

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
SWK 6101
SUMMER 2017**

COURSE DESCRIPTION

HBSE I is the first course in the sequence on Human Behavior. This sequence includes three courses, HBSE I, HBSE II and Psychosocial-pathology. This first course introduces students to the salient aspects of the human condition. The course emphasizes the reciprocal and transactional influences between people and their environment in the context of biophysical, familial, institutional, and societal forces and social factors. This interaction forms the basis of an ecological approach to human development. The course brings into focus current knowledge and theories regarding human behavior and the social environment as they influence each other.

The course is focused on issues that deal with the self in an ecological context, with specific attention to the study of individual, physical, intellectual, and temperamental endowment in transaction with socio-cultural norms and family patterns. The crises, struggles, conflicts, risks and opportunities associated with these conditions and transactions are explored. The emphasis is placed on differences and similarities in the life experience and lifestyles of men and women and minority groups. The relationship between individual experience and wider system forces is examined. Emphasis is placed on the capacity of the individual, groups and organizations, to improve their own and their community's life in response to macro-system forces.

In this first semester, students use class discussions, readings and assignments to develop increased awareness of themselves and a greater sensitivity to the impact of their use of self on others. Students are introduced to the notion of the self as a dynamically organized whole in transaction with, and intimately related to the total environment. The way in which the cognitive, affective and behavioral components of the self interact with the environment becomes a theoretical and experiential focal point for this first semester.

I.COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 1- Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professional history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional

teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate in context.

Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes, and, social workers use supervision and consultation to guide professional judgment and behavior.

MEASURE 1A-Recognize and manage personal values in a way that allows professional values to guide practice.

MEASURE 1B- Make ethical decisions by applying standards of the NASW Code of Ethics.

MEASURE 1C- Tolerate ambiguity in resolving ethical conflicts.

Competency 2- Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their experiences, and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences including readings in theoretical and fictional sources, didactic lectures, films and class discussions. Class sessions are designed to permit exploration, **not review**, of the content assigned readings, and of the students' responses.

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is an important part of the learning process and ALL students are expected to participate in all

assigned exercises and discussions. Students are expected to complete assignments on time, complete readings and to be prepared for related class discussions. You will be graded on the depth of your contributions and preparedness for class. In addition, all students must submit a weekly journal entry reflecting their reaction to assigned readings and class discussion. Each assignment will be weighted as follows:

- 10% Assigned readings in preparation for and participation in class discussions.
- 15% First Written assignment- "Personal Values in the Development of the Professional Self".
- 25% Reflective Journals-Each journal is worth a maximum of 5 points.
- 25% Midterm: Written assignment-"Application of ecological perspective to a film"
- 25% Final: Written assignment-"Self -Assessment through Journal Reflection"

Required Texts: Buy these two books in a bundle using ISBN code: 978-1-4129-881-0. Cost: \$ 103.95.

Hutchison, Elizabeth, D. (2015) *Dimensions of Human Behavior, Person Environment* 5th edition California: Sage Publications. ISBN: 978-1-4833-0791-8. Cost: & 74.00.

Hutchison, Elizabeth, D. (2011) *Dimensions of Human Behavior, The Changing Life Course*,5th edition. California: Sage Publications. ISBN: 978-4833-0390-1. Cost: \$ 74.00.

Recommended Texts-You are not required to buy these texts.

Garbarino, J. (1992). *Children and Families in the Social Environment*, 2nd edition. New York: Aldine de Gruyter. ISBN: 202-36080-6. Cost: 17.48 used.

Germain, C.& Bloom, M. (1999). *Human Behavior in the Social Environment:An ecological view*, 2nd ed. New York: Columbia University Press. ISBN: 0231-11140-1. Cost: \$ 64.00.

Greene, R.R. (2008) *Human Behavior Theory and Social Work Practice*.3rd edition. New York: Aldine De Gruyter. ISBN: 0-202-36181-0. Cost: \$35.68.

Newman, B.M. and Newman, P.R. (2009). *Development Through Life: A Psychosocial Approach*, 10th edition. Belmont, CA: Wadsworth Cengage Learning. ISBN: 13:978-0-495-50647-8. Cost: \$145

IV. COURSE REQUIREMENTS

Assignment I. Due: Session 3-PERSONAL VALUES IN THE DEVELOPMENT OF THE PROFESSIONAL SELF

All communication occurs within the context of a relationship; in professional social work this relationship is between the Helper and the Person seeking Help. This dynamic dyadic interaction between the Helper and Person being helped depends on at least a sense of rapport and takes place through the screens of histories and experiences of both Helper and the One being Helped.

Write a 3-4 page paper on "The Contribution of Personal Values in the Development of the Professional Self".

Identify two (2) important personal values that influence the way you behave and interact with others.

How do your personal values influence the way you understand someone's request for help and the way you receive and respond to another's request for help?

Imagine yourself in the role of needing help. How might your developmental environment inform when and how you request help?

Imagine yourself in the role of Helper. How would your understanding of the client differ if you had no knowledge about his/her life experience and the environment that influenced their development? What personal values might enhance or hinder your ability to understand the need of the client, listen to and accept the client's reality and definition of the need?

How might your personal experiences, the memory of the experiences or the reprocessing of the experience of seeking or providing help contribute to the development of a beginning professional social worker? How might this help you to delineate the difference between personal and professional approaches to helping? How might this contextual framework help you to develop an understanding of the client?

Instructions: (1) Spend some time thinking about the above questions and comments. Allow yourself to become involved in and play with the memory experiences. Note the thoughts, images, feelings that emerge. Note your response to the assignment. (2) Write a 3-4, (**no more**) page paper responding to the above comments and questions. This is personal and experiential. **Use the required readings to support your reflections. Do not use more than four (4) citations in this paper.** (3) Due Date: 3rd class. (4) This paper is reflective, however your thoughts and feelings must be supported by the professional literature. In addition, the paper will be graded on how well you have presented ideas in writing, organization of the paper and grammar. (5) **All papers must be typed, double spaced. The cover page must be attached to the back of the paper after the reference page, so that the name of the writer is unknown until after the paper has been read.**

Assignment II- REFLECTIVE JOURNALS

Beginning with the first class session, students must write and submit a weekly journal entry reflecting on your reactions to the assigned readings and experience in the human behavior class. You will submit 5 or 6 journals. This should be an organized reflection with a special emphasis on personal values and value conflicts. You are expected to integrate class discussion, practice and self-reflection in these journals; **discuss at least one reading for each journal entry. At times, the professor may give you "prompt" questions to set the tone of the response for that week. Journals must be submitted via email.**

Assignment III- MIDTERM – APPLICATION OF THE ECOLOGICAL PERSPECTIVE TO A FILM.

This assignment is a combination of demonstration of mastery of content as well as application of content to a client/case situation. All written assignments require understanding of theoretical concepts and materials presented in classroom and readings. This paper is an opportunity for you to apply the material learned this semester

Theoretically define and identify the five (5) systems of Bronfenbrenner's Ecological Perspective as noted in the film. **Do not summarize the film.**

Using the multi-dimensional and life cycle perspectives discuss how the varied systems interact to inform the functioning and development of the main character (child) in the film. There should be a particular focus on environmental press; the interlocking circles of risk, resource and resilience, nature and nurture and value conflicts.

You may use any and all of the required readings as well **as 4 additional external scholarly readings necessary for your analysis**. This is an analysis and you must apply the didactic material to the life experience shown in the film. Although you will focus on one character this paper is also about systems and the probable systemic impact on development

Do not use online computer sites such as Wikipedia or sites that provide psycho-educational information. Use professional scholarly journals and texts only!

This paper should be presented in a scholarly fashion. Make sure to include an **Introduction** and a **Conclusion**. You may use headings to organize your paper if it helps. Number your pages. Please include citations and references which must conform to APA #6, academic style. This paper should be 8-10 pages, (**NO MORE**). Proofread your paper before submission. Due date: 8th session. **LATE PAPERS ARE NOT ACCEPTED**

Assignment V-FINAL WRITTEN ASSIGNMENT-SELF ASSESSMENT THROUGH JOURNAL REFLECTION. : Due Date: Session 13

Using the multidimensional and life cycle perspectives as your theoretical orientation, write a brief (5-8 pages), insightful analysis of your experience and what you have learned about yourself over the course of the semester. This assignment requires an integration of the material we have discussed in class including incorporating the 5 levels of the ecosystem and environmental press as they pertain to your understanding of the developing self.

In preparation for doing this you should (1) review your journals, (2) consider the themes we have discussed during the semester. The following guide may be helpful in writing this paper.

GUIDE TO WRITE THE FINAL PAPER

As this is a guide, you may answer all or some of the questions. These are areas to think about in developing your conceptualizations.

Consider & Respond to the following:

- Any changes you have experienced in your sense of self and your values over the course of the semester. For example – are there any changes in how you think about yourself and clients since you first began this class?

Areas of consideration: (this is not all inclusive & you should examine course description & competencies for ideas on how you might evaluate yourself & your journals for this assignment).

- Has your understanding of beginnings evolved? Changed? Stayed the same? Be specific.
 - Do you look at your family system or families in general with a different lens or understand the impact of family on development any differently?
 - What about Trauma, risk, resilience? Has your understanding of these concepts broadened or changed?
 - What about the impact of the various systems of the ecological perspective – do you have a different understanding of them than previously?
 - What about the nature of self and all that contributes to development? Has any of what we have read/discussed influenced your understanding of the nature of self? Be specific, what and how?
 - Think about crisis, struggle, change, conflicts, risks & opportunities in the environment . . . has your understanding and sensibility about any of these been impacted?
 - How about the individual experience and the wider system forces in terms of development? Any shifts in thinking or understanding about how they impact one another?
- Identify a particular human behavior theory or perspective discussed in class or readings that you are partial to? (1) How did this theory contribute to your understanding of clients or change your understanding of clients? (2) How did this theoretical perspective challenge your personal and/or professional values? Be specific. (3) How was the perspective helpful to you in managing value conflicts? (4) How was the perspective helpful to you in making ethical decisions based on the NASW Code of ethics?
 - The evaluation of your journals will consider:
 1. Your understanding of the material you have chosen to respond to (class discussion & readings) in terms of the ecological view of person-in-environment and human difference.
 2. Demonstrated understanding of multiple forces that distinctly impact individual development.
 3. The connection you make between material (discussion & readings) and work with clients (individual, group or community).
 4. Demonstrated self-awareness & ability to take-in others in terms of point of view and perspective.
 5. How well you were able to present your ideas in written form.

All students must complete ALL class assignments, pass quizzes, midterm and final papers to receive a passing grade for the course. DO NOT make last minute requests for special accommodations for completion of work; if accommodations are necessary this must be thoroughly discussed with the professor with sufficient time to explore options and for the professor to plan.

V. PLAGIARISM

The school will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own is stealing from the authors or persons who did the original thinking or writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use ideas and /or work of another student and present them as your

own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

VI. HIPAA ALERT

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be masked so that the person cannot be readily identified. This means that any information that would allow the person to be identified must be changed or eliminated. . This may include name, date of birth, any information unique to the individual that would allow for identification including diagnosis, race, ethnicity or gender. Information such as race, ethnicity, gender and diagnosis may be included if it will not allow for identification.

VII. CONFIDENTIALITY

Given the nature of class discussion and the presentation of case material, as well as personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. **WHAT IS SHARED IN CLASS REMAINS IN CLASS**

VIII. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting **documented disability-related accommodations** must make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. All documentations for possible accommodation must be submitted to the professor by the **third** class. **All possible accommodations must be discussed and negotiated with the individual professor; specific accommodations are not automatic.**

IX. E-RES (Electronic Reserve)

eReserve is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I Use E-RES?

1. Go to library's online resources page: www.yu.edu/libraries,
2. Click on online resources
3. *Click on E-RES.*
4. *If you are off-campus, at this point you will be prompted for your Off_Campus Access Service login and password.*
- 5.. Click on "Search E-RES" or on "Course Index," and search by instructor's name "Search E-RES" or on "Course Index," and search by instructor's name, department,_course name, course number, document title, or document author.
6. Click on the link to your course

7. Enter the password given to you by your instructor. Read the copyright guidelines that appear on the screen, and click on "Accept" to proceed.
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to a disk.
10. If you have any problems, please contact-eres@yu.edu.

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Course Outline

Theme I- Orientation to the course: Beginnings and Change

Session (1) Beginnings and change: Beginnings relate to the student and the client. We live in a systemic society and we develop across a continuum informed by different experiences, values, relationships and the environment. Beginnings may include conflicts, anxieties, losses, excitement, struggles and aspirations; these inherent dimensions are organized and informed by our life experiences.

Required readings:

Golan, N. (1995) The nature of transitions and the change process in Levitz, L. (Ed)

Reflections on Human Behavior in the Social Environment, 2nd edition, Copley Publications

Wheelis, A. (1995) How people change in Levitz, L. (Ed) *Reflections on Human behavior in the*

Social Environment, 2nd edition, Copley Publications

Theme II – Multidimensional Approach and Life Course Perspectives:

Sessions (2, 3, 4) Theory and Broad Definition of Systems: Development as Change:

The person in environment construct has been used as the foundation for developing a multi-dimensional approach. No one dimension of the person or the environment will tell the whole story; it is the interaction of all the dimensions folded into the construct of the person-environment relationship that tells the story. This story is told over time and within a specific time period; understanding the importance of time helps us to understand the constant changes in the person-environment transactions.

Required Readings:

Garbarino, J. (1992) *Children and Families in the Social Environment*, 2nd edition, New York:

Aldine de Gruyter

Chapter 2-“The Ecology of Human Development” 11-34

Hutchison, E.D. (2015) *Dimensions of Human Behavior: Person and Environment*,
(5th edition) California: Sage Publications.

Part I: A Multidimensional Approach for Multifaceted Social Work

Chapter 1- “Human Behavior: A multidimensional Approach” 1-34.

Part III: The Multiple Dimensions of Environment (Your Professor will assign chapters to be read.)

Chapter 7-“The Physical Environment” 225-256

Chapter 8- “Culture” 257-290

Chapter 9- “Social Structure and Social Institutions” 291-336

Chapter 10-“Families” 337-380

Chapter 11-“Small Groups” 381-412

Chapter 12-“Formal Organizations” 413-445

Chapter 13- “Communities” 447-477

Chapter 14- “Social Movements” p. 479-512

Session 5: Application of broad systems to a film: *Boys of Baraka*. The class will view this film together.

Theme III-The Self in an Environmental Context, Trauma, Risk & Resilience (Sessions 6, 7)

Identification and exploration of Bronfenbrenner’s ecological perspective of development provides a lens through which we understand our clients. All systems have inherent risks and developmentally we learn to negotiate the systems in spite of and because of the risks. All systems also include resources and the interaction between risks and resources help us to develop coping skills, change and grow. This occurs through the process of response to stress, crisis and trauma experiences.

Required Readings:

*Greene, R.R. (2008). *Human Behavior Theory & Social Work Practice*, (3rd edition) New

Brunswick, New Jersey: Transaction Publishers

Chapter 11-“Risk and Resilience Theory” 315-342

*Herman, J. (1997). *Trauma and Recovery*, New York: Basic Books.

Chapter 2-“Terror” 33-50

Chapter 3-“Disconnection” 51-74

Chapter 5- “Child Abuse”

Theme IV- Theoretical Perspectives of Human Behavior (Sessions 8, 9)

Required Reading (Lecture)

Hutchison, ED (2015) *Dimensions of Human Behavior: Person and Environment*, (5th edition)

California Sage Publications

Chapter 2-“Theoretical Perspectives on Human Behavior” 35-75

Learning Theme V – Individual Person as a System

Session (10, 11, 12, 13) Definition of the Person as a System Developing

Through Different Stages

Introduction of the person as a system: Multiple Dimensions of a Person: Understanding the different dimensions of a person from a bio-psychosocial perspective provides a way of understanding development throughout the life span. The Eriksonian paradigm is an excellent example of development over the life span.

Choice and Will- Socio-cultural factors inform our identification and understanding of our choices and the capacity to exercise our will.

Required Readings:

*Newell, Anthony, (2008) “Free choice is not elitist” *The Times Higher Education Supplement:*

The 1870. 11/6/08:30

*Strauss, Marcy (2001) “Reconstructing consent.” *Journal of Criminal Law and Criminology*, 92,

½ (Fall 2001) pp 211-27

The Nature of Self: How do we know who we are?

Required Reading:

*Belluck, Pam (2009). “Yes, looks do count”, *New York Times*, 4/26/09

Gabarino, J. (1992) *Children and families in the social environment*, (2nd edition). New York

Aldine de Gruyter.

Afterword “What does it mean to be human?” 328-335.

*Poisson, Jayme, (2011) “Parents keep child’s gender secret” *Toronto Star*, 5/21/11

The Biological Person: Biological factors may restrict and/or enable and circumscribe the parameters of human development and individual abilities.

Required Readings

Hutchison, E. D. (2015) *Dimensions of Human Behavior: Person and Environment*,

(5th edition) California: Sage Publications.

Chapter 3- "The Biological Person" 79-114

The Psychological Person: Cognition, emotions and affect are dynamic dimensions of the personality. There is a special relationship between intelligence, coping and decision making across the life cycle. In addition, ego capacities are the focal points of our psychological development.

Required Readings

Hutchison, E. D. (2011) *Dimensions of Human Behavior: Person and Environment*,

(4th edition) California: Sage Publications.

Chapter 4- "The Psychological Person: Cognition, Emotion and Self"

115-143.

The Psychosocial Person and the Spiritual Person: The psychosocial perspective is a traditional social work perspective important in understanding human behavior. However, it is important to add to this a person's spiritual understandings and yearnings This refers to on'e search for meaning, purpose in life and the need to connect to others in the world. It is a process and therefore, develops over time. This is particularly important in understanding the traumatic responses of people. .

Required Readings

Hutchison, E.D (2015) *Dimensions of Human Development: person and Environment*

(5th edition). California: Sage Publications.

Chapter 5- "The Psychosocial Person: Relationships, Stress and

Coping" 145-176.

Chapter 6- "The Spiritual Person" p. 177-192.

Session 14 CONCLUSION

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

BIBLIOGRAPHY

Note: Selected articles are on E-Reserve

Agbayani-Siewert, P., (2004) Assumptions of Asian American Similarity: The case of Filipino and Chinese American students, *Social Work*, 49(1), 39-51.

Anderson, C.M. (2005). Single-parent families: Strengths, vulnerabilities, and interventions. In B. Carter & M. McGoldrick (Eds.), *the expanded family life cycle: Individual, family and social perspectives* (3rd ed., pp.399-416). Boston: Allyn & Bacon.

Avery, A., Chase, J., Johansson, L, Litvak, S., Montero, and Wydra, M., (2007). American's changing attitudes toward Homosexuality, civil unions, and same-gender marriage: 1977-2004, *Social Work*, 52(1).

Barrow, F. A. (2007). Forrester Blanchard Washington and his advocacy for African Americans in the New Deal, *Social Work*, 52 (3), 201-208

Carter, B. & McGoldrick M. eds., (1999) *The expanded family life cycle: Individual, family_and social perspectives*, 3rd ed., Boston, Allyn & Bacon. (CLASSIC)

Csikai, E. L., Herrin, C., Tang, M., & Church II, W.T. (2008). Serious illness, injury, and death in child protection and preparation for end-of-life situations among child welfare services workers. *Child Welfare*, 87(6), p.49-70. **E-Res**

Dallaire, D. H. (2007). Incarcerated mothers and fathers: A comparison of risks for children and families. *Family Relations*, 56(5), p. 440-453. **E-Res.**

D'Augelli, A.R., Hershberger, L., & Pilkington, N.W., (1998) Lesbian, gay and bisexual youth and their families: Disclosure of sexual orientation and its consequences, *American Journal of Orthopsychiatry*, 68, (3), 361-371.

DeJon, G. And Basnett, I.(2001). Disability and health policy: The role of markets in the delivery of health services. 610-632 in *Handbook of Disability Studies*, edited by Albrecht, G.L., Seelman, K.D. and Bury, M. Thousand Oaks, California, Sage Publications.

Dessel, A., Rogge, M.E., and Garlington, S.B.(2006). Using intergroup dialogue to promote social justice and change. *Social Work*, 51(4), 303-315.

Dulmus. C.N. & Rapp-Paglicci, L.A., (2000) The prevention of mental disorders in children and adolescents: Future research and public-policy recommendations, *Families in Society*, 81 (3), 294-303.

Edleson, J.L., Gassman-Pines, J., and Hill, M.B., (2006) Defining child exposure to domestic violence as neglect: Minnesota's difficult experience, *Social Work*, 51(2), 167-174.

Fox, A., Berrick, J.D., & Frasch, K. (2008). Safety, family, permanency, and child well-being: What we can learn from children. *Child Welfare*, 86(1), p.67-90. **E-Res.**

Francis, L.P. and Silvers, A. (2000). *Americans with Disabilities: Exploring Implications of the Law for Individuals and Institutions*. New York: Routledge.

Freedman, T.G., (2004) Voices of 9/11 first responders: Patterns of collective resilience, *Clinical Social Work Journal*, 32(4), 377-393.

Findler, L.S., (2000), The role of grandparents in the social support system of mothers of children with a physical disability, *Families in Society*, 81 (4), 370-381.

Freisthler, B., Bruce, E. And Needell, B. (2007) Understanding the geospatial relationship of neighborhood characteristics and rates of maltreatment for Black, Hispanic, and White children, *Social Work*, 52(1) 7-16.

Guilamo-Ramos, V., Dittus, P, Jaccard, J., Johansson, M, Bouris, A., and Acosta, N., (2007), Parenting practices among Dominican and Puerto Rican mothers, *Social Work*, 52(1), 17-30.

Goldstein, H., (2000), Joe the King: A study of strengths and morality, *Families in Society*, 81, (4), 347-350.

Guilamo-Ramos, V., Dittus, P., Jaccard, J., Johansson, M., Bouris, A., and Acosta, N. (2007) Parenting practices among Dominican and Puerto Rican mothers. *Social Work*, 52(1), 17-30.

Harvey, A.R., Hill, R. B., (2004) Africentric youth and family rites of passage program: promoting resilience among at-risk African American youths, *Social Work* 49 (1), 65-74.

Hollingsworth, L.D. (2000), Adoption policy in the United States: A word of caution, *Social Work*, 45 (2), 183-186.

Johndon, K., Bryant D.D., Collins, D.A., Noe, T.D., Strader, T.N. & Berbaum, M. (1998) Preventing and reducing alcohol and other drug use among high risk youths by increasing family resilience, *Social Work*, 43, (4), 297-308.

Laakso, J.H. (2000). Child support policy: Some critical issues and the implications for social work, *Social Work*, 45 (4), 367-370.

Leon, A.M. (1999), Family support model: Integrating service delivery in the twenty first century, *Families In Society*, 80 (1), 14-24.

Mallon, G. P. (2006). Transgender children and youth: A child welfare practice perspective. *Child Welfare*, 85(2), p.215-41. **E-Res.**

Mattison, M. (2000), Ethical decision making: The person in the process, *Social Work*, 45 (3), 201-212.

Metzger, J. (2008). Resiliency in children and youth in kinship care and family foster care. *Child Welfare*, 87(6), p. 115-40. **E-Res.**

O'Donnell, J.M., (1999) Involvement of African American fathers in kinship foster care services, *Social Work*, 44, (5),428-441.(CLASSIC)

Poehlmann,J.,Shlafer,R.J.,Maes,E.,&Hanneman, A. (2008). Factors associated with young children's opportunities for maintaining family relationships during maternal incarceration. *Family Relations*, 57(3), p.267-80. **E-Res.**

Ryan, J. P., Testa, M.F., & Zhyai, F. (2008). African American males in foster care And the risk of delinquency: The value of social bonds and permanence. *Child Welfare*, 87(1), p. 115-40. **E-Res.**

Salzburg, S., (2004) Learning that an adolescent child is gay or lesbian: The parent experience, *Social Work*, 49(1), 109-118

Wall, S.M., Timberlake, E. M., Farber, M.Z., Sabatino, C.A., Liebow, H., Smith, McK. & Taylor, N.E., (2000) Needs and aspirations of the working poor: Early Head Start program applicants, *Families in Society*, 81 (4), 412-421.