

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
**SW 513 Lifespan and Neurophysiologic Development in a Cultural,
Ecological, and Transactional Framework**
(4 credit hours)

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2007).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required Foundation course. Theories, frameworks, and research that address culturally sensitive understanding of human development and behavior. Effects of risk/protective factors, culture, and other environmental effects, such as poverty, on developmental milestones. Includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Includes identification, assessment, and treatment of developmental delays and neurodevelopmental disorders. Processes critical to understanding human behavior and community risk and resilience for vulnerable populations are emphasized.

This course examines frameworks, theories, and research that address a culturally sensitive understanding of human development and behavior. Lifespan and neurophysiologic development in an ecological and transactional framework provides a foundation for understanding the processes of human development and how these processes are influenced by culture and the environment. The course examines the effects of risk and protective factors at various ecological levels, such as attachment, poverty, and culture on developmental milestones. It includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Typical development will be covered as well as atypical developmental patterns that are consistent with neurodevelopmental disorders. Processes

critical to human behavior and risk and resilience for vulnerable populations are emphasized to understand individual or family behavior.

Content in this course will be illustrated and centered around a case study approach in which students read case studies that are paired with theoretical and research material. Class discussion about the theoretical and research material will be linked to case studies, and students will use theory and research to construct hypotheses about individual or family adaptation to the environment. In addition, students will practice forming research questions and going to the literature to assess what is known about their questions.

Course Rationale

To practice accountably and effectively, social workers must be able to understand their clients and their presenting issues within their clients' environmental, cultural, and developmental contexts. In supportive environments, individuals flourish as they progress through developmental stages and stage-salient tasks. Other environments, because of risk factors associated with them, are less supportive of wellbeing. Even so, brain plasticity provides humans with an amazing capacity to adapt to these less supportive and sometimes frankly maladaptive environments, although sometimes at great cost to themselves. Especially for young children, the costs to the developing brain of less adaptive environments are profound because their brains actually become organized around repeated experiences within these less adaptive environments. Neurophysiological changes and behaviors resulting from these earlier less adaptive environments are often conceptualized by clinicians as psychopathology or presenting problems of clients. Understanding human development as a series of processes mediated by the brain within an environment-dependent context profoundly reframes not only our understanding of our clients and their presenting problems, but also how to intervene appropriately with clients and their environments. This different understanding of human development also suggests the critical importance of effective prevention programs and social policies that promote wellbeing, as well as interventions directed at changing the larger environments of individuals. Thus, knowledge gained in this course will allow social workers not only to better understand, contextualize, and assess clients and their presenting problems, but also to develop more appropriate interventions, prevention programs, or policies for working with or for the benefit of clients and for the necessary environments to support human wellbeing.

Course Competencies:

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate, critically analyze, and apply an ecological, transactional (risk and resilience) and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to the understanding and assessment of client systems and to reciprocal relations among individuals and families. (HBSE-F.1, Pops at-risk & SJ-F.1; Diversity-F.3, F.4; CT/EBP-F.1). *(content: attachment theory and neurophysiology as the major foundations with brief comparisons and contrasts to others; risk and resilience; cultural similarities and differences in development and behavior.)*

2. Assess the validity of historically significant theories of human behavior and development for current social issues and problems that clients experience. (HBSE-F.2; Diversity-F.3, F.4; CT/EBP-F.1, F.2, F.3). (*content: brief comparisons and contrasts of major historical theories as appropriate, including psychoanalytic theory, Piaget, Kohlberg, Erikson, Vygotsky, and others*).
3. Evaluate and apply [selected] evidence-based theories of human development and behavior that are sensitive to gender, class, age, race/ethnicity, sexual orientation, family structure, disability status, and worldview. (HBSE-F.3; Pops at-risk & SJ-F.4; Values/ethics-F.1; Diversity-F.3, F.4; CT/EBP-F.1, F.3, F.4) (*content: evidence for application of attachment theory and neurophysiology with specific attention to gender, class, race/ethnicity, sexual orientation, family structure, disability status, and worldview*).
4. Explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span. (HBSE-F.4; CT/EBP-F.3, F.4, F.5). (*content: basic introduction to Mendelian genetics and the Human Genome Project; epigenesis and gene expression; effects of stress and trauma on hormones, brain development, and gene expression; effects of early deprivation and parenting on brain development and gene expression; Hobfoll's conservation of resources theory; major developmental disabilities across the life span*).
5. Conduct a scientific review of empirical evidence and theory to address questions about human development and behavior across the lifespan. (Values/ethics-F.3; HBSE-F.7; CT/EBP-F.3, F.4, F.5). (*content: construction and use of theories; how theories are tested; examples and meaning of testing of attachment, neurophysiological theories, and other theories across the lifespan; comparisons and contrast to non-evidence-based theories*).

Course Expectations for Students

1. Students are expected to attend all class sessions, to be prompt and to participate in the entire class session.
2. Students are expected to complete all assigned readings before coming to class.
3. Students are expected to complete and submit assignments on time within the guidelines provided.
4. Students should use the *Publication Manual of the American Psychological Association*, (5th edition), as a guide for writing papers and citing sources. Assignments are to be typed, double-spaced and use inclusive language.
5. Students are expected to offer the instructor clear, constructive feedback on the class.

STUDENT EVALUATION:

Attendance/In-Class Activities	10%
CTE (critical thinking exercises)	40%
Mid-Term Exam	15%
Final paper/presentation	25%
On-line sessions/activities	<u>10%</u>

GRADING SCALE:

A = 100-94%
B+ = 93-89%
B = 88-80%
C+ = 79-74%
C = 73-70 D < 70%

COURSE REQUIREMENTS AND GRADING**Attendance/In-class participation**

Students are expected to participate in small group and discussion activities designed to develop or reinforce social work knowledge, assessment skills, critical thinking skills, and values. Class attendance is the most critical component of class participation.

Critical Thinking Exercises (CTEs)

Each week (prior to the discussion of the unit), students will complete a critical thinking exercise (CTE) demonstrating understanding and application of that week's readings. Critical thinking exercises will appear on BlackBoard with the assigned unit. Papers must be written in the American Psychological Association (APA) style. After the first two weeks you will lose significant points for failing to adhere faithfully to the style. Each question will ask you use and synthesize the material from the readings and sometimes to apply those readings to scenarios, social work applications, or your personal life. Think of each answer as a formal paper (in terms of writing and presentation), though it is shorter. Each exercise will specify a maximum length, usually 250 words, not counting references. (This is not a suggested maximum; do not go over.) Students are required to turn in 10 critical thinking exercises during the semester. Each CTE is worth 4 points.

Mid-Term Exam

The mid-term exam will cover all class material from the first seven sessions. Students will be given a study guide approximately two weeks before the mid-term. In preparation for the exam, students are encouraged to review notes on the brain, genetics, and stress, coping, and trauma.

Final Paper/Presentation

For the final paper/presentation, students will research a topic of human development focusing on a specific life stage and on a specific problem relevant to that life stage. Specific instructions for the final paper/presentation will be given later in the semester.

On-line sessions/activities

Two class sessions will take place entirely on-line. In addition, other activities such as videos, case studies, and un-graded quizzes will be placed on-line throughout the semester. These on-line activities will be used in place of face-to-face class time. In order to get full credit for participation in on-line sessions or on-line activities, students are expected to read, watch, and/or listen to all materials placed on-line and participate in all required discussion boards and quizzes.

REQUIRED TEXT:

Gardiner, H. W. & Kosmitzki, C. (2005). *Lives across cultures: Cross-cultural human development*, (3rd ed.). Boston: Pearson/Allyn & Bacon.

All other required readings will be available on-line through the UT Library course reserves.

SW 513

Mondays 9:00 AM – 1:00 PM

COURSE CALENDAR, TOPICAL OUTLINE, AND READINGS

FIRST CLASS: August 27th LAST CLASS: December 3rd

NOTE--Monday, September 3rd -NO CLASS, Labor Day Holiday

Session 1: Introduction to the course, library orientation, eco-systems framework

Readings:

- Gardiner & Kosmitzki – Chapters 1 and 2
- Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.
- García Coll et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*. 67(5), 1891-1914.
- Hobfoll, S.E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307-324.

Session 2: Genetics and human development

Readings:

- Harper, L.V. (2005). Epigenetic inheritance and the intergenerational transfer of experience. *Psychological Bulletin*, 131, 340-360.
- NASW Code of Ethics. (Use NASW web link.)
- Sandhu, J.S. (2006). Nature vs. nurture: A case report. *Delaware Medical Journal*, 78(11), 413-417. [case study]
- Scarr, S. (1996). How people make their own environments: Implications for parents and policy makers. *Psychology, Public Policy, and Law*, 2, 204-228.
- Strohman, R.C. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness. *Journal of Social Work Education*, 39(2), 169-191.
- Viding, E. (2004). On the nature and nurture of antisocial behavior and violence. *Annals of the New York Academy of Science*, 1036, 267-277.
- http://www.ornl.gov/sci/techresources/Human_Genome/project/about.shtml

Session 3: Brain and behavior

Readings:

- Cicchetti, D. & Cannon, T.D. (1999). Neurodevelopmental processes in the ontogenesis and epigenesis of psychopathology. *Development and Psychopathology, 11*, 375-393.
- Davies, M. (2002). A few thoughts about the mind, the brain, and a child with early deprivation. *Journal of Analytical Psychology 47*, 421-435.
- DiPietro, J.A. (2000). Baby and the brain: Advances in child development. *Annual Review Public Health, 21*, 455-471.
- Schore. A.N. (2000). Attachment and the regulation of the right brain. *Attachment & Human Development, 2*(1), 23-47.
- Siegel, D.L. (2006). An interpersonal neurobiology approach to psychotherapy: Awareness, mirror neurons, and neural plasticity in the development of well-being. *Psychiatric Annals, 38*(4), 248-256.
- Waller, R.J. (2003). Application of the kindling hypothesis to the long-term effects of racism. *Social Work in Mental Health, 3*(3), 81-89.

Session 4: Pregnancy and the newborn

Readings:

- Gardiner & Kosmitzki – pp. 79-84, 219, 227-240
- Azmitia, E.C. (2001). Impact of drugs and alcohol on the brain through the life cycle: Knowledge for social workers. *Journal of Social Work Practice in the Addictions 1*(3), 41-63.
- Coussons-Read, M., Okun, M., & Simms, S. (2003). The psychoimmunology of pregnancy. *Journal of Reproductive and Infant Psychology, 21*(2), 103-112.
- Domian, E.W. (2001). Cultural practices and social support of pregnant women in a Northern New Mexico Community. *Journal of Nursing Scholarship, 33*(4), 331-336.
- Nguyen, H.T., Clark, M. & Ruiz, R.J. (2007). Effects of acculturation on the reporting of depressive symptoms among Hispanic pregnant women. *Nursing Research, 56*(3):217-223.
- Rich-Edwards, J.W. & Grizzard, T.A. (2005). Psychosocial stress and neuroendocrine mechanisms in preterm delivery. *American Journal of Obstetrics & Gynecology, 192*, S30-35.

- Sesma, H.W. & Georgieff, M.K. (2003). The effect of adverse intrauterine and newborn environments on cognitive development: The experience of premature delivery and diabetes during pregnancy. *Development and Psychopathology*, 15, 991-1015.

Session 5: Stress, trauma, and hormones

Readings:

- Carroll, G. (1998). Mundane extreme environmental stress and African American families: A case for recognizing different realities. *Journal of Comparative Family Studies*, 29(2), 271-284.
- McEwen BS. (1998) Protective and damaging effects of stress mediators. *New England Journal of Medicine*, 338,171–9.
- Talge, N.M. Neal, C., Glover, V. & the Early Stress, Translational Research and Prevention Science Network: Fetal and Neonatal Experience on Child and Adolescent Mental Health (2007). Antenatal maternal stress and long-term effects on child neurodevelopment: how and why? *Journal of Child Psychology and Psychiatry* 48(3/4), 245–261.
- Taylor, S.E. et al. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review* 107(3), 411-429.

Session 6: Infancy

Readings:

- Gardiner & Kosmitzki – pp. 51-63, 125-131, 185-195, 265-268
- Balbernie, R. (2002). An infant in context: Multiple risks, and a relationship. *Infant Mental Health Journal*, 23(3), 329-341.
- Perry, B.D. (2002). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3(1), 79-100.
- Siegel, D.J. (2000). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. *Infant Mental Health Journal*, 22(1-2). 67-94.
- Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69.

Session 7: Early Childhood

Readings:

- Gardiner & Kosmitzki – pp. 84-91, 101-110, 131-143, 155-174
- Fish, B. & Chapman, B. (2004). Mental Health risks to infants and toddlers in foster care. *Clinical Social Work Journal*, 32, 121-140.
- Johnson, D.J., Jaegar, E., Randolph, S.M., Cauce, A.M., Ward, J., & National Institute of Child Health and Human Development Early Child Care Research Network. (2003). Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, 74, 1227-1244.
- Logue, M. E. (2007) Early childhood learning standards: Tools for promoting social and academic success in kindergarten. *Children & Schools*, 29, 35-43.
- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205-220.

Session 8: Mid-term Exam

Session 9: Middle childhood

Readings:

- Gardiner & Kosmitzki – pp. 63-68, 91-95, 110-116, 195-207
- Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities through the schools. *Children & Schools*, 28, 69-76.
- Fraser, M. W., Kirby, L. D., Smokowski, P. R. (2004). Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective*, (pp. 13-66) (2nd ed.). Washington, DC: NASW Press.
- Iwaniec, D., Larkin, E., & Higgins, S. (2005). Research review: Risk and resilience in cases of emotional abuse. *Child and Family Social Work*, 11, 73-82.
- Levy-Wasser, N. & Katz, S. (2004). The relationship between attachment style, birth order, and adjustment in children who grow up with a sibling with mental retardation. *The British Journal of Developmental Disabilities*, 50, 89-98.
- Miller, K. M. (2006). The impact of parental incarceration on children: an emerging need for effective interventions. *Child and Adolescent Social Work Journal*, 23, 472-486.

Session 10: Adolescence (13-17)

Readings:

- Gardiner & Kosmitzki – pp. 68-72, 144-148, 174-176, 207-211, 240-244, 268-277
- Barrow, F.H., Armstrong, M.I., Vargo, A. & Boothroyd, R.A. (2007). Understanding the findings of resilience-related research for fostering the development of African-American adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 16, 393-413.
- Cicchetti, D. & Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology* 70, 6-20.
- Eccles, J.S., Wong, C.A. & Peck, S.C. (2006). Ethnicity as a social context for the development of African-American adolescents. *Journal of School Psychology*, (44), 407-426
- Holleran, L. K. & Waller, M. A. (2003). Sources of resilience among Chicano/a youth: Forging identities in the borderlands. *Child and Adolescent Social Work Journal*, 20, 335-350.
- Krahnstover Davison, K. & Susman, E.J. (2001). Are hormone levels and cognitive ability related during early adolescence? *International Journal of Behavioral Development* 25(5), 416-428.
- Millstein, S.G. & Halpern-Felsher, B.L. (2001). Perceptions of risk and vulnerability. *Journal of Adolescent Health* 31S, 10-27.
- Ramirez, J.M. (2003). Hormones and aggression in childhood and adolescence. *Aggression & Violent Behavior* 8, 621-644.
- Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian. *Social Work*, 49, 109-118.
- Stanton, B., Cuthill, S. & Amador, C. (2001). Adolescence and poverty. *Adolescent Medicine: State-of-the-Art Reviews* 12(3), 525-538.
- Walker, E.F. (2002). Adolescent neurodevelopment and psychopathology. *Current Directions in Psychological Science* 11(1), 24-28.

Session 11: Transition to young adulthood (18-24)

Readings:

- Gardiner & Kosmitzki – 116-119, 176-181, 220-227, 277-281
- Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55 (5), 469-480.

- Bynner, J. (2005). Rethinking the youth phase of the life-course. The case for emerging adulthood? *Journal of Youth Studies*, 8(4), 367-384.
- Jordan, B. & Dunlap, G. (2001). Construction of adulthood and disability. *Mental Retardation*, 39, 286-296.
- Irwin, C. E., & Rickert, V. I. (2005). Editorial: Coercive sexual experiences during adolescence and young adulthood: A public health problem. *Journal of Adolescent Health* (36)5, 359-361.
- Kenny, M. E., Barton, C. E. (2003). Attachment theory and research: Contributions for understanding late adolescent and young adult development. In Demick, J., & Andreoletti, C (Eds.), *Handbook of adult development* (pp. 371-389). New York, NY: Kluwer Academic/Plenum Publishers.
- Luecken, L. J., & Appelhans, B. M. (2006). Early parental loss and salivary cortisone in young adulthood: The moderating role of family development. *Development and Psychopathology*, 18, 295-308.

Session 12: Adulthood: 25-44

Readings:

- Gardiner & Kosmitzki – pp. 72-75, 119-123, 148-153, 211-217,
- Clinchy, B. M (2002). Revisiting Women’s Way of Knowing. In B. K. Hofer & P. R. Pintrich (Eds.). *Personal epistemology: the psychology of beliefs about knowledge and knowing* (pp. 63 – 88). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gabbidon, S. L. & Peterson, S. A. (2006). Living while Black: a state-level analysis of the influence of select social stressors on the quality of life among Black Americans. *Journal of Black Studies*, 37, 83-102.
- Irwin, R. R. (2006). Spiritual development in adulthood: Key concepts and models. In C. Hoare (Ed.), *Handbook of adult development and learning* (pp. 307 – 325). New York, NY: Oxford University Press.
- Lang, F. R., & Heckhausen, J. (2006). Motivation and interpersonal regulation across adulthood: Managing the challenges and constraints of social contexts. In C. Hoare (Ed.), *Handbook of adult development and learning* (pp. 149 – 167). New York, NY: Oxford University Press.

Session 13: Adulthood: 45-64

Readings:

- Gardiner & Kosmitzki – pp. 95-96, 244-250
- Hequembourg, A. & Brallier, S. (2005). Gendered stories of parental caregiving among siblings. *Journal of Aging Studies, 19*, 1, 53-71.
- Hayslip, Jr., B. & Kaminski, P. L. (2005). Grandparents raising their grandchildren: A review of literature and suggestions for practice. *The Gerontologist, 45*, 262-269.
- Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. *Journal of Women & Aging, 14*(3/4), 189-204.
- Piercy, K. W., & Cheek, C. (2004). Tending and befriending: The intertwined relationships of quilters. *Journal of Women & Aging, 16*(1/2), 17-33.
- Ryff, C.D., & Seltzer, M.M. (1996). The uncharted years of midlife parenting. In C.D. Ryff & M.M. Seltzer (Eds.), *The parental experience in midlife* (pp. 3-23). Chicago: The University of Chicago Press.
- Stewart, A. J., & Torges, C. M. (2006). Social, historical, and developmental influences on the psychology of the baby boomer at midlife. In S. K. Whitbourne & S. L. Willis (Eds.), *Baby boomers grow up: Contemporary perspectives on midlife* (pp. 23 – 43). Mahway, NJ: Lawrence Erlbaum.

Session 14: Older adulthood: 65-84

Readings:

- Gardiner & Kosmitzki – pp. 75-77, 97-100, 181-183, 250-255, 281-285
- Burke, D., Hickie, I., Breakspear, M., & Gotz, J. (2007). Possibilities for the prevention and treatment of cognitive impairments and dementia. *British Journal of Psychiatry, 190*, 371-372.
- Greene, R. R. & Cohen, H. L. (2005). Social work with older adults and their families: Changing practice paradigms. *Families in Society: The Journal of Contemporary Social Services, 86*, 367-373.
- Hinterlong, J., Morrow-Howell, N., & Sherraden, M. (2001) Productive aging: Principles and perspectives. In N. Morrow-Howell, J. Hinterlong, & M. Sherraden (Eds.), *Productive aging: Concepts and challenges* (pp. 3-18). Baltimore: Johns Hopkins University Press.
- Reichstadt, J., Depp, C. A., Palinkas, L. A., Folsom, D. P., & Jeste, D. V. (2007). Building blocks of successful aging: A focus group study of older adults'

perceived contributors to successful aging. *American Journal of Geriatric Psychiatry*, 15, 194-201.

- Silverstone, B. (2005). Social Work with the older people of tomorrow: Restoring the person-in-situation. *Families in Society: The Journal of Contemporary Social Services*, 86, 309-319.

Session 15: The oldest old (85+)

Readings:

- Berg, A. I., Hassing, L. B., McClearn, G. E., & Johansson, B. (2006). What matters for life-satisfaction in the oldest old? *Aging & Mental Health*, 10, 257-264.
- Keller-Cohen, D., Fiori, K., Toller, A., & Bybee, D. (2006). Social relations, language, and cognition in the 'oldest old'. *Aging & Society*, 26, 585-605

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Additional Readings

- American Anthropological Association (1999). AAA statement on race. *American Anthropologist*, 100, 712-713.
- Anderson, R. E., & Carter, I (1999). *Human behavior in the social environment: A social systems approach* (5th ed.). New York: Aldine de Gruyter.
- Arditti, J.A. (2005). Families and incarceration: An ecological approach. *Families in Society: The Journal of Contemporary Social Services*, 86, 251-260.
- Baldwin, J. R. & Hecht, M. L. (1995). The layered perspective of cultural (in)tolerance(s). In R. L. Waiseman (Ed.), *Intercultural communication theory*. Thousand Oaks, CA: Sage.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development: Vol 6. Theories of child development: Revised formulations and current issues*. Greenwich, CT: JAI Press.
- Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P. A. Cowan & E. M. Hetherington (Eds.), *Advances in family research (Vol 2)*. Hillsdale, NJ: Erlbaum.
- Berger, R. (1997). Adolescent immigrants in search of identity: Clingers, eradicators, vacillators, and integrators. *Child and Adolescent Social Work Journal*, 14(4), 263-275.
- Boehm, W. W. (1958). The nature of social work. *Social Work*, 3, 10-18.
- Boehm, W. W. (1959). *Objectives of the social work curriculum of the future (Vol.1)*. New York: Council on Social Work Education.
- Brandell, J. R. & Ringel, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education. *Families in Society: The Journal of Contemporary Social Services*, 85, 549-556.
- Carrood, D. (1994). Key child care and other federal programs for infants and toddlers. *Children Today*, 23(2), 14-36.
- Clark, J. (1992). School social work in early childhood special education. *School Social Work Journal*, 16, 37-39.

- Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Boston: Unwin Hyman Inc.
- Combs-Orme, T., Wilson, E.E., Cain, D.S., Page, T., & Kirby, L.D. (2003). Context-based parenting in infancy: Background and conceptual issues. *Child and Adolescent Social Work Journal*, 20, 437-472.
- Corcoran, J. (2000). Ecological factors associated with adolescent sexual activity. *Social Work in Health Care*, 30(4), 93-111.
- Cowger, C. D. (1994). Assessing client strengths: Clinical assessment for client empowerment. *Social Work*, 39(3), 262-268.
- Daka-Mulwanda, V., Thornburg, K., Filbert, L., & Klein, T. (1995). Collaboration of services for children and families. *Family Relations*, 44(2), 219-223.
- Demo, D. H. & Allen, K. R. (1996). Diversity within lesbian and gay families: Challenges and implications for family theory and research. *Journal of Social and Personal Relationships*, 13(3), 415-434.
- Fisher, R. & Karger, H.J. (2000). The context of social work practice. In P. Allen-Meares & C. Garwin (Eds.), *The handbook of social work direct practice*, (pp.5-22). London: Sage.
- Gambrill, E. and Gibbs, L. (1996). *Critical thinking for social workers: A workbook*. Thousand Oaks, CA: Pine Forge Press.
- Gardiner, H.W., Mutter, J.D., & Kosmitzki, D. (1998). Culture, language, & cognition. In *Lives Across Cultures: Cross-Cultural Human Development*, (pp. 103-124). Needham Heights, MA: Allyn & Bacon.
- Gutierrez, L., Delois, K., Linnea, G. (November, 1995). Understanding empowerment practice: Building on practitioner-based knowledge. *Families in Society: The Journal of Contemporary Human Services*.
- Gilles, E.E. (1999). Integrating a neurobiological systems approach into child neglect and abuse theory and practice. *Children's Health Care*, 28, 167-187.
- Hodge, D. R. (2002). Working with Muslim youths: Understanding the values and beliefs of Islamic discourse. *Children and Schools*, 24(1), 6-20.
- Huang, C.C. & Warner, L.A. (2005). Relationship characteristics and depression among fathers with newborns. *Social Service Review*, 79, 95-118.
- Johnson, D.J., Jaegar, E., Randolph, S.M., Cauce, A.M., Ward, J., & National Institute of Child Health and Human Development Early Child Care Research Network. (2003).

- Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, 74, 1227-1244.
- Kuther, T. L. & Higgins-D'Alessandro, A. (2000). Bridging the gap between moral reasoning and adolescent engagement in risky behavior. *Journal of Adolescence*, 23(4), 409-422.
- Lorenzo, M. K., Frost, A. K., & Reinherz, H. Z. (2000). Social and emotional functioning of older Asian American adolescents. *Child and Adolescent Social Work Journal*, 17(4), 289-304.
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