



North American Association of Christians in Social Work
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PO Box 121
Botsford, CT 06404
www.nacsw.org
888.426.4712

**THE COLLABORATION OF FAITH AND SOCIAL WORK IN
CREATING A GATEWAY OF HELPING**

By: Breanne Bambrick and Houston Thompson

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THE COLLABORATION OF FAITH AND SOCIAL WORK IN CREATING A GATEWAY OF HELPING.

BSW Candidate, Breanne Bambrick

Dr. Houston Thompson

Olivet Nazarene University

INTRODUCTION.

EXAMPLE OF TRAGEDY.

OBJECTIVES.

1. Recognize the strengths of faith leaders and social workers as helping professionals in response to trauma.
2. Develop an understanding of how social workers may assist faith leaders in responding to the trauma of tragedy.
3. Develop a conceptual framework for creating collaborations between social workers and the faith community.

FAITH LEADERSHIP.

SPIRITUALITY IN DISASTER.

FAITH EXPERTISE.

Spirituality and faith include important personal and communal benefits:

- Provide stability and support (1, 4)
- Improve health and total wellbeing (35)
- Signify an important component of positive response and coping (4)
- Answer theological questions surrounding the tragedy (1)

GAP IN EXPECTATION AND EDUCATION.

Lack of formal education:

- Counseling Methodology
- Mental Health Services
- Responses to Trauma
- Preparation and Mitigation
- Disaster Response and Recovery

Disparity between the expectation of clerical influence and ability in crisis response

“Many clergy feel inadequate when responding to trauma and grief” (10)

Collaboration between the social work profession and faith leaders may work together to adequately address these issues



SOCIAL WORK PROFESSION.
GATEWAY OF HELPING.

SOCIAL WORK PROFESSION.

Social workers have the propensity to share their resources in order to generate a formal organizational structure to aid in further coordination and communication in traumatic circumstances

BUILDING CREDIBILITY.

BUILDING CREDIBILITY.

Building Credibility: Quality of being believable or worthy of trust

Important tenant in crisis response due to the sheer number of survivors, volunteers, and emergency response personnel involved

Education and identification of skills for faith leadership in crisis management would increase efficiency in crisis response through the following:

- **NACSW**
- **NASW**
- **Crisis Response Organizations: Religious and Secular**

NATIONAL ASSOCIATION OF CHRISTIAN SOCIAL WORKERS.
(NACSW).

NATIONAL ASSOCIATION OF CHRISTIAN SOCIAL WORKERS (NACSW).

National Association of Christian Social Workers provides formal social work policies from a Christian perspective

Portions of the NACSW Statement of Purpose may be shared by social workers with members of the faith community in order to provide the most beneficial services for survivors

EMPHASIS ON CHRISTIAN BELIEFS.

- 1. There is one God, who created and sustains everything that exists, and who continues to be active in human history.**
- 2. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.**
- 3. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.**
- 4. God works in and through people in the person of the Holy Spirit.**
- 5. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.**
- 6. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.**

EMPHASIS ON HUMAN RELATIONSHIPS AND RESPONSIBILITIES.

7. Every individual is a person of worth, with basic human rights and essential human responsibilities.
8. The uniqueness of each human being and the distinctiveness of social groups derive from factors such as age, gender, race, ethnicity, national origin, life philosophy, family, culture, and economic and social structures.
9. Human beings are interdependent with each other and with their social and physical environments.
10. Jesus Christ is Lord over all areas of life, including social, economic and political systems.

NATIONAL ASSOCIATION OF SOCIAL WORKERS.
(NASW).

NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW).

National Association of Social Workers provides formal ethical standards and policies in the NASW Code of Conduct

Portions of the Code of Conduct may be shared by social workers with members of the faith community in order to provide the most beneficial services for survivors

Information is applicable to the following:

- **Survivors**
- **Colleagues in Crisis Response**
- **Broader Society**

APPLICATION: SURVIVORS.

Relevant ethical responsibilities for clergy members to survivors in crisis response:

- **Competence:** Provide services and represent themselves as competent in techniques or approaches in which adequate “education, training, license, certification, consultation received, supervised experience, or other relevant professional experience”
- **Privacy and confidentiality:** Survivors and the deceased are especially vulnerable in their mental, physical, and/or economic state
- **Other noteworthy ethical responsibilities to model and inform survivors of are as follows:**
 - Cultural competence
 - Informed consent
 - Commitment to clients
 - Clients who lack decision making capacity
 - Self-determination
 - Termination of services

Note ethical responsibilities should be in alignment with the legal obligations such as a report of abuse or harm to self or others

APPLICATION: COLLEAGUES IN CRISIS RESPONSE.

Relevant ethical responsibilities for clergy members to crisis response personnel:

- **Interdisciplinary collaboration** : Utilize “perspectives, values, and experiences” in order to make informed decisions related to disaster survivors
- **Consultation**: Referencing other professionals and their competencies would be professionally responsible and extremely beneficial to the care of survivors
- **Referral for services**: Imperative in order to “facilitate an orderly transfer of responsibility” when specialized knowledge or expertise is required to most effectively facilitate services in disaster recovery

Other noteworthy ethical responsibilities to colleagues are as follows:

- Respect
- Confidentiality
- Importance of addressing incompetence amongst colleagues

APPLICATION: BROADER SOCIETY.

Social welfare: “General welfare of society, from local to global levels, and the development of people, their communities, and their environments... with the realization of social justice.”

Mental health workers should provide “appropriate professional services in public emergencies to the greatest extent possible”

CRISIS RESPONSE ORGANIZATIONS: RELIGIOUS.

Collaboration with clergy to form a crisis response organization specifically for those in the faith community:

- Provide a unified faith entity in disaster response
- Able to process supplies and financial contributions from faith community members
- Minimize administrative and program duplication costs
- Provide a centralized system of aid distribution (4)

Disaster relief and crisis intervention organizations for Christian denominations:

- UMCOR (United Methodist Committee on Relief)
- PDA (Presbyterian Disaster Assistance)
- LDR (Lutheran Disaster Response)
- ERD (Episcopal Relief and Development) (7)
- NDR (Nazarene Disaster Response) (37)
- CCUSA (Disaster Operations- Catholic Charities USA) (40)

CRISIS RESPONSE ORGANIZATIONS: SECULAR.

Registration with preexisting crisis response organizations at large

- Provide both formal educational opportunities
- Substantiate reliability to other trauma professionals

Crisis response organizations to consider may include:

- Citizen Corps (21)
- CMI Education Institute, Inc. (23)
- International Association of Trauma Professionals (34)

BUILDING CAPACITY.

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Building Capacity: Mental ability

- Social Work Education
 - Resiliency
 - Ecological perspective
 - Systems perspective
 - Cultural Competence
- Disaster Related Education
 - Phases of Emergency Management
 - Understanding Disaster Events (15)
 - Responses to Trauma: Cognitive, Emotional, Physical, Behavioral, Spiritual (10, 25, 30)
 - Warning Signs
 - Mental Health Concerns
 - Boundaries and Supports: Personal and Familial

(10, 15, 25, 30)

SOCIAL WORK EDUCATION.

SOCIAL WORK EDUCATION.

Resiliency

- Resiliency: “Ability of an individual, family, group, community or organization to recover from adversity and resume functioning even when suffering serious trouble, confusion and hardship” (15)

Ecological Perspective

- Ecological Perspective: “Describes and analyzes people and other living systems and their transactions” and interactions, including family, friends, work, social services, politics, religions, goods and services and educational systems (42)

SOCIAL WORK EDUCATION.

Cultural Competence: “Mastery of a particular set of knowledge, skills, policies, and programs... that address the cultural needs of individuals, families, groups, and communities” (42)

Particularly relevant in the followings areas of disaster relief:

- **Communication:** Variations in verbal and nonverbal communication can be barriers; influences the expression of feelings
- **Personal Space:** Area that immediately surrounds a person, including the objects within that space; different interpretations of proximity and gestures

SOCIAL WORK EDUCATION.

- **Social Organization:** Beliefs, values, and attitudes are learned and reinforced through social organizations, such as family, political, economic, and religious groups; important to accurately assess reactions to disaster
- **Time:** Different perceptions of time; acknowledge in order to avoid misunderstandings and miscommunication
- **Environmental Control:** Belief that events occur due to an external factor such as luck, chance, fate, will of God, or the control of others; may affect survivor response to disaster and the types of assistance necessary

DISASTER RELIEF EDUCATION.

UNDERSTANDING DISASTER EVENTS.

Everyone who sees or experiences a disaster is affected

Normal to feel anxious about the safety of family, close friends, and yourself

Profound sadness, grief, and anger are normal reactions

Acknowledging your feelings helps you recover

Focusing on your strengths and abilities helps you heal

Accepting help from community programs and resources is healthy

Everyone has different needs and different ways of coping

It is common to want to strike back at people who have caused great pain

Children and older adults are of special concern in the aftermath of disasters

Individuals can experience a disaster “second hand” through exposure to extensive media coverage

RESPONSES TO DISASTER.

COGNITIVE.

Poor concentration

Confusion

Disorientation

Indecisiveness

Shortened attention span

Memory loss

Unwanted memories

Difficulty making decisions

EMOTIONAL.

Shock and/or numbness

Feeling overwhelmed

Depression

Feeling lost

Fear of harm to self and/or loved ones

Feeling nothing

Feeling abandoned

Uncertainty of feelings

Volatile emotions

Feelings of guilt or self-doubt

RESPONSES TO DISASTER.

PHYSICAL.

Nausea
Lightheadedness
Dizziness
Digestive issues
Rapid heart rate
Tremors

Headaches
Grinding of teeth
Fatigue
Poor sleep
Pain
Hyperarousal
Jumpiness

BEHAVIORAL.

Suspicion
Irritability
Excessive arguments
Withdrawal
Excessive silence
Inappropriate humor
Abnormal eating habits
Increased smoking
Increased substance use or abuse
Change in sexual desire or functioning
Difficulty communicating

RESPONSES TO DISASTER.

SPIRITUAL.

Anger at God

Feeling distant from God

Withdrawal from place of worship

Uncharacteristic involvement in religious organization

Sudden turn toward God

Familiar faith practices including traditional, prayers, scriptures, and worship seem empty

Belief that God is powerless

Loss of meaning and purpose

Sense of isolation from God, faith community, and religious leadership

Questioning of basic beliefs

Anger at religious leader(s)

Believing God is not in control

Believing God does not care

Belief that we have failed God

WARNING SIGNS.

Extensive amounts of stress over an extended period of time that interfere with everyday life should be addressed by a mental health professional (15)

MENTAL HEALTH CONCERNS.

Acute Stress Disorder

- Symptoms: Present close to the actual experience of the traumatic event
 - Numbness
 - Difficulty responding to normal life events
 - Difficulty with anger
 - Paranoia

Post-Traumatic Stress Disorder

- Symptoms: Present later or close to the actual experience of the traumatic event
 - Flashback episodes
 - Memories
 - Hyper-vigilance
 - Nightmares or frightening thoughts
 - Emotional numbness
 - Sleep disturbances
 - Depression
 - Substance abuse
 - Heightened anxiety
 - Irritability
 - Headaches
 - Gastrointestinal complaints
 - Immune system problems
 - Dizziness
 - Chest pain
 - Discomfort

MENTAL HEALTH CONCERNS.

Depression and Anxiety

- Develop or increase because of the trauma
- Previously diagnosed individuals are at greatest risk
- Grief can cause concern when it lasts for an extended period of time

Substance Abuse and Addictions

- Initiate or overuse substances such as alcohol, food, and drugs or increase gambling and other addictive behaviors to manage anxieties
- Monitor changes in usual consumption or behavior

Abuse and Child Neglect (1)

- Domestic abuse reports rise after traumatic events
- Be alert or signs of violence on adults and children

Compassion Fatigue (39)

- Disruptive, depressive, and irritating displays of stress resulting from the care giving work performed on a regular basis

BOUNDARIES AND SUPPORTS.

Pastors and other faith leaders are also impacted by a trauma situation (1)

Vigilant self-care is necessary for all disaster relief workers to be effective in supporting others (30)

BOUNDARIES AND SUPPORTS: PERSONAL.

Establish personal boundaries through healthy self-care habits

- Determine relaxation techniques and support system (30)
- Assess the level of exercise, spiritual practices, nutritional options, and personal time (1, 30)
- Limit the number of hours on the disaster site, allowing frequent breaks
- Rotate to various types of work
- Emotionally process the event by connecting with family, friends, and counseling assistance programs (20, 30)

BOUNDARIES AND SUPPORTS: FAMILIAL.

Parents must realize that their healthy coping mechanisms provide benefits for their children

- Promote personal wellbeing by being more available to their children and to support them

Intentionally reassure children after a disaster

- Be affectionate with their children and encourage them to talk about how they are feeling
- Parents should maintain daily routines for work, school, play, meals, and rest as is feasible to regain a sense of security
- Recognize responsible behavior
- Involve children in the disaster recovery process

BOUNDARIES AND SUPPORTS: FAMILIAL.

Allow them to behave age appropriately:

- Important for children to play with board games, toys, and create arts and crafts to allow them to express emotions in a familiar and safe environment
- Encourage experiences to relieve tensions and simply play
- Familial quality time reemphasizes the autonomy of the family unit (1)

Monitor exposure to media (15):

- Limit exposure to the media in order to prevent additional fear, confusion, and anxiety
- Be open to discuss and provide adequate explanations of the disaster appropriate to the developmental level of the child

Understand that each child will have a different response to a disaster situation

SKILL BUILDING.

SKILL BUILDING.

Skill Building: Education-enabled action or ability

- Emergency Management
 - Preparedness and Mitigation
 - Disaster Response Committee
 - Sanctuary: Congregational and Facility Preparation
 - Response and Recovery
 - Faith-Based Interventions: Individual and Congregational
 - Transitions

EMERGENCY MANAGEMENT.

Preparedness: Preparing to handle an emergency

- Includes plans or preparations made to save lives and to help response and rescue operations
- Preparedness activities occur prior to an emergency

Mitigation: Preventing future emergencies or minimizing their effects

- Includes any activities that prevent an emergency, reduce the chance of an emergency happening, or reduce the damaging effects of unavoidable emergencies
- Mitigation activities occur before and after emergencies

Response: Responding safely to an emergency

- Includes implementing preparedness plans to save lives and prevent further property damage in an emergency situation
- Response activities occur during an emergency

Recovery: Recovering from an emergency

- Includes actions taken to return to a normal or an even safer situation following an emergency, including seeking financial assistance to subsidize services and repairs
- Recovery activities occur after an emergency

PREPAREDNESS AND MITIGATION.

DISASTER RESPONSE COMMITTEE.

Disaster Response Committee (4)

- Emergency response team with the specific knowledge and expertise on trauma response for their congregation, organization, and/or community

Consists of the following:

- Disaster Response Coordinator
- Disaster Response Council

DISASTER RESPONSE COORDINATOR (DRC).

Description: Management and communication between crisis response corporations, community organizations, community members, and their religious institution

Responsibilities:

- **Before:** Develop Disaster Plan and Disaster Response Council (37)
- **During:** Identify immediate needs within the community
 - Contact other crisis response organizations to coordinate a system of services (1, 5, 11)
 - Appropriately assess the manner in which the resources of the religious institution may be utilized
 - Monitor and avoid the duplication of resources and services (1)
- **After:** Assess Disaster Response Committee effectiveness
 - Note possible improvements for future crisis response

DISASTER RESPONSE COUNCIL.

Description: Council dedicated to disaster response

- Serve as support for the Disaster Response Coordinator
- Specific tasks should be delegated prior to trauma response
- Include separate team leaders and their volunteers

In addition, teams of Disaster Response Council members may be organized to provide the following services:

<input type="checkbox"/> Advocacy	<input type="checkbox"/> Health Services	<input type="checkbox"/> Outreach & support to vulnerable populations
<input type="checkbox"/> Animal Care	<input type="checkbox"/> Home Visits/Care	<input type="checkbox"/> Organizing/Leading Volunteer Groups
<input type="checkbox"/> Assisting at Disaster Help Centers	<input type="checkbox"/> Housing	<input type="checkbox"/> Pastoral Services (Spiritual Care)
<input type="checkbox"/> Casework	<input type="checkbox"/> Language Translation	<input type="checkbox"/> Rebuilding / Repair / Restoration
<input type="checkbox"/> Child Care Services	<input type="checkbox"/> Legal Assistance	<input type="checkbox"/> Relocation or Moving Assistance
<input type="checkbox"/> Cleanup (homes/neighborhoods)	<input type="checkbox"/> Listening	<input type="checkbox"/> Resource Development
<input type="checkbox"/> Counseling	<input type="checkbox"/> Office Support / Telephoning	<input type="checkbox"/> Shelter Services
<input type="checkbox"/> Driving/Providing Transport	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> Special Worship Services
<input type="checkbox"/> Food Services (cooking, feeding & distribution including home delivery)	<input type="checkbox"/> Managing Volunteers and Donations	<input type="checkbox"/> Warehousing and distribution of relief supplies

DISASTER PLAN.

Communal Information

- Past local emergencies and disasters (37)
- Proximity to “at-risk” locations

Contact Information

- Prepare contact information and a telephone tree for the following:
 - Disaster Response Committee
 - Disaster response organizations in the area
 - Members of the congregation with specialized skills (1, 4, 30)
 - Members of the congregation: noting vulnerable population (4)

Evacuation Plan

- Develop evacuation plan in coordination with the local police and fire department (30)
 - Prepare for evacuation in both weekday and weekend circumstances

DISASTER PLAN.

Description of Building (37)

- Occupancy type
- Square footage
- Year of construction and most recent renovation
- Number of stories in building
- Type of construction
- Note facilities such as large open spaces, wash facilities, and kitchens (4)

Facility Safety (37)

- Locations of utilities and emergency exits
- Facilities should be inspected for basic safety equipment (30)
- Assessment by the local fire department or a private organization to determine an appropriate number of survivors that may be housed and/or services that may be provided in available facilities

DISASTER PLAN.

Emergency Supplies (37)

- Purchase and store “pre-stage” immediate response items
 - Including supplies such as batteries, portable radios, flashlights, emergency first aid kit, basic tool kit, non-perishable food items, stored drinking water
- Estimates on any outsourced services necessary in order to provide a safe, healthy environment
 - Including beds, showers, and washing facilities (4)
- Ensure availability of communication mechanism in the event of a power outage

RESPONSE AND RECOVERY.

FAITH-BASED INTERVENTIONS.

Faith-Based Interventions

- Triage in Disaster
- Basic Helping Skills
 - Helping Relationship
 - Communication Skills: Verbal, Nonverbal, Listening
- Crisis Response: Individual and Congregational

TRIAGE IN DISASTER.

Significant factor in a community's first response

- Assessment and medical triage of injured victims
- Assessment of the vulnerable population
- Assessment of needed human and material resources

Locate personnel placed in charge of assessing the situation and evaluating the needs of the response system

- Report the injured and necessary resources to authority in disaster response

COMMUNICATION SKILLS.

VERBAL.

- Identifying self
- Explaining the purpose of the meeting
- Asking questions
- Maintaining progress toward change
- Following up on nonverbal communication
- Check for message reception
- Asking a focused question
- Answering a question

NONVERBAL.

- Eye contact
- Gestures of greeting
- Personal space
- Body positioning
- Facial expressions
- Touch
- Arm and hand movements
- Tone of voice
- Dress and appearance

COMMUNICATION SKILLS: LISTENING.

Active listening

Receiving a message

Encourager: Single word, short phrase, or nonverbal gesture that encourages the individual to continue talking

Clarification: Asking a question designed to encourage an individual to become more explicit or verify understanding

Paraphrase: Rephrasing of the literal meaning of the statement

Reflection of Feeling: Expression of the feeling or emotional component of the message

Summarization: Pulling together the content and affective components of several messages

Exploring the Silence: Efforts to gently probe the silence

CRISIS RESPONSE: INDIVIDUALS.

Facilitating the pastor meetings with small groups to effectively convey and provide both a spiritual and emotional response (1)

Be prepared to address spiritual questions related to disaster

Be vigilant about mental health concerns

Contact congregational members with specialized skills to be available for additional physiological needs

CRISIS RESPONSE: CONGREGATIONAL.

Opportunities for prayer and meditation (1)

- Allows survivors to connect with each other
- Share pain of disaster with each other and God

Customary worship services

- Reestablish feelings of community and stability
- Reconnect with faith community and spiritual relationship with God

Special service

- Allows congregation members to share their response to the disaster
- Encourage survivors to express sufferings and offer them to God

TRANSITIONS.

Referral

Dissemination of Information



REFERRAL.

Referral: Networking a survivor with an agency, program, or professional person that will provide the needed services

- Clearly identify concern of survivor
- Pay special attention to any practical problems that may be a barrier
- Contact existing community resources and disaster relief services to assist the survivor

DISSEMINATION OF INFORMATION.

Clearly communicate important information

- Services needed for the congregation and community

Specific information may include the following:

- Types of services available
- Process to access them
- Contact information

CALL TO COLLABORATION.

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