

* References that appear under more than one topical area.

CHANGE IMPLEMENTATION

Holt, D. T., & Vardaman, J. M. (2013). Toward a comprehensive understanding of readiness for change: The case for an expanded conceptualization. *Journal of Change Management*, 13(1), 9-18.

Hughes, S., & Lacy, S. (2012). *Direct service workers' recommendations for child welfare financing and system reform*. Washington, DC: Child Welfare League of America.

COMMUNITY CONTEXT

Robinson, M., & Hanmer, S. (2014). Engaging religious communities to protect children from abuse, neglect, and exploitation: Partnerships require analysis of religious virtues and harms. *Child Abuse & Neglect*, 38(4), 600-611.

CULTURAL RESPONSIVENESS & DISPROPORTIONALITY

Bolea, P. S. (2012). Cross-cultural service learning with Native Americans: Pedagogy for building cultural competence. *Journal of Teaching in Social Work*, 32(3), 284-299.

Delphin-Rittmon, M. E., Andres-Hyman, R., Flanagan, E. H., & Davidson, L. (2013). Seven essential strategies for promoting and sustaining systemic cultural competence. *Psychiatric Quarterly*, 84(1), 53-64.

DATA-DRIVEN DECISION MAKING & CONTINUOUS QUALITY IMPROVEMENT

Gillingham, P. (2011). Decision-making tools and the development of expertise in child protection practitioners: Are we 'just breeding workers who are good at ticking boxes'? *Child & Family Social Work*, 16(4), 412-421.

Los Angeles County Department of Children & Family Services. (2013). *Data-driven decision-making toolkit*. Los Angeles, CA: Department of Children & Family Services.

- *Shaw, T. V., Lee, B. R., & Wulczyn, F. (2012). “I thought I hated data”: Preparing MSW students for data-driven practice. *Journal of Teaching in Social Work*, 32(1), 78-89.

EDUCATION/PROFESSIONAL PREPARATION & UNIVERSITY-AGENCY PARTNERSHIPS

- *Dickinson, N. S., & Fisher, C. E. (2015). Partnerships to improve the child welfare workforce. *Policy & Practice*, 73(1), 17-19.
- Gerstenblatt, P., & Gilbert, D. J. (2014). Framing service learning in social work: An interdisciplinary elective course embedded within a university–community partnership. *Social Work Education*, 33(8), 1037-1053.
- *Florida Department of Children and Families. (2014). *Child protective investigator and child protective investigator supervisor educational qualifications, turnover, and working conditions status report: Annual report*. Tallahassee, Florida: Author.
- *Seipel, M. M., Johnson, J. D., & Walton, E. (2011). Desired characteristics for MSW students and social work employees: Cognitive versus personal attributes. *Journal of Social Work Education*, 47(3), 445-461.
- *Shaw, T. V., Lee, B. R., & Wulczyn, F. (2012). “I thought I hated data”: Preparing MSW students for data-driven practice. *Journal of Teaching in Social Work*, 32(1), 78-89.
- Sowbel, L. R., & Miller, S. E. (2015). Gatekeeping in graduate social work education: Should personality traits be considered? *Social Work Education*, 34(1), 110-124.

EVIDENCE-BASED & TRAUMA-INFORMED PRACTICE

- ACS-NYU Children's Trauma Institute. (2011). *The resilience alliance: Promoting resilience and reducing secondary trauma among child welfare staff*. New York, NY: New York University Langone Medical Center.
- Gray, M., Joy, E., Plath, D., & Webb, S. A. (2015). What supports and impedes evidence-based practice implementation? A survey of Australian social workers. *British Journal of Social Work*, 45(2), 667-684.
- Kusmaul, N., Wilson, B., & Nochajski, T. (2015). The infusion of trauma-informed care in organizations: Experience of agency staff. *Human Service Organizations: Management, Leadership & Governance*, 39(1), 25-37.
- Saunders, B. E. (2015). Expanding evidence-based practice to service planning in child welfare. *Child Maltreatment*, 20(1), 20-22.

- *Williams, N. (2015). Fighting fire: Emotional risk management at social service agencies. *Social Work, 60*(1), 89-91.

INCENTIVES & WORK CONDITIONS

- ACS-NYU Children's Trauma Institute. (2011). *The resilience alliance: Promoting resilience and reducing secondary trauma among child welfare staff*. New York, NY: New York University Langone Medical Center.
- Dupré, K. E., Dawe, K.-A., & Barling, J. (2014). Harm to those who serve: Effects of direct and vicarious customer-initiated workplace aggression. *Journal of Interpersonal Violence, 29*(13), 2355-2377.
- *Florida Department of Children and Families. (2014). *Child protective investigator and child protective investigator supervisor educational qualifications, turnover, and working conditions status report: Annual report*. Tallahassee, Florida: Author.
- Graham, J. R., Bradshaw, C., Surood, S., & Kline, T. J. (2014). Predicting social workers' subjective well-being. *Human Service Organizations: Management, Leadership & Governance, 38*(4), 405-417.
- Preston, M. S. (2015). Case manager job strain in public child welfare agencies: Job demands and job control's additive effects, and instrumental feedback's mediating role. *Children and Youth Services Review, 54*(July 2015), 30-40.
- *Williams, N. (2015). Fighting fire: Emotional risk management at social service agencies. *Social Work, 60*(1), 89-91.

LEADERSHIP & MANAGEMENT

- Annie E. Casey Foundation. (2015). *10 practices: A child welfare leader's desk guide to building a high-performing agency*. Washington, DC: Annie E. Casey Foundation.
- Gibbs, J., Dwyer, J., & Vivekananda, K. (2014). *Leading practice: A resource guide for child protection leaders (Second edition)*. Melbourne, Victoria, Australia: Victoria Department of Human Services.
- Gothard, S., & Austin, M. J. (2013). Leadership succession planning: Implications for nonprofit human service organizations. *Administration in Social Work, 37*(3), 272-285.

Hasenfeld, Y. (2015). What exactly is human services management? *Human Service Organizations: Management, Leadership & Governance*, 39(1), 1-5.

Hoefer, R., & Sliva, S. M. (2014). Assessing and augmenting administration skills in nonprofits: An exploratory mixed methods study. *Human Service Organizations: Management, Leadership & Governance*, 38(3), 246-257.

ORGANIZATIONAL ENVIRONMENT

Futris, T. G., Schramm, D. G., Richardson, E. W., & Lee, T. K. (2015). The impact of organizational support on the transfer of learning to practice. *Children and Youth Services Review*, 51(April 2015), 36-43.

RECRUITMENT, SCREENING, AND SELECTION

*Seipel, M. M., Johnson, J. D., & Walton, E. (2011). Desired characteristics for MSW students and social work employees: Cognitive versus personal attributes. *Journal of Social Work Education*, 47(3), 445-461.

RETENTION

*Florida Department of Children and Families. (2014). *Child protective investigator and child protective investigator supervisor educational qualifications, turnover, and working conditions status report: Annual report*. Tallahassee, Florida: Author.

SUPERVISION & PERFORMANCE MANAGEMENT

*Florida Department of Children and Families. (2014). *Child protective investigator and child protective investigator supervisor educational qualifications, turnover, and working conditions status report: Annual report*. Tallahassee, Florida: Author.

WORKFORCE DEVELOPMENT PLANNING PROCESS

*Dickinson, N. S., & Fisher, C. E. (2015). Partnerships to improve the child welfare workforce. *Policy & Practice*, 73(1), 17-19.

*Florida Department of Children and Families. (2014). *Child protective investigator and child protective investigator supervisor educational qualifications, turnover, and working conditions status report: Annual report*. Tallahassee, Florida: Author.