University of Texas Arlington   **School of Social Work**
SOCW 5301-002 Human Behavior and the Social Environment
WINTER 2014
M, T, W, Th, F - 6:00pm-9:50pm   Room: UTASF113

Instructor: Christie Mosley-Eckler, LMSW   **Telephone Number:** 817-691-0699
Email Address: cmeckler@uta.edu   **Office Hours:** By appointment before/after class

This course addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (E+PAS) requirements for Core Competencies and Practice Behaviors:

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.

4.1 Diversity:
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.3 Human Behavior and the Social Environment:
Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and **the ways social systems promote or deter people in maintaining or achieving health and well-being.**

Core Competencies and Practice Behaviors:
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. [Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers:
  a) Engage in career-long learning.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
  (a) Recognize and manage personal values in a way that allows professional values to guide practice.
  (b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
  (c) Tolerate ambiguity in resolving ethical conflicts; and
  (d) Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.4—Engage diversity and difference in practice. [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:
  (a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
  (b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
  (c) Recognize and communicate their understanding of the importance of difference in shaping life experiences.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve

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practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

(a) Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
[Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

(a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
(b) Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.9—Respond to contexts that shape practice. [Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

(a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

I.   Description of the Course Content:

This course explores behavioral and social science knowledge of human behavior and development through the life course. It examines major systems in society: individual, group, family, and community; and the diversity of ethnicity, race, class, sexual orientation, and culture.

II.   Student Learning Outcomes:

1. Students will examine, apply, and illustrate the development of persons through the life span based on theories and empirical knowledge of biological sociological, cultural, psychological, and spiritual aspects of development.
2. Students will examine, apply, and illustrate ways in which social systems promote or block the achievement and maintenance of health and wellbeing.
3. Students will distinguish among individuals in terms of race, ethnicity, national origin, social class, religion, physical and mental ability, sexual orientation, and how a particular person is related or not to each area.
4. Students will describe in their own words what their views are of persons of different races, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation.
5. Students will demonstrate comprehension of the major organizational scheme of social work: reciprocal relationships between human behavior and the social environment.
6. Students will examine theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
7. Students will examine theoretical frameworks for understanding the interactions between and among the various systems such as individuals, groups, societies, and economic systems.
8. Students will examine, apply, and illustrate theories, concepts, and empirically-based knowledge related to individuals as they live in various systems in their environment: families, groups, organizations, and communities.
9. Students will distinguish among the codes and values in the NASW Code of Ethics which ones relate directly to human diversity and regard for worth and dignity of all persons. They will assess and discuss what they think about these requirements for all social workers and how they plan to apply them in their social work practice to persons who are different from them.
10. Students will describe their plan for further knowledge development about human behavior and the social environment and the life span.

III.   Pre-Requisites: None

IV.   Required Textbooks and Other Course Material:

Hutchison, Elizabeth D. (2011). *Dimensions of human behavior: The changing life course (4th ed.)* Thousand Oaks: Sage.
Hutchison, Elizabeth D. (2011). *Dimensions of human behavior: Person in environment (4th ed.)* Thousand Oaks: Sage.

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Recommended:

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.) Washington:

      Author. **ISBN:** 978-1-4338-0561-5

Additional readings may be assigned throughout the semester.

V.   **Teaching/Learning Strategies:**

This course is designed for active student involvement in the learning process. Both theoretical and experiential approaches are integrated in the course through lecture/discussion, films, activities, and work in small groups. **Out-of-class assignments are designed to increase awareness of and appreciation for diversity in the local community.**

One of the goals of the School of Social Work is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions.

Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive class attendance and participation.

VI.   **Course Outline, Topics, and Readings:**

> **Syllabus Changes:** The instructor reserves the right to change the syllabus throughout the term. However, students will be advised of any changes with plenty of time. Although the instructor will make every effort to maintain the schedule as listed, there may be a need to modify it.

Monday, December 15th
- Introduction to course, syllabus and expectations
- A Life Course Prospective – Hutchison: *The changing life course*, Chapter 1
- Setting the Stage – Hutchison: *Person and environment*, Chapter 1

Tuesday, December 16th
- **REACTION PAPER #1 DUE**
- Conception, Pregnancy, and Childbirth – Hutchison: *The changing life course*, Chapter 2
- Theoretical Prospective on Human Behavior – Hutchison: *Person and environment*, Chapter 2

Wednesday, December 17th
- Infancy and Toddlerhood – Hutchison: *The changing life course*, Chapter 3
- The Biological Person – Hutchison: *Person and environment*, Chapter 3

Thursday, December 18th
- **REACTION PAPER #2 DUE**
- Early Childhood – Hutchison: *The changing life course*, Chapter 4
- The Psychological Person: Cognition, Emotion, and Self – Hutchison: *Person and environment*, Chapter 4

Friday, December 19th
- **REACTION PAPER #3 DUE**
- The Psychosocial Person – Hutchison: *Person and environment*, Chapter 5
- The Spiritual Person – Hutchison: *Person and environment*, Chapter 6
- **No Face to Face Class Tonight! – use this time to fulfill the requirements of the Ethics and Diversity assignment.**

Monday, January 5th
- **ETHICS & DIVERSITY PAPER DUE**
- Middle Childhood – Hutchison: *The changing life course*, Chapter 5
- The Physical Environment – Hutchison: *Person and environment*, Chapter 7
- Culture – Hutchison: *Person and environment*, Chapter 8

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Tuesday, January 6th
- **REACTION PAPER #4 DUE**
- Adolescence – Hutchison: *The changing life course*, Chapter 6
- Young Adulthood – Hutchison: *The changing life course*, Chapter 7
- Social Institutions and Social Structure – Hutchison: *Person and environment*, Chapter 9

Wednesday, January 7th
- **REACTION PAPER #5 DUE**
- Middle Adulthood – Hutchison: *The changing life course*, Chapter 8
- Families – Hutchison: *Person and environment*, Chapter 10
- **No Face to Face Class Tonight! – use this time to fulfill the requirements of the Ethics and Diversity assignment.**

Thursday, January 8th
- Late Adulthood – Hutchison: *The changing life course*, Chapter 9
- Very Late Adulthood – Hutchison: *The changing life course*, Chapter 10

Friday, January 9th
- Small Groups – Hutchison: *Person and environment*, Chapter 11

Monday, January 12th
- **CASE STUDY / MAJOR PAPER DUE**
- Formal Organizations – Hutchison: *Person and environment*, Chapter 12

Tuesday, January 13th
- Communities – Hutchison: *Person and environment*, Chapter 13
- Social Movements – Hutchison: *Person and environment*, Chapter 14

VII.   **Descriptions of Major Assignments with Due Dates:**

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1. REACTION PAPERS (5 x 10 points = 50 points total)**:**

Write and turn in five reaction papers, on the readings or in-class content. Reactions are required, not just summaries of the material. These assignments should be a maximum of two double-spaced pages in length, include a cover page and be written in the first person. These assignments assess outcomes #1, 2, 3, 4 and 5. *Your first reaction paper will briefly describe your journey to the social work profession. The remaining 4 reaction papers should include the following criteria.*

1. **Fact**: What is the issue or topic you are reacting to?
2. **Congruence**: How does the reading fit with your beliefs, feelings, and values?
3. **Meaning/Response**: What does the reading mean to you? What is important message in this reading to you as a professional social worker?
4. **Concretizing**: Give concrete examples or how the ideas or principles might be applied in a social work context.
5. **Format:** Clarity, organization, structure.

DUE: December 16th; 18th & 19th, January 6th & 7th

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2. ETHICS & DIVERSITY Experience (50 points)**:**

Write a paper on explicit aspects of the NASW Code of Ethics and values that relate to human diversity with regard for the worth and dignity of all persons.

Discuss how you will apply these ethics and values to your practice with persons different from you in terms of race, ethnicity, national origin, social class, religion, physical or mental ability, and sexual orientation. Address at least <u>one</u> of these areas. What dilemma(s) do you anticipate? How will you resolve them?

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Cite and specify the pertinent ethics and values that will guide your practice decisions in working with diverse persons. Write out the values and codes (with code numbers). Paper must be written in APA style. Paper should be MAXIMUM OF 2 pages in length. The cover and reference pages ARE NOT included in the page number requirement.

DUE: January 5ᵗʰ

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3. CASE STUDY / MAJOR PAPER (100 points):

(1) Examine your social system using **3 theories** and **5 concepts** (found in the text chapters) as they apply to the social unit you select.

(2) **Define and discuss the theories and concepts in detail** and **give examples** of how the social system demonstrates each theory and concept. Also discuss diversity issues relevant to the social system (**race, ethnicity, social class, religion, physical/mental ability, sexual orientation, etc…**).

(3) Specific instructions for case study's content -
Write a case study on a child, young adult, midlife adult, older adult, family, a group, a small organization, or a community. Describe and discuss in terms of social systems and how they promote or block the achievement of health and well-being of target person or participants.

The student should consider this project a ―work in progress‖ and work on the case study throughout the semester in order to make the case study manageable and turn in quality work.

This paper should be a maximum of **5-7 double-spaced pages** in length and follow APA format. Include pertinent material from your textbook and include a **minimum of two articles from social work journals**. The cover and reference page are not included in the page number requirement. Points will be deducted for failure to adhere to the maximum number of pages.

Due: January 12ᵗʰ

VIII.   Final Grade Calculations and Grading Policy:

Written Assignments: All assignments must be typed and double-spaced. Spelling and grammar do count; edit your papers carefully. Where citations and references are appropriate, APA guidelines should be followed. Students are to respond completely not cursorily to these assignments. Clarity, organization, substance, and APA format will be assessed. All assignments must be turned in on the scheduled due date, at the beginning of class. Late papers will be assessed a 4 point deduction for each calendar day or part of a day that the paper is late. Late assignments will be accepted only with the prior approval of the instructor and negotiated due date.

Attendance & Blackboard Participation	100 points	**A**	=	**280 – 300 pts**
Reaction Papers (5 x 10 points)	50 points	**B**	=	**260 – 279 pts**
Ethics and Diversity Paper	50 points	**C**	=	**240 – 259 pts**
Case Study / Major Paper	100 points	**D**	=	**220 – 239 pts**
	300 points			

*No extra credit is given

IX.   Attendance, Participation and Professionalism 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

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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 20 points 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 may result in the student being asked to drop the course or could receive a failing grade. The instructor reserves the right to add up to five 5 additional points to the final grade for <u>strong</u> attendance and participation if those points would make a difference between letter grades in the final total. If a student has missed <u>more than one class period for any reason</u>, the student will not be eligible for the extra points.

In the event that a student is unable to attend class due to illness, emergency or special circumstance, he or she is expected to notify the instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. It is the student's responsibility, whether present or absent, to keep abreast of assignments.

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 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Religious Observances: Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me in writing before the end of the first week of classes with a schedule of religious holidays you intend to observe.

Inclement Weather Policy: In the event classes are cancelled or postponed or University offices are closed or have a delayed opening due to bad weather, the very latest status is available on the UTA home page: http://www.uta.edu as soon as the decision is made. In addition to the home page, the information is posted on UTA cable channel 98.

Public Affairs notify radio and local major television stations within minutes of the decision to close or delay. Radio stations called are WBAP (820 AM), KRLD (1080 AM), The Ticket, KERA (90.1 FM), KHVN (970 AM), KLUV (98.7 FM), The Merge (93.3 FM), KLIF (570 AM), and the Wolf (99.5 FM).

The University also notifies Metro Networks, a firm that notifies all area radio stations. The local metroplex television stations called are channels 4, 5, 8, 11, and 33. You may also call (972) 601-2049 for recorded message regarding class and office status. This information was taken from information provided by the UTA Public Affairs Office.

Electronic devices: It is expected that students refrain from text messaging, writing email messages or engaging in other activities in class that are discourteous to the instructor and classmates.

Professionalism: It is every instructor's hope that when a student leaves his/her classroom, they will leave with a deeper understanding of the materials covered. This goal is no different in this course. I am hoping that each of you will have a better understanding of what ―difference means to you and what it means to others. This process can only happen if you approach this class with an open mind and a belief that only through critical exploration of the ―self‖ can you truly understand others different from yourself.

Many of the topics we will address can be very emotional to some. Individuals have strong thoughts, feelings, ideas, and experiences regarding the issues around which the meanings of differences are constructed in our society. We must approach one another from a point of understanding and good faith. Let active and reflective listening be the norm in this class. Let us be cautious of judging others, of making assumptions, of using linear, dichotomous, black/white thinking (there is much gray in this world), power, and right/wrong thinking. This is a forum of higher learning and we should it treat it as such.

Self-disclosure statement: The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self- awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum.

Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

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X.   **Other Important Information for the Course**

Drop Policy

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.

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. **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 (http://wweb.uta.edu/ses/fao).

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity:

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.

Librarian to Contact:

John Dillard in our Social Work Electronic Library, room A-111.
Web Page: http://libraries.uta.edu/dillard/
Ph: 817-272-7518; E-mail: dillard@uta.edu

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WRITING RESOURCES
Writing Resource Coordinator: Dr. Chris Kilgore
School of Social Work
Building A, Room 319C
Email: ChrisKilgore@uta.edu

English Writing Center
Central Library Room 411
Tel. 817-272-2601

Perdue Online Writing Lab
https://owl.english.purdue.edu/owl/

APA Style
http://www.apastyle.org/

E-Culture Policy:

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.

All students are assigned an email account and information about activating and using it is available at 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.

Grade Grievance Policy:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog http://www.uta.edu/gradcatalog/2012/general/regulations/#grades . See Graduate Catalogue and MSSW Handbook for more detailed information.

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 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.

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Bibliography: Not required reading for the course but useful material to select from for life-long learning.

Ashford, J. B., Lecroy, C., & Lortie, K. L. (1997). *Human Behavior in the Social Environment – A Multidimensional Perspective*. New York: Brooks/Cole Publishing Co.
Saleebey, D. (1997) *The Strengths Perspective in Social Work Practice* (2nd ed.). Boston: Allyn & Bacon.
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., & Kirst-Ashman, K. K. (2004). *Understanding Human Behavior and the Social Environment*, (6th ed.). Belmont, CA: Brooks/Cole.

Eco-Systems Theory:
Anderson, R., Carter, I., & Lowe, G.R. (1999). *Human behavior in the social environment: A social systems approach* (5th ed.). Hawthorne, NY: Aldine de Gruyter.
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. & Feit, M.D. (1998) Human behavior theory: emerging trends and issues. *Journal of Human Behavior in the Social Environment. 1*(1): 1-21
Mairs, N. (1996). *Waist-high in the world: A life among the nondisabled*. Boston: Beacon 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.

Culture, Ethnicity and Race:
Andersen, M. L. & Collins, P.H. (2000). *Race, Class and Gender: An Anthology*, (4th ed.). New York: Wadsworth
Laudaine, H., & Klonoff, E.A. (1996). *African-American acculturation: Deconstructing race and reviving culture*. London: Sage.
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

Social Class:
Barton, L. (1996). *Disability and Society: Emerging Issues and Insights*. New York: Longman.
Harris, J.R. (1998). *The Nurture Assumption: Why Children Turn Out the Way They Do.* Free Press.
Hughes, R & Perry-Jenkins, M. (1996). Social class issues in family life education. *Family Relations. 45*(2): 175-182

Gender:
Maccoby, E.E. (2000). Perspectives on gender development. *International Journal of Behavioral Development*, 24, 398-406.
Martin, C.L., Ruble, D.N. & Szkrybalo, J. (2002). Cognitive theories of early gender development. *Psychological Bulletin*, 128 (6), 903-933.
Wilgosh, L. (2002). Examining gender images, expectations, and competence as perceived impediments to personal, academic and career development. *International Journal for the Advancement of Counseling*, 24, 239-260.
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
Anderson, D.Y. &Hayes, C.L. (1996). *Gender, Identity and Self Esteem: A New Look at Adult Development*. New York: Springer.
Devor, H. (1998). *Gender blending*. Bloomingdale: Indiana Press.
Wendell, S. (1996). *The Rejected Body: Feminist Philosophical Reflections on Disability*. New York: Rutledge.

Sexual Orientation:
Epstein, R. (2007). Smooth thinking about sexuality. *Gay and straight....Scientific American Mind*, October/November, p. 14.
Knafo, A., Iervolino, A. C. & Plomin, R. (2005). Masculine girls and feminine boys: Genetic and environmental contributions to atypical gender development in early childhood. *Journal of Personality and Social Psychology*, 88(2), 400 - 412.
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