SOWK 5311: Human Behavior in the Social Environment I

Information about the Instructor
Name: Angela Ausbrooks, PhD, LMSW
Office Location: HPB Room 165
Office Hours: Tuesdays, 2:00-4:00pm, Thursdays, 2:00-5:00pm, and By Appointment
Office Telephone: 512-245-2592
Instructor's email: aa16@txstate.edu

Information about the Course
Time, Days, and Location of Class: Tuesdays, 6:30-9:15; HPB, Room X?
Semester and Year: Fall 2009
Course Summary: This course is the first of a two-course sequence exploring individual and family dynamics from an ecological/systems, developmental, and strengths framework, attending to the effects of culture and oppression. It focuses on human functioning from conception through adolescence and builds a knowledge and value base for practice across all systems levels (individual, family, group, community, and society), enhances descriptive and analytical reasoning, and sharpens assessment skills. It incorporates content on values, diversity, populations at risk, social and economic justice, and professional leadership. The purpose of this course, and its companion course (5318: HBSE II) is to build students’ knowledge of how human behavior interacts with social environment.
Prerequisites: None
Credit Hours and Format of Course: 3 credit hour lecture course
Date of School's Last Review of this Syllabus: January 2004
Course Learning Aims
This course supports the mission of the School of Social Work to prepare social work practitioners for work with multicultural clients in diverse settings. Consistent with the mission, upon successfully completing this course, the student will be able to:

- apply a theoretically-derived and empirically-supported knowledge base to assess and understand the growth and functioning of multicultural individuals and families within multicultural social environments
- identify the biological, psychological, social (biopsychosocial), and religious/spiritual dimensions of development through the lifecycle from conception through late adulthood
- demonstrate an ability to assess and critically analyze the impact of multicultural (race/ethnicity, age, gender, religion/spirituality, geography, SES, etc.), economic, and social factors on individual biopsychosocial, religious/spiritual development
- describe the relevance of personal, professional, cultural, and societal values to social work practice
- examine their biases related to multiculturalism and explore the impact these biases could have on their assessments and practice with individuals and families.
- explain how multicultural, economic, and social conditions (including oppression and discrimination) affect human functioning

Contribution to Achieving the School’s Objectives and Outcomes

5311 contributes primarily to

Domain 3. ANALYZING HUMAN DEVELOPMENT
1) Students demonstrate the ability to analyze case examples applying appropriate theory in a written assignment.
2) Students complete a systems-oriented and strengths-based assessment on themselves.

Domain 2. THINKING PROFESSIONALLY
1) Students identify five scholarly articles (focused on conception through adulthood) that pertain to HBSE topics and incorporate them into a written assignment.
2) Students write a substantial research paper on a topic of interest to them and relevance to social work practice (focused on conception through adolescence).
3) Students begin to integrate various developmental theoretical perspectives into a conceptual whole.

Domain 1. TAKING PROFESSIONAL RESPONSIBILITY
1) Students discuss social work values and ethical guidelines for generalist practice with multicultural clients across the lifespan.
2) Students learn the process of theoretically-based assessment and how this guides practice.

Domain 4. SEEKING TOLERANCE AND JUSTICE
1) Students read chapters on culturally-sensitivity practice.
2) Students engage in class discussion on culturally-sensitive practice.
3) Students address populations-at-risk and oppression in their research paper.
4) Students complete in-class experiential exercises on appreciating multiculturalism.
5) Students apply a social and economic justice perspective to class discussions and case examples at each developmental stage (focused on conception through adulthood).

5311 contributes secondarily to
Domain 5.  REFINING PRACTICE AND COMMUNICATION  
1)  Students must identify five scholarly articles and present these in class.  
2)  Students write a substantial research paper integrating course content from multicultural, developmental, and theoretical perspectives.  
3)  Students acquire skills for critical thinking and analysis through class discussion and exercises.  

Domain 6.  HUMANIZING SERVICES  
1)  Students learn to conduct assessments within a systems framework.  
2)  Students discuss read chapters on empowerment and strengths-based practice.  
3)  Students engage in class discussions on human diversity and the need to advocate for inclusive practice.  

Domain 7.  PURSUING EXCELLENCE  
1)  Students will successfully complete reading assignments, abstract presentations, a research paper, case analyses, classroom exercises, and examinations.  
2)  Students will engage in ongoing professional socialization and development based on self, instructor, and peer feedback.  

Textbooks  
Additional reading as assigned and posted on the course TRACS site.  


Teaching Methods  
Students will learn the material in this course through a combination of class lectures and discussions, outside readings, case studies, group exercises and cooperative learning, experiential activities, videos, written assignments, and examinations.  

How Students Demonstrate They Have Achieved Course Aims  
This foundation course has three major requirements in addition to class attendance/participation and assigned reading: written assignments, two exams, and one comprehensive case analysis.  
**Students must successfully complete all assignments to receive a passing grade in the course.** Additional instructions will be provided for all assignments. Students are required to keep a copy of all work submitted to the Instructor.  When completing written assignments that
contain personal information, please don’t share any personal information that you determine crosses personal and/or ethical boundaries. You will be required to complete all components of assignments to receive the designated credit, but you can provide more generalized, rather than detailed personal information. Please see the Instructor if you need clarification on how to accomplish this or need to discuss this further.

**All written assignments should be typed, double-spaced, and written in APA Format.** It is recommended that you purchase an APA Manual for information on APA Format (see Suggested Text above). This will be the required format for the majority of your papers in graduate school. You will lose points for all assignments that do not adhere to APA format.

**Integrative Book for the Semester:**
Students will select a biography or autobiography they will utilize to assist in mastering the course content and conducting a critical analysis of their development throughout the life cycle. The person selected should be a member of different cultures than those with which you identify. At a minimum, the person selected should be a member of a different ethnicity than your own. At each level of development (infancy, childhood, adolescence, etc.), you will be required to compare and contrast your development with that of your selected person. The purpose of this assignment is to assist you in not only performing a critical analysis of your development, but a more in-depth multicultural analysis of the similarities and differences in your development and that of others. A short list of suggested novels to utilize for the semester are as follows:

* “Finding Fish” by Antwone Q. Fisher & Mimi Rivas
* “The Measure of a Man” by Sidney Poitier
* “The Color of Water” by James McBride
* “Once Upon a Quinceañera” by Julia Alvarez
* “What Color is a Conservative?” by J.C. Watts, Jr.
* “Barefoot Heart: Stories of a Migrant Child” by Elva Trevino Hart
* “Raising Ourselves” by Velma Wallis
* “The Women Who Raised Me” by Victoria Rowell

The Instructor will post a longer list of suggested titles on the course TRACS site.

**Please Note:** If you would prefer to utilize a book that is not on the suggested list, you must receive approval from the Instructor to do so. Be prepared to provide a copy of the book for the Instructor’s review.

**Assignments:**

“Isms”: Discuss at least two (2) social justice issues (“isms”) you have experienced because of your involvement with and/or membership in a culture with which you identify. Your discussion should include some form of racism, heterosexism, ageism, sexism, etc. Discuss the following questions: (1) The “ism(s)” experienced, (2) Your perspectives of the issues involved, (3) Your reaction(s) including any action taken, (4) How does your selected person’s experience(s) compare and contrast with your own? (4-5 pages, 25 points)
**Personal Environment Analysis:** Biopsychosocial development is influenced and impacted by the surrounding environment; therefore, you will conduct an analysis of your neighborhood and surrounding community and discuss its impact on development. The Instructor will provide detailed information regarding this assignment. (3-4 pages, 25 points).

**Childhood Observation Assignment:** You will observe a child in the Early Childhood stage of development (ages 2-6) doing routine activities. This child can be a relative, but this is not required. You must get the parents’ or guardian’s written permission to observe their child. Your observation of this child should be at least one hour. You can conduct one hour-long observation or break your hour into shorter segments. You are not required to engage in activities with the children, but can if the situation warrants such interaction. You should discuss what you observed and how it relates to one of the developmental theories in your textbook. Your discussion should encompass all developmental domains and include: a) how the child’s behavior matches or differs from the “normal” developmental milestones outlined in the theory, b) your assessment of the child’s behavior, c) the biopsychosocial factors that could be/are impacting the child’s development and behavior, d) your assessment of the child’s future development. Be sure to document the dates and times of your observation and what was observed (7-10 pages, 100 points).

**Adolescent Self-Reflection Paper:** You will be required to reflect on your adolescence and conduct a critical analysis of your development. This assignment will also be utilized for an in-class discussion. More detailed information will be provided by the Instructor (4-5 pages, 25 points).

**Examinations:** Two exams will be given – a mid-term and final. Exams will be objective (multiple choice and true/false) and subjective (short answer and essay). Each exam will include content (reading and lecture) covered for the respective half of the course and each is worth 100 points (Total of 200 points for exams.)

**Case Analysis Paper:** You will be required to conduct a biopsychosocial assessment utilizing a case scenario provided by the Instructor. Utilizing the textbooks and 5 current, scholarly, empirical references, you will discuss/analyze/assess the development of each person in the scenario based on all domains (biological, psychological, social). This paper should reflect a thorough, critical analysis of the scenario and integrate concepts of human behavior, developmental theory, and the systems/ecological perspective. Your analysis should also address issues pertaining to multiculturalism and social/economic justice. A list of social work or related journals is provided at the end of the syllabus. Remember to utilize APA Format for citations in the text and bibliography (15-20 pages, 150 points).

**How Student Work is Evaluated**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>&quot;Isms&quot; Assignment</td>
<td>25</td>
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<tr>
<td>Personal Environment Analysis</td>
<td>25</td>
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<tr>
<td>Child Observation</td>
<td>50</td>
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<td>Adolescent Self-Reflection</td>
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<tr>
<td>Exam 1 – Mid-Term</td>
<td>100</td>
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<tr>
<td>Exam 2 - Final</td>
<td>100</td>
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<tr>
<td>Case Analysis Paper</td>
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A = 450 – 500 points
B = 400 – 449 points
C = 350 – 399 points
D = 300 – 349 points
F = 299 or below
Course Overview

WEEK 1: 8-26-09 (1st class day for Fall Semester)

No Class!
Our first class will be next Tuesday!

WEEK 2: 9-1-09

Learning Theme and Concepts:
Course requirements and activities
Personal vs. professional role
Relationship of knowledge, values, and skills
Systems/ecological theory (focused on micro level)
Cultural competence, values, diversity, and the role of environment
Role of culture in value development
Impact of personal values on decision-making, perceptions, and worldview
Conducting library research

Assigned Readings:
Ashford, LeCroy, & Lortie, Ch. 1: A multidimensional framework for assessing social functioning
Lum: Ch. 1: Culturally competent practice (posted on TRACS)
Diller, Ch. 1: Introduction
Diller, Ch. 2: What it means to be culturally competent
Diller, Ch. 3: Understanding culture and cultural differences

Learning Opportunities:
Discussion of systems/ecological, developmental, bio-psycho-socio-spiritual/religious, and strengths perspectives, attending to values and the effects of oppression
Application of systems/ecological theory to own life (in-class assignment)
Personal values and beliefs
Values and social justice
“Isms”
Bias Pre-test
Presentation by Texas State resource librarian

WEEK 3: 9-8-09

Learning Theme and Concepts:
Human diversity, cultural competence, societal discrimination and oppression
Protective/strength factors vs. Risk/vulnerability factors
Bias in Service Delivery
Professional Role vs. Personal Beliefs
**Assigned Readings:**
Lum: Ch. 3: A framework for cultural competence (posted on TRACS)
Diller, Ch. 4: Understanding racism, prejudice, and white privilege
Diller, Ch. 7: Bias in service delivery

Posted on TRACS
Appleby et al. Ch. 3: Dynamics of oppression and discrimination
Anderson & Carter: Ch. 3: Empowerment perspective
Anderson & Carter, Ch. 5: Value orientation/worldview framework
Anderson and Carter, Ch. 9: Social justice framework

**Learning Opportunities:**
Discussion of readings
Video: Social Class in America
Self-awareness exercise re: own culture and class discussion
Class discussion of cultures
In-Class: Case Scenario - “Christopher”
Bias Posttest
**DUE:** “Isms” Assignment

**WEEK 4: 9-15-09**

**Learning Themes and Concepts:**
Biophysical dimension
Psychological dimension

**Assigned Readings:**
Ashford, LeCroy, & Lortie, Ch. 2: The biophysical dimension for assessing social functioning
Ashford, LeCroy, & Lortie, Ch. 3: The psychological dimension for assessing social functioning

**Learning opportunities:**
Discussion of biological and psychological aspects of functioning
Discussion on physical and psychological assessment

**WEEK 5: 9-22-09**

**Learning Themes and Concepts:**
Social dimension
Spiritual dimension

**Assigned Readings:**
Ashford, LeCroy, & Lortie, Ch. 4: The social dimension for assessing social functioning
Hodge: The challenge of spiritual diversity (Posted on TRACS)

**Learning opportunities:**
Discussion of social and spiritual aspects of functioning
Discussion of social and spiritual assessment
Discussion on integrated assessment
**DUE:** Personal Environment Analysis
WEEK 6: 9-29-09

Learning Themes and Concepts:
Pregnancy, birth, newborn

Assigned Readings:
Ashford, LeCroy, & Lortie, Ch. 5: Pregnancy

Learning opportunities:
Overview of pregnancy, birth, and the newborn
Group discussion of pregnancy, birth, and the newborn
Application of HBSE perspectives to developmental stage
In-class: Case analysis of “Malia”

WEEK 7: 10-6-09

Learning Themes and Concepts:
Infancy

Assigned Readings:
Ashford, LeCroy, & Lortie, Ch. 6: Infancy

Learning opportunities:
Overview of infancy
Group discussion of infancy
Application of HBSE perspectives (systems, diversity, etc.) to infancy

WEEK 8: 10-13-09

Exam I: MID-TERM EXAM – over course content for weeks 1-7

Mid-Term Course Evaluation
WEEK 9: 10-20-09

**Learning Themes and Concepts:**
Early childhood
Middle childhood

**Assigned Readings:**
Ashford, LeCroy, & Lortie, Ch. 7: Early childhood
Ashford, LeCroy, & Lortie, Ch. 8: Middle childhood
Diller, Ch. 5: Children and parents of color

**Learning opportunities:**
Overview of early childhood
Overview of middle childhood
Group discussion of early and middle childhood
Application of HBSE perspectives (systems, diversity, etc.) to early and middle childhood
In-Class: Vargas Family
**DUE:** Child Observation Paper

WEEK 10: 10-27-09

**Learning Themes and Concepts:**
Adolescence

**Assigned Readings:**
Ashford, LeCroy, & Lortie, Ch. 9: Adolescence
Saleebey, Ch. 11: Fostering resiliency in children and youth

**Learning opportunities:**
Overview of adolescence
Group discussion of adolescence
Application of HBSE perspectives (systems, diversity, etc.) to adolescence
Video: “Kevin”
In-Class: Discussion of Self-Reflection Paper
**DUE:** Self-Reflection Paper
WEEK 11: 11-3-09

Learning Themes and Concepts:
Young Adulthood

Assigned Readings:
Ashford, LeCroy, & Lortie, Ch. 10: Young Adulthood

Learning Opportunities:
Discussion of readings
In-class activity:
Video: Domino

WEEK 12: 11-10-09

Learning Themes and Concepts:
Middle Adulthood

Assigned Readings:
Ashford, LeCroy, & Lortie, Ch. 11: Middle Adulthood

Learning Opportunities:
Discussion of readings
Analysis of adulthood developmental milestones and the myriad of factors (biopsychosocial & multicultural) that impact functioning
Video: TBD

WEEK 13: 11-17-09

Learning Themes and Concepts:
Older Adulthood

Assigned Readings:
Ashford, LeCroy, & Lortie, Ch. 12: Late Adulthood
Hines, C. L. (2001) - “Elderly Americans”
Learning Opportunities:
Discussion of readings
Analysis of older adulthood and the biopsychosocial and multicultural factors that impact functioning
Presentation by the Silver-Haired Legislature
Panel presentation by older adults
“Will You Live to be 100?” Quiz
Video: TBD

WEEK 14: 11-24-09

Learning themes and concepts:
Integration of course content: Systems/ecological theory, psychosocial developmental theory, multiculturalism, and oppression
Developing a framework for working with diverse clients

Assigned reading:
Diller, Ch. 8: Critical issues in working with culturally different clients

Learning opportunities:
Class discussion of integrated perspectives
Application of all theoretical perspectives to case analysis
Review of how basic concepts apply to own life (in-class assignment)
Field Trip
DUE: Case Analysis Paper

WEEK 15: 12-1-09 (Last Class)
What Haven’t We Covered?
Course Evaluation
Final Exam Review
End-of-Semester Celebration

FINAL EXAM: 12-15-09, 5:00-7:30pm
Please Note: You should not make any travel arrangements prior to the final exam. You are expected to take the final exam at the scheduled time.
Course Logistics

**Conduct and Civility.** Every student is held accountable for abiding by the tenants of required conduct outlined in the *Student Handbook* and in the *MSW Handbook*, as well as the NASW Code of Conduct. Students should contribute to the learning environment and should refrain from interfering with the learning of fellow students. To ensure an optimal learning environment, please adhere to the following:

(1) Please ensure that cell phones and electronic devices are silenced during class sessions. Cell phones and other electronic devices cannot be utilized for sending or receiving text messages, twittering, or any other communication during class.

(2) If you want to utilize a laptop during class for note-taking, please discuss this with the Instructor prior to bringing the laptop to class to obtain permission to do so. If you are allowed to utilize a laptop, you must disable the wireless features/connections during class. In addition, laptops must be used for note-taking purposes only and not surfing the internet, chatting, sending or receiving e-mails, blogging, twittering, instant messaging, etc. Failure to comply with this policy will result in the loss of this privilege.

(3) Refrain from private discussions during class, or engaging in other disruptive behavior.

(4) When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner that enhances the free flow of ideas. Others are as entitled to their opinions as you are to yours.

**Investment in Learning.** Each student is expected to Invest in Learning. Such investment is demonstrated by attitude, attention, and attendance. Specifically, each class member will be expected to attend class regularly, submit assignments in a timely and correct manner, stay awake and alert, seek help on a timely basis when necessary, and treat others with respect.

**Communication Skills.** Communication is a critical element in any course, and students should take every opportunity to improve both verbal and written communication. In the event of emergencies or personal situations that interfere with the ability to complete course requirements, students are responsible for contacting the Instructor ASAP to inform them of the situation and discuss the student’s plan for completing any outstanding course work. All written work is expected to be well-composed with proper grammar. It is to be typed, double-spaced, in APA style, using non-racist and non-sexist language. If you need additional help with writing, the Writing Lab can be contacted at 5-3018.

**Academic Honesty & Integrity.** Social workers must demonstrate high standards of integrity. They should do their own work on all material submitted to meet course requirements. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, School, and profession, the School and University will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the *Official Student Handbook*. If you have any questions or reservations about this policy or your obligations under it, see your academic advisor immediately.

**Special Accommodations.** Students who have special needs or disabilities and who require accommodations to successfully complete this course must notify the University Office of Disability Services (ODS) no later than the first week of class. In addition, the student is also responsible for discussing any accommodations needed with the Instructor during the first week of class. If a student fails to notify the ODS or the Instructor on a timely basis, the professor may be unable to honor the request for accommodation.
Attendance. Class attendance is important as a demonstration of the student's acceptance of professional responsibilities. In this class, each student is allowed one free absence for mental health or other reasons. Additional absences will not be excused without appropriate reasons given in writing. Unexcused absences will result in a 10% reduction off the final grade for each absence. Excessive absences (4 or more classes), inability to complete course requirements, and/or inability to demonstrate mastery of course concepts may necessitate the need to drop the class. Students are responsible for keeping up with course drop dates which can be found on the university academic calendar.

Late Assignments. No late assignments will be accepted except in the event of dire and extreme situations and only with Instructor approval. Students are responsible for discussing any situations that arise with the Instructor to obtain permission for submitting assignments after the due date.

Resource Materials and Bibliography


**Internet Databases**

Students can search either the Library Catalog or the Databases for books, journal articles, and videotapes. The following databases are recommended:

- Child Abuse, Child Welfare and Adoption
- Psychological & Behavioral Sciences
- Criminal Justice Periodical Index
- PsychInfo
- Family Studies Database
- Social Service Abstracts
- GenderWatch
- Social Work Abstracts
- National Criminal Justice Reference Service
- Sociofile

**Website Resources**

- Bronfenbrenner Life Course Center: [http://222.blcc.cornell.edu](http://222.blcc.cornell.edu)
- Hazards and Human Adaptations: [http://www.colorado.edu/hazards](http://www.colorado.edu/hazards)
- Brain Networks: [http://www.brainnet.org](http://www.brainnet.org)
- Brain Development: [http://www.unol.org/bb](http://www.unol.org/bb)
- Social Cognition: [http://www.uiowa.edu/grpproc/crisp/crisp.html](http://www.uiowa.edu/grpproc/crisp/crisp.html)
- Emotional Intelligence: [http://trochim.human.cornell.edu/gallen/young/emotio.htm](http://trochim.human.cornell.edu/gallen/young/emotio.htm)
- Anthropological Theories: [http://www.as.ua.edu/ant/faculty/murphy/function.htm](http://www.as.ua.edu/ant/faculty/murphy/function.htm)
- LaLeche League: [http://www.lalecheleague.org](http://www.lalecheleague.org)
- Centers for Disease Control: [http://www.cdc.gov](http://www.cdc.gov)
- Childbirth: [http://www.childbirth.org](http://www.childbirth.org)
- Planned Parenthood: [http://www.plannedparenthood.org](http://www.plannedparenthood.org)
- Ob-Gyn: [http://www.acog.org](http://www.acog.org)
- Head Start: [http://www2.acf.dhhs.gov/programs/hsb](http://www2.acf.dhhs.gov/programs/hsb)
- Pollution Toxic Prevention: [http://www.epa.gov/opptintr/lead](http://www.epa.gov/opptintr/lead)
- http://www.apa.com
- Child Abuse Prevention: [http://www.childabuse.org](http://www.childabuse.org)
- Child Survivor of Trauma: [http://www.ummed.edu/pub/k/kfletche/kidsurv.html](http://www.ummed.edu/pub/k/kfletche/kidsurv.html)
- Bilingual Education: [http://www.ncbe.gwu.edu](http://www.ncbe.gwu.edu)
- Children with Disabilities: [http://paages.cthome.net/ctbristol/capd-gnl.html](http://paages.cthome.net/ctbristol/capd-gnl.html)
- Adolescent Studies: [http://education.indiana.edu/cashmpg.html](http://education.indiana.edu/cashmpg.html)
- Child/Adol. Psychiatry: [http://www.aacap.org](http://www.aacap.org)
- Girls Incorporated: [http://www.reeusda.gov/pavnet/pm/pmgirls.htm](http://www.reeusda.gov/pavnet/pm/pmgirls.htm)
- Moral Development: [www.uic.edu/~Inucci/MoralEd](http://www.uic.edu/~Inucci/MoralEd)
- Fathers/Families/Gangs: [www.kidscampaigns.org/whoseside/maddads/gangs](http://www.kidscampaigns.org/whoseside/maddads/gangs)
- Teen Pregnancy: [http://www.notmenotnow.org](http://www.notmenotnow.org)
- Teen Sexual Orientation: [http://www.freetobeme.com](http://www.freetobeme.com)
Journals of Interest
Addictive Behaviors
Affilia
Age & Aging
American Journal of Family Therapy
American Journal of Psychotherapy
Behavioral Health Management
British Journal of Social Work
Child and Adolescent Social Work
Child Welfare
Community Mental Health Journal
Death Studies
Family Relations
Groupwork
International Journal of the Addictions
Journal of Abnormal Psychology
Journal of Black Studies
Journal of Child Sexual Abuse
Journal of Community Practice
Jnl. of Consulting and Clinical Psych
Journal of Family Therapy
Journal of Gerontological
Journal of Group Work
Journal of Homosexuality
Journal of Rural Studies
Journal of Social Work Practice
Women & Aging
Psychology and Aging
School Psychology
Social Service Review
Social Work in Education
Social Work in Mental Health
Smith College Studies in SW
Adolescent Social Work Journal
AIDS Education and Prevention
Alcohol Health and Research World
American Journal of Orthopsychiatry
American Journal of Psychoanalysis
Behavioral Cognitive Psychotherapy
Child Abuse and Neglect
Journal of Child Development
Clinical Gerontologist
Contemporary Family Therapy
Developmental Psychology
The Gerontologist
Health and Social Work
International Social Work
Journal of brief Therapy
Journal of Chemical Dependency Trt
Journal of Cognitive Psychotherapy
Journal of Conflict Resolution
Jnl. of Ethnic & Cultural Diversity in SW
Jnl. of Gay and Lesbian Psychotherapy
Social Work
Journal of Health and Social Work
Journal of Interpersonal Violence
Journal of SW Practice in the Addictions
Journal of Offender Rehabilitation
Research on Social Work Practice
School Social Work Journal
Social Work in Health Care
Social Work with Groups
Violence and Victims