The UNIVERSITY OF MICHIGAN
SCHOOL OF SOCIAL WORK
Winter 2001

HUMAN DIFFERENCES, SOCIAL RELATIONSHIPS, WELL-BEING & CHANGE
THROUGH THE LIFE COURSE

Social Work 500.001

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Office Hours: Mon. 2 - 3:00 P.M. & Wed. 2 - 3:00 P.M.
By Appointment

COURSE DESCRIPTION:

This course takes a multi cultural and critical perspective on understanding individuals, families, and their interpersonal and group relationships; lifespan development; theories of well-being, stress, coping and adaptation. The emphasis within this course is on knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Students will be introduced to the concepts of risk and protective factors, with relevant examples at the individual and small group levels. Students will also consider the implications of this knowledge for intervening in social problems and supporting rehabilitation once problems have developed. Major components will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems change. The knowledge presented will include the inter-relationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

CONTENT:

Content will include selected theories of human behavior, human development, families and small groups, and individual and small system change. Students will consider how relevant concepts have been developed, the types of knowledge and data that inform different theories, and current gaps and controversies in biological, behavioral, and social science knowledge and theory. The course will emphasize similarities and differences related to human diversity and dynamics of oppression and privilege. An important aspect is to emphasize how individual and small system factors and processes can facilitate attitudes, beliefs, behaviors, family characteristics and group processes that either promote multi cultural human well-being and social justice or help to recreate inequities and disease.
OBJECTIVES:

Upon completion of the course, students will be able to:

1. Demonstrate knowledge about and be able to critically analyze relevant theories of families, small groups, and human behaviors, development, and change through the life course emphasizing similarities and differences and the effects of oppression and

2. Articulate the concepts of risk and protective factors and give examples at the individual, group, and family levels.

3. Describe the impact of such characteristics as economic class, culture, ethnicity, gender, sexual orientation, disability status, religion, and age on risk and protective factors, human development, human interactions, and the structures of small social systems.

4. Identify the inter-relationships between small and larger social systems, and describe how biological factors and larger social and physical environments interact to influence individual and family well-being.

5. Describe how relevant concepts have been socially constructed, what knowledge and empirical evidence supports selected theories, some current gaps in knowledge, and key controversies about these theories and knowledge.

6. Conceptualize how individual and small system factors and processes can either promote multi cultural human-well being or recreate inequities and problems.

7. Examine theories of individual, family, and group change and their relevance for all types of social work practice towards a multi cultural and social just world.

Course Design:

This course will typically involve a combination of lecture and discussion. Guest speakers, multimedia presentations, community visits, and student presentations may be used to supplement and enhance discussion of individual topics.

Relationship of the Course to Four Curricular Themes:

8. Multiculturalism and Diversity will be addressed through analysis of differences in needs among subgroups within society and the differential application and impact of policies and services.

9. Social Justice and Social Change will be addressed by considering issues such as the
distribution of social security and other benefits, varying standards for assessing the need for intervention (e.g., protective services and guardianship), and differing outcomes for behavior considered harmful to self or others.

10. *Promotion, Prevention, Treatment, and Rehabilitation* will be addressed by considering the spectrum of policies and services ranging from promotion and prevention (e.g., pre-retirement programs and in-home services) to treatment and rehabilitation (e.g., income support for those with inadequate resources and nursing homes).

11. *Behavioral and Social Science Research* will be addressed by the inclusion of theoretical frameworks for understanding social roles, social stratification, and societal functioning among the elderly. The findings of research studies relevant to the design and evaluation of policies and services for older adults will also be included.

**Relationship of the Course to Social Work Ethics and Values:**

This course will address Social Work values and ethics in terms of the extent to which policies and services adequately meet the needs of the elderly. Special emphasis will be given to ethics and values concerning policies and services that provide older people with autonomy.

**CLASS DESIGN AND EXPECTATIONS FOR STUDENTS**

**Class Process:**

We will conduct the class in a seminar fashion, which means students will be expected to fully participate in the learning process. Seminars’ will include a range of activities, lectures, guest speakers, discussions, audiovisuals, community visits, and student presentations. The above activities will be integrated at critical points in the semester to facilitate a better understanding of the course content.

**Writing Policy:**

Good writing skills to express information accurately and concisely to individuals involved in helping client systems, are a requirement for effective social work practice. Therefore, formal writing assignments for this course (i.e., papers) will be evaluated both for content, ideas presented, and for the clarity of the presentation.

Appropriate referencing is required on all written assignments. *Failure to use quotation marks for short quotations or indentations for longer, direct quotes with appropriate citations will result in a grade of zero as will failure to provide citations for indirect quotations.* If you do not know how to reference a paper, now is the time to learn. Please seek assistance before you submit your assignments. One source is “Writing Term Papers . . .” by professor Kossoudji, in your *Student Guide to the Master’s in Social Work Degree Program*. See also other appropriate university publications for penalties that may result from scholastic dishonesty such as plagiarism or cheating on tests.
The Publication Manual of the American Psychological Association is the style manual to be used by all students. Papers are to be double spaced, typewritten/word processed with a 12-point font. All papers should be in narrative format.

LSA has a College Writing Workshop which faculty of the English Composition Board staffs. Workshop faculty offers students assistance in completing specific assignments or projects to help in improving academic writing skills. Feel free to use this service. Students have found it to be very helpful. For further information contact:

Writing Workshop
1139 Angell Hall, 1003
734-764-0429

I will grade ALL written assignments according to the following criteria. Please review this section before handing in each of paper:

1. **COMPLETENESS AND THOROUGHNESS:** MAXIMUM POINTS = 30
   How fully has the issue been addressed? Has the student sufficiently researched the issue using library resources, interviews, and other means to gain differing perspectives and full knowledge of the issue? Does the paper leave the reader with the impression that major questions have been considered or are important issues not addressed? Has the paper been carefully proofread?

2. **ORGANIZATION AND CLARITY:** MAXIMUM POINTS = 15
   Is the paper well written and organized in a logical manner? Are there appropriate transitions between, paragraphs, and sections? Is the sentence structure, syntax, and grammar of appropriate quality for a graduate student? Have subtitles been used to improve organization? Has the student addressed issues in a way that someone unfamiliar with the issue can understand as well as someone knowledgeable about the particular issue?

3. **REFERENCING:** MAXIMUM POINTS = 25
   Are there a sufficient number of references? Has the theoretical and empirical literature on the subject been incorporated into the paper? Are the references well integrated in the text of the paper? Has referencing been done appropriately and according to the style of the American Psychological Association?

4. **ORIGINALITY AND CREATIVITY:** MAXIMUM POINTS = 30
   Has the student used his or her analytical skills in a way that suggests more than a restatement of what others have said about the issue? Has the student compared, contrasted, and integrated the different viewpoints and material on the subject in a way that shows that she or he has a thorough understanding of the issue? Has the student suggested points that others have not addressed?
A comment sheet with points earned for each criterion will be returned with each paper.
COURSE REQUIREMENTS

WEEKLY ATTENDANCE & CLASS PARTICIPATION - (15% of final course grade)

This course is in part, preparation for your professional career. Classroom attendance and participation are critical aspects of professional socialization. Students are responsible for assisting in the creation of a learning environment that promotes such socialization. To do so, students should assume responsibility for their own learning by being prepared for and participating in class interactions, and consulting with the instructor outside class. Opportunities for make-up assignments are determined at the discretion of the instructor.

1. Each student is expected to display professional behavior in class.
2. Attendance is required, and you are to arrive on time and remain for the entire class.
3. Each student is expected to actively participate in all class activities and discussions.
4. All reading assignments should be completed before class on the day indicated in the syllabus, to enhance the learning experience and class discussions.
5. Attendance and class participation are an integral part of the grade and will be judged on quality, not just quantity.

ASSIGNMENTS

Assignments are expected to be submitted according to schedule barring serious, unforeseen emergencies. If this happens, please notify the instructor as soon as reasonably possible. Late assignments may be submitted, but a 2 point penalty per day will be subtracted from the grade. This 2 point penalty applies to weekends as well as weekdays.

Make up Policy - If you must miss a class or session where a paper is due, you must notify the professor prior to the start of class. I will only accept late assignments, without point deductions, if a doctor’s excuse or documented university approved reason for their absence is provided.

1. WEEKLY RESPONSE TO READINGS - (20% of final course grade)

Each week, students are to write a short synopsis of one of articles from the required supplemental readings. The single page synopsis is to be kept by the student until April 3, 2001. The purpose is to help you to:

- Integrate knowledge/theory about human growth, development and functioning from your readings with social work practice, values, ethics.
- Connect the HBSE knowledge/theory to what you are learning in field instruction and your other courses.
Develop the writing skills required by every social worker and the ability to think critically about HBSE knowledge/theory and its importance to social work.

NOTE: Articles have been selected to give students the opportunity to focus more on some area discussed in the text. While students are expected to read more than one article in the weekly assignments, only one is necessary for the written weekly analysis.

a. Short responses should be made immediately after completion of each reading assignment, and dated.

b. Responses are not book reviews, so please do not repeat what authors have said. Instead, give your critique of each assigned reading—that is, your thoughts about it, its shortcomings, how it expands your thinking and understanding, and how it compares with other material you have read or with what you have learned earlier or in current courses.

3. Responses must also include the implications you perceive for social work, as well as examples from your own field practice that help you better understand a particular practice situation.

4. At the beginning of each class session, students who have read the same article will discuss it in a group (only a few minutes) and share BRIEF COMMENTS with the rest of the class. Students are to take turns in sharing the group findings with the class.

DUE DATE: Weekly          Final collected reviews - April 3, 2001

II. GROUP OBSERVATION AND ANALYSIS PAPER (20% of final course grade)

a. To complete this assignment you are to observe a NON policy making group and write a short paper (no more than 5 pages) which addresses the following elements.

b. Identify, attend and observe a meeting of a non policy making group. Here meaning social groups, informal groups, therapeutic groups, church groups with structure, etc.
   Any doubts, please feel free to check with the instructor.

c. Using knowledge of groups that you have gained from readings, discussions, experiences and other sources illustrate 5 of the following 7 group concepts which you observed during the group meeting you attended:

   Membership
   Leadership
   Boundaries
4. Briefly describe any human diversity and diversity related issues that you observed during the meeting. Think about the persons constituting the group, those persons attending the meeting, the environment in which the meeting took place, or the issues dealt with by the group. Be especially sensitive to any of the following diverse persons: persons with disabilities, persons of color, women, gay men, lesbians, persons distinguished by age, religion, socioeconomic class or culture.

DUE DATE: March 6, 2001

III. FAMILY READING ANALYSIS PAPER (20% of final grade)

Attached is a list of “Selected Diversity Novels.” Select and read one of the books listed. Using your book selection, and any journal articles or research reports related to the reading, write a 5-6 page, doubled-spaced, typewritten analysis paper that includes following elements:

1. Discuss how the families represented in the reading are different in terms of structure and / or functions from so-called "traditional" families. Have these differences been greater or less pronounced in the past than they are currently?

2. Describe briefly the strengths available in the families discussed that could serve as resources for understanding and working with families similar to those reflected in the reading.

3. Describe the social systems with which the families represented in the reading link or interact (groups, organizations, institutions, community) and discuss the impact of the linkages and interactions for individual family members.

4. Describe the likely consequences of discrimination and oppression on the ability of the families and their members to reach or maintain optimal health and well-being. Suggest a family-centered policy or service that might help remove the barriers presented by discrimination and oppression for the families reflected in the reading. [Note: NASW Speaks is a good resource here.]

DUE DATE: March 20, 2001

5. MULTIDIMENSIONAL FRAMEWORK INTEGRATIVE ANALYSIS PAPER (30% of final grade)

This assignment is intended to allow you to do a personal assessment of your abilities to apply information and concepts presented in class. The focus of this paper is the impact on your personal and
professional development of various issues related to human behavior in the social environment. To complete this assignment, write a paper of 8 - 10 pages which includes at least the following elements.

1. Using Ashford, J.B., et al.’s multidimensional framework, describe your progress through the life-span to this point in time. That is, where are you now, and what phases have you passed through?

2. A general description of yourself as a bio-psycho-socio-cultural being. Be sure to address each part of the hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers to which you have experienced so far in your life.

3. A brief discussion of the values you bring with you as you progress through phases of your life-span that remain. Discuss briefly whether these values are likely to be strengths or limitations in your professional development as a social worker.

4. Designate your family as a focal system. Sketch the significant subsystems that make up the family and show the linkage to the family of influential elements in the supra system.

5. Identify at least four groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world.

6. Identify and briefly describe at least three major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and personal and professional world view were affected.

7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and personal and professional world views.

**PLEASE NOTE:**

This assignment is not designed to force students to reveal information that will bring up unresolved issues or information in general that they do not want to reveal. It is your paper. Each student has full control of what they include. Again, review Writing Policy, and the Kossoudji article in your student guide, and APA Manual. Document all material from the professional literature that you use in your paper whether it is a direct quote, paraphrase or just an idea. The papers are confidential and only read by the instructor.

**DUE DATE:** April 3, 2001
Final Grading Procedure

Each student will be graded on the basis of his or her performance in each area of activity outlined below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grading</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Groups &amp; Response to Readings</td>
<td>15%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Group Observation &amp; Analysis Paper</td>
<td>20%</td>
<td>March 6, 2001</td>
</tr>
<tr>
<td>Family Diversity Analytic Paper</td>
<td>20%</td>
<td>March 20, 2001</td>
</tr>
<tr>
<td>Multidimensional Framework Analysis Paper</td>
<td>30%</td>
<td>April 3, 2001</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td></td>
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<tr>
<td><strong>100%</strong></td>
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</tbody>
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Grading System:

Adding the percentage scores from the assignments and classroom participation will determine final grade. The percentages will be totaled and converted to a letter grade using the following scale:

- A+ = 101% +
- A  = 100% - 96%
- A- = 95% - 91%
- B+ = 90% - 86%
- B  = 85% - 83%
- B- = 82% - 80%
- C+ = 79% - 76%
- C  = 75% - 73%
- C- = 72% - 70%
COURSE OUTLINE AND REQUIRED TEXT


Course Pack - with supplemental readings, **IF USED** (to be determined in first class), will be available at Excel Copy Center - 1117 So. University - Phone 996-1500.

Supplemental Reading list at end of Course Outline. Two copy are on “reserve” in the Social Work Library

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January 9  
Session 1 - **Class Introductions**  
Overview of course goals, objectives, and requirements  
Diversity perspective  

**Readings:**  
**Text:** Ashford, J.B., et al.: Preface

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UNIT ONE  
CONCEPTUAL THEMES AND THEORETICAL PREPOSITIONS  
Multidimensional Frameworks

January 16  
Session 2 - **Assessing Social Functioning**  
Approaches  
Dimensions of Human Behavior & the Social Environment  
Foundation Knowledge of Theories  
Biophysical growth  
Genetics and human behavior  
Biophysical hazards  
Person-In-Environment (PIE) versus DSM-IV  

**Readings:**  
**Course Pack:**  

**January 23 Session 3 - Assessing Biological Dimensions**

**Readings:**

**Text:**

**Course Pack:**


**January 30 & February 6 - Session 4 & 5 - Framework for Assessing Psychological Dimension**

Psycho dynamic Theory - Freud, Psychosexual Development
Psychosocial - Erikson
Cognitive Development - Piaget
Learning Theories - Watson
Social - Learning Theories

**Readings:**

**Text:** Ashford, J.B., et al., The Psychological Dimensions . . ., pp. 70-102;

**Course Pack:**


**UNIT TWO**

**Families & Groups**

February 13 & 20 - Session 6 & 7 - *Families, Groups, Support Systems*

Ecological models

Functions of the family
Family as a system of changing roles
Family diversity
Groups
Readings:

Course Pack:


February 27 Spring Break
Group Analysis Project
DUE@ Beginning of Class
March 6, 2001

LIFE COURSE DEVELOPMENT

UNIT THREE
PRENATAL - INFANCY - CHILDHOOD

March 6  Session 8 - Prenatal Development
Pregnancy
Legal and ethical issues - pregnant women who abuse drugs/alcohol
Ethics of prenatal testing

Readings:

March 13 - Session 9 - Infancy
Developmental tasks that occur during normal infant development
Role of social factors in infant’s progression through this stage
Concept of “goodness of fit”
Factors to be considered in removing an infant from the home

Readings:

Course Pack:


March 20  

Session 10 - *Childhood*  
Deficiency Theory - The Dual Perspective  
Bicultural Socialization - Identity  
Ethnic Identity  

**Readings:**  
Course Pack:  
Evans, S.W., Axelrod, J.L., & Sapia, J.L. (May 2000). Effective School-Based Mental Health Interventions: Advancing the Social Skills Training Paradigm. *Journal of School Health* 70:191  
adolescents at risk of school failure. Social Work 43:309
UNIT FOUR
ADOLESCENCE - YOUNG ADULTHOOD

March 27  Session 11 - Adolescence & Young Adulthood
Psychoanalytic/Psycho dynamic theory

Readings:

Course Pack:


Spirito, A. (June 1997). Cognitive characteristics predict adolescent suicide attempts. (Special Issue: Teen Suicide) The Brown University Child and Adolescent
"Behavior Letter 13:1"


Hughes, W.C. (May 1999). Managed care, meet community support: ten reasons to include direct support services in every behavioral health plan. *Health and Social Work* 2:103


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Due @ Begin of class

**Multidimensional Framework Analysis Paper**
Weekly Article Reviews will also be collected on April 3, 2001
UNIT FIVE

ADULTHOOD

April 3 & 10 Session 12 & 13 - *Middle & Late Adulthood*

**Articles:**


Wolf, R.S. (Spring 1996). Understanding elder abuse and neglect. (Physical and Emotional Abuse) *Aging* n367:4


April 17 - **Session 14**

Catch-up

Summation
Celebrate Sparkling Apple Cider
Supplemental Reading List Articles


Practitioners Need to Know. New York: The Guilford Press, 7-23.


55. Hughes, W.C. (May 1999). Managed care, meet community support: ten reasons to include direct support services in every behavioral health plan. *Health and Social Work 2*:103


Shirley A. Lockery, Ph.D.

**Periodicals: Social Work**

**Current Periodical Titles:**

- Administration in Social Work
- Affilia: Journal of Women & Social Work
- Child Welfare
- Clinical Social Work Journal
- Community Mental Health Journal
- Computers in Human Services
- Families in Society
- Family Therapy Networker
- Health & Social Work
- Hispanic Journal of Behavioral Sciences (Graduate Library)
- Journal of Behavioral Health Services & Research
- Journal of Community Practice
- Journal of Elder Abuse & Neglect
- Journal of Family Violence
- Journal of Gay & Lesbian Social Services
- Journal of Gerontological Social Work
- Journal of Human Behavior in the Social Environment
- Journal of Prevention and Intervention in the Community
- Journal of Progressive Human Services
- Journal of Social Casework
- Journal of Social Work Education
- Journal of Sociology & Social Welfare
- Labor Notes
- New Social Worker
- Public Welfare
- Prevention in Human Services
- Research on Social Work Practice
- Social Security Bulletin
- Social Service Review
- Social Work
- Social Work in Education
- Social Work in Health Care
- Social Work Research

**Inactive Titles: Social Work**

Text and Readers:


Publishing Company.
Annotated References
(Summary for each book is taken directly from the publishers description)


The text features sections on implications for practice throughout that link foundation knowledge to assessment, prevention, intervention, and policy issues. Offers a balanced treatment of micro, mezzo, and macro content, developmental content, and ecological systems. Introduces a hypoductive approach to augment students' critical-thinking skills. Highlights diversity, research, theory, ethics, gender, sexual orientation, and disability to reveal different voices and perspectives on knowledge content. Provides a solid foundation in the biological, psychological, and social sciences to help students apply concepts to practice (includes material on diseases, disabilities, neurotransmitter systems, and biological systems of relevance to clinical fields of practice) in accordance with professional journals' recommendations and the CSWE's latest guidelines. Provides the necessary foundation to effectively implement the PIE (person in environment) system developed by NASW.


Reviews basic social, biological, psychological, and cultural concepts as they relate to shaping human behavior. Emphasizes applicability to social work practice. Key feature include a focus on understanding and appreciating the complexity of human behavior in its social context. An integrating framework firmly rooted in social work values and practice principles that builds on a broad understanding of the social sciences, biological sciences, and humanities. Case material throughout the text with examples of practice implications. Information on systems theory and subjugated knowledge. Examples of diversity.


Using a chronological format, the text is comprehensive in its coverage and balanced in its attention to theory, research, and applications. In addition to the theme of lifelong development, the text emphasizes: (1) interdisciplinary contributions to the study of development, from psychology, sociology, anthropology, education, and other fields; (2) the multidimensional nature of development: physical, cognitive, emotional, and social; (3) multiple interacting contextual influences on development–biological, psychological, social, community, societal, cultural, and historical; (4) gender differences, with special attention to the distinctive roles and life paths of males and females.


Provides a brief, lively debate format that presents key issues in a short, affordable paperback. Stimulates debate, discussion, and critical thinking by students, and can be used to supplement HBSE or other advanced courses in social work. Provides a format for in-depth discussion of issues, the theories
and teaching of HBSE, such as the different emphasis that should be given to individual development versus environmental influences. Encourages students to think for themselves about values, issues of race, class, and gender, and more.


This text effectively balances the life cycle (micro) and community (macro) perspectives on development, and can be used in either a life cycle or community-oriented course. The text covers CSWE-mandated topics, and these topics are arranged and presented in a logical and easy-to-teach fashion. Students will find a multitude of interesting examples in the text, including a "Case Study" at the beginning of every chapter. "Case Study Review Questions," found at the end of every chapter, help students to begin to analyze individual cases, and relate to the kinds of problems they will encounter in practice.


Developmental psychology book with a unique balance and depth of coverage across age groups . . . . examines the physical and intellectual changes humans undergo from conception through death. Builds on basic themes of lifespan development, allowing readers to examine the entire human life experience. Coverage of cross-cultural topics and emerging issues, such as drugs, AIDS, violence and gender.


Text focuses on Open Systems Theory (OST) to describe how people behave within a social system and to demonstrate how theories of social environment can be adapted and applied to the practice of social work.


The book models the behavior modification principles it teaches: each concept is presented, explained, and clarified by discussing pertinent research and then is brought into focus with examples showing how each behavioral principle can be applied. . . . Numerous clinical and research examples in the application chapters show how principles work in practice.


Text is based upon social systems theory and incorporates the new Curriculum Policy Statements of the Council on Social Work Education (CSWE). It is based upon a generalist practice foundation, and includes practice examples that help students to understand the underlying theory. The text examines basic
concepts in each of the various system sizes: the social group, the family, the organization, and the community.


Shows readers why people behave the way they do and prepares them for situations they will encounter on the job and in daily living. The book focuses on the psychological, socio-cultural, and biological influences on human development, includes coverage of personality theories, and offers, for each different stage of the life cycle, coverage of physical growth; the physical environment; the cognitive, social, and psychological environments; and personality theories.


The authors show students why people behave the way they do and prepare them for situations they will encounter on the job and in daily living. . . . focuses on the family, group, organization, and community influences on human development, with explicit attention paid to the patterns and consequences of discrimination and oppression. Coverage includes: diverse family lifestyles (two-parent families, single-parent families, gay and lesbian families, ethnic and racial backgrounds, and class differences); various types of group membership (norms, group conformity, group goals, and leadership and power issues); social welfare organizations (goals of organizations, the bureaucratic environment, and communication processes); and concept, function, and structure of a community as a system (racial and ethnic communities).


A leading Human Behavior and Social Environment (HBSE) text that truly integrates and emphasizes multicultural material throughout the chapters, and provides students with an introduction to the realities of practice with diverse populations. It provides comprehensive, balanced, and in-depth coverage of the subject matter rather than using a single theoretical approach. Culture, social class, communities, organizations, groups, and families are all covered in this text, which focuses on the social environmental context of human behavior. Chapters on culture, social class, communities, organizations, groups and families include coverage of diverse ethnic groups, women's issues, and gay/lesbian issues, plus multiculturalism integrated throughout text. Unique Chapter, “Families Belonging to Nondominant Racial and Ethnic Groups,” provides a perspective on African-American, Latino, Asian-American, Native-American and immigrant families.

This text encourages students to develop critical thinking skills in analyzing and comparing theories, and includes contemporary developments in traditional lifespan theory, theories of political economy, and a separate chapter on transpersonal theory. A consistent framework for analysis of all theories is provided in every chapter. Unique flowcharts provide visual demonstrations of how theory is applied to practice. Includes coverage of oppression and social justice and spirituality. Research supporting each theory is presented, along with philosophical and methodological assumptions and an analysis of whether the theory is supported by research.


Revision of text that was the first to thoroughly integrate new perspectives or “paradigms” into traditional HBSE curriculum. These “alternative paradigms” feature diversity, feminist perspectives, client empowerment, and other perspectives central to CSWE-mandated content. New content has been added on a number of important topics including feminism and feminist theory; creativity; religion and spirituality; biological influences; adulthood and aging; traditional notions of intelligence (IQ) and alternative notions of multiple intelligences; persons with disabilities and the Americans with Disabilities Act; and more.


A topically organized, research-based text that covers the physical, cognitive, and psychosocial aspects of human development, with attention to all periods of the life span.

**Families**


Annotated References

(Summary for each book is taken directly from the publishers description)


Text emphasizes skill development for working with families at the beginning practice level. It presents a model for working, understanding, and intervening with different types of families. This "Four-R Model of Family Dynamics" helps beginning practitioners by providing a conceptual framework for understanding and dealing with family dynamics. The "Four Rs" refer to Rules, Roles, Relationships, and Rituals in the family. Diversity is incorporated throughout the book, both in the underlying theory, in the case studies, and in a specific chapter on family diversity. Six cases are used throughout the book to provide students with an opportunity to study and assess family interaction in depth.


In-depth coverage of both theories and clinical techniques of all of the leading approaches to family therapy. Written in an approachable style, the text includes up-to-date coverage of current approaches to family therapy. Now that this text is considered the standard reference work, leading family therapists have contributed the latest information on their work, as well as allowing the authors to observe and describe actual clinical sessions. New chapters have been added on narrative, solution-focused, and integrative models of family therapy. One chapter analyzes trends in the field and explores the latest developments.


Synthesizing current literature with information obtained through first-person interviews, the book begins with an overview of contemporary family forms. Chapters then provide an in-depth examination of three types of families: adoptive, gay and lesbian, and multiracial. Each is considered first in sociocultural context, then from a developmental perspective, and finally with an eye to treatment implications. Issues associated with single parenthood by choice, grandparent-headed families, and families that have used artificial reproductive technology are also discussed.


Over the past twenty years, African American families have undergone tremendous changes, both demographically and socially. During this time, most of the studies of black families have focused on problems, such as out-of-wedlock births, single-parent families, and childhood poverty. . . . *Family Life*
in Black America moves away from the deficit perspective, and the result is enlightening both in its comprehensive reach and systematic scholarship. Readers of this volume will be pleased with the wide range of issues dealt with, including maturation, mate selection, sexuality, procreation, infancy, adulthood, adolescence, gender issues, young adulthood, cohabitation, grand parenting, and aging.

Groups


Annotated References

(Summary for each book is taken directly from the publishers description)


The text is a revision of a “classic” text in group social work. . . . Provides a group work practice model derived from research findings and practical experience. Uses a systemic approach that clearly links the practitioner’s role with group members, the group as a whole, and the environment. Offers many practice examples throughout text to help students apply text principles to actual practice. Provides clear explanations of general principles as well as usable typologies that can be applied with many different types of groups.


A broad integrative overview of group dynamics. Introduces readers to the theory and research findings needed to understand how to make groups effective and to the skills required to apply that knowledge in practical situations. Bridges the gap between theory and practice by combining theoretical and empirical knowledge with practical ways to apply it to the groups in which readers belong. Experiential exercises and simulations in the book foster a conceptual understanding of group dynamics plus the expertise with small group skills that is needed to put the concepts to use. Provides examples that are applicable to every area of life that involves group dynamics.


Revision includes a new chapter on working with persons from diverse racial, ethnic, cultural and gender
backgrounds; more emphasis on generalist practice and the link between groups and other systems (e.g. organizations and communities); updated research; and expanded content on confidentiality, conflict, working with resistant members, and working with telecommunications and computer groups. The text includes coverage of both treatment and task groups; a logical organization that reflects the stages of the group work process; and extensive practical examples. . . . written from the generalist perspective that includes the theory and practice content necessary for both treatment and task groups. Includes a historical review of group dynamics and social work with groups, as well as a full discussion of group dynamics important to achieving foundation knowledge about groups.