Human Services Professionals and Small Group Systems

Human Services 305

Bellingham ● Summer 2010

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Office:	Miller Hall 363
Office Hours:	By appointment
Class Day/Time:	Tuesdays – 3:00 p.m. – 6:50 p.m. June 22nd – July 29th
	Thursday – 4:00 p.m. – 6:50 p.m. June 22nd – July 29th

CATALOGUE DESCRIPTION

A study of small groups in relation to other systems, with emphasis on theories of group dynamics, process, facilitation, and leadership.

EXPECTATIONS

- It is expected that students will spend 8-12 hours each week, in addition to the four hours we spend in class, completing readings and assignments and meeting with your group.
- Several of the assignments in this class require that you spend some of these hours working with your group.
- Refrain from using laptop computers and cell phones during our class sessions. Be sure to turn off your cell phone before class begins.
- I will do my best to start classes on time each session. It is expected that you will do your best to on time for each class session.
- It is important for us to create a safe learning environment for everyone in this class. A part of learning is exploring thoughts, concepts, ideas, and feelings that are new or unfamiliar to us. Let us commit to respecting each other's learning journey.
- It is expected that we will continue to practice and refine the interpersonal skills learned in 301 and 303.

STANDARDS AND COURSE OBJECTIVES

Standard	Specifications	Outcomes	Readings and Activities	Assessments
#12 The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal and their interactions.	• How small groups are used in human service settings • Context and role of diversity in determining and meeting human needs • Capacities, limitations, and resiliency of human systems • Skills for facilitating groups • Theories of group dynamics • Social change through advocacy work at all levels of society	• Analyze the diverse ways small groups support the delivery of human services. • Demonstrate the ability to facilitate a small group successfully. • Analyze the stages of development in a group, the processes necessary for a group to function effectively, and the impact of change on the group's outcomes. • Evaluate the role leadership plays in small group systems.	• Cassidy, K. (2007) • Human Rights Resource Center. (2000) • Stewart, J. (2009) • Wheatley, M. J. (2002) • In-class activities • Mini-lectures • Group work	• Peer assessment of facilitation skills • Self assessment of facilitation skills • Group topic presentation • Group final presentation • Final synthesis paper
Standard	**Specifications**	**Outcomes**	**Readings and Activities**	**Assessments**
#13 The curriculum shall address the conditions that promote or limit human functioning.	• Knowledge, theory, and skills of human service profession • Range of populations served and needs addressed by human service professionals • Conceptualize and integrate healthy functioning, prevention, maintenance, intervention, and rehabilitation • Economic and social class systems including systemic cause of poverty	• Analyze the diverse ways small groups support the delivery of human services. • Demonstrate the ability to facilitate a small group successfully. • Analyze the stages of development in a group, the processes necessary for a group to function effectively, and the impact of change on the group's outcomes. • Evaluate the role leadership plays in small group systems.	• Stewart, J. (2009) • Wheatley, M. J. (2002) • In-class activities • Mini-lectures • Group work	• Peer assessment of facilitation skills • Self assessment of facilitation skills • Group topic presentation • Group final presentation • Final synthesis paper
Standard	**Specifications**	**Outcomes**	**Readings and Activities**	**Assessments**
#16 The curriculum shall provide knowledge and	• Skills to provide direct services, under supervision, to individuals or groups	• Analyze the diverse ways small groups support the delivery of human services.	• Burson, M. C. (2002) • Cassidy, K. (2007) • Human Rights Resource	• Peer assessment of facilitation skills • Self assessment of

Standard	Specifications	Outcomes	Readings and Activities	Assessments
skills in human service interventions that are appropriate to the level of education.	• Learning experiences relevant to the roles of human service professional shall be provided • Learning experiences in group facilitation	• Demonstrate the ability to facilitate a small group successfully. • Analyze the stages of development in a group, the processes necessary for a group to function effectively, and the impact of change on the group's outcomes. • Evaluate the role leadership plays in small group systems.	Center. (2000) • Stewart, J. (2009) • Wheatley, M. J. (2002) • In-class activities • Mini-lectures • Group work	facilitation skills • Group topic presentation • Group final presentation • Final synthesis paper
Standard	**Specifications**	**Outcomes**	**Readings and Activities**	**Assessments**
#17 Learning experiences shall be provided for the student to develop his or her interpersonal skills.	• Clarifying expectations • Dealing effectively with conflict • Establishing rapport with clients • Maintaining behavior that is congruent with expressed values • Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes	• Analyze the diverse ways small groups support the delivery of human services. • Demonstrate the ability to facilitate a small group successfully. • Analyze the stages of development in a group, the processes necessary for a group to function effectively, and the impact of change on the group's outcomes. • Evaluate the role leadership plays in small group systems.	• Burson, M. C. (2002) • Human Rights Resource Center. (2000) • Stewart, J. (2009) • Wheatley, M. J. (2002) • In-class activities • Mini-lectures • Group work	• Peer assessment of facilitation skills • Self assessment of facilitation skills • Group topic presentation • Group final presentation • Final synthesis paper
Standard	**Specifications**	**Outcomes**	**Readings and Activities**	**Assessments**
#19 – Transmit the major human service values and attitudes to students in order to promote understanding of human service ethics and their application in practice	• Choosing the least intrusive intervention in the least restrictive environment • Client self-determination • Confidentiality of information • Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities,	• Analyze the diverse ways small groups support the delivery of human services. • Demonstrate the ability to facilitate a small group successfully. • Analyze the stages of development in a group, the processes necessary for a group to function effectively,	• Human Rights Resource Center. (2000) • Stewart, J. (2009) • Wheatley, M. J. (2002) • In-class activities • Mini-lectures • Group work	• In-class activities • Mini-lectures • Service-learning project • Peer assessment of facilitation skills • Self assessment of facilitation skills • Group topic presentation

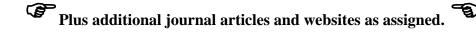|				
	sexual orientation, and other expressions of diversity • Belief that individuals, services systems, and society can change • Interdisciplinary team approaches to problem solving • Personal commitment to appropriate professional boundaries • Integration of ethical standards	and the impact of change on the group's outcomes. • Evaluate the role leadership plays in small group systems.		• Group final presentation • Final synthesis paper
Standard	*Specifications*	*Outcomes*	*Readings and Activities*	*Assessments*
#20 – Provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.	• Conscious use of self • Reflection on professional self • Clarification of values • Awareness of diversity • Strategies for self-care	• Analyze the diverse ways small groups support the delivery of human services. • Demonstrate the ability to facilitate a small group successfully. • Analyze the stages of development in a group, the processes necessary for a group to function effectively, and the impact of change on the group's outcomes. • Evaluate the role leadership plays in small group systems.	• Stewart, J. (2009) • Wheatley, M. J. (2002) • In-class activities • Mini-lectures • Group work	• Peer assessment of facilitation skills • Self assessment of facilitation skills • Group topic presentation • Group final presentation • Final synthesis paper

REQUIRED TEXTS, JOURNAL ARTICLES, AND WEBSITES

Brooks, C. M., & Ammons, J. L. (2003). Free riding in group projects and the effects of timing, frequency, and specificity of criteria in peer assessments. *Journal of Education for Business, 78*(5), 268-272.

Burson, M. C. (2002). Finding clarity in the midst of conflict: Facilitating dialogue and skillful discussion using a model from the Quaker tradition. Retrieved from:

http://findarticles.com/p/articles/mi_qa3954/is_200204/ai_n9029117/

Human Rights Resource Center. (2000). *The human rights education handbook*. Retrieved on June 10, 2007, from

http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/part2B.html

Stewart, J. (2009). *Bridges not walls: A book about interpersonal communication*. New York: McGraw-Hill.

Wheatley, M. J. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler Publishers.

☞ **Plus additional journal articles and websites as assigned.** ☞

Group Assignments

Group Guidelines – Each group will develop a set of group guidelines that will help to ensure a healthy process throughout the quarter. By healthy I do not mean void of conflict. Conflict is a part of a healthy group process. These guidelines should include items such as how the group will resolve conflict, what it means to for the group to have respectful interactions, what it means for group members to do their share of the work, and what confidentiality means to the group. Group should have between 5 and 7 guidelines with a clear explanation as to why the guideline was chosen (what's its purpose). At various points throughout the quarter you will be asked to assess the health of your group based on the guidelines that are developed.

Due: Thursday, July 1st   Points Possible: 2   How: Blackboard Dropbox

Group Projects and Presentations – Because the focus of this quarter is learning to be an effective team member you will have ample opportunity to work on a variety of projects and presentations during the six weeks we are together. The projects and presentations are as follows:

Topic Research and Presentation – Each group will have an opportunity to research, gather information and put together a presentation on topics related to small group systems. These topics include types of small groups used in human service delivery, models of group development, group dynamics, conflict in small groups, and leadership in small groups. Details related to the requirements for this presentation will be provided at a later date.

Community Partner Project – We have the opportunity to work closely with the Roosevelt Neighborhood Association (RNA) this quarter. Several of us (Jess, Alicia, Brooke and I) met with two of the community leaders from the RNA last quarter to develop the projects we will be working on. These projects not only meet the needs of RNA they also allow you (the student) an opportunity to learn about a particular topic in-depth, to apply this learning to a 'real life' situations, and to enhance your ability to be an effective team member.

Here is an overview of each of the projects:

Technology Group:

- Write a 5-8 page paper on the use of technology and social media in nonprofits
- With guidance from neighborhood leaders, create a website for the Roosevelt Neighborhood Association
  - o Consider walking around the neighborhood and taking pictures of neighborhood assets
  - o Scan old pictures of the neighborhood
  - o Coordinate with the group who will be working with the businesses and find out if a business wants to advertise on the website
- Create a 'how-to' sheet that explains how to maintain and up-date the website
- Write a 200-300 word article for the RNA newsletter that announces the launch of the website

Fundraising Group:

- Write a 5-8 page paper on effective fundraising for nonprofits
- With guidance from neighborhood leaders, develop and complete one fundraiser (we are looking to raise $300.00 - $600.00)
- Develop a complete listing of all of the businesses located in the Roosevelt neighborhood. Include up dated contact information.
- Develop a brochure/fact sheet/handout about the Roosevelt neighborhood AND the Roosevelt Neighborhood Association
- Write a 200-300 word article for the RNA newsletter that talks about the fundraiser(s) and the connection with local businesses

Volunteer Recruitment/Retention Group:

- Write a 5-8 page paper on how to effectively recruit, train, and maintain volunteers in nonprofit organizations

- Interview 2-3 local organizations that are effective in recruiting and retaining volunteers (e.g. Whatcom Volunteer Center; Mt. Baker Red Cross)
- With guidance from neighborhood leaders develop a menu of volunteer opportunities
- Set up a process to recruit volunteers at the fundraiser and National Night Out
- Work with the technology group to post the menu of volunteer opportunities on the website
- Write a 200-300 word article for the RNA newsletter that talks about volunteer opportunities with the RNA

Grant Writing Group:

- Write a 5-8 page paper on writing effective grants
- Develop a document that contains all of the local foundations and organizations that provide grants to nonprofits
    - Include contact information for each foundation/organization
    - Requirements for the grants
    - Deadlines for the grants
- Write 2 small grants requesting funds for the RNA
- Interview the following grant makers: Whatcom Community Foundation, Whatcom Educational Credit Union, Conaco Phillips, Target
- Write a 200-300 word article for the RNA newsletter that talks about the grants that were written

Event Planning Group:

- Write a 5-8 page paper on the history of the Roosevelt Neighborhood
- With guidance from neighborhood leaders work on the planning of the 2010 Roosevelt Neighborhood National Night out
    - Secure donations (food, door prizes…)
    - Plan activities for the kids
    - Arrange for local nonprofit organization to be present
    - Plan activities for adults
    - Get volunteers
- Interview 3-4 neighbors who have lived in the neighborhood for an extended period of time to add to the history
- Review and update the history paper written about the Roosevelt Neighborhood

During our first class session we will assign one of these to each group.

Community Partner Project Presentation – The final product will be a presentation that focuses on the information you learned about the topic (e.g. grant writing) AND your group's process throughout the quarter. Details of this presentation will be given at a later date.

Individual Assignments

Attendance: Students are expected to attend all face-to-face class sessions, arrive to class on time, return from breaks on time, and remain for the duration of the class session. Partial credit will be given if a student is late or needs to leave the class session early. If you miss a class session, or part of a session, it

is your responsibility to contact a fellow student and inquire about the information covered during the missed session.

Due: Every Tuesday & Thursday   Points Possible: 2   How: Just show up (on time)

Readings and notes: Throughout the quarter you may be given a variety of homework assignments that will augment and/or compliment the readings for the week (most of the time). In many cases it will be important to complete some or all of the readings before beginning the homework assignment. Descriptions of each homework assignment will be provided at least one week before they are due. Make sure your homework is word processed. It is your responsibility to turn in your homework at the end of the class session.

Due: The following Tuesday & Thursday   Points Possible: .5 each   How: Bring to class

Network Analysis Log: This assignment will be explained on the first day of class.

Synthesis Paper: Each student will have an opportunity to write a paper that synthesizes the learning that occurred during the quarter. This paper will focus on your understanding and application of concepts you encounter in the readings, class discussions, and experiences you will have throughout the quarter. You will have an opportunity to begin working on this paper by completing the readings and notes assignment, attending class session, and paying close attention to all presentation given throughout the quarter. Additional details about this assignment will be given at a later date.

Due: July 29th by 3:00 p.m. (WWU time)   Points Possible: 25   How: Blackboard Dropbox

Summary of Assignments		
Assignment	**# of Points**	**Due Date**
Group Assignments		
Group Guidelines	2	7/1
Topic Presentation	10	This will vary
Group Paper	10	7/29
Final Presentation	10	7/29
Individual Assignments		
Attendance	2 points per session	Each class session
Readings and Notes	.5 each	Next class session
Network Analysis Log	5	TBD
Synthesis Paper	25	7/29

GRADING

Students are graded using WWU's academic grading system:

A	100% - 95%	Superior
A-	94% - 90%	
B+	89% - 87%	
B	86% - 84%	Strong
B-	83% - 80%	
C+	79% - 77%	
C	76% - 74%	Developing
C-	73% - 70%	
D+	69% - 67%	
D	66% - 64%	Underdeveloped
D-	63% - 60%	
F	Below 59%	Course criteria not met; failure
Z		Failure in course due to discontinued attendance without withdrawal
K	Incomplete: To receive a K grade, a student must obtain a contract form from instructor and negotiate a formal agreement specifying the work already done and the remaining work to be completed and the anticipated date of completion.	Given only when student requests due to extenuating circumstances, *which do not include lateness in completing work or the desire to do extra work to raise a poor grade.* See http://www.wwu.edu/depts/registrar/records_grading.shtml

LATE ASSIGNMENT POLICY

Assignments will be considered late if they are not turned in by **3:00 p.m**. (or the time identified in the syllabus) on the date specified. Ten percent of the total number of points possible will be subtracted for assignments turned in within 24 hours after the day and time specified. Assignments turned in between two and six days late will only receive half credit. Assignments will not be accepted that are more than one week late.

ACADEMIC DISHONEST POLICY

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

RESAONALBE ACCOMMONDATION POLICY

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3844 or www.wwu.edu/depts/drs/

WRITTEN WORK POLICY

All written work must be typed, double-spaced, and grammatically correct.   All assignments should conform to APA Publication guidelines. Please proofread work before submitting. Poor writing skills and submission of work that does not address assignment criteria will influence the final grade.   The Writing Center at WWU is available to provide writing support and assistance. Please contact them for details at: http://www.acadweb.wwu.edu/writingcenter/index.htm

Session/ Date	Session Topics	What to do prior to this class session….
#1 6/22 (Tuesday)	• Introductions • Review syllabus • Divide into groups • Group activities (choose community project; give topic for presentation) • Mini lecture – Effective Facilitation • Diana – network analysis	

#2
 	
6/24
(Thursday)
	• Facilitation; free riders;
	• Group activities (choose facilitation topics;
	• Community partners
		✍ Readings and notes
		  ▪ Wheatley (2002) (TBD)
		  ▪ Brooks and Ammons (2003) – you can find this in EBSCO
		  ▪ Human Rights Resource Center (2000) – Part II The Practice of Facilitation
		✍ Work assigned by your group

#3
 	
6/29
(Tuesday)
	• Group activities
	• Group time
	• Facilitation – me
		✍ Readings and notes
		  ▪ Yankelovich (2009) – in Bridges Not Walls, p. 549
		  ▪ Burson (2002) – see web address
		  ▪ Wheatley (2002) reading assigned by this week's facilitator
		✍ Work assigned by your group

#4
 	
7/1
(Thursday)
	• Group activities
	• Facilitation practice
	• Group time
		✍ Readings and notes
		  ▪ Herzig and Chasin (2009) – in Bridges Not Walls, p. 567
		  ▪ Sacks (2009) – in Bridges Not Walls, p. 577
		  ▪ Wheatley (2002) reading assigned by this week's facilitator
		✍ Work assigned by your group

#5
 	
7/6
(Tuesday)
	• *Types of Groups Used in Human Service Delivery Presentation*
	• Group activities
	• Facilitation practice
	•
		✍ Readings and notes
		  ▪ Readings assigned by presentation group
		  ▪ Wheatley (2002) reading assigned by this week's facilitator
		✍ Work assigned by your group

#6
 	
7/8
(Thursday)
	• *Models of Group Development Presentation*
	• Facilitation practice
	• Group activities
		✍ Readings and notes
		  ▪ Readings assigned by presentation group
		  ▪ Wheatley (2002) reading assigned by this week's facilitator
		✍ Work assigned by your group

#7
 	
7/13
(Tuesday)
	• *Group Dynamics Presentation*
	• Facilitation practice
		✎ Readings and notes
		  ▪ Readings assigned by presentation group
		  ▪ Wheatley (2002) reading assigned by this week's facilitator
		✎ Work assigned by your group

#8 7/15 (Thursday)	• *Conflict in and between Small Groups Presentation* • Facilitation practice	✎ Readings and notes ▪ Readings assigned by presentation group ✎ Work assigned by your group
#9 7/20 (Tuesday)	• *Leadership in Small Groups Presentation* •	✎ Readings and notes ▪ Readings assigned by presentation group ✎ Work assigned by your group
#10 7/22 (Thursday)	• Video related to group process/dynamics	✎ Work on papers and final presentation
#11 7/27 (Tuesday)	• Group presentation practice time • Work on group paper	✎ Work on papers and final presentation
#12 7/29 (Thursday)	• Final Presentations • Celebration!	✎ Put <u>synthesis paper</u> in the dropbox by 3:00 p.m. ✎ Put <u>group paper</u> in the dropbox by 3:00 p.m.

Assignments received after 7:00 p.m. on July 29th
will not receive any credit!

!!!If you miss a class for any reason it is your responsibility to contact a fellow student and get a summary of class events and any class assignments!!!

Remember to keep copies of all assignments turned in. It is also recommended that you keep a backup file for all assignments that you turn in.

THIS SYLLABUS IS SUBJECT TO CHANGE

STUDENTS WILL BE GIVEN THE OPPORTUNITY TO EVALUATE BOTH THE CLASS AND THE INSTRUCTOR AT THE END OF THE QUARTER

Sources used to inform 301, 303, and 305:

Abraham, F. D. (1995). Introduction to dynamics: A basic language; a basic metamodeling

strategy. In F. D. Abraham & A. R. Gilgen (Eds.), *Chaos theory in Psychology* (pp. 31-49).

Westport CT: Praeger Publishers.

Bellinger, G. (2002). *Systems: Understanding the way*. Retrieved January 25, 2002, from

http://www.outsights.com/systems/systems/systems.htm

Bolland, K. A., & Atherton, C. R. (1999). Chaos theory: An alternative approach to social

work practice and research[Electronic version]. *Families in Society*, *80*(4), 367-374.

Burger W. R., & Youkeles, M. (2000). *Human services in contemporary America.* Pacific

Grove, CA: Brooks/Cole.

Bütz, M. R., Duran, E., & Tong, B. R. (1995). Cross-cultural chaos. In R. Robertson & A.

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Lawrence Erlbaum Associates.

Çambel, A. B. (1993). *Applied chaos theory: A paradigm for complexity*. New York:

Academic Press.

Cimmino P. F. (1999). Basic concepts and definitions of human services. In H. S. Harris & D.

C. Maloney (Eds.), *Human services: Contemporary issues and trends* (pp.9-21). Boston,

MA: Allyn and Bacon.

Combs, A. (1995). Psychology, chaos, and the process nature of consciousness. In F. D.

Abraham & A. R. Gilgen (Eds.), *Chaos theory in Psychology* (pp. 129-137). Westport CT:

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service practitioner education and training programs. In H. S. Harris & D. C. Maloney (Eds.),

Human services: Contemporary issues and trends (pp.113-115). Boston, MA: Allyn and

Bacon.

Duffy J. A. (2000). The application of chaos theory to the career-plateaued worker [Electronic

    version]. *Journal of Employment Counseling*, *37*(4), 229-236.

Ellinor, L., & Gerard, G. (1998). *Dialogue: Rediscovering the transforming power of*

    conversation. New York: Wiley and Sons.

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Flint, L. (1997). *Systems theory*. Retrieved November 10, 2000, from

    http://www.bsu.edu/classes/flint/systems.html

French, M. J. (1999). Welcome to human services: A journey in helping others. In H. S. Harris

    & D. C. Maloney (Eds.), *Human services: Contemporary issues and trends* (pp.5-8). Boston,

    MA: Allyn and Bacon.

Fullerton, S. (1999). Theories as tools and resources for helping. In H. S. Harris & D. C.

    Maloney (Eds.), *Human services: Contemporary issues and trends* (pp.71-78). Boston, MA:

    Allyn and Bacon.

Gilgen, A. R. (1995). A search for bifurcations in the psychological domain. In F. D. Abraham

    & A. R. Gilgen (Eds.), *Chaos theory in Psychology* (pp. 139-144). Westport, CT: Praeger

    Publishers.

Goerner, S. J. (1995). Chaos and deep ecology. In F. D. Abraham & A. R. Gilgen (Eds.),

    Chaos theory in Psychology (pp. 3-18). Westport CT: Praeger Publishers.

Greene, R. R., & McGuire, L. (1998). Ecological perspective meeting the challenge of practice

    with diverse populations. In R. R. Green & M. Watkins (Eds.), *Serving diverse*

    constituencies: Applying the ecological perspective (pp. 1-27). Hawthorne, NY: Walter

    deGruyter, Inc.

Guastello, S. J., Dooley, K. J., & Goldstein, J. A. (1995). Chaos, organizational theory, and

    organizational development. In F. D. Abraham & A. R. Gilgen (Eds.), *Chaos theory in*

    Psychology (pp. 267-278). Westport CT: Praeger Publishers.

Hudson, C. G. (2000). At the edge of chaos: A new paradigm for social work [Electronic version]. *Journal of Social Work Education, 36*(2), 215-230.

Iannone, R. (1995). Chaos theory and its implications for curriculum and teaching [Electronic version]. E*ducation*, *115*(4), 154.

Kauffman, D. L. (1980). *Systems one: An introduction to systems thinking*. Minneapolis, MN: Future Systems, Inc.

Laszlo, E. (1996). *The systems view of the world*. Cresskill, NJ: Hampton Press, Inc.

Murphy, P. L., & Abraham, F. D. (1995). Feminist psychology: Prototype of the dynamical revolution in psychology. In F. D. Abraham & A. R. Gilgen (Eds.), *Chaos theory in psychology* (pp. 295-304). Westport CT: Praeger Publishers.

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Rae, G. (2000-last update). *Chaos theory: A brief introduction*. Retrieved January 3, 2001, from http://www.imho.com/grae/chaos/chaos.html

Wakefield, J. C. (1996). Does social work need the eco-systems perspective [Electronic version]. *The Social Service Review, 70*(2), 183-197.

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Wheatly, M. (1994). *Leadership and the new science.* San Francisco, CA: Berrett-Koehler Publishers.

Woodside, M., & McClam, T. (2002). *An introduction to human services.* Pacific Grove, CA: Brooks/Cole.