

University of Texas at Arlington
School of Social Work
Personal Relationships SOCW 6320
Course ID # 6320.001

Instructor: Bradley S. Craig MSSW, LMSW-IPR, CFLE

Office: None

Phone: 972-897-0440

Email: brad@childreninthemiddle.com until I have a UTA address

Office hours: By appointment only.

Time and Place of Class Meetings:

Wednesdays from August 29th to December 12th, 2012, from 9am-11:50am; in room SWC A 217

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 and Reading

Knapp, M.L., & Vangelisti, A.L. (2009). *Interpersonal communication and human relationships (6th Ed.)*. Boston: Allyn & Bacon.

Students will actively utilize *Blackboard* to access course assignments, required reading, and to communicate with peers and the professor throughout the semester.

If you have not done so already, it is recommended that you purchase the *Publication Manual* of the American Psychological Association.

VI. Course Schedule:

****Instructor may make changes to course outline and assignment due dates as deemed necessary. Classes may occur online some weeks.**

Date	Topic	Reading	Assignment Due
August 29	Introductions, course overview, expectations, and assignments. Group activity. Relationships and communication.	<i>Knapp, Chapter 1</i>	None
September 5	Communication in Developing Relationships Messages Assumptions/Misconceptions <ul style="list-style-type: none"> • Dimensions • Perceptions 	<i>Knapp, Chapter 1</i>	None
September 12	Coming Together and Coming Apart <ul style="list-style-type: none"> • Types of Relationships • Interactions of Relationships • Movement in Relationships 	<i>Knapp, Chapter 2</i>	None
September 19	Factors affecting Communication <ul style="list-style-type: none"> • Interpersonal needs • Stages of Development & Genders • Introversion/Extroversion 	<i>Knapp, Chapter 3</i>	Ethics Paper Assignment #3 posted by 9 a.m.
September 26	Effects of the Environment on Communication <ul style="list-style-type: none"> • Messages • Attitudes • Relationship Styles • Perceptions 	<i>Knapp, Chapter 4</i>	None
October 3	Coming Together in Relationships <ul style="list-style-type: none"> • Impulses • Conditions affecting coming together and Attraction 	<i>Knapp, Chapter 5</i>	None

October 10	Interaction Rituals <ul style="list-style-type: none"> • Rules • Rhetoric • Addressing/Opening • Small Talk 	<i>Knapp, Chapter 6</i>	Comparison Paper Assignment #4 posted by 9 a.m.
October 17	Intimate Dialogue <ul style="list-style-type: none"> • Types of Love • Intimacy • Self-Fulfillment Exam preparation	<i>Knapp, Chapter 7</i>	None
October 24	Mid-semester Exam		
October 31	Relationship Maintenance <ul style="list-style-type: none"> • Self-disclosure and trust • Lying • Conflict 	<i>Knapp, Chapter 8</i>	None
November 7	Commitment <ul style="list-style-type: none"> • Personal idioms • Persuasion • Intimacy 	<i>Knapp, Chapter 9</i>	Case study Assignment #5 posted by 9 a.m.
November 14	Coming Apart <ul style="list-style-type: none"> • Terminating Relationships • Distance • Disassociation 	<i>Knapp, Chapter 10</i>	None
November 21	Destructive Patterns of Communication <ul style="list-style-type: none"> • Helpful-Critical • Active-Passive • Aggressive-Evasive • Dominating-Submissive • Certain-Provisional Effective Communication <ul style="list-style-type: none"> • Evaluating • Becoming 	<i>Knapp, Chapter 11</i> <i>Knapp, Chapter 12</i>	Lifelong Learning #6 posted by 9 a.m.
November 28	Application/Wrap Up, discussion, exam preparation		None
December 5	Final Exam		

VII. Major Assignments:

- 1. and 2. Exams. (Assesses outcomes #1,2, 4 and 5.)** The exams will be in-class and cover the information from the class presentations and readings.
- 3. 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. (1) Identify explicit aspects of the NASW Code of Ethics and values (in the preamble) that relate to the ethics and values in relationships. (2) State your views of these values and ethics. (3) State how these values and ethics operate in your professional relationships, client relationships, and what can be used in personal relationships. (Assesses outcome #4.)** Length is to be no more than five (5) pages.

4. 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.

5. 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?

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

- 7. Class participation is an assignment (Assesses outcomes #1 and 5).** Not only are students expected to interact with the professor and in groups, questions will be posed to students by name in class or online for reactions to readings from each chapter or other supplemental required reading. Attendance, participation and professionalism are essential. Since it is impossible to participate in class discussion if you are not present, attendance will be taken during each class. Arriving late and departing early is disruptive to the class. Regular attendance for the entire class is expected. Being late or leaving class early may result in an absence being recorded for that class period. Students should arrive to class on time and stay until the end of class.

*All assignments must be turned in on the scheduled due date via Blackboard by the beginning of 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.*

NOTE: All papers should follow APA guidelines and are to be double-spaced, with 1” (one inch) margins on all sides, and in font sizes no larger than 12-point. Deviation from this requirement will result in a reduced grade.

The following websites are helpful for new writers unfamiliar with APA style as well as experienced writers looking for clarification. Online resources for APA are not a replacement for the APA Publication Manual. The manual provides information on a variety of topics, not just how to cite sources. It is recommended that students purchase the latest edition of the APA manual. Please note that many online resources may not be updated with the latest information from the 6th edition of the APA manual.

<http://owl.english.purdue.edu/owl/resource/560/01/> <http://www.apastyle.org>
http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

VIII. Grading Policy

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Exams 1 and 2

Each exam is worth 20% of your grade. The exams will be cumulative of chapters covered and may include multiple-choice, true/false, and short answer questions. Questions will be formed from the readings, presentations, guest speakers, videos, and class discussions. Make up examinations will be allowed under documented emergent circumstances. Make up exams need to be taken within a week of the end of the emergency. If the emergency occurs during the final exam, the student will need to apply for an Incomplete for the class. Regular exams are mostly multiple choice; make-up exams may be multiple choice, fill-in the blank or essay.

Ethics Paper/Assignment #3

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 #4 AND Case Study/Assignment #5

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 #6

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).

Class participation #7

Your grade in this area will be a response to the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; being prepared to work with your colleagues. Please become familiar with the NASW Code of Ethics, it establishes the foundation for respect of each other and the evolving perspectives we possess and might share throughout the semester. Students should come to class prepared to answer questions that will cover • 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? Answers to questions should reflect depth versus superficiality; reflect comprehensiveness or pervasive detail. High substance (3 pts), Moderate substance (2 pts), Low substance (1). No substance (0).

Final Grade Calculation

Attendance, Participation and Professionalism – 10 %	
Mid-semester exam – 20%	A = 90-100
Final Exam – 20%	B = 80-89
Ethics Paper – 10 %	C = 70-79
Comparison paper – 10 %	D = 60-69
Life-Long learning – 10 %	
Case Study – 20%	

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 and Class Responsibility Policy:

Attendance, participation and professionalism are essential. Since it is impossible to participate in class discussion if you are not present, attendance will be taken during each class. Arriving late and departing early is disruptive to the class. Regular attendance for the entire class is expected. Being late or leaving class early may result in an absence being recorded for that class period. Students should arrive to class on time and stay until the end of class.

Your grade in this area will be a response to the following: punctuality; respecting and encouraging the opinions of your peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; being prepared to work with your colleagues. Please become familiar with the NASW Code of Ethics, it establishes the foundation for respect of each other and the evolving perspectives we possess and might share throughout the semester.

Attendance, participation and professionalism represent 10% of your entire grade. Any absence from class, for any reason, will forfeit the points assigned to that day for attendance, participation and professionalism. More than three absences will result in the student being asked to drop the course or receive a failing grade. The instructor reserves the right to round up for the final grade for strong attendance and participation if those points would make a difference between letter grades in the final total. It is the student's responsibility, whether present or absent, to keep abreast of assignments by checking on Blackboard and checking with classmates.

It is expected that students refrain from engaging in activities during class that are discourteous to the instructor and classmates. This includes conversations during class, sleeping, cell phone use or lap top use other than taking notes.

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:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. <http://www.uta.edu/ses/fao>). **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships.

Grade Grievances:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For graduate courses, see <http://www.uta.edu/gradcatalog/2012/general/regulations/#grades>.

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. 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.

“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, 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)

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

- *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
- *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources.*
- *I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services Available:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for

using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

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 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.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

XII. Bibliography (Additional Resources).

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 (2nd 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.

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 Lazarus, 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.

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