



高等院校社会工作专业  
精编通用教材

# 社会工作专业英语

主 编 许淑华  
梁丽霞  
副主编 李宗华  
李伟峰



English for  
Social Work  
Practice

山东人民出版社

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## 前言

### Preface

社会工作专业是以助人自助为核心的专业和职业,同时也是一门国际化色彩非常浓郁的专业。在我国社会工作本土化的过程中,学习和借鉴国际先进的专业方法、前沿的价值理念,无疑是必不可少的环节。本教材通过精心选取国际上一流专业刊物和权威著作中的精华,为广大社会工作领域的人士提供专业知识国际化的训练和培养。

本教材适用于有社会工作方法基础和社会工作理论基础的人士使用,可以为社工专业学生提供课堂阅读材料和学习指南;可以为社会工作专业教师提供了解、知晓、借鉴国外社会工作理论与实务的便捷通道;可以为国内专业社工机构提供较为全面和前沿的国际化社会工作实务与方法的视野和路径。

本书在内容结构上分为七个部分,包括儿童与家庭社会工作、青少年社会工作、老年社会工作、残障社会工作、学校社会工作、医务社会工作以及社会工作实务方法和价值观,基本涵盖了目前各高等院校、职业专科院校等所设置的专业学习领域,所选取的资料在一定程度上体现了所属领域的前沿发展趋势和特点。

编写社会工作专业英语教材是一项探索性工作,本编写团队在编写过程中尽心竭力为读者奉献可读性、实用性强的专业素材,然而尽管我们尽心推敲,仔细检阅,但可能依然难以避免些许差错,还恳请各方学者、专家和细心的读者多多指正!

编者

2015年12月

# Content

<b>Preface</b> .....	1
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## **Chapter One**    **Social Work with Children and Families**

Passage 1    The Power of Lifebooks .....	3
Passage 2    Social Work and Fathers: Child Support and Fathering Programs .....	7
Passage 3    About Self-harm .....	20

## **Chapter Two**    **Social Work with Young People**

Passage 1    Diary of a Substance Misuse Social Worker in Child and Adolescent Mental Health .....	29
Passage 2    The Many Layers of Social Support: Capturing the Voices of Young People with Spina Bifida and Their Parents .....	31

## **Chapter Three**    **Gerontological Social Work**

Passage 1    A Supporting Role in Elder Care .....	47
Passage 2    Social Work with the Older People of Tomorrow: Restoring the Person-in-Situation .....	51
Passage 3    Community Collaborations between the Medical Examiner's Office and Gerontological Service Providers; Implementation of an Older Adult Death Review Team .....	64

**Chapter Four      Social Work for Disabled People**

Passage 1    The Social Acceptance of Secondary School  
                  Students with Learning Disabilities ..... 77

Passage 2    Parental Experiences of Children’s Disabilities and  
                  Special Education in the United States and Japan;  
                  Implications for School Social Work ..... 90

**Chapter Five      School Social Work**

Passage 1    School Social Work Models ..... 103

Passage 2    Elements of School Social Work Services ..... 107

Passage 3    Outcome Evaluation of School Social Work Services ..... 108

**Chapter Six      Medical Social Work**

Passage 1    A Longitudinal Look at Social Work Leadership in Hospitals;  
                  The Impact of a Changing Health Care System ..... 121

Passage 2    Do Social Workers Need Some Medical Training? ..... 134

Passage 3    Riding Third: Social Work in Ambulance Work ..... 137

**Chapter Seven    Methods and Values of Social Work**

Passage 1    The Social Work Student as Participant Observer  
                  in Group Therapy Training ..... 155

Passage 2    Paradigm for Pluralism: Mikhail Bakhtin and Social  
                  Work Practice ..... 171

Passage 3    CASW Code of Ethics ..... 189

**Bibliography** ..... 193

**Epilog** ..... 224

## Chapter One

# Social Work with Children and Families



## Passage 1

### The Power of Lifebooks

Sue Coyle

Where were you born? Who are your biological parents? Where did you live when you were 6 years old? For some children, these are simple questions with answers already known or easily obtained. However, for many children in foster care and for many who are adopted, they are mysteries and blurred memories.

For those without answers, not knowing can be a tragedy. Beth O'Malley, MEd, was adopted as an infant in the 1950s. At an early age, her adoptive parents explained that they were not her biological parents but discussed the matter little beyond that. "When I became an adolescent, I couldn't talk about adoption without crying," she says. "Later on, I better understood that as unresolved grief."

When it came time for O'Malley to get her driver's license, she first had to obtain her birth certificate. She went to the county clerk's office in the town in which she had grown up, only to find out later from her adoptive mother that the document should be in a different county—the one in which she was born. "I was so pissed off," she says. "How could [my mother] lie to me all those years? How could I trust anything [she] said?" But when I got to the other side of that, it was like 'Oh my God! I know where I was born!'" O'Malley continues. "It was such a primitive feeling of rootedness. Something shifted inside me. I felt so grounded. From that point on, I was able to talk about adoption." And she did just that, earning her master's degree in counseling and working as an adoption case manager for 30 years. Now in retirement, she is selling and helping to make lifebooks through her website [www.adoptionlifebooks.com](http://www.adoptionlifebooks.com).

Why lifebooks? O'Malley believes having a lifebook in her childhood would have changed her life. "Maybe I could have avoided some of the sadness," she says. And she knows, like so many adoption professionals, that lifebooks can and do change the lives of children who are adopted and/or in foster care every day.

## **Defining Lifebooks**

But what is a lifebook? "A lifebook is an essential tool to aid children in the child welfare system in understanding the narrative of their lives and the meaning of their changes. It helps children keep connections with their past and the people who are important to them," explains Monica Johnson, MSW, lifebook program supervisor and coordinator for Lutheran Social Services of Illinois. She describes it as a "catalyst for conversation"—a way to help children and adolescents open up about their past, their traumas, and the changes in their lives.

O'Malley adds that lifebooks help prevent those facts and memories from fading and blurring. "Trauma has a way of dulling and changing memories. The lifebook with its key life truths remains the same over time. As a child tries out assorted foster homes, they often lose life facts and an organized sense of history. The lifebook chronicles where they have lived and at what age, at a bare minimum. This helps the child with building a sense of identity."

Like so many tools in social work, the lifebook will look different with every child, and even with every social worker, who often is affected by time, resources, and support. The lifebooks Johnson and her staff use consist of pages that can easily go into a binder. "We use two different books for two different age groups," she says. "We have our own book for children ages 0 to 11, called *My Awesome Life*. We provide a different book that's published by someone else for our teens. And then we have kits that we give to our kids: a binder, the book that goes into the binder, double-sided tape, crayons, markers, and pencils." They also provide a box with handles, similar to a suitcase or briefcase. The children are able to decorate the box, keep the book

and keepsakes in it, and “it can go easily with them if they have to move,” Johnson says.

There are different sections to the lifebook. Some sections are applicable to everyone while others are geared to specific situations, such as international adoption, trauma or, simply, adolescence. “Teenagers, they’re a tough bunch to deal with,” O’Malley says. “They’re tired of writing, tired of talking about their life.” The teenage lifebook *For When I’m Famous*, created by O’Malley, is set up as a tool to open the door. “It helps them think about the different parts of their life and express their opinions without having it be too terribly clinical. It makes it a little bit more out of the box,” she explains.

## Finding Value

At first glance, a lifebook may seem like a simple tool, with its pages for pictures, and fill-in-the-blank and open-ended questions. However, it represents and provides much more. Johnson and her team proved this with an applied research study, comparing children’s functioning and ability to talk about their past with their foster families. The intervention group consisted of children receiving services, including lifebooks, from Lutheran Social Services of Illinois. The control group consisted of children at a comparable agency, but without a lifebook program.

Through a series of questionnaires, the researchers found that the intervention group’s ability to talk about their past and knowledge of their past significantly increased. Additionally, “Foster parents in the intervention group reported positive change in four out of six [ functionality ] areas: stress, attention, relating, and helpfulness. The children reported positive change in five out of six, adding emotion,” Johnson says.

She hopes this study will be one among many in the future, from multiple agencies and researchers. However, beyond clinical research, there is already much proof of the validity of the effort to be found in the participating children and their stories. Johnson describes a boy who thought he had destroyed his home. “He thought that he had started a fire. He had been playing with

matches in the garage a couple weeks prior to the fire. The lifebook specialist was able to get the report from the fire marshal that said [ the fire ] came from the kitchen. She was able to show this to the little boy, and he was able to internalize that he didn't start the fire. ”

Johnson also remembers a young woman's reaction at seeing her birth certificate for the first time. “She started to cry when she looked at it. Her handwriting was exactly like her mother's, who is deceased. ”

## **Constructing Lifebooks**

At Lutheran Social Services of Illinois, Johnson has a team of lifebook specialists, including herself, who span the state, working with children in foster care and training child welfare workers and foster parents. The creation of the lifebook is collaborative, relying not only on the specialist but also the case worker, foster parents, therapist ( if applicable ) and, of course, the child. “It really is a team effort,” Johnson says, “but the child is our guide. ”

They start slowly, allowing the child to decorate the kit and get a feel for how to proceed. “We let the adults know how important conversation is. We have children who will just talk away, and children who need to take things slowly,” Johnson says.

This approach, with training, collaboration, and multiple forms of support, is the ideal but not always the reality. “It depends on what the lifebook culture is in the community,” O'Malley says. “In some states, administrators are still kind of scratching their heads, saying ‘What is a lifebook?’” In those cases, the creation of the lifebook falls to the foster parents or the adoption/foster care social worker—a task that can be overwhelming.

There are resources such as O'Malley's website, which offers a free worksheet to get started, exercises for kids, and an e-newsletter with tips and advice. The Lutheran Social Services of Illinois also serves as a valuable resource, with lifebooks, training materials, and a multitude of downloadable information as well as success stories available on its website [www.lssi.org](http://www.lssi.org).

In the meantime, O'Malley says, “Do what you can, when you can.

Embrace lifebook work and see the little pieces as being as critical as anything else you're going to do on your caseload. The little pieces are going to be life changing. ”

( Retrieved from Sue Coyle, The Power of Lifebooks, *Social Work Today*, Vol. 14 No. 5 p. 12)

### Key terms

lifebook      foster care      adoptive parents      birth certificate  
intervention      MSW      primitive feeling      adolescent  
questionnaires      the child welfare system      collaboration

### To think about

- What is the lifebook?
- How can we use a lifebook for the children in foster care?

## Passage 2

### Social Work and Fathers: Child Support and Fathering Programs

Laura Curran

At the turn of the 21st century, fatherhood has become the focus of increasing public concern. The marked increase in female-headed households and changing gender norms helped push fatherhood to the center of public discussion ( Marsiglio, 1995 ). The federal government has responded to and catalyzed this issue, most directly in the form of social policies and programs designed to influence men's parenting. The landmark welfare reform legislation, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 ( PRWORA ) ( P. L. 104 – 193 ), contains significant revisions in

child support policy. Rapid growth in the number of social services programs working with fathers has accompanied these policy reforms (Bernard, 1999).

These developments hold substantial implications for professional social work, given its longstanding concern with the economic and psychosocial hardships that affect many female-headed households. This article introduces social workers to these policy and practice initiatives. Through a critical review of research and descriptive programmatic material, this article considers the implications of these policies and practice interventions for child and family well-being. I argue that interventions do not always serve the best interest of children and families and that male parenting interventions demand the attention of the profession's critical eye.

### **Fatherhood Today**

Scholars attribute public concern with fatherhood to the contemporary instability of gender relations in the United States (Furstenberg, 1988; Lupton & Barclay, 1997; Marsiglio, 1995). The feminist and gay rights movements, women's growing financial independence, and the erosion of working-class men's economic security have all challenged historical patterns of male dominance and traditional nuclear family structures (Lupton & Barclay). Many contend that these cultural and economic shifts have had a twofold and somewhat paradoxical impact on fatherhood. Furstenberg called this the "good dad-bad dad" phenomenon. On the one hand, some men have taken on traditionally female roles, and evidence suggests increased paternal participation in child rearing among dual-parent families (Lamb, 1997; Parke, 1996). On the other hand, some men have disengaged from family life altogether, and the number of female-headed households has risen steadily throughout the 20th century (Lamb; Lupton & Barclays Parke).

Data reveal that one of four U. S. children lives in a single-parent home—88 percent of which are headed by women (U. S. Census Bureau, 1996). Given the precarious economic status of female-headed households, the supposed low level of male involvement in such homes, evidence of compromised

developmental outcomes for children from these families, and their challenge to traditional norms, female-headed households have become a central arena for public debate (McLanahan & Sandefur, 1994). The media portrays nonresident fathers as “deadbeat dads” who are both financially and emotionally neglectful of their children.

Both political liberals and conservatives understand men’s absence from the lives of children as inherently problematic. Organized groups on the right and the left advocate government and social service interventions and grassroots and community-based approaches to address “fatherlessness” (Blankenhorn, 1995; Horn & Bush, 1997; Levine & Pitt, 1995). These somewhat divergent constituencies find common ground in the notion of “responsible fatherhood.” The concept of responsible fatherhood demands men’s financial and emotional commitment to their families and suggests that children are in great need of their fathers. However, empirical research does not unilaterally support this conclusion.

Rather, social science findings provide a cautioned response to public concern over paternal absence. Children who grow up in female-headed households are at greater risk of school failure, teenage pregnancy, and a weaker attachment to the labor force than children raised in dual-parent homes (Duncan & Brooks-Gunn, 1997; McLanahan & Sandefur, 1994). Yet, contemporary researchers argue that it is not paternal absence in itself, but the compromised socioeconomic status of female-headed households, that accounts for the majority of these troubling developmental outcomes (Duncan & Brooks-Gunn; Lamb, 1997; McLanahan & Sandefur). Research also reveals that the perception of paternal abandonment, the stress of single parenthood, and parental conflict have a greater effect on children’s social and cognitive adjustment than paternal absence alone (Lamb; Wallerstein & Kelly, 1980). The quality of the father-child relationship is a strong predictor of child well-being (King, 1994; Lamb; Parke, 1996; Perloff & Buckner, 1996; Wentzel, 1994). Certain paternal behaviors-hostility and aggression, substance abuse, violence, and inconsistent discipline-have negative consequences for child

development (Boyum & Parke, 1995; Isley, O'Neil, & Parke, 1996; Perloff & Buckner; Wentzel). Thus, empirical knowledge challenges the popular belief that paternal absence is inherently problematic. Rather, it infers that sound policy and practice should primarily address children's economic security and the quality of men's parenting.

### **Child Support under PRWORA**

U. S. public policy has increasingly relied on child support measures to ensure the economic security of children raised in female-headed households. PRWORA significantly revised the existing Title IV-D Child Support Enforcement Program. Originally established in 1975, the IV-D program was charged with establishing paternity, locating nonresidential parents, and collecting child support for children, receiving cash assistance under the former welfare program, Aid to Families with Dependent Children (AFDC). Eventually, noncustodial families who did not receive AFDC also became eligible for IV-D services (Garfinkel, Meyer, & McLanahan, 1998; Wattenberg, 1987). Despite substantial efforts and legislative revisions, the IV-D program historically suffered from low performance rates. In 1995 only 19 percent of the IV-D caseload paid child support, and payment was twice as likely to occur in non-AFDC cases than in AFDC ones (Office of Child Support Enforcement [OCSE], 1997).

PRWORA seeks to improve IV-D performance (Little Hoover Commission, 1997). PRWORA increasingly defines child support as a primary means of economic provision for families who now receive time-limited public assistance and uses a variety of new measures to ensure compliance. PRWORA allows states greater enforcement authority over paternal support collections. In instances of nonpayment, a father's drivers license and federal passport may be revoked or suspended. Credit bureaus can provide reports to IV-D agencies, and states can seize payments from a variety of sources. States are free to deny food stamps to and impose work requirements on delinquent obligators (Bernard, 1998; Little Hoover Commission).

The legislation also tightens the relationship between a mother's eligibility

for public aid and her compliance with child support and paternity establishment measures. Under PRWORA, states must reduce individual Temporary Assistance for Needy Families (TANF) grants a minimum of 25 percent if a mother refuses to identify a father. As of 1998, one-third of states deny benefits to women who do not comply (Turetsky, 1998). Under PRWORA, states are not required to pass on any of the collected child support funds to families receiving TANF. Rather, states can use these collections as a “pay-back” for TANF expenditures, and in 26 states custodial families obtain none of the collected funds (Roberts & Jordon, 2002).

Finally, PRWORA encourages job training for noncustodial fathers whose children receive welfare assistance. States can use TANF and welfare-to-work funds to establish job training for unemployed noncustodial parents, and judges can order fathers into PRWORA-funded work programs. Some states allow for temporary suspension or reduction of child support payments while fathers participate in employment programs (Bernard, 1998).

### **Child Support : Can It Support Families ?**

PRWORA proposes child support as a primary means of economic assistance for families receiving welfare. Yet, its ability to promote custodial families' economic security is questionable. To begin with, its logic substantially underestimates the earning capacity of men whose children receive welfare benefits. Most empirical evidence suggests that never-married fathers whose children are overrepresented on the TANF caseload—and fathers whose children obtain public assistance have, on average, low incomes and high unemployment rates compared with the general population (Finkel & Roberts, 1994; Lerman & Ooms, 1993). Garfinkel, McLanahan, and Hanson (1998) estimated that the majority of fathers with children receiving welfare have incomes below \$20,000, and more than half have incomes below \$6,000. Similarly, Nichols-Casebolt and Klawitter (1990) found an unemployment rate of more than 50 percent for fathers involved in IV-D paternity cases. Naturally, a significant correlation exists between low income and unemployment and