SOCW 6002 and SOCW 6101 week4, Posted discussions by the students

your primary post listed a reference but no intext citations were listed throughout your post. What is the reference list referring to in your writing? In addition your peer posts were not according to APA format. All posts should be APA. Please make sure your writing is scholarly and is supported by your references

 Good effort however I am concerned that your primary post listed a reference but no intext citations were listed throughout your post. What is the reference list referring to in your writing? In addition your peer posts were not according to APA format. All posts should be APA. Please make sure your writing is scholarly and is supported by your references.

when using the APA format . For example, all titles (books, articles, reports are written in italics

Special instructions: Please need in APA format style need citations , treat each work as a separately work and each work needs a separately references, please title the work as follow by SOCW 6200 or 6351, by discussion #, week #, nameof student.

: example

SOCW 6002, discussion # , week #, name of student

SOCW 6101, discussion #, week # , name of student

In regards to discussion posts I generally follow the guidelines spelled out in Walden's grading rubric in regards to posts (see the grading rubric outlined in the course information section of blackboard). However, if you do not use APA format or references in at least your initial post, I will deduct at least 5 points for that (so please do that).  This is also the same rules for assignments, that they must follow APA style format. Also, in past courses I have been flexible in certain situations regarding delayed or late posts. I do believe that life sometimes gets in the way when we least expect it to. Please know that I would prefer a late post than no post at all.  However, I will not accept posts that are more than a week late.  If you are not able to post by the required date for whatever reason, just please let me know beforehand. As a rule, however, I do deduct points off the posts if they are late so as to be fair to those who post on time.

In addition, I will be following very closely with Walden's Tunitin Policy, which I posted below. Therefore, any paper that is submitted to me with more than 30% of the paper with improperly cited passages (or to many cited passages) I will return the paper to you and ask for you to re-review it and for a re-write if necessary. You will not lose points if the original paper was submitted on-time, but will be given a limited period of time to review/rewrite the paper (2-3 days).

I have provided an outline of what is specifically required for discussion posts and written assignments in this course:

**Discussion Posts:**

All posts to all discussions require APA citations and references. Each student is to respond to 2 other students’ posts for every discussion throughout the course.  This is the rule for this class; there are discrepancies in this on the Blackboard site. However, going forward,  If you post more than 6 response posts by day 5 you will be eligible for 3 points extra participation credit to make up for any lost points (my class rule).

I will be posting on discussions and I am requiring a response from you so please check throughout the week for when respond to your discussion post (usually by day 5)

All initial posts and response posts are due on the days specified on Blackboard (usually Day Three and Five).  If your post is late for whatever reason please make sure your posts are posted by Day 7.  I am no longer allowed to accept posts after Day 7 as per Walden’s Policy, and any posts. If you know that there is a circumstance that will prevent you for making the post on time or by Day 7, please email me to discuss.

The way a reader (myself and other students) can see that you understand the information, theoretical models, concepts, and words you are discussing is to write about them in your own words as much as possible, tell us what the article authors said by paraphrasing, using your own language. Scholarly does not mean you have to write using multi-syllabic words. Writing a bit like you talk is fine if the reader can understand and if your spelling and grammar are correct.

Read the rubric before and while you write. Let it guide you as to what you write. This is straightforward. In discussion posts you can draft a post in a word document where you have pasted the instructions for each point to be made in the post. You can then write your answer/post right under this instruction and copy and paste the whole thing onto the discussion list. This can help you stay on track.

The idea in discussions is to have as much of a conversation as possible. Notice that the “feedback” rubric score for “excellent” says: RESPONSES  --if you fail to respond at all, the grade for feedback is 0 out of 10 points.  This does not even consider quality of posts, doing nothing causes a loss of 10 points

CITATIONS AND REFERENCES:  Initial posts and the 2 required responses must have citations and references from the professional literature.  Using only the case as a reference/cite is NOT sufficient.  This is a vignette, it is not research that will back up a claim.  Every post should have a claim you are making  (e.g. "I think an eco map is good to use here",  "Strengths based is best here", "Women in violent relationships often attempt to leave 9 times before leaving for good).  You then must have a cite/ref. that backs up this claim, e.g. an article that states eco maps are good to use in situations similar to the case under discussion.

Written Assignments:

Walden University has a strict policy on written assignments, whereas all papers are required to follow APA format.  The only exception is that they no longer require a running head on the papers.  Most of you already adhere to this format and I have not been as strict in my grading when reviewing your papers on this, but going forward (Week 7 and beyond) I will now follow closely to Walden University requirements and the rubric.  The outline for an APA paper is below, and I have attached a sample for your review.

In addition, as I mentioned in my introductory post at the beginning of the quarter. following very closely with Walden's Tunitin Policy, which I posted below. Therefore, any paper that is submitted to me with more than 30% of the paper with improperly cited passages (or too many cited passages) I will return the paper to you and ask for you to re-review it and for a re-write if necessary. You will not lose points if the original paper was submitted on-time, but will be given a limited period of time to review/rewrite the paper (2-3 days).

Please feel free to email me if you have any questions.

Dr. Regina

**APA Format Outline:  In general, your paper should follow these formatting guidelines:**

**Margin.** Although formerly, the required measurement for margins is 1 ½ inch, now, it is required that margins on all sides (top, bottom, left, right) should each just measure one (1) inch.

**Font Size and Type**. Font for text all throughout the paper should be 12-pt., Times New Roman.

Spacing. Double-space for the whole document, including appendices, footnotes, tables and figures. For spacing after punctuation, space once after commas, colons and semicolons within sentences and space twice after punctuation marks that end sentences.

**Text Alignment and Indentation**. Alignment should be flush left, or aligned to the left creating uneven right margin.

**Active Voice**. Traditionally, the APA writing format requires writing in an impersonal form. That is, refraining from using pronouns such as ‘I' or ‘We' in your statements. Now, it has changed. Most disciplines require the active voice. An example of this would be, instead of writing “according to the study,” it should be “according to our study.” This way, papers are made to be as active as possible.

**Order of Pages and Pagination**. The order of pages should follow this format:

Title Page > Abstract > Body > References > Appendices > Footnotes > Tables > Figures

The page number should appear one inch from the right corner of the paper on the first line of each page. The title page will serve as the Page 1 of your paper.

**Title Page**

The Title Page should contain the title of your paper, your name as its author (including co-authors), your institutional affiliation/s and author note if applicable. In case there's no institutional affiliation, just indicate your city and state or your city and country instead.

As mentioned earlier, your title page will serve as your Page 1. It should be typed centered on the page. If it requires more than one line, please be reminded to double-space between all lines. Your name appears double-spaced as well, below the paper title.

The author note is where information about the author's departmental affiliation is stated, or acknowledgements of assistance or financial support are made, as well as the mailing address for future correspondence.

**Abstract**

The Abstract of your paper contains a brief summary of the entirety of your research paper. It usually consists of just 150-250 words, typed in block format. The Abstract begins on a new page, Page 2. All numbers in your Abstract should be typed as digits rather than words, except those that begin a sentence.

**Body**

The body of your research paper begins on a new page, Page 3. The whole text should be typed flush-left with each paragraph's first line indented 5-7 spaces from the left. Also, avoid hyphenating words at ends of line.

**Text Citation and References**

Text Citations are important to avoid issues of plagiarism. When documenting source materials, the author/s and date/s of the sources should be cited within the body of the paper. The main principle here is that, all ideas and words of others should be properly and formally acknowledged.

The Reference Section lists all the sources you've previously cited in the body of your research paper. It states the author/s of the source, the material's year of publication, the name or title of the source material, as well as its electronic retrieval information, if these were gathered from the Internet.

**Appendices**

The Appendix is where unpublished tests or other descriptions of complex equipment or stimulus materials are presented.

[apaformat.pdf](https://class.waldenu.edu/bbcswebdav/pid-73245620-dt-message-rid-86584634_1/xid-86584634_1)

SOCW week 4 discussion 1

instructions

**Respond by Day 5** to at least two colleagues by suggesting an alternative to one of the strategies your colleague described.

1. **Jameea Boykin** 

RE: Discussion 1 - Week 4 

[**Collapse**](https://class.waldenu.edu/webapps/discussionboard/do/message?action=list_messages&course_id=_16283097_1&nav=discussion_board&conf_id=_2309294_1&forum_id=_5255601_1&message_id=_76077178_1)

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I chose “Working With Survivors of Domestic Violence: The Case of Charo”. The case involves a Hispanic mother of five suffering from domestic abuse from her husband. She eventually receives services from a social worker (me) to help her and her children successfully get out of the abusive situation.

Economic Justice: Charo lacked of employment and financial security in her relationship thus making it a barrier to leave her abusive husband. I, the social worker, was able to supports policies that assist survivors of domestic violence move from short-term safety to long-term security, and to an economically sustainable independent life.

Social Justice: Child Protective Services were called to order the abusive husband to attend an intervention program and Charo to a domestic violence support group. Charo and her children were also able to hide away in the agency’s safe house. She also received helped filing a restraining order and received numerous resources of support for her and her family.

According to the National Association of Social Workers (n.d.), "Social workers have been involved in “connecting the dots” between peace and social justice."

References

Social Justice. (n.d.). Retrieved June 16, 2017, from <https://www.socialworkers.org/pressroom/features/issue/peace.asp>

1. **Lexis Collins** 

RE: Discussion 1 - Week 4 

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A description of an economic justice issue that is evident in the case of Breanna is living in a shelter due to abuse by her boyfriend. She has no source of income and will have to relocate before she gives birth. Some strategies would include Brenna’s social worker assisting her to apply for Medicaid, Supplemental Nutrition Program for Women, Infants, and Children, local food pantries, and subsidized apartments.  According to the Center for Economic and Social Justice (2017) “economic institutions help create equal opportunity in producing a foundation for his or her economic sustenance.” With the help of general assistance the client would have permeant housing, food assistance to support the baby and herself, and the ability to receive health coverage. The social worker should find free training classes to help Brenna with reading and writing. This will help the client find employment and become financially stabled. In addition, the social worker would have to address Breanna feelings of abuse and trauma. In order to empower and raise Breanna’s self-esteem, the social worker will need to provide her with therapy sessions. As the social worker acts like a broker in this situation, the client would become more confident on raising her child alone and finding job opportunities in the future.

Reference

Center for Economic and Social Justice. (n.d.). *Defining economic justice and social justice*. Retrieved from June 11, 2013, from <http://www.cesj.org/thirdway/economicjustice-defined.htm>

SOCW 6202 week 4 discussion 2

Instructions

**Respond by Day 6** to at least two colleagues by developing a third strategy that could be used to enhance antipoverty efforts in your colleague’s community.

1. **Stephanie Gaddy** 

RE: Discussion 2 - Poverty in Your Area 

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In Mecklenburg, poverty has continued to increase over a ten period.  According to research 1 in 4 residents lived in distressed neighborhoods in 2010, up from 1 in 10 in 2000. (The Charlotte Observer).

There are communities throughout Mecklenburg County live well below poverty level. These communities, according to research “   at least 20 percent of residents living below the federally established poverty level – for a family of four, a yearly household income of $23,850 or less” (The Charlotte Observer 2014).

In order to improve the quality of life for those living below the poverty levels, there is an urgent need to implement programs within the communities.   When poverty expands, pathologies – crime, poor health, unemployment, lost property values – often rise, (Nichol, Gene 2012)

 References

(2014, August 2). Poverty spreads across Mecklenburg, North Carolina. The Charlotte Observer.  Nichol, Gene & Tinsley, Boyd (2011-2012). UNC Center on Poverty Work and Opportunity

1. **Jameea Boykin** 

RE: Discussion 2 - Week 4 

[**Collapse**](https://class.waldenu.edu/webapps/discussionboard/do/message?action=list_messages&course_id=_16283097_1&nav=discussion_board&conf_id=_2309294_1&forum_id=_5255601_1&message_id=_76077184_1)

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In Chicago, 10% of the city is in deep poverty. That’s roughly about 274,000 people; primarily minorities. Their income is less than half of the federal poverty line, according to recently released statistics from the U.S. Census Bureau (Sweeney, Schmadeke and Meisner, 2017). Chicago has plenty antipoverty programs. A few of those programs include the Salvation Army (which offers housing and homelessness programs), Catholic Charities and job assistance programs at various city colleges and sometimes even churches. New attempts to offer economic opportunities have surfaced periodically on South and West sides (where the city poverty is high). Last year, for example, a new Whole Foods grocery store opened on the south side of Chicago (in one of the highest poverty neighborhoods) offering new job opportunities and fresh organic foods. In 2016, the Mayor of Chicago launched the Neighborhood Opportunity Fund, allowing developers to build at higher densities in an expanded downtown area in return for channeling money toward development and job training in economically disadvantaged areas.

In order to enhance the antipoverty levels in the city, there is a need for violence to cease. Many blacks and Hispanics, the primary residents of these neighborhoods in Chicago, become entangled in a criminal justice system that punishes most harshly those without financial means, leading to a cycle of poverty and prison. There is also a need for more employment opportunities. The decline in Chicago's poor minority neighborhoods began decades ago when good-paying factory jobs (that were available to anyone with a high school diploma) went out of business.

References

Sweeney, A., Schmadeke, S., & Meisner, J. (2017, March 03). How to stop guns, gangs and poverty? Chicago seeks solutions after violent 2016. Retrieved June 20, 2017, from http://www.chicagotribune.com/news/ct-chicago-violence-solutions-met-20161230-story.html

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SOCW 6101 week 4 discussion 1, and 2

SOCW 6101 week 4 discussion 1

Instructions

**Week4 discussion 1**

**Respond by Day 5** to at least two colleagues by explaining the potential pitfalls in group member interactions for sexual assault survivor groups.

*Please access resources in the Walden library to complete this Discussion.*

1. **Joey Wallace** 

RE: Discussion 1 - Week 4 

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Talie may benefit from group because it affords women the opportunity to share victimization experiences with other survivors in a secure setting; this helps protect issues that may be related to secrecy and shame that they may feel (Hebert, M., & Bergeron, M. 2007, p. 36). As demonstrated in the end of the video when the woman on her right touched Talie, this small act helped to reassure her that she was understood and had support. This benefit of group is important to the healing process. Hearing from others with similar issues helps you see that you’re not alone in having to face difficult challenges, whether you're having panic attacks, going through depression, or any other symptom associated with sexual assault (Orenstein, 2017).

Another benefit is that a group can help a survivor understand that what happened was not there fault. By hearing other members experience a bond is build off of same having dealt with similar circumstances. The social worker did a great job facilitating the group discussion, knowing when to intervene and knowing when to allow the group to direct the discussion.

Hebert, M., & Bergeron, M. (2007). Efficacy of a Group Intervention for Adult Women Survivors of Sexual Abuse. *Journal Of Child Sexual Abuse, 16*(4), 37-61.

Orenstein, B. W. (2014). 6 Benefits of Group Therapy for Mental Health Treatment. Retrieved June 18, 2017, from http://www.everydayhealth.com/news/benefits-group-therapy-mental-health-treatment/

1. **Valerie Montgomery** 

RE: Discussion 1 - Week 4 

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     There can be a few pitfalls within group therapy. One is confidentiality or privacy. While we as social workers are licensed professionals that are bound to confidentiality, the other group members are not bound by any law to maintain confidentiality (Simmerman, 2007). This could be a risk anywhere, I can see how this could pose a greater threat in a small town or community where everyone knows everyone.

     The smaller the group, the more likely people can bond. There is more fear of rejection in groups; cliques could form within the group. The same people may begin to sit together time after time, maybe someone could feel left out. And just when the group gets comfortable...another member could be added, changing the dynamics and personal bonds again. Theres always the possibility of of having a person who makes negative comments to others which could lead to more hurt feelings, hindering the healing process (Simmerman, 2007). Social workers should be well-versed in being able to redirect or address these behaviors.

Reference

Simmerman, J. (2007) Weighing the pros and cons of group therapy. Retrieved 20 June 2017 from [www.Lifescript.com/well-being/articles/w/](http://www.lifescript.com/well-being/articles/w/)

SOCW 6101 week 4 discussion 2

Instructions

**Respond by Day 6** to at least two colleagues who selected a different role from the one you selected and explain what types of behaviors are associated with that role and how you might use those behaviors to promote appropriate group interactions.

1. **Joey Wallace** 

RE: Discussion 2 - Week 4 

[**Collapse**](https://class.waldenu.edu/webapps/discussionboard/do/message?action=list_messages&course_id=_16282554_1&nav=discussion_board&conf_id=_2303264_1&forum_id=_5248204_1&message_id=_76068382_1)

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There are two group member roles that might cause a challenge to me as a group leader, they are the dominator and the blocker. The dominator will always try to take over the group discussion, guiding it towards his/her situation even if it is not what the group meeting is about. The dominator wants everyone in the group to know their status and how smart they think they are (Kirst-Ashman & Hull, 2014, p.116). The blocker is the person who keeps things from getting done in the group. Blocker always seem to have a negative opinion about an idea or proposal that other group members have suggested.

 One way to combat dominators and blockers is to establish rules and guidelines at the start of each group setting. A good example of a rule for the dominator is to allow each person to contributes one idea to the discussion and then must wait until every other group member does the same before contributing again. A rule to establish for the “blocker” is that all ideas will be accepted; the first time someone criticizes another person, reinforce this rule (Cragan, Kasch & Wright, 2009). No matter what the situation I believe that before the start of every group, rules should be established, this way if someone breaks a rule all is needed is re-enforcement of that rule.

Kirst-Ashman, K. K., & Hull, G. H., Jr. (2014). *Understanding generalist practice* (7th ed.). Stamford, CT: Cengage Learning.

Cragan , J., Kasch, C., & Wright, D. (2009). *Communication in small groups: Theory, Process, Skills* (7th ed.). Boston, MA: Wadsworth Publishing

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1. **Valerie Montgomery** 

RE: Discussion 2 - Week 4 

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      One role that I struggle with is the dominator, this is one who "monopolizes speaking time" (University of Pittsburgh,  2007). This could be done intentionally in a rude way and there are others who are not meaning to be rude...they just talk to no end. I struggle with this because I do not want to be rude and cut them off, however in a group therapy session time is limited and we can not let "Chatty Cathy" talk the entire time. I have non-verbal ques that I try to give and hope that the person catches on and stops talking. I open my mouth, take a deep breath...like I'm about to say something. Some people do not catch on to non-verbals or maybe they just do not care. When the non-verbal does not work, I just try to squeeze in a word; I'll say, "Well". . hoping that my 1 word will stop their talking. From there I shut down, I just let them keep talking because I don't want to shut them down. I think to myself they will eventually have to stop to breathe and there will be a pause,  that can be my in to talk. But thats not always the case, some people can talk 20 minutes straight without a single pause. This will not work in a group session, I will have to strategically interrupt. By interrupting and I can pull someone else into the conversation, this would be a good time to pull the quiet one into the conversation. I can tell Chatty Cathy, "It sounds like you have had quite a day",  "Sarah, have you ever been in this situation, what would you do Sarah?"  Hopefully this quiets the chatty one and lets the quiet one talk.

Reference

University of Pittsburgh (2007) Speaking in the disciplines. Retrieved June 21, 2017 from [www.speaking.pitt.edu/student/groups/smallroles.html](http://www.speaking.pitt.edu/student/groups/smallroles.html)

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