

**University of Texas at Arlington**  
**School of Social Work**  
**Personal Relationships SOCW 6320.001**  
**Course ID # 53707**

**Instructor:** Bruce L. Bower, MSW, LCSW

**Office:** 305 Ransom Hall

**Phone:** 817-272-3671

**Email:** bower@uta.edu

**Office hours:** By appointment only. I do make a point of arriving a bit early and staying after class; if you need to speak with me those are also good times.

**Time and Place of Class Meetings:**

Thursdays from June 7<sup>th</sup> to August 9<sup>th</sup>, 2012, from 2:00 PM to 5:50 PM, in room SWC A217.

**I. Requirements to be in the course:** Completion of first year courses or in the final semester of the first year and have completed field and the field seminar.

This course focuses on the interactions among and individuals in personal relationships. It addresses relationship initiation, maintenance and termination. It begins with the state of aloneness and moves through the stages of connecting in friendships and romances. Factors that predict breakups are presented as well as factors that foster staying together.

In addition, this course addresses EPAS 4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services and clients.

**UTA-School of Social Work: Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP).

Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). .....the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the "School's vision is to promote social and economic justice in a diverse environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply

“symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

### **University of Texas at Arlington-School of Social Work: Definition of Empowerment**

Empowerment is defined by Barker (2003, p.142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

**Catalogue Description:** SOCW 6320 PERSONAL RELATIONSHIPS (3-0) Explores theoretical and empirical material on linkup initiation, maintenance, and termination; identifies areas for intervention. Prerequisites: SOCW 5301 and 5317

### **II. Educational Objectives Addressed:**

SOCW 6320 (A Human Behavior in the Social Environment [HBSE] elective) addresses the following MSSW Direct Practice Educational Objectives, relative to concentrations:

#### **Direct Practice in Social Work-Children and Families: Concentration**

1. Complete multidimensional, bio-psychosocial assessments with client systems and groups, taking into account clients strengths, diversity and social justice.
2. Critically analyze theoretical models of micro practice to challenge societal oppression and discrimination, as well as for decision-making in practice.
3. Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and other client characteristics, in conducting culturally sensitive, competent, and ethical social work practice.
4. Plan for life-long learning and activities to update and improve professional knowledge and skills.

#### **Direct Practice in Social Work-Mental Health: Concentration**

1. Demonstrate knowledge and skill in direct practice with mental health services.
2. Develop and apply appropriate, evidence-informed, empowerment-based intervention plans with mental health clients.
3. Demonstrate ability to integrate micro and macro practice into the delivery of services to mental health clients to enhance client well-being through knowledge of policy, generalist macro practice, and research.

### **III. Student Learning Outcomes**

1. Students will examine and describe the theories, concepts, and empirically-based knowledge presented in the course.
2. Students will translate course knowledge into applications to interactions in relationships.
3. Students will explain similarities and differences in interactions in heterosexual, Caucasian, ethnic minority and lesbian and gay relationships. These can be interactions in friendships and/or romances.
4. Students will distinguish among the NASW Code of Ethics statements of values and ethics that directly address how one relates to others. They will assess how they use these ethics and values in their personal, professional, and client relationships.
5. Students will plan for further knowledge development about friendships and romances.

### **IV. Required Textbooks**

Knapp, M.L., & Vangelisti, A.L. (2009). *Interpersonal communication and human relationships (5th Ed.)*. Boston: Allyn & Bacon.

## **V. Highly Recommended Texts**

- Applegate, J.S. and Shapiro, J.R. (2005). *Neurobiology for clinical social work: Theory and practice*. New York: Norton.
- Bowlby, J. (1989). *The making and breaking of affectional bonds*. London: Routledge.
- Cozolino, L. (2006). *The neuroscience of human relationships: Attachment and the developing social brain*. New York: Norton.
- Farmer, R.L. (2009). *Neuroscience and social work practice: The missing link*. Thousand Oaks, CA.: Sage.
- Firestone, R.W. and Catlett, J. (2009). *The ethics of interpersonal relationships*. London: Karnac.
- Goleman, D. (2006). *Social intelligence: The new science of human relationships*. New York: Bantam.
- Haslam, N. (Ed.). (2004). *Relational models theory: A contemporary overview*. Mahwah, NJ.: Lawrence Erlbaum Associates.
- Hendrix, H. (1988). *Getting the love you want: A guide for couples*. New York: Holt.
- Hendrix, H. (1992). *Keeping the love you find: A personal guide*. New York: Simon and Shuster.
- Mikulincer, M. and Shaver, P.R. (2007). *Attachment in adulthood: structure, dynamics, and change*. New York: Guilford.
- Nichols, M.P. (1987). *The self in the system: Expanding the limits of family therapy*. New York: Brunner/Mazel.
- Nichols, M.P. (2009). *The lost art of listening: How learning to listen can improve relationships (2<sup>nd</sup> Ed.)*. New York: Guilford.
- Safran, J.D. and Muran, J.C. (2000). *Negotiating the therapeutic alliance: A relational treatment guide*. New York: Guilford.
- Solomon, M. and Tatkin, S. (2011). *Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy*. New York: Norton.
- Wachtel, E.F. and Wachtel, P.L. (1986). *Family dynamics in individual psychotherapy: A guide to clinical strategies*. New York: Guilford.
- Whitfield, C.L. (1993). *Boundaries and relationships: Knowing, protecting and enjoying the self*. Deerfield Beach, FL.: Health Communications.

## **VI. Course Schedule:**

### **June 7**

1. Communication in Developing Relationships
  - Assumptions/Misconceptions
  - Dimensions
  - Perceptions

*Knapp, Chapter 1*

### **June 14**

2. Coming Together and Coming Apart
  - Types of Relationships
  - Interactions of Relationships
  - Movement in Relationships

*Knapp, Chapter 2*

### **June 21**

**\*\*1st REACTION PAPER DUE\*\***

3. Factors affecting Communication
  - Interpersonal needs
  - Stages of Development
  - Genders

*Knapp, Chapter 3*

### **June 28**

**\*\*2nd REACTION PAPER DUE\*\***

4. Effects of the Environment on Communication
  - Messages
  - Attitudes
  - Relationship Styles
  - Perceptions

*Knapp, Chapter 4*

### **July 5**

**\*\*3rd REACTION PAPER DUE\*\***

**\*\*Ethics PAPER DUE/Assignment #2\*\***

5. Coming Together in Relationships
  - Impulses
  - Conditions affecting coming together
  - Attraction

*Knapp, Chapter 5*

**July 12**

**\*\*4th REACTION PAPER DUE\*\***

6. Interaction Rituals
  - Rules
  - Rhetoric
  - Addressing/Opening
  - Small Talk

***Knapp, Chapter 6***

7. Intimate Dialogue
  - Types of Love
  - Intimacy
  - Self-Fulfillment

***Knapp, Chapter 7***

**July 19**

**\*\*Comparison Paper Due/Assignment #3\*\***

8. Relationship Maintenance
  - Self-disclosure and trust
  - Lying
  - Conflict

***Knapp, Chapter 8***

9. Commitment
  - Personal idioms
  - Persuasion
  - Intimacy

***Knapp, Chapter 9***

**July 26**

**\*\*5th REACTION PAPER DUE\*\***

10. Coming Apart
  - Terminating Relationships
  - Distance
  - Disassociation

***Knapp, Chapter 10***

**Aug 2**

**\*\*6th REACTION PAPER DUE\*\***

**\*\*Turn in Knowledge Development Paper/Assignment #5\*\***

11. Destructive Patterns of Communication
  - Helpful-Critical
  - Active-Passive
  - Aggressive-Evasive
  - Dominating-Submissive
  - Certain-Provisional

***Knapp, Chapter 11***

Aug 9

**\*\*Turn in Case study/Assignment #4\*\***

12. Effective Communication

- Evaluating
- Becoming

**Knapp, Chapter 12**

Application/Wrap Up

## VII. Major Assignments:

- 1. Reaction papers to the readings.** (Assesses outcomes #1 and 5.) For reaction papers, give your reactions to the assigned reading. Turn in one page minimum for each reaction. Reactions are required, not just summaries of the material. Six reaction papers are due. You may choose whichever 6 chapters that interest you. Please turn these in every 2 weeks. **\*\*Late papers will NOT be accepted.\*\***

**Address these questions in your reactions and use the subtitles in your paper:**

- **Fact:** What did the reading say to you?
  - **Meaning:** What does the reading mean to you?
  - **Concretizing:** Give concrete examples of how the ideas or principles apply in various contexts
  - **Congruence:** How does the reading fit with your beliefs, feelings, and values? Your view of the world? It is disconfirming or confirming information?
  - **Response:** What is important in this to you? What action do you want to take?
- 2. A paper on the specific aspects of the NASW Code of Ethics and your views of them as they relate to and operate within your personal, professional (peer-to-peer), and worker-client relationships.** (Assesses outcome #4.) Length is to be no more than five (5) pages.
  - 3. Paper in which you explain similarities and differences between heterosexual and lesbian and gay couples and between Caucasian and ethnic minority couples.** (Assesses outcome #3). Use outside resources: journal articles or book chapters that are *not* your text. The length is to be five (5) pages.
  - 4. Write a case study on an interaction you have with someone outside of this class.** (Assesses outcomes #1, 2 and 3). The case study should use applications of the concepts and theories from the text. Give examples of how the interaction demonstrates the concepts and theories. Use the following outline for organizing your paper and use this to develop subtitles for each section of the paper. The length should be between 15 and 20 pages.  
**Please use the following outline:**
    - (1). Using the interaction stages presented in the text, describe the development of the relationship.**
      - a. What specific interaction sequences exemplify the processes of each stage you went through.**
    - (2). After your first meeting, what were your impressions of the other person?**
      - a. What characteristics about the setting, individual, and conversations helped you form these impressions?**
      - b. How did these impressions influence the next few meetings?**
      - c. How did these impressions change through the semester? Why?**

- (3). What specific interaction sequences provided evidence that you and the other person developed a larger and more diverse repertoire of communication behaviors as the relationship progressed?
  - a. Provide examples for at least 4 communicative dimensions that changed.
  - b. Under what circumstances did you and the other person not manifest higher levels on some dimensions? Why?
- (4). What communication norms developed in your relationship? Use at least 2 theories as a framework for explaining how and why these norms developed (e.g. social exchange theory, dialectic theory, social comparison theory, Schultz's theory of interpersonal needs).
- (5). Describe 3 situations that were most difficult for you and the other person to deal with.
  - a. What specific communication strategies did you and the other person use in trying to solve these problems?
  - b. Which of the strategies were successful? Why?
  - c. Which of the strategies were unsuccessful? Why?
- (6). What needs are being met in the relationship that make it worthwhile?
- (7). In what ways is the dialogue intimate? Did self-disclosure move in a systematic way?
- (8). Was there conflict in the relationship? What specific communication patterns lead to conflict or could lead to conflict? How can you deal with conflict effectively?

5. Write your plan for developing further knowledge development about friendships and romances. (Assesses outcome #8). Minimum of 1 page, and no more than three.

*All Assignments must be turned in as a paper copy. To save paper there may be the option of sending in emailed copies of your work, and this will be discussed in the first class. Students are to respond completely not cursorily to these assignments. Clarity, organization, and substance of response will be assessed. **\*\*PLEASE NOTE\*\***: All assignments are due on the dates given. **NO LATE PAPERS WILL BE ACCEPTED.** Papers handed in after the published due date will be given a grade of zero for that paper. This includes the Reaction Papers.*

**NOTE**: All papers are to be double-spaced, with 1" (one inch) margins on all sides, and in font sizes no larger than 12-point. Double-sided hard copy is acceptable. Deviation from this requirement will result in a reduced grade.

### VIII. Grading Policy

#### *Reaction Papers/Assignment #1*

Points: Clearly written, high substance (10), clearly written, moderate substance (5), clearly written, low substance (1). Not clearly written and low substance (0). Not turning in a paper (0).

#### *Ethics Paper/Assignment #2*

##### **Preliminary Assessment**

Matches assignment: Yes\_\_ No\_\_.

First page is comprehensible: Yes\_\_ No\_\_.

##### **Rest of Assessment:**

**Clear:** Content is expressed with clarity and coherence (10-5-0 pts)

**Applications:** Elaborated, detailed, substantive applications from required text (20-10-0) pts.

**Depth:** Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail. (20-10-0 pts).

**Above will be assessed as follows:**

**Rarely or not evident (NO points)**

**Moderately (midrange points)**

**Extensively (maximum points)**

**Comparison Paper/Assignment #3 AND Case Study/Assignment #4**

**Preliminary assessment:**

Matches assignment: Yes\_\_ No\_\_.

First page is comprehensible: Yes\_\_ No\_\_.

**Rest of assessment:**

**Clear:** Content is expressed with clarity and coherence (10-5-0 pts) **Applications:** Elaborated, detailed, substantive applications from required text. (20-10-0 pts)

**Depth:** Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail. (20-10-0 pts for Comparison; 60-25-0 pts for Case Study)

**Above will be assessed as follows: Rarely or not evident (NO points)**

**Moderately (Midrange points)**

**Extensively (Maximum points)**

**Lifelong Learning Paper/Assignment #5**

Must be clearly written and contain a plan for lifelong learning.

High substance (3 pts), Moderate substance (2 pts), Low substance (1). No substance (0).

**Final Grade Calculation:**

1. Reaction papers: 6 @ 10pts maximum=60 pts

2. Ethics paper: 50 pts

3. Comparison paper: 50 pts

4. Life-Long learning: 10 pts

5. Case Study: max=105 pts

**Total maximum pts: 275**

**A=265-275**

**B=255-264**

**C=245-254**

**D=235-244**

**F=>235**

***NO INCOMPLETE GRADES WILL BE GIVEN IN THIS CLASS.***

**IX. Late Papers**

**As noted above, late papers will NOT be accepted, except in extreme circumstances and these will be judged by the instructor on a case-by-case basis. Late papers will be given an automatic grade of zero (0) for that assignment.**

**X. Attendance policy**

Regular attendance for entire class periods is expected. **More than three** absences results in **no credit** for the course, **three** absences results in a deduction of **15 pts** from the total class points, **two** absences results in a deduction of **10 pts** from the class points. **One** absence results in a deduction of **5 pts** to the class points. No extra credit is given for being in class.

---

## **XI. UTA Policies**

### **Withdrawal:**

To avoid receiving a failing grade due to absences, it is the student's responsibility to drop the class according to university guidelines and time frames.

### **Adding and Dropping Courses:**

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. The last day to drop a course taught in regular semesters is at the end of the 12th week of class. The last day to drop a course in the other, non-traditional semesters corresponds to 75 percent of the duration of the course. The last day to drop a course is listed in the Academic Calendar.

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 12th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class.
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by filing a resignation form in the Office of the Registrar or by Web at [www.uta.edu/registrar](http://www.uta.edu/registrar).
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 12th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 12th week of class, but in no case may a graduate student selectively drop a course after the 12th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal.

### **Americans With Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364, or visit the office online at: [www.uta.edu/disability](http://www.uta.edu/disability).

*"If you require an accommodation based on disability, I would like to meet with you in the privacy of my office, during the first week of the semester, to make sure you are appropriately accommodated."* I would also like to encourage you to contact Penny Acrey, LMSW [pacrey@uta.edu](mailto:pacrey@uta.edu), Director of OSD, as needed to help explain the intricacies of the ADA and the resources available to you.

**Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

**Student Support Services Available:**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-7232 for more information and appropriate referrals. For writing assistance, contact Chris Kilgore at [ChrisKilgore@uta.edu](mailto:ChrisKilgore@uta.edu)

**Librarian to Contact:**

The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the Social Work Electronic Library (SWEL) located in Building A: Suite 111 of the UTA Social Work Complex at 211 South Cooper Street, Arlington, Texas. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: (817) 675-8962, or through the SWEL phone: (817) 272-7518. His **SWEL office hours are usually**: 10:00 am to 6:00 pm, Monday through Thursday. The SWEL web page is linked to the School of Social Work Main Page and through the Central Library web page. The SWEL library contains a number of computer work stations and printing facilities, and resource guides for conducting research.

**E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**XII. Bibliography (Additional Resources).**

**A. MAJOR TEXTS:** some covering groups, organizations, and communities in a social work context

Ashford, J.B., Lecroy, C., & Lortie, K.L. (1997). *Human Behavior in the Social Environment – A Multidimensional Perspective*. New York: Brooks/Cole Publishing Co.

Greene, R.R. (1994). *Human Behavior Theory and Social Work Practice*, (2nd ed.). New York: Aldine de Gruyter. New York: Longman.

Saleebey, D. (1997) *The Strengths Perspective in Social Work Practice*, 2nd edition See, L.A. (1998) *Human Behavior in the Social Environment From An African-American Perspective*, New York: Haworth Press.

Urdang, Esther ( 2002) *Human Behavior in the Social Environment: Interweaving the Inner and Outer Worlds*. New York: Haworth.

Zastrow, C. H., and Kirst-Ashman, K. K. (2004). *Understanding Human Behavior and the Social Environment*, 6th Edition. Belmont, CA: Brooks/Cole.

## **B. SOCIAL SYSTEMS**

### **a. Eco-Systems Theory**

Anderson, R., Carter, I., & Lowe, G.R. (1999). (5th ed.) *Human behavior in the social environment: A social systems approach*. Hawthorne, NY: Aldine de Gruyter.

De Hoyos, G., & Jensen, C. (1985). The systems approach in American social work. *Social Casework*, 490-497. 11

Germain, C.B. (1991). The ecological perspective. *Human behavior and the social behavior* (pp. 9-37). New York: Columbia University Press.

Gilgun, J. F. (1996) Human development and adversity in ecological perspective: three patterns. *Families in Society* 77(8): 459-476

Lyons, P., Wodarski, J.S. and Feit, M.D. (1998) Human behavior theory: emerging trends and issues. *Journal of Human Behavior in the Social Environment*. 1(1): 1-21

Mailick, M., and Vigilante, F. (1991). Update: A reassessment of the developmental wheel. *Journal of Teaching in Social Work* 5(1), 3- 5.

Mairs, N. (1996). *Waist-high in the world: A life among the nondisabled*. Boston: Beacon Press.

Monat, A. and Lazaarus, R. (1991). (Eds.) *Stress and Coping*. New York: Columbia University Press.

Miller, T. W. (1998). (Ed.) *Children of Trauma: Stressful Life Events and their Effects on Children and Adolescents*. International University Press.

Saleebey, D. (1992). Biology's Challenge to Social Work: Embodying the Person-in-Environment Perspective *Social Work*, 37(2), 112-118.

Vigilante, F., and Mailick, M. (1988). Needs- resource evaluation in the assessment process. *Social Work*, 30(2).

### **b. Culture, Ethnicity and Race**

Akhton, S. (1995). A Third Individuation: Immigration, Identity and the Psychoanalytic Process. *Journal of the American Psychoanalytic Association*, 43(4).

- Andersen, M.L. and Collins, P.H. (2000). *Race, Class and Gender: An Anthology*, (4th Edition). New York: Wadsworth
- Billingsley, A. (1992). *Climbing Jacob's ladder: The Enduring Legacy of African- American Families*. New York: Simon & Schuster.
- Bulhan, Hussein A. (1985). *Franz Fanon and the psychology of oppression*. NY: Plenum.
- Crosby, D.; Van Goest, D. (1997). *Challenges of violence world wide*. Washington, D.C.: National Association of Social Workers.
- Espin, O.M. & Gawelek, M.A. (1992). Women's diversity: ethnicity, race, class, and gender in theories of feminist psychology. *Personality and Psychopathology: Feminist Reappraisals*. In L.S. Brown and M. Ballou (Eds.). N. Y.: The Guilford Press.
- Hines, M.P., Garcia-Preto, N., McGoldrick, M. Almedia, R. & Weltman. (1992). Intergenerational relationships across cultures. *Families in Society*. 73(6), 323-338.
- Laudaine, H., & Klonoff, E.A. (1996). *African American acculturation: Deconstructing race and reviving culture*. London: Sage.
- Lister, L. (1991). Men and grief: A review of the literature. *Smith Studies*, 61(3), 220-235.
- Locke, Don. (1992). *Increasing Multicultural Understanding. A Comprehensive Model*. Newbury Park, CA.: Sage Publications.
- Matsuoka, J. (1990). Differential Acculturation Among Vietnamese Refugees. *Social Work*, 35 (4).
- McGoldrick, M., Pearce, J., & Giordano, J. (1994). *Ethnicity and Family Therapy*. (2nd edition). New York: Guilford Press.
- Pinderhughes, E. (1989). *Understanding Race, Ethnicity, and Power*. New York: Free Press.
- Singh, N.N. and McKay, J.D. (1998) Culture and mental health: nonverbal communication. *Journal of Child and Family Studies*. 7(4): 403-409
- Yellow Horse Brave Heart, M. (1999) Oyate Ptayela: rebuilding the Lakota Nation through addressing historical trauma among Lakota parents. *Journal of Human Behavior in the Social Environment*. 2(1/2): 109-126

### **c. Social Class**

- Altman, N. (1993). Psychoanalysis and the urban poor. *Psychoanalytic Dialogues*, 3(1), 29-49.
- Barton, L. (1996) *Disability and Society: Emerging Issues and Insights*. N Y: Longman.
- Bowman, P.J. (1990). Coping with provider role strain: Adaptive cultural resources among Black husband-fathers. *Journal of Black Psychology*, 16(2), 1-21.
- Brink, T.L. (1994). (Ed.) *Holocaust Survivors' Mental Health*. Haworth Press.

- Harris, J.R. (1998). *The Nurture Assumption: Why Children Turn Out the Way They Do*, Free Press.
- Hughes, R and Perry-Jenkins, M. (1996) Social class issues in family life education. *Family Relations*, 45(2): 175-182
- Padden, C., & Humphries, T. (1988). *Deaf in America: Voices from a Culture*. Cambridge: Harvard University Press.
- Rosenberger, J., (ed.) (1991). Heightening cultural awareness in the psychoanalytic situation. *Psychoanalysis and Psychotherapy*, 16(2).
- Rubin, L. (1992) *Worlds of Pain: Life in the Working Class*, 2nd ed, N.Y.: Basic Books, Inc.

#### **d. Gender**

- Brave Heart, M.Y.H. (1999) Gender differences in the historical trauma response among the Lakota. *Journal of Health and Social Policy* 10(4): 1-21
- Butler, J. (1993) *Bodies that Matter: On the Discursive Limits of "Sex"*. New York: St. Martin's Press
- Anderson, D.Y. and Hayes, C.L. (1996). *Gender, Identity and Self Esteem: A New Look at Adult Development*,. New York: Springer.
- Devor, H. (1998). *Gender Blending*. Bloomington: Indiana Press. Ellis, A. & Riggle, D.B. (1996). (Eds.) *Sexual Identity on the Job*. N.Y.: Haworth Press.
- Fine, M. and Asch, A. (1988). *Women with Disabilities: Essay in Psychology, Culture, and Politics*. Temple University Press.
- Foucault, M. (1978). *The History of Sexuality*. N.Y.: Vintage.
- Gilligan, C. (1993) *In A Different Voice – Psychological Theory and Women's Development*, Cambridge, MA: Harvard University Press.
- Gilligan, C. and Brown, M. (1992). *Meeting at the Crossroads: Women's Psychology and Girls' Development*. Cambridge, MA.: Harvard University Press.
- Jordon, J. V., Kaplan, A. G., Miller, J.B., & Stiver, I.P., (1991). *Women's Growth in Connection: Writing from the Stone Center*. New York: Guilford Press.
- Mullins, L. (1997). *On Our Own Terms: Race, Class, and Gender in the Lives of African American Women*. Routledge.
- Stunzner-Gibson, D. (1991). Women and HIV disease: An emerging social crisis. *Social Work*, 36(1), 22-28.
- Wendell, S. (1996). *The Rejected Body: Feminist Philosophical Reflections on Disability*. New York: Routledge.

#### **e. More on Community**

Coles, R. (1986). *The Moral Life of Children*. Boston, MA.: Houghton-Mifflin, pp. 201-204. Herman, J.L. (1992) *Trauma and Recovery – The Aftermath of Violence*. NY: Basic Books, Inc.

Itzhaky, H. and Schwartz, C. (2000) Empowerment of parents of children with disabilities: the effect of community and personal variables. *Journal of Family Social Work* 5(1): 21-36

Singh, N.N. (2000) *International Perspectives on Child and Adolescent Mental Health*, Elsevier Science

Winnicott, D.W. (1984). *Deprivation and Delinquency*. New York: Routledge.

## **f. Family**

Anderson, G.R., Ryan, A.S., and Leashore, B.R. (Eds.) (1997). *The challenge of permanency planning in a multicultural society*. Binghamton, N.Y.: The Haworth Press.

Becvar, D.S. (1998). (Ed.) *The Family, Spirituality, and Social Work*. Haworth.

Cates, J.A., Graham, L.L. Boeglin, L. and Tielker, S. (1990). The effects of AIDS on the family system, *Families in Society*. 71(4), 195-201.

Germain, C.B. (1994) Emerging conceptions of family development over the life course. *Families in Society*. 75(5): 259-268

Handel, G. and Whitchurch, G.G. (1994). *Psychosocial Interior of the Family* (4th Edition). New York: Aldine de Gruyter.

Johnson, E.D. (2000) Differences among families coping with serious mental illness: a qualitative analysis. *American Journal of Orthopsychiatry* 70(1): 126-134

Kershaw, S. (2000) Living in a lesbian household: the effects on children. *Child and Family Social Work*. 5(4): 365-371

McGoldrick, M., and Carter, E. (1989).(2nd Ed.). *The Changing Family Life Cycle: A Framework for Therapy*. Boston, MA.: Allyn and Bacon.

McGoldrick, M., Anderson, C. M., & Walsh, F. (1989) (eds). *Women in Families*. New York: Norton.

Ow, R. and Katz, D. (2000) Family Secrets and the disclosure of distressful information in Chinese families. *Families in Society* 80(6): 620-628

Rosenblatt, P. C. (1994). *Metaphors of family systems theory: Toward new constructions*. Guilford.

Seligman, M. and Darling, R.B. (1997). *Ordinary Families, Special Children: A Systems Approach to Childhood Disability*, (2nd edition). New York: Guilford.

Slater, S. and Mencher, J. (1991). The lesbian family life cycle: A contextual approach. *American Journal of Orthopsychiatry*. 61(3), 372-382.

Steinem, G. (1994, March/April). Womb envy, testyria, and breast castration anxiety. *Ms.*, 49-56.

Wright, J. M. (1999). *Lesbian step families: An ethnography of love*. NY: Haworth.

## **g. Spirituality**

- Acitelli, L.K., Douvan, E., Veroff, J. (1998). The changing influence of interpersonal perceptions on marital well-being among black and white couples. *Journal of Personal and Social Relationships*, 15, 291.
- Blazer, D.G. (1993) Spirituality and aging well. *Generations*, 15(1): 61-6515
- Breitman, B.E. (1995). Social and spiritual reconstruction of self within a feminist Jewish community. *Women & Therapy*, 16, 73-82. (Issue on Women's spirituality).
- Canda, E.R. & Phaobton, T. (1992). Buddhism as support system for Southeast Asian refugees. *Social Work*, 37, 61-67.
- Coles, R. (1990). *The spiritual life of children*. Boston: Houghton Mifflin.
- Delgado, M. (1988). Groups in Puerto Rican spiritism: Implications for clinicians. In Jacobs & Bowles (Eds.) *Ethnicity and Race: Critical concepts in social work*. NASW.
- Drachman, D., Kahn, Y.H. & Paulino, A. (1996). Migration and resettlement experiences of Dominican and Korean families. *Families in Society*, 77(10), 626-638.
- Morrison, J.D. (1991). The Black church as a support system for Black elderly. *Journal of Gerontological Social Work*, 17, 105-120.
- Ortiz, L. , Villareal, S. and Engel, M. (2000) Culture and spirituality: a review of literature. *Social Thought*. 19(4): 21-36
- Parry, J. & Ryan Shen, A. (1995). (Eds.) *A cross-cultural look at death, dying, and religion*. Chicago: Nelson Hall Publisher.16
- Paulino, A. (1995). Spiritismo, Santeria, Brujeria, and Voodooism: A comparative view of indigenous healing systems. *Journal of Teaching in Social Work*, 12(1/2),105-124
- Tolliver, W.F. (1997). Invoking the Spirit: A model for incorporating the spiritual dimension of human functioning into social work practice. *Smith College Studies in Social Work*, 67(3), pp. 477-486.
- Wagner, G., Serafini, J., Rabkin, J., Ramien, R. & Williams, J. (1994). Integration of one's religion and homosexuality: A weapon against internalized homophobia? *Journal of Homosexuality*, 26(4), 91-110.