

# WAYNE STATE UNIVERSITY

## SCHOOL OF SOCIAL WORK

### MASTER SYLLABUS

#### **Social Work 3510 - HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (3 credits)**

##### **I. Course Domain and Boundaries**

The purpose of this course is to introduce the social work student to knowledge of human development as a base for social work practice. Human problems are viewed within their environmental context. Individuals, families, groups, organizations and communities are in constant transaction with each other in the physical and social environmental context. Thus, people and environments reciprocally affect one another, and adequate assessments of human problems and plans of intervention must consider the reciprocal impact of people and a range of environmental systems.

Life span development from conception to very old age is examined. The course focuses on theories and knowledge related to biological, sociological, psychological, spiritual and cultural processes and development across the life span. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, and other differences. Particular attention is given to factors that contribute to persons being at risk and the issues and concerns of multi-cultural, urban populations.

COMPETENCIES
7: Apply knowledge of human behavior and the social environment

##### **II. A Benchmarks:**

**Adolescent paper:** students address significant personal life events during adolescence and integrate three theories  
\*construct a genogram to assess interrelationships

##### **II. Learning Outcomes**

###### **By the end of course, students will be able to:**

- Describe the unique roles and Services that social workers provide (Competency 7-A)
- Apply theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span, including attachment theory, role theory, cognitive theory, learning theory, and theories of moral development. (Competency 7-A)
- Recognize individual and family developmental stages calibrated with such variables as family structure gender biophysical processes, culture, class, ethnicity, sexual orientation, and social change. (Competency 7-A)

- Use the ecological perspective and other theoretical models to describe and assess the development of individuals and families. (Competency 7-A)
- Apply theory and knowledge of life span development (individual and family) to social work practice.(Competency 7-A)
- Evaluate theories of human behavior with an understanding of their implicit value base and their relevance to social work practice. (Competency 7-A)
- Recognize the role research plays in generating, supporting and revising theories and concepts of human behavior. (Competency 7-B)
- Employ an ecological-bio-psychosocial framework for assessment, intervention and evaluation (Competency 7-B)
- Apply the ecological person-in-environment perspective. (Competency 7-B)
- Utilize social systems theory as a way of thinking about the units and levels of interactions. (Competency 7-B)
- Distinguish between personal and professional values pertaining to human behavior. (Competency 7-B)
- Apply basic social work purposes and values to the study and analysis of human behavior in the social environment. Competency 7-B)

### **III. Performance Criteria**

Students are to demonstrate comprehension of the course content and acquisition of the expected knowledge and skills through a variety of assignments. Students are expected to develop their competence in oral and written communication. Papers which do not adhere to college-level standards for scholarly writing will be down-graded. Students are also expected to work to master the recommended style of the American Psychological Association (APA) as delineated in the most recent edition of the APA's publication manual (4th), including orderly presentation of ideas, grammar, punctuation, spelling, capitalization, reducing bias in language, abbreviations, headings, subheadings, quotations, and referencing (in-text as well as bibliographic). Students cognizant of the need for ongoing development of their writing skills are strongly urged to make use of the University Writing Center.

### **IV. Course Text**

#### ***Required Text***

Ashford, J. B., LeCroy, C. W., & Lortie, K.L. (2010). *Human Behavior in the Social*

*Environment: A Multidimensional Perspective* (4th ed.). Belmont CA:

Wadsworth/Thomson Learning.

#### ***Additional Readings***

Students are encouraged to study selectively in areas related to relevant class topics. The bibliography of reading that accompanies this syllabus is intended to serve as a guide.

## V. Organization of the Course

This course is structurally comprised of an organizing framework, the ecological/social system perspective. Students are introduced to concepts of person-in-environment transactions. Human diversity is stressed throughout material on life span development.

## VI. Role of Student and Instructor

Students are expected to attend all class sessions; absences from class may affect the student's grade, particularly excessive absences and tardiness. For further details about your role as a student, see the University's Statement of Obligations of Faculty and to the Instructional Process in the Wayne State University Graduate Bulletin.

More than three absences will result in students being asked to withdraw from the class. Students are expected to arrive for class on time and stay until the end of the class session. Students are expected to be prepared at class time for discussions pertaining to assigned readings.

**In order to be courteous to classmates, I ask that cell phones use be restricted to vibrations—no rings. Please limit beeper use to emergencies only.**

**Academic Honesty:** All students are expected to submit their own original work. The presentation of another's words or ideas as your own, without giving credit to the source, is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO.

## VII. Course Outline

Session	Date	Topic/Activity	Readings
1		<b>Introduction and Overview of Course</b> What is human behavior? Why do social workers study human behavior? How does human behavior relate to social work practice?	

2		<p><b>A Multidimensional Framework for Assessing Social Functioning</b>  Dimension of Human Behavior and Social Environment</p> <ul style="list-style-type: none"> <li>• <i>Ecological Perspective</i></li> <li>• <i>Systems Theory</i></li> <li>• Multidimensional Framework</li> <li>• Life-span versus Life-Course Perspectives on Human Development</li> </ul>	Ashford et al., chapter 1 UIA Module 4: Social, Cultural & Personal Influences
3		<p><b>Biophysical Dimension for Assessing Social Functioning</b></p> <ul style="list-style-type: none"> <li>• Biological Theories</li> <li>• Biological Growth and Development</li> <li>• Biochemical Systems in the Neurons Systems</li> </ul>	Ashford et al., chapter 2
4		<p><b>Psychological Dimension for Assessing Social Functioning</b></p> <p style="text-align: center;"><i>Psychodynamic Theory</i>  <i>Erikson's Psychosocial Development</i>  <i>Learning Theory</i>  <i>Social-Learning Theory</i></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> <li>• Jean Piaget's Structural Approach to Cognition Information Processing</li> </ul> <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> <li>• The Nature and Functions of Attitudes</li> <li>• <i>Theories of Attitudes and Their Change</i></li> </ul>	Ashford et al., chapter 3
5		<p><b>Social Dimension for Assessing Social Functioning</b></p> <p>Social Theory</p> <ul style="list-style-type: none"> <li>• Ecological Systems Theory</li> <li>• <i>Modern Functionalism Theory</i></li> <li>• <i>Conflict Theories</i></li> <li>• <i>Postmodernism and Theories of Society</i></li> </ul> <p>Families and Groups</p> <p>Support Systems, and Communities</p> <p>Multicultural and Gender Considerations</p> <ul style="list-style-type: none"> <li>• Racial and Ethnic Considerations</li> <li>• Gender and Sexism</li> <li>• Homophobia</li> </ul>	Ashford et al., chapter 4

6	<p><b>Pregnancy, Birth, and the Newborn</b></p> <p><u>Biophysical Dimension</u>  Biophysical Growth and Development  Biophysical Strengths and Hazards</p> <p><u>Psychological Dimension</u>  Cognitive Development and Information Processing  Attitudes and Emotions  Social Cognition and Regulation  Psychological Strengths and Hazards</p> <p><u>Social Dimension</u>  Families, Groups Support Systems, and Communities  Multicultural and Gender Considerations  Social Strengths and Hazards</p>	Ashford et al., chapter 5
7	<p><b>Infancy</b></p> <p><u>Biophysical Dimension</u>  Biophysical Growth and Development  Biophysical Strengths and Hazards</p> <p><u>Psychological Dimension</u>  Cognitive Development and Information Processing <ul style="list-style-type: none"> <li>• Piaget’s Sensorimotor Stage</li> </ul> Attitudes and Emotions <ul style="list-style-type: none"> <li>• <i>Attachment Theory</i></li> </ul> Social Cognition and Regulation  Psychological Strengths and Hazards</p> <p><u>Social Dimension</u>  Families and Groups  Support Systems and Communities  Multicultural and Gender Considerations  Social Strengths and Hazards</p>	Ashford et al., chapter 6

8		<p style="text-align: center;"><b>Early Childhood</b></p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> <li>• Piaget’s Preoperational Stage</li> </ul> <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> <li>• Aggression</li> </ul> <p>Social Cognition and Regulation</p> <ul style="list-style-type: none"> <li>• Self-Esteem vs. Competency</li> </ul> <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Diagnostic and Assessment Issues</li> <li>• Anxiety Disorders</li> <li>• Childhood Depression</li> </ul> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> <li>• Parenting</li> <li>• Nontraditional Families</li> <li>• Effects of TV on Preschool Children</li> </ul> <p>Support Systems and Communities</p> <ul style="list-style-type: none"> <li>• Preschool Environment</li> </ul> <p>Multicultural and Gender Considerations</p> <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Child Abuse</li> </ul>	Ashford et al., chapter 7
---	--	--	------------------------------

9		<p style="text-align: center;"><b>Middle Childhood</b></p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing Communication Attitudes and Emotions Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Attention Deficit Hyperactivity Disorder</li> </ul> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> <li>• Parental Relationship and Discipline</li> </ul> <p>Support Systems, and Communities</p> <ul style="list-style-type: none"> <li>• Power of Peers</li> </ul> <p>Multicultural and Gender Considerations Social Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Marital Conflict and Divorce</li> </ul>	Ashford et al., chapter 8
---	--	--	---------------------------

10		<p style="text-align: center;"><b>Adolescence</b></p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> <li>• Puberty Process</li> </ul> <p>Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> <li>• Racial Differences and Intellectual Ability</li> </ul> <p>Identity</p> <p><i>Moral Development Theory</i></p> <p><i>Developmental Theory</i></p> <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Delinquency</li> </ul> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> <li>• Development of Autonomy:</li> <li>• Peers Pressure, Conformity and Friendships</li> </ul> <p>Support Systems and Communities</p> <p>Multicultural and Gender Considerations</p> <ul style="list-style-type: none"> <li>• Heterosexuality &amp; Homosexuality</li> </ul> <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Adolescent Pregnancy and Childbirth:</li> <li>• Sexually Transmitted Diseases</li> <li>• Alcohol and Other Drug Use</li> </ul>	Ashford et al., chapter 9
----	--	---	---------------------------



11		<p style="text-align: center;"><b>Young Adulthood</b></p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> <li>• Reproductive System</li> <li>• Effect of Hormones on Women</li> </ul> <p>Biophysical Strengths and Hazards</p> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> <li>• Development of Post formal Thought</li> </ul> <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> <li>• Love/Isolation and Loneliness</li> <li>• <i>Levinson's Eight Stages of Adult Development</i></li> </ul> <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Serious Mental Illness</li> </ul> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <ul style="list-style-type: none"> <li>• Homosexual Relationships</li> <li>• Transition to Parenthood</li> <li>• Childless Couples: Voluntary and Involuntary</li> </ul> <p>Support Systems and Communities</p> <p>Multicultural and Gender Considerations</p> <ul style="list-style-type: none"> <li>• Blending Religions</li> <li>• Gender Roles: Equal? and Consequences.</li> </ul> <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Parents of Child with a Disability</li> <li>• Divorce</li> <li>• Sexual Harassment</li> <li>• Rape and Sexual Assault</li> <li>• Domestic Violence</li> </ul>	Ashford et al., chapter 10
----	--	---	----------------------------

12		<p style="text-align: center;"><b>Middle Adulthood</b></p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> <li>• Menopause</li> </ul> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> <li>• Midlife Crisis</li> </ul> <p>Psychological Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Alcohol and Drug Addiction</li> <li>• Codependency</li> </ul> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families, Groups, Support Systems, and Communities</p> <ul style="list-style-type: none"> <li>• Blended Families or Stepfamilies</li> <li>• Relationships with their Children and Aging Parents</li> <li>• Grandparents Raising their Grandchildren</li> </ul> <p>Multicultural and Gender Considerations</p> <p>Social Strengths and Hazards</p>	Ashford et al., chapter 11
----	--	--	----------------------------

13		<p style="text-align: center;"><b>Late Adulthood</b></p> <p style="text-align: center;"><u>Biophysical Dimensions</u></p> <p>Biophysical Growth and Development</p> <ul style="list-style-type: none"> <li>• Sexuality</li> </ul> <p>Biophysical Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Chronic Health Problems</li> <li>• Alcoholism in Late Adulthood</li> </ul> <p style="text-align: center;"><u>Psychological Dimension</u></p> <p>Cognitive Development and Information Processing</p> <ul style="list-style-type: none"> <li>• Information Processing, Memory, and Learning</li> </ul> <p>Attitudes and Emotions</p> <ul style="list-style-type: none"> <li>• Grief and Loss</li> </ul> <p>Psychological Hazards</p> <ul style="list-style-type: none"> <li>• Alzheimer’s Disease</li> <li>• Depression/Suicide</li> </ul> <p style="text-align: center;"><u>Social Dimension</u></p> <p>Families and Groups</p> <p>Support Systems, and Communities</p> <p>Relationships with Family, Couples, Children, and Friendships</p> <ul style="list-style-type: none"> <li>• Religion and Spirituality</li> <li>• Hospice</li> <li>• Retirement</li> </ul> <p>Multicultural and Gender Considerations</p> <p>Social Strengths and Hazards</p> <ul style="list-style-type: none"> <li>• Elder Abuse</li> <li>• Discrimination</li> </ul>	Ashford et al., chapter 12
14		<p>Review for final exam</p> <p>Student evaluations</p> <p>Class responsibility</p>	
15		<b>Final Exam</b>	

**VIII. Assignments and Grades**

- A. Ethnographic study of one's family of origin (100 points).** Each student will write a case report about his/her family of origin. Students are to study and cite relevant literature related to their family's culture(s), ethnicity(ies), and development (at least 3 references must be cited). Ethnographic research techniques are also to be used (study of family artifacts, documents, photo albums, observations and interviews). You may choose to explore factors that led to crises

and challenges for the family, and the typical styles of coping and adaptation are to be considered. Other characteristics that the student may choose to explore are migration patterns, family organization, child rearing practices, religious beliefs, approach to eating, secrets, rituals, attitudes toward illness and death, help seeking behavior, attitudes toward other cultures and deviance, family and gender roles. Finally, how might your cultural identity influence your work as a social worker? How might your cultural identify influence your values as a social worker? If more than one culture comprises the culture of origin, ways that these differences were negotiated should be discussed. (5-6 typed pages, plus attachments). Use APA guidelines for writing style and format. **Due October 26<sup>th</sup>. Late papers will be reduced by 4 points per calendar day.**

- B. Quizzes (70 points).** Students will take periodic quizzes (7) throughout the semester over readings. Quizzes will be given in varied formats (multiple choice, short answer, essay) but will primarily be given on Blackboard. Quizzes will be geared to ensuring that class materials are read. All quizzes **must** be turned in on the day the material is covered in class. I will not accept quizzes via email. I will not accept quizzes if you do not attend class.
- C. Adolescent Paper (100 points).** Write a paper reviewing your experiences during adolescence. Your paper should address significant issues and life events that you experienced during adolescence and the effect these events and issues had on you at the time and may currently still have. (Issues that should be addressed include sexuality, drugs, peer pressure, body image and family dynamics.) How did issues of diversity affect your adolescence? Discussion of at least 3 theories must be integrated into your paper. Show how the theories can be used to explain your behavior. For example, you may want to discuss how social learning theory may explain your involvement with certain friends. The paper should be 6-8 typed pages. References should be used in regard to your discussion of theories. Use APA style of referencing. A reference list must be included.
- D. Oral Research Report (30 points).** In the first class, students are to sign up for one session in which they will make an oral report on related behavioral science research study reported in scholarly journals. This may be selected from the selected bibliography attached or located by the student in a current journal (published since 1995). Students should base their report on at least 2 scholarly articles related to the topic. Students will have a maximum of 10-15 minutes for their presentation. The presentation will be made on the class day that the topic is covered on the syllabus. A handout summarizing the 2 articles read and listing key information of utility to social workers should be provided to each class member (1-2 pages). Students are encouraged to work from an outline and not read their report, to practice and time their presentation carefully. The research studies

should be summarized and critiqued. Presentation skills will be considered when grading this assignment.

**E. Final Exam (100 points).** Students will choose to complete an in-class or take home final exam. The final exam will focus on how biological, psychological social, cultural, and spiritual dimensions influence human development. **The in-class exam is December 21<sup>st</sup>. Take home exams are due December 20<sup>th</sup> 10am. All late take home exams will be reduced 4 points per calendar day.**

**F. Class Responsibility (25 points).** Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that you complete reading assignments prior to each class session. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. Each student and the instructor will assign portions of the grade. Honest self-evaluation is a critical component to social work practice. Missing classes and repeated tardiness will affect a student’s grade in the course. You will use the class responsibility form attached to this syllabus to complete the assignment at the end of the course—in class. **Any student missing more than 3 classes will be asked to drop the course or could receive a failing grade for the course.**

**G. Grading Criteria.**

**Adolescent Paper.....100 points**  
**Oral Research Report.....30 points**  
**Quizzes.....70 points**  
**Ethnographic study of one's family of origin.....100 points**  
**Final Exam.....100 points**  
**Class Responsibility .....25 points**

Letter grades will be calculated as follows:

Percent	Points	Grade
95.0-100	403-425	A
90.0-94.9	382-402	A-
87.0-89.9	369-381	B+
83.0-86.9	352-368	B
80.0-82.9	340-351	B-
77.0-79.9	327-339	C+
73.0-76.9	310-326	C

70.0-72.9	297-309	C-
67.0-69.9	284-296	D+
63.0-66.9	267-283	D
60.0-62.9	255-266	D-
<59.9	<254	F

A grade of “A” indicates excellent/outstanding performance in all expected areas; a grade of “B” indicates that a student has done good work and satisfactorily met the course objectives; etc.

### CLASS RESPONSIBILITY

Class responsibility allows students to complete a self-evaluation relative to their class attendance, preparation, and participation. This will be completed in class on December 9<sup>th</sup>. Please do not complete prior to this time. Please respond honestly when evaluation yourself.

**1. Attendance:** It is expected that students attend each class session. In the event that a student is unable to attend a session due to illness, emergency or special circumstances, he or she is expected to notify the instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. Students should arrive to class on time. Arriving and departing early is disruptive to the class.

- 1) How many session have you been absent? \_\_\_\_\_
  - a) In how many of these sessions did you notify the instructor prior to the session in? \_\_\_\_\_  
Which you were absent? \_\_\_\_\_
- 2) How many sessions did you arrive late for class? \_\_\_\_\_
- 3) How many sessions did you depart early from class? \_\_\_\_\_

**2. Preparation:** It is expected that students will complete reading assignments and be sufficiently prepared to discuss readings in class. Students are encouraged to discuss readings with peers, classmates, and instructor. Students are encouraged to consult additional readings and read recommended articles when time allows.

- 4) I completed all of the assigned readings prior to each session approximately (check one):
  - \_\_\_\_\_ 100% of time
  - \_\_\_\_\_ 99-90% of time
  - \_\_\_\_\_ 89-80% of time
  - \_\_\_\_\_ 79-70% of time
  - \_\_\_\_\_ less than 70% of time
- 5) I felt adequately prepared to discuss the readings at each session (check one):
  - \_\_\_\_\_ all of the time

- most of the time
- some of the time
- rarely
- never

6) In order to prepare for class sessions, I typically (check all that apply):

- Reread required materials more than once
- Read recommended materials  
Identify materials: \_\_\_\_\_
- Read supplemental materials other than recommended ones  
Identify materials: \_\_\_\_\_
- Read notes from prior class sessions
- Made written note of any questions I had

7) Consulted with instructor:

- about every week
- about 5-10 times
- about 3-4 times
- 2-3 times
- never

8) Approached consultation with instructor in a prepared manner. I prepared an outline or made notes in advance of questions and possible resolutions to questions.

- all of the time
- most of the time
- some of the time
- rarely
- never
- not applicable

**3. Participation:** It is expected that students will contribute to the maintenance of a healthy learning environment. It is expected that all course participants (students and instructor) would respect the dignity of one another. It is expected that students actively participate in class discussions and exercises.

9) I actively participated in classroom discussions (check one):

- all of the time
- most of the time
- some of the time
- rarely
- never

Briefly describe your classroom discussion participation efforts: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

10) I was respectful and supportive of the rights of participation of my student peers in the class:

- always
- almost always
- occasionally
- rarely

11) I was respectful and supportive of the rights of participation of the instructor in the class:

- always
- almost always
- occasionally
- rarely

12) I feel I contributed to a healthy classroom learning environment (check one):

- yes
- no

Briefly provide some key examples that support your response:

---

---

---

On at least one occasion, I detracted from a healthy classroom learning environment (check one):

- yes
- no

If yes, briefly describe how you detracted (on at least one occasion) from a healthy classroom learning environment:

---

---

---

SUMMARY:

**1. Attendance:** Based upon your responses to items (1) through (3), enter a number 0 and 10 as your score for attendance: \_\_\_\_\_

Briefly justify this score: \_\_\_\_\_

---

---

---

**2. Preparation:** Based upon your responses to items (4) through (8), enter a number between 0 and 10 as your score for preparation: \_\_\_\_\_

Briefly justify this score: \_\_\_\_\_

---



---

---

3. **Participation:** Based upon your responses to items (9) through (13), enter a number between 0 and 10 as your score for participation:\_\_\_\_\_

Briefly justify this score:\_\_\_\_\_

---

---

---

4. Enter your total score (add the 3 scores above)\_\_\_\_\_

### **IX. Selected Bibliography**

Anderson, S. A. (1999). The family as a system. In S., A., Anderson & R., M., Sabatelli (3<sup>rd</sup> Edition), *Family Interaction: A Multigenerational Developmental Perspective* (pp.3-17). Boston, MA: Allyn and Bacon.

Aguilar, R., & Nightingale, N. (1994). The impact of specific battering experiences on the self-esteem of abused women. *Journal of Family Violence*, 9, 35-45.

Atwood, N. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-35.

Bachrach, C. A., Stolley, K. S., & London, K. A. (1992). Relinquishment of premarital birth: Evidence from national survey data. *Family Planning Perspectives*, 24, 27-32.

Bausch, R., & Serpe, R. (1997). *Negative outcomes of interethnic adoption of Mexican American children*. *Social Work*, 42(2), 136-144.

Beale, R. (1997). Multiple familial-worker role strain and psychological well-being: Moderating effects of coping resources among Black American parents. In R. J. Taylor, J. S. Jackson, L. Chatters, *Family Life in Black America* (pp. 132-145). London: Sage.

- Beatty, L. (1995). Effects of paternal absence on male adolescents' peer relations and self image. *Adolescence*, 30, 873-880.
- Berger, R. L., McBreen, J., & Rifkin, M. (1996). *Human behavior: A perspective for the helping profession*. New York: Longman Publishers.
- Bissel, H. G. (1992). *Reviewing life strategy in the approach to death*. *Social Work*, 37(4), 374-375.
- Black, B., Oles, T., & Moore, L. (1998). Mapping the challenge: The relationship between sexism and homophobia among social work students, *Affilia: Journal of Women and Social Work*, 13(2), 166-189.
- Bloom, M., & Klein, W. (Eds.) (1997). *Controversial issues in human behavior in social environment*. Boston: Allyn and Bacon.
- Bogolub, E. (1991). *Women and mid-life divorce: Some practice issues*. *Social Work*, 36(5), 428-433.
- Bonacich, K. A. (1993). AIDS and families: Cultural, psychological, and functional impacts. *Social Work in Health Care*, 18(2), 75-89.
- Boyer, D., & Fine, D. (1992). Sexual abuse as a factor in adolescent pregnancy and child maltreatment. *Family Planning Perspectives*, 24, 214-220.
- Bowman, G. D. & Stern, M. (1995). Adjustment to occupational stress: The relationship of perceived control to effectiveness of coping strategies, *Journal of Counseling Psychology*, 42(3), 294-303.
- Brubeck, M. (1999). Social Work and the DSM. In F., T., Turner, *Adult Psychopathology: A*

- social work perspective* (pp. 121-135). New York, NY: The Free Press.
- Bryan, D., & Ajo, A. A. (1992). The role perception of African-American fathers. *Social Work Research and Abstracts*, *28*(3), 17-21.
- Burnette, D. (1999). Custodial grandparents in Latino families: Patterns of service use and predictors of unmet needs. *Social Work*, *44*(1), 22-34.
- Cain, R. (1991). Stigma management and gay identity development. *Social Work*, *36*(1), 67-73.
- Castex, G. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. *Social Work*, *39* (3), 288-296.
- Chestang, L. (1980). Character development in a hostile environment. In M. Bloom, *Life span development: Bases for preventive and interventive help* (pp. 40-50). New York: Macmillan.
- Chilman, C. (1993). Parental employment and child care trends: Some critical issues and suggested policies. *Social Work*, *38*(4), 451-460.
- Cowley, A. S. (1993). Transpersonal social work: A theory for the 1990's. *Social Work*, *38*(5), 527-34.
- Cuffy, M. E. (1995). Factors influencing the health behaviors of divorced women with children. *Journal of Divorce and Remarriage*, *22*(3/4), 1-12.
- Delgado, M. & Tennstedt, S. (1997). Puerto Ricans sons as primary caregivers of elderly parents. *Social Work*, *42*(2), 121-216.
- Devore, W., & Schlesinger, E. G. (1987). *Ethnic-sensitive social work practice* (2nd ed.). Columbus: Merrill Publishing Co.

- Dunbar, H. t., Mueller, C. W., Medina, C., & Wolf, T. (1998). Psychological and spiritual growth in women living with HIV. *Social Work*, 43(2), 144-154.
- Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems approach. *Social Work* 46(3), 256-266.
- Easterberg, K. G., Moen, P., & Dempster-McCain, D. (1994). Transition to divorce: A life course approach to women's marital duration and dissolution. *The Sociological Quarterly*, 5(2), 289-307.
- Folkman, S. & Lazarus, R. S. (1991). Coping and Emotion. In Monat, A. & Lazarus, R., S. (3<sup>rd</sup> Edition), *Stress and Coping: An Anthology* (pp. 207-227). New York: Columbia University Press.
- Fraser, M. W. (1996). Aggressive behavior in childhood and early adolescence: An ecological-developmental perspective on youth violence. *Social Work*, 41(4), 347-361.
- Gibelman, M. & Schervish, P. (1995). Pay equity in social work: Not! *Social Work*, 40(5), 622-630.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*, Cambridge, Mass.: Harvard University Press.
- Gordon, A. K. (1996). Hospice and Minorities: A national study of organizational access and practice, *Hospice*11(1), 49-70.
- Granthan-McGregor, S. (1995). A review of studies of the effect of severe malnutrition on mental development. *Journal of Nutrition*, 125(8 Suppl), 2233S-2238S.
- Gutheil, I. (1992). Considering the physical environment: An essential component of good

- practice. *Social Work*, 37(5), 391-396.
- Haight, W. (1998). "Gathering the Spirit" at First Baptist Church: Spirituality as a protective factor in the life of African American children, *Social Work*, 43(3), 213-221.
- Heppner, M. J., Humphrey, C., Hillenbrand-Gunn, & DeBord, K. (1995). The differential effects of rape, prevention programming on attitudes, behavior, and knowledge. *Journal of Counseling Psychology*, 42(4), 508-518.
- Herek, G. M. (1990). Homophobia. In W. R. Dynes (Ed.), *Encyclopedia of homosexuality* (pp.552-555). New York: W.R. Garland Publishing, Inc.
- Hernstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.
- Ho, C. S., Lempers, J. D., & Clark-Lempers, D. S. (1995). Effects of economic hardship on adolescent self-esteem: A family mediation model. *Adolescence*, 30, 117-131.
- Huber, R. & Orlando, B. P. (1995). Persisting gender differences in social workers' incomes: Does the profession really care? *Social Work* 40(5), 585-594.
- Hulewat, P. (1996). Resettlement: A cultural and psychological crisis. *Social Work*, 41(2), 129-137.
- Jackson, A. P. (1999). The effects of nonresident father involvement on single black mothers and their young children. *Social Work*, 44(2), 156-166.
- Johnson, K., Bryant, D., Collins, D., Noe, T., Strader, T., & Berbaum, M.(1998). Preventing and reducing alcohol and other drugs use among high-risk youths by increasing family reilience, *Social\_Work*, 43(4), 297-308.

- Johnson, C. L. (1994). Social and cultural diversity of the oldest old. *International Aging and Human Development*, 38(1), 1-12.
- Johnson, L. & Jenkins, D. (2004). Coming out in mid-adulthood: Building a new identity. *Journal of gay and lesbian social services: Issues in practice, policy and research*, 16(2), 19-42
- Jones, R. (1995). The price of welfare dependency: Children pay, *Social Work*, 40(4), 496-505.
- Kahn, M. J. (1991). Factors affecting the coming out process for lesbians. *Journal of Homosexuality*, 21(3), 47-70.
- Karen, R. (1993, February). Becoming attached. *The Atlantic Monthly*, 35-70.
- Karls, J. & Wandrei, K. (Eds). (1994). *Person-in-environment: The PIE classification system for social functioning problems*. Washington, DC: NASW Press.
- Klepinger, D. H., Lundberg, S., & Plotnick, R. D. (1995). Adolescent fertility and educational attainment of young women. *Family Planning Perspectives*, 27, 23-28.
- Kolb, P. (2002). Development theories of aging: Gerontological Theories of older adult development in developmental theories through the life cycle. In S., G., Austrian, *Development theories through the life cycle* (pp. 281-319). New York: Columbia University Press.
- Kutza, E., & Keigher, S. (1991). The elderly 'new homeless': An emerging population at risk. *Social Work*, 36(4), 288-293.
- Lance, L. (1992). Changes in homophobic views as related to interaction with gay persons: A study in the reduction of tensions. *International Journal of Group Tensions*, 22(4), 291-299.

- Landy, F., Quick, J. C., Kasl, S. (1994). Work, stress, and well-being. *International Journal of Stress Management*, 1(1), 33-73.
- Lechner, V. M. (1993). Support systems and stresses among workers caring for dependent parents. *Social Work*, 38(4), 461-469.
- Leigh, B. C., Morrison, D. M., Trocki, K., & Temple, M. T. (1994). Sexual behavior of American adolescents: Results from a national survey. *Journal of Adolescent Health*, 15(3), 117-125.
- Lyman, S., & Bird, G. (1996). A closer look at self-image in male foster care adolescents. *Social Work*, 41(1), 85-96.
- Loveland Cook, C. A., Selig, K. L., Wedge, B. J., & Gohn-Baube, E. A. (1999). Access barriers and the use of prenatal care by low-income, inner-city women. *Social Work*, 44(2), 129-139.
- Lyons, P., Wodarski, J., & Feit, M. D. (1998). Human behavior theory: Emerging trends and issues. *Journal of Human Behavior in the Social Environment*, 1(1), 1-22.
- Mackelprang, R., & Salsgiver, R. (1996). People with disabilities and social work: Historical and contemporary issues. *Social Work*, 41(1), 7-14.
- Martin, P. Y., & O'Connor, G. G. (1989). *The social environment: Open systems applications*, New York: Longman.
- Matsumoto, D. (1996). *Culture and psychology*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- McGoldrick, M. (1988). Ethnicity and the family life cycle. In E. Carter & M. McGoldrick (Eds.), *The changing family life cycle* (2nd ed., pp.69-90). New York: Gardner Press.

- McQuaide, S. (1998). Women in midlife. *Social Work*, 43(1), 21-31.
- Mennen, F., & Meadow, D. (1994). A preliminary study of the factors related to trauma in childhood sexual abuse. *Journal of Family Violence*, 9(2), 124-141.
- Millard, D. W. (1999). A Transdisciplinary View of Mental Disorder. In F. T. Turner (Ed.), *Adult Psychopathology: A Social Work Perspective* (pp.10-34). New York, NY: The Free Press.
- Molidor, C. (1996). Female gang members: A profile of aggression and victimization. *Social Work*, 41(3), 251-260.
- National Association of Social Workers. (1996). *Code of Ethics* (rev.). Silver Spring, MD: National Association of Social Workers.
- National Committee on Pay Equity. (1995). *Question and answers on pay equity*. Washington, DC: Author.
- Neely, C. (1999). Homophobia: Problem or challenge? *The New Social Worker*, summer, 14-18.
- Norlin, J. & Chess, W. (1997). *Human behavior and the social environment: Social system theory*. Boston: Allyn and Bacon.
- Nye, R.D. (1986). *Three psychologies: Perspectives from Freud, Skinner, and Rogers* (2nd ed.). Calif.: Brooks/Cole Publishing Co.
- Pihl, R. O. & Bruce, K. R. (1995). Cognitive impairment in children of alcoholics. *Alcohol Health and Research World*, 19(2), 142-147.
- Queralt, M. (1996). *The social environment and human behavior: A diversity perspective*. Boston: Allyn and Bacon.
- Rank, M.R. & Hirschl, T. A. (1999). The likelihood of poverty across the American adult life



- span. *Social Work*, 44(3), 201-216.
- Richman, J., Rosenfield, L., & Bowen, G. (1998). Social support for adolescents at risk of school failure, *Social Work*, 43(4), 309-323.
- Riley, J (1991). Genetics, environment and development. In Greene & Ephrosss, *Human Behavior theory\_and social work practice* (pp. 389-413). New York, NY: Aldine De Gruyter.
- Sable, P. (1995). Pets, attachment, and well-being across the life cycle. *Social Work*, 40, 334-341.
- Saleebey, D. (1992). Biology's challenge to social work: Embodying the person-in environment perspective. *Social Work*, 37(2), 112-118.
- Schriver, J. (1995). *Human behavior and the social environment: Shifting paradigms in essential\_knowledge for social work practice*. Boston: Allyn and Bacon.
- Scherzer, T. & Pinderhughes, H. L. (2002). Violence and gender: Reports from an urban high school. *Violence and Victims*, 17(1), 57-72.
- Schwartz, S. M., Gramling, S. E., & Mancini, A. (1994). The influence of life stress, personality and learning on illness behavior. *Journal of Behavior Therapy and Experimental Psychiatry*, 25(2), 135-42.
- Scott, P. R., & Ortiz, E. T. (1996). Marriage and coming out: Four patterns in homosexual males. *Journal of Gay & Lesbian Social Services*, 4(3), 67-79.
- Seipel, M. (1999). Social consequences of malnutrition, *Social Work*, 44(5), 416-425).
- Siebert, D.C., Mutran, E. & Reitzes, D. (1999). Friendship and social support: The importance

- of role identity to aging adults. *Social Work*, 44(6), 522-533.
- Silverstein, M., Parrot, T. M., & Bengtson, V. L. (1995). Factors that predispose middle-aged sons and daughters to provide social support to older parents. *Journal of Marriage and the Family*, 57, 465-475.
- Simons, R., Whitbeck, L., Beaman, J., & Conger, R. (1994). The impact of mother's parenting, involvement by nonresidential fathers, and parental conflict on the adjustment on adolescent children. *Journal of Marriage and the Family*, 56, 356-374.
- Smyth, N. J., & Kost, K. A. (1998). Exploring the nature of the relationship between poverty and substance abuse: Knowns and unknowns. *Journal of Human Behavior in the Social Environment*, 1(1), 67-82.
- Strohman, R. (2003). Genetic, determinism as a failing paradigm in biology and medicine: Implications for health and wellness. *Journal of Social Work Education*, 39(2), 169-189.
- Talamantes, M., Lawler, W. R. , Espino, D. (1995). Hispanic American elders: Caregiving norms surrounding dying and the use of hospice services, *The Hospice Journal*, 10(2), 35-49.
- Tan, C., Basta, J. Sullivan, C. & Davidson, II, W. (1995). The role of social support in the lives of women exiting domestic violence shelters. *Journal of Interpersonal Violence*, 10, 437-451.
- Timberlake, E., & Chipunger, S. (1992). Grandmotherhood: Contemporary meaning among African American middle-class grandmothers. *Social Work*, 37(8), 216-222.
- Thacker, R. A. & Gohmann, S. F. (1996). Emotional and psychological consequences of sexual harassment: A description study. *The Journal of Psychology*, 130(4), 429-446.

- Thomas, M. E., Herring, C., & Horton, H. D. (1994). Discrimination over the life course: A synthetic cohort analysis of earnings differences between black and white males, 1940-1990. *Social Problems*, 41(4), 608-628.
- Thompson, M., & Peebles-Wilkins, W. (1992). The impact of formal, informal, and societal support networks on the psychological well-being of black adolescent mothers. *Social Work*, 37(4), 322-327.
- Topel, R. H. (1994). Regional labor markets and the determinants of wage inequality. *The American Economic Review*, 84, 17-22.
- Unger, D. G., Wnadersman, A. & Hallman, W. (1992). Living near a hazardous waste facility: Coping with individual and family distress. *American Journal of Orthopsychiatry*, 62(1), 55-70.
- Van Den Bergh, N. (1994). From invisibility to voice: Providing EAP assistance to lesbians at the workplace. *Employee Assistance Quarterly*, 9(3-4), 161-177.
- Yamashiro, G., & Matsuoka, J. (1997). Help-seeking among Asian and Pacific Americans: A multiperspective analysis. *Social Work*, 42(2), 176-186.
- Weisz, A. & Black, B. (2002). Gender and moral reasoning: African American youth respond to dating dilemmas. *Journal of Human Behavior in the Social Environment*, 5(1), 35-52.
- Zastrow, C., & Kirst-Ashman, K. (1997). *Understanding human behavior and the social environment*. Chicago: Nelson-Hall.

