Social Work 500.003
HUMAN DIFFERENCES, SOCIAL RELATIONSHIPS, WELL-BEING & CHANGE THROUGH THE LIFE COURSE

Fall 2001

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Office Hours:
Tues. & Wed. 2:00 - 4:00 P.M.
& by appointment

COURSE DESCRIPTION:

This course takes a multicultural 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 multicultural 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 multicultural and social just world.

The educational outcomes will be evaluated through students participation in class discussions and exercises, examinations, and written assignments (both in and out of the classroom).

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:
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 DESIGNS AND EXPECTATIONS FOR STUDENTS

Class Process:

Writing Policy:
5. Attendance and class participation are an integral part of the grade and will be judged on quality, not just quantity.
1. **INTEGRATION PAPER ON WEEKLY READINGS - (15% of final course grade)**

The purpose of this assignment 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 your other courses and if in the field with your practicum.
- 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 practice.

There is a total of five assignments based on suggested class readings (ten articles from different weeks).

- Select one of the weekly **suggested** readings that is relevant to your educational goals and prepare a well-thought-out two-page (maximum, typed, double-spaced) statement that includes a **brief summary of featured points**.

- **Courses and if in the field with your practicum.**
- **Connect the HBSE knowledge/theory to what you are learning in your other courses.**
- **Integrate knowledge/theory about human growth, development and functioning from your readings with social work practice, values, ethics.**
- **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 practice.**

Select one of the weekly suggested readings that is relevant to your educational goals and prepare a well-thought-out two-page (maximum, typed, double-spaced) statement that includes a **brief summary of featured points.**
4. While it is difficult to be selective yet comprehensive, and to demonstrate quality of analysis in a brief entry, it is worth striving for. The entries will be judged on the basis of quality rather than on length. USE PREVIOUSLY CITED WRITING POLICY

To complete this assignment you are to observe a small group, (non policy making), and describe, briefly, any human diversity or diversity related issues observed during the meeting. Think about the persons constituting the group, those persons attending the meeting, the environment in which the meeting takes 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.

- In answer to your question of how many references are necessary for this paper - no less than six, but I prefer as many that are necessary to support your paper. Use required readings, text and outside sources.

DUE DATE: October 30, 2001
III. FAMILY DIVERSITY ANALYSIS PAPER (25% of final course grade)

A list of “Selected Diversity Novels,” will be distributed. Select and read one of the books listed.

1. Discuss how the families represented in the reading references been greater or less pronounced in the past than they are currently?

4. Describe the likely consequences of discrimination and oppression on the ability of the families and their members to reach or maintain optimal stages of life-span development, health, and well-being. Using your knowledge from your social welfare class, suggest a family-centered policy or service that might help remove the barriers presented by discrimination and/or oppression for the families reflected in the reading. [Note: NASW Speaks is also a good resource for this.]

--- no fewer than ten references are necessary for this paper, although I prefer as many that are necessary to support your paper. As a diversity exercise, be sure to include literature on the group that is discussed in your selected novel. Use required readings, text and outside citations.

DUE DATE: November 13, 2001

IV INTEGRATIVE DEVELOPMENT AND ENVIRONMENTAL INFLUENCES PAPER (30% of course final grade)

This assignment is intended to allow you to do a personal assessment, while expanding your ability to apply theories and concepts presented during the semester. The focus of this paper is the impact of your personal and professional development on various issues related to human behavior and the social environment. This assignment is not designed to force you to reveal information about yourself that you do not want. It is your paper. You have full control of what you include. If this is problematic, please speak with the Professor before mid-semester, so that the assignment can be modified.
To complete this assignment, write a paper of **8 - 10 pages** which includes at least the following elements.

1. 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. You may use the Ashford, et al. assessment model as your guide or any of the other theories studied during the semester. Be sure, however, to cover all aspects of human behavior and social environment in your analysis.

2. Using theories or models of individual development or identity formation presented in class and/or the text, 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?

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.

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- **no fewer than twelve** references are necessary for this paper, once again, as many that are necessary to support your positions. Use required readings, text and outside citations.

**CONFIDENTIALITY - no identifiers in any of your materials!**

2. The paper should be no more than **eight to ten pages, double spaced, with 1 inch margins and 12 point font**. Papers not meeting these criteria will not be accepted.
FAMILY DIVERSITY ANALYSIS PAPER
INTEGRATIVE DEVELOPMENT &
ENVIRONMENTAL INFLUENCES PAPER

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Environmental Influences Paper} \]

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1 Required reading
Integrations Papers for Sessions 4 & 5

Readings:


Course Pack:


Reisner, A.D. (Fall 1996). Repressed memories: true and false. The Psychological Record 46:563


Required Reading for sessions 4& 5

UNIT TWO
SMALL GROUPS

Oct. 16 & 23 - Session 6 & 7 - Groups
Small Groups in Social Work
  Therapy Groups
  Mutual Aid Groups
  Self-Help Groups
  Task-Groups
Dimensions of Group Structure
  Composition
  Basic groups process
  Group Dynamics
Effects of Physical Environment on Group Processes

Readings:
Course Pack:


Readings:


Course Pack:


Nov. 20  Session 11 - Childhood
Physical, cognitive, and emotional development
Risk to healthy development
Middle Childhood
Cognitive, moral, and spiritual development
Social development - schooling
Special challenges

Readings:
Text: Ashford, J.B., et al., Early Childhood, pp. 250-299; Middle Childhood, pp.300-53

Course Pack:


SECTION B - ADOLESCENCE - YOUNG ADULTHOOD

**Nov. 27 Session 12 - Adolescence & Young Adulthood**

Transition to adulthood
Psychological reactions to biological changes
Changes in cognition
Theories of self and identity - Identify formation
Social aspects; relationships with family, peers, institutions, culture
Issues and challenges; i.e., sexuality, substance abuse, etc.

Readings:


**Course Pack:**


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**December 4, 2001**
Due @ Beginning of class

**Multidimensional Framework Analysis**
**Paper**

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**Integrations**
Due @ Beginning of class
from Dec. 12, 13 & 14

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**Section C - ADULTHOOD**

**Dec. 4 & Dec. 11  Session 13 & 14 - Middle & Late Adulthood**

Meaning of adulthood
Major themes in adulthood
Love & work
Stage theories
Variations in work & love

**Late adulthood**
Changing population
Psychosocial aspects of aging
Issues and challenges

**Readings:**

**Text:** Ashford, J.B., et al.: *Middle Adulthood*, pp. 468-525; *Late Adulthood*, pp. 526-75

**Articles:**


SUPPLEMENTAL CLASS READINGS

PART I. RESERVED READINGS


PART II. INFOTRAC-COLLEGE ARTICLES


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

• Social Work Research & Abstracts (199 - 1993)- absorbed by Social Work Research
Shirley A. Lockery, Ph.D.

**Supplemental Materials**

**Text and Readers:**


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 & found 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.

MA: Allyn and Bacon.

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.

Longman.

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, grandparenting, 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.