

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

COURSE/UNIQUE NUMBER: SW 381R 61420
SEMESTER: FALL 2017
MEETING TIME: THURSDAY 5:30-8:30PM
MEETING ROOM: 2.130
EMAIL: LEILAWOOD@AUSTIN.UTEXAS.EDU

INSTRUCTOR: LEILA WOOD, PhD, LMSW
OFFICE NUMBER:
OFFICE PHONE: 512-471-3198
OFFICE HOURS: THURSDAYS 4-5PM AND
BY APPOINTMENT

**THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

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I. Course Description

This graduate-level course will focus on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including Psychodynamic, Cognitive Behavioral, Social Learning, Empowerment, Transpersonal, and Feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, engagement, assessment, intervention, evaluation, and integration, and (2) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability to human behavior and development. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk, and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural, and spiritual) will be critically examined.

II. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations.
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability.

3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development.
4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems.
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics.
7. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, assess data from clients and constituencies, select and implement interventions with clients and constituencies, and evaluate practice with individuals, families, and groups.

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

III. Methods of Instruction

This class is conducted in an active learning approach using a variety of teaching methods such as lectures, videos, guest speakers, and group discussions. Students are expected to complete assigned readings of chapters, cases, and other assigned materials prior to each class period. Occasionally, class will be held online via Canvas throughout the semester.

IV. Required Readings

Hutchison, E. D. (2017). *Essentials of human behavior: Integrating, person, environment and the life course*. (2nd ed.) Sage Publication, Inc., CA. (*The first edition of this book is also acceptable for class*).

Scales, T. L., & Wolfer, T. A. (2006). *Decision cases for generalist social work practice: Thinking like a social worker*. Thompson: Brooks/Cole, CA.

Additional Articles as Assigned: See Course Outline and Canvas

V. University/School of Social Work Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's

opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Additional Course Policies:

Extra Credit: Any potential extra credit opportunity is at the discretion of the professor.

Use of Technology in the Classroom: Students are to use computers only to take notes. Use of cell phones, including texting, is not permitted during class.

Syllabus Change Policy: This syllabus represents an agreement between the professor and the students. The core substance of the syllabus will not be changed. Changes to the syllabus will only be made if such changes are to benefit the learning experience of students. All changes will be discussed and agreed upon among students and the professor.

Participation and Attendance: Each student is expected to contribute quality, timely responses to class discussion and/or activities. Activities may include group work, leading discussions, responding to materials, using web-based materials, practice critiques, and many other kinds of hands-on learning activities. Quality participation is more than just a cursory discussion or passive attendance in class. Quality participation requires preparedness, critical thinking, and analysis of ideas. Quality participation is expected of all students.

The attendance policy is: everyone receives (1) excused absence; thereafter, every absence beyond one absence is a deduction in your final grade of four (4) course points. If arriving late to class, there will be a deduction of a portion of the class time. If you miss 4 classes, you will automatically fail the course. Please communicate with me if you have concerns about class attendance or excused absences.

Late Assignments: Late assignments will be reduced 5% of the grade received for each day (including weekends) they are late. Assignments more than seven (7) days late will not be accepted. *Note: No CAQs will be accepted late.* I understand life emergencies happen- it is best to communicate with me as early as possible if you are having a problem meeting a due date.

Meeting with the Instructor: My office is at the School of Social Work. I am happy to meet within office hours, or by appointment. If you would like to discuss an assignment, I strongly encourage you to schedule a time with me.

Review of Drafts: I will review drafts of papers and provide brief feedback if they are submitted to me 7 days before the due date.

Instructor Role: *I consider myself a guide on your journey this semester. The classroom environment I value is one based on participation, mutual respect, and a spirit of inquiry. I am committed to making this a successful and empowering learning experience for you on your journey to becoming a master social worker. We can all learn from each other through consideration, kindness, active listening, and assuming good will. You can expect a prompt reply from me via email—about a 24-48 hr turnaround time during the week, and Monday for emails sent on the weekend.*

VI. Course Schedule

Class #	Topic	Readings/Assignments	Homework Due
Week 1 Aug 31	Welcome/Introduction	Review: -Syllabus -Course Focus -Assignments -Decision Cases for Social Work Practice	

Class #	Topic	Readings/Assignments	Homework Due
Week 2 Sept 7	- A Multidimensional Approach for SW Practice - NASW CODE of Ethics and Decision Cases; - Writing Literature Review Papers <i>Guest Speaker:</i> Carolyn Cunningham Social Work Librarian	Hutchison Ch. 1 Scales and Wolfer CH 1 and 2 NASW Code of Ethics	DUE: CHOICES for 1) Case Analysis Paper 2) Literature Review Paper CAQ 1
Week 3 Sept 14	Theoretical Perspectives On Human Behavior The Biological Person Theory Spotlight: Systems/Ecological Theory <i>Guest Speaker</i> Juliane Taylor Shore, LPC S, LMFT, S	Hutchison Ch. 2 and 3	CAQ 2
Week 4 Sept 21	The Psychological Person <i>Guest Speaker:</i> Tom Umberger, LCSW	Hutchison Ch. 4 Additional Article 1 Scales and Wolfer, Case	CAQ 3
Week 5 Sept 28	The Spiritual Person	Hutchison Ch. 5 Additional Article 2 Scales and Wolfer, Case	CAQ 4 Theory Spotlight Group 1 Theory Spotlight Group 2
Week 6 Oct 5	Family and Small Groups <i>Class Online this Week</i>	Hutchison Ch 7 and 8	Class Online this Week Literature Review Paper Due October 5 th Via Canvas submission

Class #	Topic	Readings/Assignments	Homework Due
Week 7 Oct 12	Cultural and Environment	Hutchison Ch 6 and 9 Additional Article 3	CAQ 5 Theory Spotlight Group 3 Theory Spotlight Group 4
Week 8 Oct 19	Midterm Examination <i>Take Home Submitted Via Canvas</i>	Exam covers all readings, course content and lectures 8/31-10/12	Midterm Examination <i>Take Home Submitted Via Canvas</i>
Week 9 Oct 26	Life course Perspective Pregnancy and Infancy <i>Guest Speaker:</i> Jenny Baldwin, LMSW Any Baby Can	Hutchison Ch 10 and 11 Scales and Wolfer, Case	CAQ 6 Theory Spotlight Group 5 Theory Spotlight Group 6
Week 10 Nov 2	Childhood Part One	Hutchison Ch 12 Straussner & Calnan (2014) Scales and Wolfer, Case 9	CAQ 7
Week 11 Nov 9	Childhood Part Two <i>Class Online this Week</i>	Hutchison Ch 13 Additional Article 5	CAQ 8
Week 12 Nov 16	Adolescence and Emerging Adulthood <i>Guest Speaker:</i> Laura Jones Swann	Hutchison Ch 14 Additional Article 6	CAQ 9 Case Analysis Paper Due
Week 13 Nov 23	Thanksgiving No Class	Thanksgiving No Class	Thanksgiving No Class
Week 14 Nov 30	Middle Adulthood <i>Class Online this Week</i>	Hutchison Ch 15 Scales and Wolfer, Case	

Class #	Topic	Readings/Assignments	Homework Due
Week 15 Dec 7	Later Adulthood <i>Guest Speaker:</i> Dr Choi UTSSW	Hutchison Ch 16 Additional Article 7	CAQ 10
Week 16 Dec 14 th	Finals Week	Final Online Via Canvas	

VII. COURSE ASSIGNMENTS

Assignment	Points	Date Due
CAQ (10 total)	1 (10 total)	9/7; 9/14; 9/21; 9/28; 10/12; 10/26; 11/2; 11/9; 11/16; 12/7
Literature Review Paper	15	10/5/2017
Exam One	20	10/19/2017
Theory Spotlight Group Presentation	15	Group One and Two: 9/28/17 Group Three and Four: 10/12/17 Group Five and Six: 10/26/17
Case Analysis Paper	20	11/16/17
Exam Two	20	TBD

1.CASE ANALYSIS PAPER DUE 11/16/17 (20 POINTS)

Students choose from Scales and Wolfer cases 3,4, 8 and 12 to illustrate their skills in case analysis. The assignment is to write a case analysis paper focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. The paper is minimally 8 full double spaced, typed pages (not including title or reference pages). It is to have at least 6 peer reviewed refereed journal articles. It is to be written in American Psychological Association (APA) format. *See Canvas for additional assignment details.*

2.THEORY SPOTLIGHT DUE EITHER 9/28 (Groups 1 and 2), 10/12 (Groups 3 and 4), or 10/26 (Groups 5 and 6) (15 Points):

Students will work in small groups to plan and present information about a theory used in social work practice from a list provided by the professor. Student groups will prepare a presentation 20 minutes in length for the rest of the class to teach fellow students about the central ideas presented in theory, how the theory presents human development, and the application to engagement, assessment, intervention and evaluation of client systems. In addition to the presentation, which will be posted on Canvas as a resource, students will prepare an annotated bibliography with four or more source about the theory. *See Canvas for additional assignment details.*

3. EXAM ONE (10/19/17) AND EXAM TWO (TBD) (20 points each) . There will be two take home examinations submitted via Canvas. Exams will focus on application of course materials. If videos and guest lecturers are part of the class, then these will also be covered on exams. Exams are not cumulative. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify the instructor at least one week in advance of the test date. If you do not, then it may result in not taking the exam. **Students will not be permitted to consult with each other on examination answers.** See Canvas for additional assignment details.

4. LITERATURE REVIEW RESEARCH PAPER DUE 10/5/17 15 Points. There will be a literature review research paper due on a topic of interest to the student. The literature review should focus on an issue relating to human behavior and provide an overview of the topical area. Papers should be typed Times New Roman 12 point font within 9-10 double-spaced full pages of text and does not include counting the title and reference page. The reference page must include at least 8 references of refereed journal articles. References are to be current refereed journal articles ---need to be published after the year 2000. See Canvas for additional assignment details.

5. CRITICAL APPLICATION QUESTIONS (CAQ) DUE 9/7; 9/14; 9/21; 9/28; 10/12; 10/26; 11/2; 11/9; 11/16; 12/7 (10 points total): Students are responsible for completing ALL assigned course readings prior to coming to class. Students will have an opportunity to demonstrate their understanding of the material by answering critical thinking/application questions for assigned class readings for that day. Completion of CAQs are designed to enhance students' overall knowledge of course material, support rich classroom discussion, and provide students with an opportunity to engage in self-reflection. CAQs are completed in class at the start of class. Students may use one page of notes if they like. **CAQs cannot be submitted late for credit or submitted on a day a student misses class.** See Canvas for additional assignment details.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

ADDITIONAL REFERENCES

(May be helpful in getting your analyses started; not to replace your own literature searches.)

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- Biggerstaff, M. A., Morris, P. M., Nichols-Casebolt, A. (2002). Living on the edge: Examination of people attending food pantries and soup kitchens. *Social Work, 47*(3), 267-277.
- Borowsky, I. W., Ireland, M., Resnick, M. D. (2001). Adolescent suicide attempts: Risk and protectors. *Pediatrics, 107*(3), 485-494.
- Bui, H. N. (2003). Help-seeking behavior among abused immigrant women: A case of Vietnamese American women. *Violence Against Women, 9*(2), 207-237.
- Burt, J.A., & Mutchler, J. E. (2003). English language skills, ethnic concentration, and household composition: Older Mexican immigrants. *The Journals of Gerontology Series B, 58*, S83-S92.
- Conyers, J. (2007). The 2005 reauthorization of the violence against women act: Why congress acted to expand protections to immigrant victims. *Violence Against Women, 13*(5), 457-468.
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- Green, R. J. (2000). Lesbians, gay men, and their parents: A critique of Lasala and the prevailing clinical wisdom. *Family Process, 39*(2), 257-267.
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- Kulis, S., Marsiglia, F. F., & Hurdle, D. (2003). Gender identity, ethnicity, acculturation and drug use: Exploring differences among adolescents in the Southwest. *Journal of Community Psychology*, 13(2), 167-188.
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- Reimer, M. S. (2002). Gender, risk, and resilience in the middle school context. *Children in Schools*, 24(1), 35-47.
- Richardson, J., Anderson, T., Flaherty, J., & Bell, C. (2003). The quality of mental health for African Americans. *Culture, Medicine, & Psychiatry*, 27, 487-498.
- Rosen, A., & Zlotnik, J. (2001). Demographics and reality: The “disconnect” in social work education.. *Journal of Gerontological Social Work*, 36(3/4), 81-97.
- Scharlach, A., Damron-Rodriguez, J., Robinson, B., & Feldman, R. (2000). Educating Social Workers for an Aging Society: A Vision for the 21st Century. *Journal of Social Work Education*, 36(3), 521-538.
- Sinclair, W., & Presinger, R. W., (2001). Environmental causes of infertility. *Infertility and Miscarriage Research Summaries*. On line: <http://chem-tox.com/infertility/>
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