

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 381-R	Instructor: Hannah Gibson-Moore, LCSW hmoore@centerforchildprotection.org
Unique Number:	61425	Office: 3.104A
Semester:	Fall 2018	Office Phone: 512-600-2445
Meeting Time/Place:	Wednesdays 5:30pm-8:30pm Room 2.112	Office Hours: Wednesdays 4:00pm-5:00pm Other times by appointment

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

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

EPAS Competencies

The Steve Hicks 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 SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Outcome 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Outcome 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Outcome 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

III. TEACHING METHODS

This course is designed to provide the student with a meaningful learning environment that will facilitate mastery of knowledge and skills in the area of human behavior in the social environment. Teaching methods include a combination of large and small group discussion, audiovisual presentations, case study analyses, readings, guest speakers, student presentations, and informal lecture. Students are expected to attend class regularly, come prepared having read the materials, and play an active role in the learning process. Students and instructor will work together to create a learning environment in which differences of opinion, and different life experiences, are respected; participants feel able to take appropriate personal risks; and both critical thinking and self-reflection are demonstrated throughout the course.

IV. REQUIRED TEXT AND MATERIALS

Gonzales, R. (2016). *Lives in limbo: Undocumented and coming of age in America*. Berkeley, CA: University of California Press.

Hutchison, E.D. (2017). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.

Selected Readings: Additional readings from other books and journals will also be assigned, and will be available either on UT Canvas or electronically through the UT Library.

V. COURSE REQUIREMENTS

Your grade for this course will be based on the requirements in bold below. At the time of assignment, the instructor will provide additional instruction and evaluation guidelines for each requirement.

Student Participation (15% of final grade): Student participation is evaluated in three areas: attendance, preparation, and contribution. Attendance and active engagement are critical to the teaching and learning in this class. Students are expected to be in class, or, in extenuating circumstances, to notify the instructor if they cannot attend. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them; and completing homework assignments. Contribution includes “being present” and actively engaged in experiential activities and discussions.

Literature Review Paper (20% of final grade): Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic that may be confronted in social work settings. This paper allows students to examine a specific topic, or issue, in depth by reviewing and synthesizing what other scholars have written about it.

Case Analysis (20% of final grade): To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2, the case analysis paper is a common assignment for all sections of HBSE. Students will choose one case, from the options provided by instructor within the Hutchison textbook, to formally analyze and submit as a written assignment. The assignment is for students 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.

Group Presentation of Case Analysis (15% of final grade): Students will work in small groups to apply several different theories and content from one of the week's readings to a case (instructor will provide a list of cases from which to choose) and share their findings in a 45-minute class presentation and facilitated discussion.

Midterm Exam (15% of final grade): The midterm exam will cover dimensions and theories covered in Parts I and II of the Hutchison textbook.

Final Exam (15% of final grade): Take home exam due electronically by Monday, Dec. 10 at 5pm. The final exam will ask students to apply theories and lifespan development course content (Part III of the Hutchison text) to the book *Lives in Limbo*, by Gonzales.

In order to receive a passing grade, ALL assignments need to be completed and expectations for class participation met.

VI. GRADES

Instructor will provide criteria and evaluation guidelines for each paper, projects and exams at the time of assignment. Please note that you must earn a C or above to receive credit for MSSW courses.

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

VII. CLASS POLICIES

Respect Difference: The social work profession is more than knowledge and practice, it is also adherence to a code of ethics. Students in this course are expected to act in a professional manner that includes respectfulness with regard to difference, be that difference in opinion and/or difference in life experience, when interacting with peers. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. It is essential to productive discussion that respect for one another is demonstrated. Students are encouraged to operate from a place of curiosity, as we can learn a lot from each other.

Class Attendance: Class attendance is required every class period for the entire class time period in order to get credit for attending class that day. This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. If students know that they will have to miss a class, it is advised to notify the instructor ahead of

time. Each class is worth three points for preparing, attending and contributing. A deduction of 3 class participation points will be taken for each class that is missed. Arriving tardy or leaving early will result in at least a 1 point deduction. Any class material missed due to class absence is the sole responsibility of the student.

Class preparation: Before class time students are expected to read and/or complete the assigned chapters, handouts, case readings, and case homework assignments prior to class. Students should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade. If you do not verbally participate in class, it can affect your grade for participation.

General assignment requirements: All assignments must be typed in Times New Roman 12 point font, be double spaced, and have one inch margins. References/sources used in papers must be in American Psychological Association (APA) format and from evidenced based, peer reviewed journals. If questions about the assignment arise, please consult with the instructor. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response.

Assignments are expected to be completed by the class time begins (5:30pm) unless the professor changes the assignment. Students will be informed of any changes in assignments, due dates, and other class content. UT does not allow Incompletes (grade of X) to provide additional time to complete assignments. If you wish to contest a grade on a specific assignment, please see the instructor within two weeks of receiving your graded assignment.

Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. If significant concerns remain, the student(s) is encouraged to approach the instructor during the assignment's development process. The instructor will not consider grade revisions beyond two weeks after the assignment was returned to the student.

Assignment due dates: Assignments are due as indicated in the syllabus. Assignments due on a class day must be submitted at the beginning of class (5:30pm) in order to not be counted late. Students will be penalized by 5% for if submitting their assignment after 5:30 and for each following day it is not turned in. In extenuating circumstances, permission for extensions on assignments may be requested and granted if the request was made at least 24 hours before the assignment is due. If students submit assignments electronically (via canvas or email) it is the student's responsibility to ensure that the assignment is attached or uploaded properly and it successfully reaches the professor on time. If not, it may result in not receiving credit for the assignment if the student did not double check and the professor never got the assignment. Any assignments due on a class day that the student is absent from class will be marked late unless they are submitted electronically by the start of class (5:30pm).

Electronics: Students may not use social media, the Internet, email, or cell phones (including texting) during class. It is expected that students will give full attention to the professor, guest lecturer, classmates, or the classroom activity that is happening. Students may use cell phones and lap tops during class breaks. Use of laptop, if required in a letter from the Office of Services for Students with Disabilities, will be accommodated during class if so stipulated.

APA & References: The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in the *Publication Manual of the American Psychological Association*. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment.

Course Feedback: During this course, the instructor will ask students to provide feedback on their learning experience in informal as well as formal ways, including anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that the professor and students can work together to create an environment conducive to effective teaching and learning. Students will also have the opportunity to fill out a formal course evaluation at the end of the semester.

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in her/his absence; all changes will be published on Canvas.

VIII. UNIVERSITY 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 Steve Hicks 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 Steve Hicks 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/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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, agency-based field 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 Liaison for the SHSSW, 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>.

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.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Class 1 Aug. 29	Welcome/Introductions Guidelines for class discussion Course overview Writing literature review papers Introduction to Case Studies Guest Speaker: Elle Covington UT Library	<i>“More About You” sheet passed out in class</i>	Syllabus; Assignment Guidelines
Class 2 Sept. 5	A Multidimensional, Multitheoretical Approach for Multifaceted Social Work	<i>Active Learning p. 56, #1 Homework due; Case Study 2 HW, McKinley Family; Submit Literature Review Topics and Preferred Cases</i>	Hutchison, Chapters 1,2
Class 3 Sept. 12	Biopsychosocial Dimensions	<i>Student Lead Active Learning p. 121, #1; Case Study 4 HW, The Premed, p. 90</i>	Hutchison, Chapter 3, 4
Class 4 Sept. 19	Spirituality and Social Work	<i>Bring one sentence/quote from this week’s reading you found most impactful, and discuss</i>	Hutchison, Chapter 5 Hodge, Implicit spiritual assessment

Class 5 Sept. 26	Small Groups, Formal Organizations, and Communities	<i>Literature Review paper due at the beginning of class; Active Learning p. 258, #4.</i>	Hutchison, Chapter 8
Class 6 Oct. 3	Social Structure, Social Institutions, and Social Movements Guest Speaker: Holly Kirby, Grassroots Leadership	<i>Social Movement Assignment; In class exercises as assigned – to be submitted at the end of class</i>	Hutchison, Chapters 9
Class 7 Oct. 10	Culture and Physical Environment Families Guest Speakers: Stephanie Holmes, CPS; Laura Ratzel, Adoption Advocates	<i>Case Study Presentation: Group 1</i>	Hutchison, Chapters 6, 7
Class 8 Oct. 17	Human Life Course; Introduction to the Neurosequential Model of Therapeutics	<i>Midterm</i>	Hutchison, Chapter 10 Articles on Canvas: Perry&Hambrick Perry&Dobson
Class 9 Oct. 24	Conception, Pregnancy, Childbirth and Infancy; Bonding and Attachment Guest Speaker: Samantha Thompson, Center for Child Protection	<i>Case Study Presentation: Group 2</i>	Hutchison, Chapter 11 Perry, Bonding and attachment in maltreated children
Class 10 Oct. 31	Toddlerhood and Early Childhood Development; Windows of vulnerability and windows of opportunity	<i>Student lead Active Learning p. 402, #1; Case Study 12.2 HW, Terri</i>	Hutchison, Chapter 12 Gonzales, Chapter 2, 3 Perry, Applying principles of neurodevelopment to clinical work with maltreated and traumatized children
Class 11 Nov. 7	Middle Childhood and Adolescence Guest Speaker: Elizabeth Manieri-Odam, CCP	<i>Case Study Presentation: Group 3</i>	Hutchison, Chapters 13, 14 Gonzales, Chapters 4, 5

Class 12 Nov. 14	Young and Middle Adulthood Guest Speakers: (Therapist Panel)	<i>Case assessment paper due;</i> <i>Student lead Active Learning p.504, #1</i>	Hutchison, Chapter 15 Gonzales, Chapters 6,7
No Class Nov. 21	Thanksgiving break	<i>Informal HBSW observations of friends and family</i>	<i>Recommended Reading – Gonzales, Forward, Preface and Chapter 1</i>
Class 13 Nov. 28	Late Adulthood Death, grief and loss Guest Speaker: Family Eldercare or Hospice Austin	<i>Student lead Active Learning, 542;</i> <i>Final Exam is posted to Canvas Nov. 30</i>	Hutchison, Chapter 16 Gonzales, Chapter 8
Class 14 Dec. 5	Review and Reflect on HBSE Dimensions and Theories Celebration and Closure	<i>Case Study Presentation:</i> <i>Group 4;</i> <i>Identity Item;</i> <i>Final Exam due Dec. 10 by 5pm</i>	Gonzales, Chapter 9 Saleebey, The strengths perspective

X. BIBLIOGRAPHY

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