: Information exchange, 4-5.*


This report looks at one of the 11 5-year interdisciplinary child welfare training projects for the U.S. Children’s Bureau. The purpose of this project was to develop and implement a sequence in child welfare as well as other materials that could be used to strengthen child welfare curricula in accredited Bachelor of Social Work (BSW) programs in Wisconsin. Further, the purpose was to develop content and implement training programs for currently employed child welfare workers in the Northeastern Wisconsin region.

A review of an interdisciplinary program of social work studies for those entering the public child welfare field.


This study explored the effects of an in-service training program on team building. The program introduced child protective service workers to group leadership concepts as a means of developing more effective team interaction to perform case management functions. The program focused on applying group leadership skills to self-selected work-related needs in relation to case management. The study defined team building as the collaborative use of group leadership skills by members of work teams. Group leadership was defined as behavior patterns--as opposed to formal role assignments--used by individuals within a work group to influence others in task and maintenance functions. The training program taught participants group leadership skills, including collaboration, inclusion, problem solving, conflict resolution, contracting, feedback, and termination. The study viewed employee-oriented leadership at the team level as a means of integrating the needs of two subsystems--individuals and formal organizations. The training project sought to increase the work unit's ability to perform case management functions through group problem-solving techniques and through individual-employee partnership. Results of the training program were discussed in light of the conditions necessary for organization development to serve as a strategy for building effective work teams. Such conditions included: a) the need for a sense of ownership of the program and a mandate for team building by both participants and managers, b) the active involvement of staff and management in the diagnosis of needs before training, c) a structural linkage between administration and employee work groups as part of the training program, and d) the relevance of the content of the program to agency procedure.
Weil, M. *Interprofessional work in adoptions practice: Collaboration and beyond.* Thesis. Adoptions practice requires collaboration among the social welfare, legal, and judicial systems. The nature and climate of work by these professionals can greatly affect both the outcome of the process and the attitudes of parties involved in the adoption.

Young, N. K., & Gardner, S. (1997). *Bridge-building: Models and methods of linking child welfare services and treatment for alcohol and other drugs.* A report for the Stuart Foundation. This report summarizes structured discussions between county officials in five California counties. The discussions took place between child welfare leaders and their counterparts in drug and alcohol treatment. These efforts were undertaken in order to address a large majority of families coming into the child welfare system that were affected by substance abuse. It was an effort to help counties and service providers consider a wider range of options for more effective family services.


Zlotnik, J. L. (1997). *Preparing the workforce for family-centered practice: Social work education and public human services partnerships.* Alexandria, VA: Council on Social Work Education. Funded by the Ford Foundation. This report is concerned with finding better ways to link social work to the methods by which human services are developed and delivered to vulnerable families. It focuses on strengthening partnerships between social work education and public social services. The goal is to make linkages between entities by discussing practice principles and by following examples of current collaborations between social work education and public human service agencies. It is expected that these school-agency partnerships will ultimately lead to more competent social workers.

NEWSLETTER TITLES


*Child abuse and neglect: Interdisciplinary training project.* University of Southern California. (pamphlet)


University of California, Los Angeles, Department of Psychology, Center for Mental Health in Schools. (1997). *Addressing Barriers to Learning*.


