Social Work 500.001
HUMAN DIFFERENCES, SOCIAL RELATIONSHIPS, WELL-BEING & CHANGE
THROUGH THE LIFE COURSE
Fall 2002

Shirley A. Lockery, Ph.D.
SSW Building, Room 3726
Phone: 764-7411
E-mail: slockery@umich.edu

Class: Tues. 11:00 A.M. - 2:00 P.M.
Office Hours: Tues. 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 multicultural 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:

1. *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.

2. *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.

3. **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).

4. **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-
All papers should be in narrative format.

NOTE: Attached at the end of the syllabus are two handouts prepared by the University of Michigan Libraries, APA Bibliographic Style Handout, and Plagiarism. While the original sources are best, please use these for further clarification of class expectations.

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:

Sweetland Writing Center
1139 Angell Hall, 1003
734-764-0429
www.lsa.umich.edu/swc/help.html

ALL written are graded according 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 - (30% 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.

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

**Homework grades** will be incorporated with class participation (must attend the class that the homework is based). Classes in which homework assignments are due will receive a maximum of five percentage points. **NO MAKE UP** assignments if these classes are missed. Grading for the Special Evening session will be the same. The remainder of the classes merits one percentage point for attendance and participation.

**Semester 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 (with the exception of the above), 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 documented university approved reason for their absence is provided.
I. Homework Assignments & SPECIAL SESSION - (as stated in the attendance section - 20% of final grade)

The purpose of this assignment is to help you to:

a. Integrate knowledge/theory about human growth, development and functioning from your readings with social work practice, values, ethics.

b. Connect the HBSE knowledge/theory to what you are learning in your other courses and if in the field with your practicum.

c. 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 four assignments based on a specific class required readings, and one special class session. Questions for each assignment are incorporated into the course syllabus. In a well-thought-out two to three-page (three page maximum, typed, double-spaced) document, you are to answer all of the questions.

1) Address how the content enhances, proves, or disproves some aspect of the required reading from the Kail & Cavanaugh text. Be specific and use appropriate citations, i.e., pages.

2) Be sure to talk about any implications for social work practice, social policies or programs that social workers should understand.

Again, the homework assignment is part of the class participation grade on those days that the assignment is due. Students must, therefore, be in class on the day that the assignment is due in order to receive credit. Papers will be collected at the end of each class.

September 10, 2002 - readings from sessions 1 & 2
September 24, 2002 - readings from sessions 3 & 5
October 1, 2002 - Special Evening Class
October 8, 2002 - readings from sessions 12 & 13

NOTE: Articles have been selected to give students the opportunity to focus more on some area discussed in the text. Students are expected to read, at a minimum, all of the required readings even though only one appears to be the focus of the questions.

a. Responses must include perceived implications for social work that help you better understand the importance of human behavior and the social environment.

b. While it is difficult to be selective yet comprehensive, it is worth striving for. The papers will be judged on the basis of quality rather than on length. DO NOT FORGET TO USE APPROPRIATE CITATIONS.
II Group Observation and Analysis Paper (15% of final course grade)

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

b. Identify, attend and observe a meeting of a non policy making group. Here meaning a social group, informal group, therapeutic group, church group, etc., that meets the criteria and structure of a small group as defined in class and the literature. ANY DOUBTS, PLEASE CHECK WITH THE INSTRUCTOR.

c. Using your knowledge of groups gained from the readings, class discussions, experiences and additional sources, define and illustrate at least five of the following seven group concepts that you observed during the group meeting you attended:

1) Membership  5) Roles
2) Leadership  6) Decision-making
3) Boundaries  7) Task vs. Process
4) Norms

a. 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.

USE PREVIOUSLY CITED WRITING POLICY - In answer to your question, “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: November 5, 2002

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. USE A DIVERSITY GROUP DIFFERENT FROM YOUR OWN. Using your book selection, and any journal articles or research reports related to the reading, write a 6-7 page, doubled-spaced, typewritten analysis that includes the following elements:

1. Be sure to define any key concepts in your paper, i.e., traditional family, etc. Use the social work or other social science literature for your definitions.

2. 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?

3. 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.

4. 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.

5. 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.]

USE PREVIOUSLY CITED WRITING POLICY - - 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 19, 2002

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

Every course in Human Development and the Social Environment should include opportunities for student self-reflection. Since everyone has important firsthand experiences that are relevant, 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. To achieve this goal, you are to interview an older family member in order to construct a family story that will enable you to use the biopsychosocial framework in chapter 1 to analyze critical events across the family life cycle. 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. Remember not to include names or any other identifying factors. 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 include at least the following elements.

a. Use the Biopsychosocial assessment model in the Chapter 1 of the Kail & Cavanaugh text as your guide, along with any other theories or concepts studied during the semester.

★ Provide a general description of yourself as a bio-psycho-socio-cultural being within the context of your family story. Be sure to address each part of the hyphenated description!
State how the overall combination of these characteristics influenced the opportunities and barriers you have experienced so far in your life. Cover all aspects of human behavior and social environment in your analysis.

c. Using the family as a focal system, sketch the significant subsystems that make up the family and show the linkage of the family to the influential elements in the supra system.

d. Briefly discuss family values you bring with you that have progressed through the phases of the family life-cycle. Give a couple of examples of how these values have determined choices you have made and the direction you have taken in your professional development.

e. 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.

f. 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 directly influenced your family. For each one, briefly describe how your development and personal and professional world views have been affected.

g. 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.

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

CONFIDENTIALITY - no identifiers in any of your materials!

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 graded.

DUE DATE: December 10, 2002
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 Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework &amp; Class Participation</td>
<td>30% Sept. 10, 2002</td>
</tr>
<tr>
<td>Special Evening Class</td>
<td>15% Oct. 1, 2002</td>
</tr>
<tr>
<td>Group Observation &amp; Analysis</td>
<td>15% Oct. 8, 2002</td>
</tr>
<tr>
<td>Family Diversity Analysis Paper</td>
<td>25% Nov. 5, 2002</td>
</tr>
<tr>
<td>Integrative Development &amp; Environmental InfluencesPaper</td>
<td>30% Nov. 19, 2002</td>
</tr>
<tr>
<td></td>
<td>100% Dec. 10, 2002</td>
</tr>
</tbody>
</table>

Grading System:

Adding the percentage scores from each assignments, and classroom participation will determine your 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

Required Readings:


**Journal articles:** in the required reading section are to be read in advance of assigned class. Home work with specific questions are assigned on selected articles. The questions are included in the readings section of your syllabus. To remind you the due dates for the homework are highlighted, i.e., 9/10. Assignments will ONLY be accepted on the due date after class discussions.

**Note on course reading materials.** - With the purchase of the text, you have access to
INFOTRAC COLLEGE. INFOTRAC is a fully searchable online university library containing complete articles and their images.

Course Pack all required reading articles are on reserve in the School of Social Work Library. Articles from InfoTrac, are preceded by a ★

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UNIT ONE

PREFACE - HBSE AND CONCEPTUAL THEMES

9/3 & 9/10  Weeks 1-2

Class Introduction & Overview of HBSE
   Overview of course goals, objectives, and requirements
   Diversity perspective
   Biopsychosocial framework
   Lifespan & Life Cycle
   Dimensions of human behavior & the social environment

Multidimensional Frameworks - Theories
   Foundations of
      Psychodynamic
      Ecological Theory
      Learning Theory
      Cognitive Theory
      Genetics and human behavior

Required Readings:
Text:
   Kail #1 The Study of Human Development, 1-41

Course Pack:
ATTENTION MAKE ARRANGEMENTS TO ATTEND A
SPECIAL SESSION
OCTOBER 1, 2002
In addition to our regular class session at 11:00 A.M. the class will meet from
6:00 - 8:00 P.M. - School of Education, Shorling Auditorium
Images of the Possible
“How Framing the Issues:
What Key Issues Influence the Life Prospects of Urban Children & Youth”

Part of Lives of Urban Children & Youth Initiative (LUCY)
This is a required class. To compensate for the time, our regular class on Oct. 22 has been
canceled.

Life Span Development

UNIT TWO
PRENATAL - INFANCY - CHILDHOOD

9/17, 9/24, 10/1  Weeks 3-5
Genes, Environment, and Development
Heredity, prenatal development, and birth
Newborn
The newborn reflexes, states, and temperament
Normative patterns of growth
Cognitive Development
Distinguishing features of theoretical accounts - strengths and weaknesses
Principles of information processing
Social Development in Infancy and Childhood
Social relationships
Attachment
Gender-role identity
Required Readings:
Text:
Kail, #2 The Biological Dimension . . p p. 42-82
Course Pack:
Human Longevity: Nature Vs. Nurture--fact or Fiction. Perspectives in Biology and
Medicine (42):422
Gortmaker, S.L. & Wise, P.H. (1997). The first injustice: Socioeconomic disparities,
health services technology, and infant mortality. Annual Review of Sociology, 23,
147-169.

Text:

Course Pack:

Text:
Kail, #4 The Emergence of Thought and Language pp. 123-60

Course Pack:

Text:
Kail, #5 Entering the Social World . . . . . pp. 161-99

Course Pack:

Supplemental Readings:

Sept. 24 Homework - Using Gabbard article and text answer the following questions:
1. What role does genetics play in the wiring of the brain? What role does experience play?
2. Explain the research which has demonstrated the role of experience in the development of
the brain.

3. How are exercise and play related to the development of the brain?

4. What is meant by critical periods in neuronal development and what are the implications related to these windows of opportunity?

5. How would a social worker use this information?

UNIT THREE
ATTACHMENTS, SOCIAL RELATIONSHIPS, GROUPS, AND FAMILY

10/8*, 10/29, 11/05, 11/12    Weeks 6 (7,8) -11
Small Groups, Types, Their Nature and Development
   Social Work: therapy groups; mutual aid groups; self-help groups; task-groups
   Dimensions of group structure, composition, group process, group dynamics
   Effects of Physical Environment on Group Processes

Families Past and Present
   Understanding the family
   Family System and Life Cycle Perspectives
   Relationships, Peers, Marriage
   Diversity in family life and parenting

Required Readings:
Text:
   Kail, #6 Off to School ................. pp. 200-36
   Kail, #7 Expanding Social Horizons .... pp. 237-76

Course Pack:

Text:
Kail, #8 Rites of Passage to Young Adulthood pp. 277-317
Kail #10 Relationships in Adulthood . . . . . pp. 363-402

Course Pack:

Oct. 8 Homework - Using Rich, et al article and text answer the following questions:
1. How prevalent is violence in movie videos?
2. What was the purpose of the this study?
3. What types of behaviors were the investigators looking for in music videos?
4. What were the findings?
5. What are the implications of these findings?
6. How could social worker use this information?

Supplemental Readings:
Choi, G. (1997). Acculturative stress, social support, and depression in Korean
adjustment problems in the United States. *Journal of Multicultural Social Work, 
6*(1/2):77-91.
in the United States: the case of minority welfare mothers. *Journal of Family Issues, 
Families, and the Transracial Adoption Controversy. *Social Work 44*:443
Hollingsworth, L.D. (March 1998). Promoting same-race adoption for children of 
color. *Social Work 43*:104
Bausch, R.S., & Serpe, R.T. (March 1997). Negative outcomes of inter ethnic adoption 
of Mexican American children. *Social Work 42*:136
Brenner, V., & Fox, R.A. (Sept 1999). An empirically derived classification of 
parenting practices. *Journal of Genetic Psychology 160*:343
Rousseau, C., & Drapeau, A. (June 1998) Parent-child agreement on refugee 
children's psychiatric symptoms: a transcultural perspective. *Journal of the American 
Academy of Child and Adolescent Psychiatry 37*: 629
Work 46*:246-55.

**October 16, 2002 Fall Semester Break - NO CLASS**

**October 22, 2002 Special Session Compensation - NO CLASS**

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**Life Span Development (Continued)**

**UNIT FOUR**

**SCHOOL AGE, ADOLESCENCE & YOUNG ADULTHOOD**

**11/19, 11/26  Weeks 12-13**

**Developmental shifts**
- Moral reasoning
- Physical development & health issues
- Occupational dilemmas - meaning of work
- Sexual harassment

**Transitional family roles**
- Family leisure in adulthood
- Stable & changing facets of adult life

**Required Readings:**

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Kail, #9 Becoming an Adult . . . . . . . . . pp. 321-62

Course Pack:

Kail, #11 Work and Leisure . . . . . . . . . pp. 403-42

Required Readings:
★ Clark, C. V. (1996). Be all that you can be! *Black Enterprise, 26*, 72.

Supplemental Readings:
UNIT FIVE
MIDDLE & LATE ADULTHOOD

12/3, 12/10  Weeks 14-15
Late Adulthood
Myths & realities of aging
Lifestyles and biological factors
Psychopathology in old age
Dementia: Alzheimer’s disease

Required Readings:
Text:
Kail, #12 Experiencing Middle Age . . . . . . pp. 443-83
Kail, #13 The Personal Context of Later Life . pp. 487-528

Course Pack:

Text:
Kail, #14 Social aspects of Later Life . . . pp. 529-572
Kail, #15 Dying and Bereavement . . . . . . pp. 573-610

Course Pack:

Supplemental Readings:

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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

• Social Casework (1950-1989) - absorbed by Journal of Social Casework
• Social Work Research & Abstracts (199 - 1993)- absorbed by Social Work Research
Supplemental Materials

Text and Readers:


Annotated References

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 hypodeductive 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 around 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, 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.