

TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT
SOWK 3310 110: Human Behavior in the Social Environment II
Tuesdays and Thursdays, 7:00 to 8:15 PM, Room 304 Warrior Hall

Semester: Spring 2018
Instructor's Name: Claudia Rappaport, PhD, ACSW, MSSW
Office Number: 420D Warrior Hall
Office Phone: (254) 519-5432
E-Mail: rappaport@tamuct.edu. Note: **PLEASE ALWAYS USE THIS EMAIL ADDRESS; DO NOT EMAIL ME THROUGH CANVAS.** I respond to emails regularly, including at night and on weekends, other than on Saturday while I am volunteering with hospice.

Office Hours: Mondays and Wednesdays, 4:00 to 5:00
Tuesdays and Thursdays, 1:00 to 5:00

I. Course Description

Description: Using systems theory as an organizing perspective, this course provides an integrated look at the bio-psycho-social-spiritual factors influencing human development. Emphasis is placed on theories and knowledge about the range of social systems in which individuals live and the ways in which systems deter people from achieving well-being. Cultural factors affecting human functioning, as well as implications for social work practice, are explored. Values and ethical issues related to bio-psycho-social-spiritual theories are included.

Prerequisites: For social work majors, completion of Human Behavior in the Social Environment I with a C or better.

II. Nature of Course

This course will provide students an opportunity to explore issues related to the person in environment. Emphasis will be placed on the process of human development (early, middle, and late adulthood, geriatrics, and death and dying) and on the environment surrounding each individual and his/her family. Students will become familiar with the normal range of biological, cognitive, personality, and social developments throughout the life span, and will consider the effects of environment on individual development. Students will also learn how to conduct comprehensive psychosocial assessments, using a strengths and family systems perspective.

This course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

This course supports students' learning the model of **Generalist Social Work Practice:** Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

Teaching Method: This course meets face-to-face, and the primary teaching approaches are collaborative and active learning. Material in the course will be presented through interactive class discussions on readings and on additional material presented by the professor in handouts, class activities, videotapes, and written psychosocial assessments.

Grading: As much as possible Dr. Rappaport tries to return graded assignments the class after they were due. For longer assignments it may be the second class after they were due. Three times during the semester Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time.

Note: Handouts for the course will be available via the Canvas Online Learning system. Please ensure that you have access to it. For concerns, please contact the Help Desk Central, 24 hours a day, by emailing helpdesk@tamu.edu, 254-519-5466. See tamuct.instructure.com. For help you can also call the Canvas support line at 1-844-757-0953.

III. Department Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and for advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

Until Fall 2014 the TAMUCT Social Work Department had accreditation through the Council on Social Work Education (CSWE) as a branch campus of Tarleton State University. Now our Department has been awarded our own independent accreditation, effective February 2017.

Department Framework

The Social Work Department curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the Department endeavors to develop social workers who promote human and community well-being by being able to demonstrate the 9 core competencies in CSWE's EPAS (2015 version). Each core competency also has specific, measurable practice behaviors that help students and their professors determine whether the competency has been achieved. The following explains how this course intends to help students achieve those practice behaviors and core competencies.

IV. COURSE OBJECTIVES AND RELATED CSWE-MANDATED CORE COMPETENCIES AND PRACTICE BEHAVIORS

This course provides content (through reading materials, assignments, and class discussions and activities) that helps to prepare you, the student, to engage in the following CSWE competencies and related practice behaviors:

- (1) Competency 1: Demonstrate ethical and professional behavior.
 - a. Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to content.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Use reflection and self-regulation to manage personal values and to maintain professionalism in practice situations.

- i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Demonstrate professional demeanor in behavior ... and oral [and] written ... communication.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (2) Competency 2: Engage diversity and difference in practice.
 - a. Behavior 1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Present themselves as learners and engage clients and constituencies as experts of their own experiences.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (3) Competency 3: Advance human rights and social, economic, and environmental justice.
 - a. Behavior 1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Engage in practices that advance social, economic, and environmental justice.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (4) Competency 4: Engage in practice-informed research and research-informed practice.
 - a. Behavior 1: Use and translate research evidence to inform and improve practice, policy, and service delivery
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (5) Competency 5: Engage in policy practice.
 - a. Behavior 1: Identify social policy at the local, state and federal level that impacts well-being, service delivery, and access to social services.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Assess how social welfare and economic policies impact the delivery of and access to social services.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (6) Competency 6: Engage with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (7) Competency 7: Assess individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

- c. Behavior 3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - d. Behavior 4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (8) Competency 8: Intervene with individuals, families, groups, organizations, and communities.
- a. Behavior 1: Critically choose and implement interventions to achieve practice goals and to enhance capacities of clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - c. Behavior 3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - d. Behavior 4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - e. Behavior 5: Facilitate effective transitions and endings that advance mutually agreed-on goals.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (9) Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
- a. Behavior 1: Select and use appropriate methods for evaluation of outcomes.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
 - i. Course assignments: Client assessments, Child Observation Essay, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

Course Requirements

- A. *Required Textbook:* Hutchison, E. D. (2011). *Dimensions of human behavior: The changing life course* (5th ed.). Thousand Oaks: Sage Publications. ISBN 978-1-4833-0390-1.
- B. *Final Grades:* A total of 10,000 points may be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Interview Paper, Young Adult	10%	1,000
Interview Paper, Senior Adult	10%	1,000
Psychosocial Assessment One – Socrates Fortlow	5%	500
Psychosocial Assessment Two – Noah Dearborn	5%	500
Psychosocial Assessment Three – Fiona Anderson	5%	500
Psychosocial Assessment Four – Bill Cane	5%	500
Paper on the Student’s Attitudes/Beliefs about Death	15%	1,500
Mid-Term Exam	10%	1,000
Final Exam	10%	1,000
Concept Mastery Quizzes and Case Scenarios	15%	1,500
Class Attendance	5%	500
Class Participation	5%	500
Totals	100%	10,000 (Total points divided by 100 equals grade)

Points and Corresponding Grades for individual assignments are based on the following:

A+: 100 points	A: 95 points	A-: 90 points
B+: 88 points	B: 85 points	B-: 80 points
C+: 78 points	C: 75 points	C-: 70 points
D+: 68 points	D: 65 points	D-: 60 points
F: 59 points or less		

Example: A test worth 15% of the grade, on which a student earned a B+, would give 1,320 points toward the final grade ($88 \times 15 = 1,320$).

Final Class Grades are based on the following:

A: 90 to 100 (9,000 to 10,000 points)	B: 89 to 80 (8,900 to 8,000 points)
C: 79 to 70 (7,900 to 7,000 points)	D: 69 to 60 (6,900 to 6,000 points)
F: 59 or less (5,900 points or less)	

As much as possible, graded papers are returned the class after they are handed in. Two to three times during the semester, students will be given a grade sheet to show the status of their grade at that point in the course.

C. *Course Assignments*

The following activities will be completed during the semester.

1. *Concept Mastery Quizzes and Case Scenarios (15% of final grade)*

A number of the class periods will include a quiz and/or case scenario to help students solidify their understanding of the concepts presented in the course material and learn how to apply them. The quiz will typically be given at the end of class as a take-home quiz, and it is due at the beginning of the next regularly scheduled class period. **A student who misses class will be allowed to submit a make-up quiz; however, it is the student's responsibility to pick up the quiz from Dr. Rappaport and turn it in by the class period in which it is due (typically the next scheduled class period). If the student does not do this, then a make-up quiz will not be accepted. STUDENTS MUST CONTACT DR. RAPPAPORT DIRECTLY TO GET A COPY OF A QUIZ THEY MISSED; THEY ARE NOT ALLOWED TO GET A COPY OF IT FROM ANOTHER STUDENT, AND STUDENTS ARE NOT TO AGREE TO PROVIDE A COPY IF ASKED. ALSO, DO NOT ASK FOR A COPY OF THE QUIZ AFTER STUDENTS HAVE ALREADY TURNED IT IN!**

At the end of the course, the student's average numerical grade on all quizzes (including any zeros) will represent 15% of their final grade. Each student will have one quiz grade (the lowest one) dropped by the professor; if you only missed a single class during the semester, that zero will not impact your average quiz grade.

Note: Take-home quizzes must be completed by each student ALONE. There is to be NO sharing of quiz answers with other students; this constitutes cheating. If a student shares their quiz answers with another student, BOTH students will receive a grade of 0 (zero) on that quiz.

2. *Young Adult Interview Paper (10% of final grade)*

Each student will arrange to spend two hours with a young adult between the ages of 22 and 34 years to interview, observe and interact with them. (This young adult **cannot be a relative of the student, AND RELATIVE IS DEFINED AS ANY PERSON RELATED BY BLOOD, MARRIAGE, OR CO-HABITATION**, but can be someone they already know or someone they are meeting for the first time to do this assignment.) **You need to make up a fictional name for the person in your paper AND state that you are not using their correct name.** After interviewing person, you will write a paper of at least 6-8 pages (counting content only, not the face page or the reference page) that is a narrative essay describing what you were told by the person about their life. You will then compare this young adult's story and situation with the material you studied for class about a young adult who is that age. **THAT MEANS YOU NEED TO REVIEW ALL COURSE MATERIAL ABOUT ADULTS OF THAT AGE, INCLUDING THE TEXTBOOK, AND ACTUALLY UTILIZE THAT MATERIAL TO HELP**

EXPLAIN THE STORY OF THE PERSON YOU INTERVIEWED. THE COURSE MATERIAL SHOULD BE BLENDED IN WITH THE PERSON'S STORY IN A SMOOTH, EXPLANATORY FASHION. How was this person similar to the material you studied, and were there things about the person that appeared to be different from the material you studied? You should approach writing the paper from a life course perspective, looking at developmental issues and transitions that commonly occur during young adulthood. What would theorists we have studied, such as Erikson and Piaget, say about this person's development? At the beginning of the essay, be sure you give the person's age and a description of the environment in which you did the interview and interactions (were you in the person's home? at school? eating in a restaurant? etc.). Papers must be typed and double-spaced and must use APA format. Students are not allowed to use ANY reference materials other than the course reading assignments, but you are still required to cite any use of reading assignments in your essay. 75% of the essay grade will be based on content, and 25% of the grade will be based on quality and professionalism of the student's writing (see further details in the assessment section, below).

SEE THE GRADING RUBRIC ATTACHED TO THIS SYLLABUS.

3. Senior Adult Interview Paper (10% of final grade)

Each student will arrange to spend two hours with a senior adult who is 65 years of age or older in order to interview and interact with them. (This senior adult **cannot be a relative of the student, AND RELATIVE IS DEFINED AS ANY PERSON RELATED BY BLOOD, MARRIAGE, OR CO-HABITATION**, but can be someone they already know or someone they are meeting for the first time to do this assignment.) **You need to make up a fictional name for the person in your paper AND state that you are not using their correct name.** After interviewing this person, you will write a 6-8 page (counting content only, not the face page or the reference page) narrative paper describing what you observed in the person and what they told you about their life. You will then compare this senior adult's story and situation with the material you studied for class about a senior adult who is that age. **THAT MEANS YOU NEED TO REVIEW ALL COURSE MATERIAL ABOUT ADULTS OF THAT AGE, INCLUDING THE TEXTBOOK, AND ACTUALLY UTILIZE THAT MATERIAL TO HELP EXPLAIN THE STORY OF THE PERSON YOU INTERVIEWED. THE COURSE MATERIAL SHOULD BE BLENDED IN WITH THE PERSON'S STORY IN A SMOOTH, EXPLANATORY FASHION.** How was this person similar to the material you studied, and were there things about the person that appeared to be different from the material you studied? You should approach writing the essay from a life course perspective, looking at what cohort the person identifies with, developmental and health issues, and transitions that commonly occur during the senior years. What would theorists we have studied, such as Erikson and Piaget, say about this person's development? At the beginning of the essay, be sure you give the person's age and a description of the environment in which you did the interview (were you in the person's home? in a nursing home? at school? eating in a restaurant? etc.). Papers must be typed and double-spaced and must use APA format. Students are not allowed to use ANY reference materials other than the course reading assignments, but you are still required to cite any use of reading assignments in your essay. 75% of the essay grade will be based on content, and 25% of the grade will be based on quality and professionalism of the student's writing (see further details in the assessment section, below).

SEE THE GRADING RUBRIC ATTACHED TO THIS SYLLABUS.

4. Four Psychosocial Assessments: 20% of final grade (5% each, total of 4 assessments)

Students will complete four (4) psychosocial assessments of clients/families studied in class. The stories come from videotapes shown in class, giving the student a chance to practice looking and listening to material and then writing a psychosocial assessment based on what they saw and heard. The format used for writing those assessments is included in this syllabus and is the same format used in HBSE I. The assessments will be graded according to how complete the information is that is included (content – 50% of the grade) and how coherently and appropriately the information is organized and presented within the assessment, as well as how neatly and professionally the assessment is written (organization – whether information about the client was put in the correct place, whether it was chronological, etc. – is 25% of the grade, and the remaining 25% of the grade is based on grammar and punctuation). When you write each assessment, you need to put yourself in the place of being the designated client's social worker. **BE SURE YOU USE THE GUIDELINES SHEET WE REVIEWED IN CLASS ON THE DAY WE TALKED ABOUT HOW TO WRITE ASSESSMENTS; THAT SHEET GIVES HINTS ABOUT WHAT INFORMATION**

BELONGS IN EACH SECTION OF THE ASSESSMENT. YOU SHOULD ALSO CAREFULLY REVIEW ASSESSMENTS THAT HAVE ALREADY BEEN GRADED AND RETURNED TO YOU IN ORDER TO AVOID MAKING THE SAME KINDS OF MISTAKES AGAIN. All assessments must be typed and double spaced; no hand-written assessments will be accepted. The due dates for those assessments are included in the schedule of classes. **Assessments MUST be double-spaced in their entirety to give the professor room to make corrections. Any assessment that is not double-spaced will not be graded and will receive a grade of zero.**

NOTE: THESE ASSESSMENTS ARE BASED ON STORIES BEING VIEWED FROM VIDEOTAPES. STUDENTS ARE EXPECTED TO WRITE THEIR ASSESSMENT BASED ONLY ON THE SINGLE VIEWING OF THE MOVIE IN CLASS. DO NOT TAPE RECORD THE VIDEO WHILE WATCHING IT IN CLASS. DO NOT GO RENT THE MOVIE AND WATCH IT ADDITIONAL TIMES IN ORDER TO GET MORE INFORMATION FOR YOUR ASSESSMENT. WHEN YOU INTERVIEW A CLIENT, YOU ONLY GET ONE ATTEMPT TO TALK WITH THE CLIENT BEFORE WRITING THE ASSESSMENT, AND THIS IS GIVING YOU PRACTICE FOR THAT REALITY. YOU NEED TO FOCUS ON DOING A GOOD JOB ON THE PARTS THAT YOU DO RECALL FROM THE VIDEO. IF IT IS OBVIOUS TO THE PROFESSOR THAT A STUDENT DID NOT FOLLOW THESE INSTRUCTIONS, THAT STUDENT WILL RECEIVE A GRADE OF ZERO ON THEIR ASSESSMENT.

NOTE: STUDENTS ARE NOT TO WORK ON THE ASSESSMENT ASSIGNMENTS TOGETHER. YOU MUST TURN IN WORK THAT IS ENTIRELY YOUR OWN. THIS PROHIBITION INCLUDES ASKING STUDENTS WHO TOOK THE CLASS PREVIOUSLY FOR A COPY OF THEIR ASSESSMENTS, OR GETTING TOGETHER IN GROUPS TO WORK ON AND WRITE THE ASSESSMENTS TOGETHER, AND THEN EACH OF YOU SLIGHTLY CHANGING THE WORDING SO I WILL NOT KNOW YOU WORKED ON THEM TOGETHER. ANY SUCH ACTIVITY WILL RESULT IN A GRADE OF 0 AND SANCTIONS FOR CHEATING ON A SCHOOL ASSIGNMENT. IF ANOTHER STUDENT APPROACHES YOU TO TALK ABOUT HOW YOU WROTE YOUR ASSESSMENT, OR IF ANOTHER STUDENT ASKS TO SEE YOUR ASSESSMENT, TELL THEM THAT IS CHEATING AND THAT YOU ARE NOT GOING TO DISCUSS YOUR ASSESSMENT WITH THEM. THIS ALSO MEANS YOU CANNOT GO TO THE INTERNET TO TRY TO DOWNLOAD ANY KIND OF INFORMATION, INCLUDING REVIEWS OF THE MOVIES. EVERYTHING YOU WRITE NEEDS TO COME FROM YOUR OWN WORK ON THE ASSIGNED CLIENT. THERE ARE NO EXCEPTIONS!!!

The 25% of the grade on each assessment that is based on organization will be based on the following:

0-2 errors = A+	3-4 errors = A
5-6 errors = A-	7-8 errors = B+
9-10 errors = B	11-12 errors = B-
13-14 errors = C+	15-16 errors = C
17-18 errors = C-	19-20 errors = D+
21-22 errors = D	23-24 errors = D-
25 errors or more = F	

The 25% of the grade on each assessment that is based on punctuation, spelling, APA format, and grammar will be based on the following:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

5. Paper on Student's Attitudes/Beliefs about Death and Dying (15% of final grade)

SEE THE RUBRIC THAT IS INCLUDED IN THIS SYLLABUS. One of the major objectives of this course is an examination of issues related to death, dying, and bereavement and how to provide professional social work services to

clients and families who are faced with this life transition. Many students find it difficult to deal with these kinds of issues because they have never thoroughly explored their own cultural, family, and personal beliefs and attitudes about death and dying, so this is an opportunity for you to begin this process. There are several required sections to the paper:

- (1) You will explore your own views of death, of terminal illnesses, and of grief and bereavement. You are urged to consider where your attitudes and beliefs have come from – what cultural beliefs you have been taught, what family issues have impacted your beliefs, and especially, what personal experiences with death and with terminal illnesses have influenced your beliefs and attitudes about death.
- (2) Writing a “bucket list” has become known as a way to consider things you would want to do (including changing how you approach everyday life) if you found out that you had a limited time left to live. What are the 5 highest priority items you would put on your own “bucket list,” and explain why you chose to include each of those items. Are there steps you can take now to start incorporating some of those changes to enable you to “live like you were dying” (as expressed by singer Tim McGraw)?
- (3) Writing an obituary is an example of an American death practice, and it plays a role in how people cope with death and bereavement. Write your own obituary as you would write it today. What are the things you would most want people to know about you as your legacy in life? Writing your own obituary before you find out you are dying is an experience that can have a strong effect on your attitudes and feelings about death and dying. Discuss how having to write it now affected you.
- (4) Describe the funeral service or memorial you would want to have held for you after you die, going into as much detail as possible to reflect your ideal way to celebrate the life you have lived and to leave a lasting impression about you in the minds of the people who care about you. If you have never talked with your family about your wishes, this might be a good opportunity for you to do so.
- (5) Each student must discuss their specific reactions to and thoughts about three videos shown in class that deal with topics related to death. Those videos are “Facing Death,” “Wit,” and “The Self-Made Man.”
- (6) Finally, discuss how you believe that social workers can assist people who are faced with a terminal illness, their family members, and people who have already experienced the death of someone important to them. What are some of the major ways in which social workers should approach carrying out this work? How can social workers engage in appropriate “self care” so they can remain positive while carrying out this kind of work? How prepared do you feel to carry out this kind of work? What can you do to help yourself become better prepared to do it?

There is no specified page limit; students should use whatever length is required to fully explore all of these questions and issues. You should also reflect on what it was like being asked to do this assignment. There is no outside research required; you are to consider your own beliefs, attitudes, and experiences and compare these to the material we have dealt with in class about death and dying, grief and bereavement. The papers will be graded according to the student’s efforts to demonstrate a high degree of insight into his/her own attitudes and beliefs and to consider how difficult or easy they feel it would be for them to provide social work services to clients/families dealing with these issues. If your paper is very short (i.e., shorter than 9-10 pages, at a minimum), it probably is not thorough enough; all of the issues mentioned here **MUST** be explored or your grade will be reduced.

6. Mid-Term and Final Exams: 20% of final grade total (10% each)

There will be two examinations given in this course, a mid-term and a final, both of which will be take-home essay exams. See the Course Schedule in this syllabus for exam due dates. Examinations will not be the type of exams students may be used to (such as multiple choice, true-false, matching, and short essay questions). That type of examination merely expects students to repeat back facts and definitions, and the concept mastery quizzes will be verifying your ability to answer those kinds of questions. Instead, the exams will ask one or two large questions that expect the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, watching videos in class, etc.) and show how they can **APPLY** that knowledge in performing social work functions. The exams will be given to students the class period before they will be due. **EXAM ANSWERS MUST BE TYPED AND DOUBLE-SPACED.** The thoroughness of answers will be a key element since grading will be based on the number of ideas, concepts, examples, and definitions you use in your answers. **You are expected to ANALYZE material we have studied, not just copy material from the textbook and handouts. Late exams will not be accepted.**

7. Class Attendance (5% of final grade)

Students are expected to be present for every scheduled class session – **and when I say present, I mean being in class the entire period, not using your telephone during class, not sleeping in class, not working on something for another class while you are in my class – in other words, being HERE and being ENGAGED IN LEARNING.** If any of those things end up not being true for you in a given day, then you will be marked absent. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness or a funeral of a family member is an excused absence; the professor also allows one day’s absence if a deployed significant other returns home. **However, routine doctor’s appointments are expected to be scheduled for days and times when you do NOT have class, unless you can verify that the appointment was for a medical emergency and not for a routine visit. Any student who repeatedly asks for excused absences for doctor’s appointments can be told that those will not be able to be excused.** You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late or leave early. (See the Code of Conduct for further details.)

The following shows the degree to which unexcused absences will impact your attendance grade.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	A-
2	B
3	B-
4	C
5	D
6 or more	F
Coming to class late twice counts as one absence	

8. Class Participation (5% of grade)

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, “Tell me and I will forget–Show me and I may remember–But involve me and I will understand.” You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions.** Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student’s total number of points compared to the points of all the other students in the class.

VI. CODE OF CONDUCT FOR CLASSROOMS

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with *prior discussion and approval by the professor only*.
2. After class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meet with students and other professors, use the restroom, etc.) before class begins and that they WILL NOT leave class after it has begun.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. It is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors after class has begun. Talking during class discussions out of turn or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something you want to share or you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated.
4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.
5. Students are **NOT** permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes take-home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
6. **All assignments must be turned in at the beginning of class on the day they are due.** Late work ***will not*** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the time) of the assignment. *Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date*; the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally "okay," which it is not. Failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.

Please note: *It is unprofessional and unacceptable to run into class with a newly printed paper and attempt to assemble the paper at the professor's desk/podium (getting pages together, stapling, etc.) prior to turning in the paper/assignment. This shows failure to plan effectively and to take initiative to get assignments turned in on time. It is advisable to assemble papers appropriately for submission BEFORE entering class.*

7. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double-spaced, 3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a textbook, etc.). Further, all typed papers submitted in class MUST be stapled. Submitting papers in folders, binders, etc., is not allowed.
8. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned.** More information on university policies can be found at tamuct.edu/studentconduct.
9. **Additional and Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected that this will be done within the context of your own analysis and synthesis of the information read or viewed. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from another source, and that source is cited. Quoting is a matter of taking words verbatim from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute for) an idea. Because of this, students are discouraged from using significant numbers of quotations as this limits your learning experience. Students found to quote excessively will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you.

10. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in social work. These policies are applicable throughout the department and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or for the degree of Bachelor of Social Work at TAMUCT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMUCT Social Work Department and the university, is provided via the “Rubric for Assessing Professional Behaviors” that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

VII. University Policies

1. 911 Cellular:

911 Cellular is an emergency notification service that gives TAMUCT the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in it through their myCT email account. Connect at 911 Cellular, portal.publicsafetycloud.net/Texas-AM-Central/alert-management to change where you receive your alerts or to opt out. By staying enrolled in 911 Cellular, university officials can quickly pass on safety-related information, regardless of your location.

2. Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The records office will give a deadline for when the form must be completed, signed, and returned. After you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid

penalties for absences. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course if you stopped attending and doing the assignments.

3. **Academic Integrity**

Texas A&M University - Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. TAMUCT expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your professor before taking a course of action.

4. **Academic Accommodations**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Dept. of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information, please visit our webpage: <http://www.tamuct.edu/student-affairs/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting; contact them at 254-501-5909. For more information, please visit www.tamuct.departments/index.php. Students may also contact our Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf.

5. **Library Services**

The university library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 ebooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available 24 hours a day through our online chat service and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance and can take place on Skype or in person at the library. Assistance can cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. The library facility on campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating

are available. The library offers workshops tours, readings, and other events. For more information, visit the webpage: <http://tamuct.libguides.com/>

5. Tutoring Services

Tutoring is available to all TAMUCT student, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact AcademicSupport Programs at 254-519-5706, or by emailing Kim Wood at k.wood@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer through tutor.com, an online tutoring platform that enables TAMUCT students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. To access tutor.com, go to the “My Courses” tab in Blackboard.

5. University Writing Center

Located in 416 Warrior Hall, the University Writing Center is a free workspace open to all TAMUCT students from 10 AM to 5 PM Monday thru Thursday. Students can arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students can work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all the relevant style guides (such as APA). Whether you need help brainstorming ideas, organizing an essay, proof-reading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is available for help. If you have any questions about it, contact Dr. Bruce Bowles, Jr., at bruce.bowles@tamuct.edu.

6. Sexual Violence

Sexual violence is a serious safety, social justice, and public health issue. TAMUCT offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of domestic or dating violence or stalking) while a student at TAMUCT, faculty members are required to inform the Title IX office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955), located on the second floor of Warrior Hall (207L). It is incumbent on all of us to find ways to create environments that tell predators that we do not agree with their behaviors and to tell survivors that we will support them. Your actions matter; do not be a bystander. Be an agent of change. For additional information visit the Title IX webpage at www.tamuct.edu/departments/compliance/titleix.php.

7. Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and against TAMUCT’s Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

VIII. The Professor Teaching This Course

Dr. Rappaport decided she wanted to become a social worker during her senior year as a Sociology major and Psychology minor working on a baccalaureate degree at the University of Texas at Austin; she, therefore, went ahead and completed a masters degree in social work. She had 25 years of practice as a medical/pediatric social worker before coming to Killeen to teach social work in August 2000. The first 8 years she worked at the University of Texas Medical Branch in Galveston with infants, children, and adolescents who had chronic and life-threatening illnesses (including cancer, sickle cell anemia, AIDS, cystic fibrosis, spina bifida, and many types of congenital birth defects). She was also the social worker in the newborn intensive care unit and worked with many premature infants. She then became the supervisor of all the pediatric and OB/GYN social workers at that hospital, which she did for 10 years. During that time she also began working on her PhD in Medical Humanities at UTMB, which she completed in 1995. Her dissertation was written on why social workers became involved in the medical field, doing her research at the first medical Social Service Department in the country at Massachusetts General Hospital in Boston. She then spent 3½ years in private practice, doing contract case management social work with chronically and terminally ill children and adolescents through home visiting, all for the Children with Special Health Care Needs Social Work Services Department. For the next 3½ years she was the Assistant Director of the Texas Department of Health social work services, supervising social workers who worked for CSHCN in 16 counties around the Houston area.

Even though Dr. Rappaport was a pediatric social worker throughout her career, all of her child clients had parents and grandparents who were also her clients. Much of Dr. Rappaport's work experience with adults comes from working with those parents and grandparents, many of whom were dealing with the kinds of adult transitions and issues that are dealt with in this course. Within her family, Dr. Rappaport also served as caregiver for her mother who was dying of breast cancer and for her maternal grandfather, who became paralyzed and was completely dependent during the last three years of his life. Dr. Rappaport enjoys teaching this class because of her commitment to helping students learn how to become effective social workers when helping children and adults.

Dr. Rappaport takes teaching very seriously. She wants students to enjoy this class and feel like they learned a great deal from it. She is committed to coming to class prepared, to sharing her professional knowledge and experiences with students, and to encouraging everyone to participate actively in the discussions. In return, she expects students to come to class prepared, having read the day's assignment ahead of time and being ready to ask any questions they might have about things they did not understand in the reading.

IX. Course Schedule

Date	Description	Text / Readings
Tuesday 1/16/18	Review course syllabus How to write a psychosocial assessment on an adult client, using Lee Park as an example.	Handout: Lee Park assessment, assessment format
Thursday 1/18/18	Practice videotape assessment Watch part of video "Southern Comfort" (1:15) – how would you provide social work services to Robert? How would you write his assessment?	
Tuesday 1/23/18	Discussion of how you would write an assessment of Robert Eads Discussion of writing the young adult interview paper	

Thursday 1/25/18	Young Adulthood: Definition Cultural variations Psychological Self Identity development	Theoretical approaches Physical functioning Spiritual development Depression	Hutchison pp. 269-290 Handout: Young Adulthood
Tuesday 1/30/18	Depression Video: "The Misunderstood Epidemic: Depression" (0:57)		Handout : Depression
Thursday 2/1/18	Watch part of video "Always Outnumbered" (1:15) – write an assessment on Socrates Fortlow		
Tuesday 2/6/18	Young Adulthood: Social development and social functioning Relationships Parenthood Work Immigration Role changes Risk and Protective Factors Couple relationships: Theory, interventions Couple burnout: Theory, interventions Videotape: Watch the first part of "Inlaws and Outlaws"		Hutchison pp. 290-310 Handout: Couples Relationships Why We Love
Thursday 2/8/18	Gay and Lesbian Couples Videotape: Watch the rest of "Inlaws and Outlaws" Edward and Dave story (in the handout) – how would you provide social work services to them?		Handout: Gay Couple Relationships Edward and Dave scenario <u>SOCRATES FORTLOW ASSESSMENT DUE</u>
Tuesday 2/13/18	Incest effects in adulthood Adult sexuality after childhood incest Video: "Effects of Traumatic Life Events"		Handout: Effects of Incest on Adults Incest Effects on Sexuality
Thursday 2/15/18	Domestic violence Videotape: "Domestic Violence" (1:15)		Handout: Domestic Violence <u>YOUNG ADULT INTERVIEW PAPER DUE TODAY</u>
Tuesday 2/20/18	Middle Adulthood: Changing Social Construction Definition Culture Theories Biological changes Intellectual changes Personality changes Spirituality Relationships Work Risk and Protective factors		Hutchison pp. 311-358
Thursday 2/22/18	Experience of cancer and other severe illnesses Video: "Tuesdays with Morrie" (1:29)		Handout: Experience of Serious Illness/Disability Cancer Stories
Tuesday 2/27/18	Substance Abuse in Adults Videotape: "The Anonymous People" (1:15)		Handout: Substance Abuse Substance Abuse Assessment and Treatment
Thursday 3/1/18	Watch videotape "The Simple Life of Noah Dearborn" (1:15) – write an assessment on Noah		

Tuesday 3/6/18	Disabilities Videotape: “Debt of Honor: Disabled Veterans in American History” (1:10)	Handout: Young Adults in Nursing Homes Home Care Resources in Texas
Thursday 3/8/18	Late Adulthood/aging: Demographics Cultural construction Psychosocial Theoretical Perspectives Biological Changes ADL`s/ IADL`s Personality Types Social Security/ Medicare/OAA Memory RECEIVE MID-TERM EXAM	Hutchison pp. 359-387 Handout: Aging Preventing Falls Retirement & Social Security <u>NOAH DEARBORN ASSESSMENT IS DUE</u>
Tuesday 3/13 and Thursday 3/15	SPRING BREAK – ENJOY !!!	
Tuesday 3/20/18	Late Adulthood: Psychological Changes Social Role Transitions Grandparenthood Sexuality and Aging Urinary Incontinence Videotape: “Aging Well” (0:27) – bring TV to class	Hutchison pp. 387-398 Handout: Sexuality in older people HIV/AIDS in Older Adults <u>MID-TERM EXAM IS DUE</u>
Thursday 3/22/18	Late Adulthood: Work/Retirement Caregiving Widowhood Institutionalization Search for Personal Meaning Resources Risk and Protective Factors Videotape: “The Aging Mind: What Changes?” (part of “The Aging Brain, Season 1” on Amazon Watchlist) (0:36)	Hutchison pp. 398-412
Tuesday 3/27/18	Watch part of “Away from Her” (1:15) – write an assessment on Fiona Anderson	
Thursday 3/29/18	Aging and Gay/Lesbian Clients Video: “Living with Pride: Ruth Ellis at 100” (1:00)	
Tuesday 4/3/18	Depression in the Elderly Videotape: “Late Life Depression” (0:28) – take TV to class	Handout: Depression in the Elderly Differential Diagnosis
Thursday 4/5/18	Dementia and Alzheimer`s Disease The Nuns Study Grandpa Honel, Diana McGowin, and Mardig Avadian stories Videotape: Watch part of “The Forgetting” (1:30)	Handout: Alzheimer`s disease/ Dementia
Tuesday 4/10/18	Dementia and Alzheimer`s Disease, continued Video: “Alive Inside” (1:18)	<u>FIONA ANDERSON ASSESSMENT IS DUE</u>

Thursday 4/12/18	Very Late Adulthood: Historical and Cultural Perspective Centenarians Functional Capacity ADL's/IADL's Relationships Sexuality Technology Aging and substance abuse Aging and Suicide Videotape: "Substance Abuse in the Elderly" (0:29)	Hutchison pp. 413-427 Handout: Substance abuse in elderly Handout: Suicide in elderly
Tuesday 4/17/18	Elder abuse Videotape: "Elder Abuse" (0:16)	Handout: Elder abuse
Thursday 4/19/18	Videotape: Watch "Eager for your Kisses" (0:37) – write an assessment on Bill Cane	<u>SENIOR ADULT INTERVIEW PAPER DUE TODAY</u>
Tuesday 4/24/18	Very late adulthood, continued Videotape: "Having Our Say: The Delany Sisters' First 100 Years" (1:15)	
Thursday 4/26/18	Very Late Adulthood, continued: Housing Spirituality Dying Advance Directives Hospice End of Life Loss, grief, bereavement	Hutchison pp. 428-445 Handout: Death and Dying
Tuesday 5/1/18	Death and Dying, continued Videotape: "Facing Death" (1:00) RECEIVE FINAL EXAM	Handout: Death and Dying, continued <u>BILL CANE ASSESSMENT IS DUE</u>
Thursday 5/3/18	Death and Dying, continued Videotape: Watch part of "Wit" (1:15)	Handout: Death and Dying continued -- review the section on Peter Breggin's <i>The Heart of Being Helpful</i>
Tuesday 5/8/18	Death and Dying, continued Rational Suicide Videotape: "The Self-Made Man" (DVD 1442) (0:57)	Review material on rational suicide from "Death and Dying" handout FINAL EXAM IS DUE
Thursday 5/10/18	Death and Dying, continued Grief and Bereavement, Children and Death Video: Watch part of "Serving Life" (1:20) (HV 8843.S47)	Handout: Grief and Bereavement Handout: Children and Death Paper on Student's Attitudes toward Death and Dying due

IX. Bibliography of Additional Resources (Note: This list is NOT in APA format – do not copy this format in your papers!)

The following readings can be used by students to provide further information on the topics covered by the course.

Adulthood, Emerging:

- Lucas-Thompson, Rachel G. (2014). "Relationship Quality with Parents, Stressful Life Events, and Cortisol Production in Emerging Adulthood." *Emerging Adulthood*, 2 (2), 92-104.
- McAdams, Dan P. (2013). "Life Authorship: A Psychological Challenge for Emerging Adulthood, as Illustrated in 2 Notable Case Studies." *Emerging Adulthood*, 1 (2), 151-158.

- Seiffge-Krenke, Inge (2013). "She's Leaving Home ... Antecedents, Consequences, and Cultural Patterns in the Leaving Home Process." *Emerging Adulthood*, 1 (2), 114-124.
- Trzesniewski, Kali H., & Donnellan, M. Brent (2014). "Young People These Days ... Evidence for Negative Perceptions of Emerging Adults." *Emerging Adulthood*, 2 (3), 211-226.
- Willoughby, Brian J., Hersh, Joshua N., Padilla-Walker, Laura M., & Nelson, Larry J. (2015). "Back off! Helicopter Parenting and a Retreat from Marriage among Emerging Adults." *Journal of Family Issues*, 36 (5), 669-692.

Aging:

- Arvury, Thomas A.; Ronny A. Bell; Kathryn P. Altizer; Joseph G. Grzywacz; Joanne C. Sandberg; and Sara A. Quandt (2012). "Attitudes of Older Adults Regarding Disclosure of Complementary Therapy Use to Physicians." *Journal of Applied Gerontology*, 32 (5), 627-645.
- Beaulieu, Elise M, MSW (2002). *A Guide for Nursing Home Social Workers*. New York: Springer
- Berger, E. D. (2009). Managing Age Discrimination: An Examination of the Techniques Used when Seeking Employment. *The Gerontologist*, 49 (3), 303-316.
- Berkman, B. (2006). *Handbook of Social Work in Health and Aging*. New York: Oxford University Press.
- Cawthorne, A. (2010). *The Not-So-Golden Years: Confronting Elderly Poverty and Improving Seniors' Economic Security*. Washington DC: Center for American Progress.
- Cox, Harold (2001). *Later Life: The Realities of Aging* (5th edition). Upper Saddle River: Prentice-Hall.
- Crary, David (2011). "Behind the Poverty Numbers: Real Lives, Real Pain." Yahoo News, September 18.
- Creamer, Anita (2011). "New Age Arrives at Food Closets as More Seniors Seek Help to Avoid Hunger." *The Sacramento Bee*, October 3.
- Donlan, William T. (2011). "The Meaning of Community-Based Care for Frail Mexican American Elders." *International Social Work*, 54 (3), 388-403.
- Field-Springer, Kimberly (2012). "Red, Hot, Healthy Mommas: (Un)Conventional Understandings of Women, Health, and Aging." *Research on Aging*, 34 (6), 692-713.
- Foster, Liam (2011). "Older People, Pensions, and Poverty: An Issue for Social Workers?" *International Social Work*, 54 (3), 344-360.
- Fuller-Thomson, E.; and M. Redmond (2009). Falling through the Social Safety Net: Food Stamp Use and Nonuse among Older Impoverished Americans. *The Gerontologist*, 48, 235-244.
- Gallo, J. J.; H. R. Bogner; T. Fulmer; and G. J. Paveza (2006). *Handbook of Geriatric Assessment* (4th edition). Sudbury: Jones and Bartlett Publishers.
- Ganong, Kathryn; and Erik Larson (2011). "Intimacy and Belonging: The Association between Sexual Activity and Depression among Older Adults." *Society and Mental Health*, 1 (3), 153-172.
- Greene, Roberta R (2007). *Social Work Practice: A Risk and Resilience Perspective*. Belmont: Brooks/Cole
- "Healthy Hearts and Minds." *Time Magazine*, August 16, 2010.
- Healy, T. (2002). Culturally Competent Practice with Elderly Lesbians. *Geriatric Care Management Journal*, 12 (3), 9-13.
- Henig, Robin M. (2010). "What Is It About 20-Somethings?" *New York Times*, August 18.
- Hicks, J.; and E. R. Kingson (2009). "The Economic Crisis: How Fare Older Americans?" *Generations*, 33 (3) Fall, 6-11.
- Hillman, Jennifer (2000). *Clinical Perspectives on Elderly Sexuality*. New York: Kluwer Academic/ Plenum Publishers.
- Holroyd-Leduc, Jayna M., MD; Courtney H. Lyder, ND; and Cara Tannenbaum, MD (2006). "Practical Management of Urinary Incontinence in the Long-Term Care Setting." *Annals of Long Term Care*, 14 (2) February, 30-37.
- Hudson, R. B. (2008). *Boomer Bust? Economic and Political Issues of the Graying Society*. Westport, CT: Praeger.
- Hudson, R. B. (2005). *The New Politics of Old Age Policy*. Baltimore: Johns Hopkins University Press.
- Ingersoll-Dayton, Berit; and Ruth Campbell (2001). *The Delicate Balance: Case Studies in Counseling and Care Management for Older Adults*. Baltimore: Health Professions Press.
- Jackson, M. J.; J. K. Arnette; and S. D. Koffman (2005). Gay and Lesbian Perceptions of Discrimination in Retirement Care Facilities. *Journal on Homosexuality*, 49 (2), 83-102.
- Jacobs, R.; L. Rasmussen; and M. Hohman (1999). The Social Support Needs of Older Lesbians, Gay Men, and Bisexuals. *Journal of Gay and Lesbian Social Services*, 9 (1), 1-30.
- Joe, Sean; Brigggett C. Ford; Robert J. Taylor; and Linda M. Chatters (2014). "Prevalence of Suicide Ideation and Attempts among Black Americans in Later Life." *Transcultural Psychiatry*, 51 (2), 190-208.
- Joslin, Daphne (2002). *Invisible Caregivers: Older Adults Raising Children in the Wake of HIV/AIDS*. New York: Columbia University Press.
- Juntunen, Cindy L; and Donald R. Atkinson (2002). *Counseling Across the Lifespan: Prevention and Treatment*. Thousands Oaks: Sage.
- Keigher, Sharon; Anne Fortune; and Stanley Witkin (2000). *Aging and Social Work: The Changing Landscapes*. Washington DC: National Association of Social Workers Press.
- Kennedy, Gary (2000). *Geriatric Mental Health Care: A Treatment Guide for Health Professionals*. New York: Guilford Press.

- Kooij, D.; A. DeLange; and P. Jansen (2008). "Older Workers' Motivation to Continue Work: Five Meanings of Age – A conceptual Review." *Journal of Managerial Psychology*, 23 (4), 364-394.
- Kosberg, J. (1997). *Elderly Men: Special Problems and Professional Challenges*. New York: Springer.
- Lesser, Joan G.; and Donna S. Pope (2007). *Human Behavior and the Social Environment: Theory and Practice*. Boston: Allyn and Bacon
- MacDonald, B.; and C. Rich. *Look Me in the Eye: Old Women, Aging, and Ageism, 2nd edition*. San Francisco: Spinster Books.
- Manthorpe, J.; and E. Price (2003). Gay People with Dementia. *Community Care*, 1466, 40.
- Mayer, Catherine (2011). "Amortality: Why Acting Your Age is a Thing of the Past." *Time Magazine*, April 25, 45-51.
- Mayer, Catherine (2011). *Amortality: The Pleasures and Perils of Living Agelessly*. Vermilion.
- McInnis-Dittrich, Kathleen (2005). *Social Work with Elders: A Biopsychosocial Approach to Assessment and Intervention*. Boston: Allyn and Bacon.
- Richardson, V. E.; and A. S. Barusch (2006). *Gerontological Practice for the Twenty First Century*. New York: Columbia University Press.
- Rubenson, Ellen (2000). *When Aging Parents Can't Live Alone: A Practical Family Guide*. Los Angeles: Lowell House.
- Schneider, R.; N. Kropf; and A. Kosor (2001). *Gerontological Social Work: Knowledge, Service Settings, and Special Populations*. Belmont: Brooks/Cole.
- Schope, R. D. (2005). Who's Afraid of Growing Old? Gay and Lesbian Perceptions of Aging. *Journal of Gerontological Social Work*, 45 (4), 23-38.
- Shaw, Gina (2011). "Preventing Falls." *Neurology Now*, April/May, 32-35.
- Sherwood, R. J.; H. Shimel; P. Stolz; and D. Sherwood (2003). "The Aging Veteran: Re-emergence of Trauma Issues." *Journal of Gerontological Social Work*, 40 (4), 73-86.
- Silverstein, N. M.; and J. L. Moorhead. "Responding to Social Service and Health Care Needs of Aging Women Veterans." *Journal of Women and Aging*, 13 (2), 39-56.
- Smith, G. C.; S. Tobin; E. A. Robertson-Tchabo; and P. Power (1995). *Strengthening Aging Families: Diversity in Practice and Power*. Thousand Oaks: Sage.
- Sperry, L.; and H. Prosen (1996). *Aging in the Twenty-First Century: A Developmental Perspective*. New York: Garland.
- Tavernise, Sabrina (2011). "Soaring Poverty Cases Spotlight on Lost Decade." *The New York Times*, September 13.
- Torrey, Trisha (2010). "How Will the New Health Care Reform Law Affect Seniors and Older Americans?" About.com Patient Empowerment, March 26.
- Waites, Cheryl (2012). "Examining the Perceptions, Preferences, and Practices that Influence Healthy Aging for African American Older Adults: An Ecological Perspective." *Journal of Applied Gerontology*, 32 (7), 855-875.
- Wiest, Maja; Benjamin Schuz; and Susanne Wurm (2012). "Life Satisfaction and Feeling in Control: Indicators of Successful Aging Predict Mortality in Old Age." *Journal of Health Psychology*, 18 (9), 1199-1208.
- Williams, Adelle M. (2016). *Helping Relationships with Older Adults: From Theory to Practice*. Sage Publishing.
- Wilmoth, J. M.; A. S. London; and W. M. Parker (2010). "Military Service and Men's Health Trajectories in Later Life." *Journal of Gerontology: Series B*, 65B(6), 744-755.
- Xu, Qingwen; and Julian C. Chow (2011). "Exploring the Community-Based Service Delivery Model: Elderly Care in China." *International Social Work*, 54 (3), 374-387.
- Zacharia, Susan, Taylor, E. Laurette, Hofford, Cr4aig W., Brittain, Danielle R., & Branscum, Paul W. (2015). "The Effect of an 8-Week Tai Chi Exercise Program on Physical Functional Performance in Middle-Aged Women." *Journal of Applied Gerontology*, 34 (5), 573-589.

Alcohol and Drug Abuse:

- "Alcohol Use Disorders in Older Adults" (2006). *Annals of Long Term Care*, 14 (1) January, 23-26.
- Bishop, F. Michler (2001). *Managing Addictions: Cognitive, Emotive, and Behavioral Techniques*. Northvale: Jason Aronson.
- Bryant, Ami N., MA; and Giyeon Kim, PhD (2013). "The Relation between Frequency of Binge Drinking and Psychological Distress among Older Adult Drinkers." *Journal of Aging and Health*, 25 (7), 1243-1257.
- Elliott, Marta (2013). "Gender Differences in the Determinants of Distress, Alcohol Misuse, and Related Psychiatric Disorders." *Society and Mental Health*, 3 (2), 96-113.
- Gaydos, Bob (2010). "Study: Dramatic Rise in Adult Substance Abuse." *Times Herald-Record*, January 20.
- Goldstein, Avram (2001). *Addiction: From Biology to Drug Policy*. New York: Oxford University Press.
- Klinck, Betty (2010). "Number of Older Adults Treated for Substance Abuse Doubles." *USA Today*, September 12.
- MacFarland, Nicole S. (2010). "Late Life Addictions: Training the Next Generation of Geriatric Social Workers." *CSWE Aging Times*, April.
- Morrison, Martha (1989). *White Rabbit: A Doctor's Story of her Addiction and Recovery*. New York: Crown Publishers.

- Rutzky, Jacques (1998). *Coyote Speaks: Creative Strategies for Psychotherapists Treating Alcoholics and Addicts*. Northvale: Jason Aronson.
- Schonfeld, L.; L. W. Dupree; E. Dickson-Fuhrmann; C. M. Royer; C. H. McDermott; J. S. Rosansky; S. Taylor; and L. F. Jarvik (2000). "Cognitive-Behavioral Treatment of Older Veterans with Substance Abuse Problems." *Journal of Geriatric Psychiatry Neurology*, 13 (3), 124-129.
- Sedensky, Matt (2010). "Marijuana Use by Seniors Goes Up as Boomers Age." *Washington Post*, February 22.
- Woodford, Mark S. (2012). *Men, Addiction, and Intimacy: Strengthening Recovery by Fostering the Emotional Development of Boys and Men*. Routledge.

Cancer or Other Serious Illness/Disability in Adulthood/in a Spouse:

- Barry, L. C.; Z. Guo; R. D. Kerns; B. D. Duong; and M. C. Reid (2003). "Functional Self-Efficacy and Pain-Related Disability among Older Veterans with Chronic Pain in a Primary Care Setting." *Pain*, 104 (1-2), 131-137.
- Boesky, Amy (2010). *What We Have, A Memoir*. New York: Gotham Books. (Carrying genes for breast and ovarian cancer.)
- Chen, Chen H.; Siew T. Tang; and Chien H. Chen (2011). "Meta-analysis of Cultural Differences in Western and Asian Patient-Perceived Barriers to Managing Cancer Pain." *Palliative Medicine*, 26 (3), 206-221.
- Cox, Elizabeth (1990). *Thanksgiving: An AIDS Journal*. New York: Harper and Row.
- Ellis, Carolyn (1995). *Final Negotiations: A Story of Love, Loss, and Chronic Illness*. Philadelphia: Temple University Press.
- Fleming, Peggy; and Peter Kaminsky (1999). *The Long Department: Skating Toward Life's Victories*. New York: Pocket Books.
- Franklin, E. (2009). "The Emerging Needs of Veterans: A Call to Action for the Social Work Profession." *Health and Social Work*, 34 (3), 163-167.
- Hargrove, Anne (1988). *Getting Better: Conversations with Myself and Other Friends While Healing From Breast Cancer*. Minneapolis: CompCare.
- Howe, Herbert (1981). *Do Not Go Gentle*. New York: W. W. Norton and Company.
- Knox, David (1985). *Portrait of Aphasia*. Detroit: Wayne State University Press.
- Kondracke, Morton (2001). *Saving Milly: Love, Politics, and Parkinson's Disease*. New York: Public Affairs.
- Lawton, M. P.; M. Moss; C. Hoffman; and M. Perkinson (2000). "Two Transitions in Daughters' Caregiving Careers." *The Gerontologist*, 40 (4), 437-448.
- Lerner, Gerda (1985). *A Death of One's Own*. Madison: University of Wisconsin Press.
- Lerner, Max (1990). *Wrestling with the Angel: A Memoir of My Triumph Over Illness*. New York: W. W. Norton and Company.
- Murcia, Andy; and Bob Stewart (1989). *Man to Man: When the Woman You Love Has Breast Cancer*. New York: St. Martin's Press.
- Osborn, Claudia (1998). *Over My Head: A Doctor's Own Story of Head Injury from the Inside Looking Out*. Kansas City: Andrews McMeel Publishing.
- Paget, Marianne (1993). *A Complex Sorrow: Reflections on Cancer and an Abbreviated Life*. Philadelphia: Temple University Press.
- Picardie, Ruth (1997). *Before I Say Goodbye: Recollections and Observations from One Woman's Final Year*. New York: Henry Holt and Company.
- Rich, Katherine (1999). *The Red Devil: To Hell with Cancer – And Back*. New York: Crown Publishers.
- Shapiro, Joseph (2010). "A New Nursing Home Population: The Young." December 9.
- Sheed, Wilfrid (1995). *In Love with Daylight: A Memoir of Recovery*. New York: Simon and Schuster/
- Wadler, Joyce (1992). *My Breast: One Woman's Cancer Story*. New York: Addison Wesley.
- Webster, Barbara (1989). *All of a Piece: A Life with Multiple Sclerosis*. Baltimore: Johns Hopkins University Press.
- Wilber, Ken (1991). *Grace and Grit: Spirituality and Healing in the Life and Death of Treya Killam Wilber*. Boston: Shambhala.

Couple Relationships, Marital, Parenting, and Family Issues, and Sexuality, Including Gay/Lesbian Relationships:

- American Society of Aging (2010). "Still Out, Still Aging: The MetLife Study of Lesbian, Gay, Bisexual, and Transgender Baby Boomers." March.
- Anetzberger, G. J.; K. Ishler; J. Mostade; and M. Blair (2004). Gray and Gay: A Community Dialogue on the Issues and Concerns of Older Gays and Lesbians. *Journal of Gay and Lesbian Social Services*, 17 (1), 23-41.
- Anft, Michael (2011). "AIDS at 30." *AARP Magazine*, July/August, 67-71.
- Averett, Paige; and Carol Jenkins (2012). "Review of the Literature on Older Lesbians: Implications for Education, Practice, and Research." *Journal of Applied Gerontology*, 31 (4), 537-561.
- Barber, Nigel (2000). *Why Parents Matter: Parental Investment and Child Outcomes*. Westport: Bergin and Garvey.

- Barret, Robert; and Bryan Robinson (2000). *Gay Fathers: Encouraging the Hearts of Gay Dads and Their Families*. San Francisco: Jossey-Bass.
- Beemyn, Genny; and Susan Rankin (2011). *The Lives of Transgender People*. New York: Columbia University Press.
- Blando, J. A. (2001). Twice Hidden: Older Gay and Lesbian Couples, Friends, and Intimacy. *Generations*, 25 (2), 87-90.
- Boxer, A. M. (1997). "Gay, Lesbian, and Bisexual Aging into the Twenty First Century: An Overview and Introduction." *Journal of Gay, Lesbian, and Bisexual Identity*, 2, 187-197.
- Bruun, Elena L.; and Anne Ziff (2010). *Marrying Well: The Clinician's Guide to Premarital Counseling*. New York: W. W. Norton.
- Butler, R. N.; and M. I. Lewis (2002). *The New Love and Sex After 60, 3rd edition*. New York: Random House.
- Claes, J. A.; and W. Moore (2000). Issues Confronting Lesbian and Gay Elders: The Challenge for Health and Human Service Providers. *Journal of Health and Human Services Administration*, 23 (2), 181-202.
- Cloud, John (2008). "Are Gay Relationships Different?" *Time Magazine*, January 18, 78-80.
- Clunis, D. M.; K. Fredriksen-Goldsen; P. Freeman; and N. Nystrom (2005). *Lives of Lesbian Elders*. New York: Haworth.
- Conley, T. D.; C. C. Calhoun; S. R. Evett; and P. G. Devine (2001). Mistakes Heterosexuals Make When Trying to Appear Non-Prejudiced: The View from LGB People. *Journal of Homosexuality*, 42 (2).
- Cook-Daniels, L. (1997). Lesbian, Gay Male, Bisexual, and Transgendered Elders: Elder Abuse and Neglect Issues. *Journal of Elder Abuse and Neglect*, 9 (2), 35-49.
- Corcoran, Jacqueline (2000). *Evidence-Based Social Work Practice with Families: A Lifespan Approach*. New York: Springer Publishing.
- Cox, Amy (2010). "Aging in the LGBT Community: Growing Older in a Hostile Environment." *San Diego Gay Lesbian News*, June 25.
- Cox, Carole (2000). *To Grandmother's House We Go and Stay: Perspectives on Custodial Grandparents*. New York: Springer Publishing.
- Cronin, Ann; Richard Ward; Steve Pugh; Andrew King; and Elizabeth Price (2010). "Categories and Their Consequences: Understanding and Supporting the Caring Relationships of Older Lesbian, Gay, and Bisexual People." *International Social Work*, 54 (3), 421-435.
- Curwood, Susan E.; Ian DeGeer; Peter Hymmen; and Peter Lehmann (2011). "Using Strength-Based Approaches to Explore Pretreatment Change in Men Who Abuse their Partners." *Journal of Interpersonal Violence*, 26 (13), 2698-2715.
- D'Augelli, A. R.; and A. H. Grossman (2001). Disclosure of Sexual Orientation, Victimization, and Mental Health among Lesbian, Gay, and Bisexual Older Adults. *Journal of Interpersonal Violence*, 16 (10), 1008-1027.
- David, S.; and P. A. Cernin (2008). "Psychotherapy with Lesbian, Gay, Bisexual, and Transgender Older Adults." *Journal of Lesbian and Gay Social Services*, 20 (1/2), 31-49.
- Dietert, Michelle, PhD (2010). "The Application of Social Work Core Values to the Gay, Lesbian, Bisexual, Transgender and Queer Community."
- Donahue, P.; and L. McDonald (2005). Gay and Lesbian Aging: Current Perspectives and Future Directions for Social Work practice and Research. *Families in Society*, 86 (3), 359-366.
- Eisenberg, Anna; Jose A. Bauermeister; Emily Pingel; Michelle M. Johns; and Matthew L. Santana (2011). "Achieving Safety: Safer Sex, Communication and Desire among Young Gay Men." *Journal of Adolescent Research*, 26 (5), 645-669.
- Ellison, Christopher G.; Amy M. Burdette; and Norval D. Glenn (2011). "Praying for Mr. Right? Religion, Family Background, and Marital Expectations among College Women." *Journal of Family Issues*, 32 (7), 906-931.
- Eyre, Linda and Richard (2001). *The Happy Family*. New York: St. Martin's Press.
- Eyre, Stephen L.; Michelle Flythe; Valerie Hoffman; and Ashley E. Fraser (2012). "Concepts of Infidelity among African American Emerging Adults: Implications for HIV/STI Prevention." *Journal of Adolescent Research*, 27 (2) 231-255.
- Figueroa, Laura (2009). "Lesbian Fights for Hospital Visitation Rights in Miami Court." *Miami Herald.com*, February 6.
- Gabbay, S.; and J. Wahler (2002). Lesbian Aging: Review of a Growing Literature. *Journal of Gay and Lesbian Social Services*, 14 (3), 1-21.
- Gold, Joshua M. (2013). "Supporting Later-in-Life Intimate Relationships: The Role of the couples' Counselor." *The Family Journal*, 21 (3), 351-357.
- Goldenberg, Herbert; and Irene Goldenberg (1998). *Counseling Today's Families* (3rd edition). Pacific Grove: Brooks/Cole.
- Hequembourg, Amy L.; Jennifer A. Livingston; and Kathleen A. Parks (2013). "Sexual Victimization and Associated Risks among Lesbian and Bisexual Women." *Violence Against Women*, 19 (5), 634-657.
- Hetherington, E. Mavis (1999). *Coping with Divorce, Single Parenting, and Remarriage: A Risk and Resiliency Perspective*. Mahwah: Lawrence Erlbaum Associates.
- Hogan, Paul F.; and Rita F. Seifert (2009). "Marriage and the Military: Evidence that Those who Serve Marry Earlier and Divorce Earlier." *Armed Forces and Society*, 36 (3), 420-438.
- Huang, Penelope M.; Pamela J. Smock; Wendy D. Manning; and Cara A. Bergstrom-Lynch (2011). "He Says, She Says: Gender and Cohabitation." *Journal of Family Issues*, 32(7), 876-905.

- Kareem, Nadra (2010). "What do the Gay Marriage Movement and the Interracial Marriage Movement Have in Common?" About.com Race Relations, December 6.
- Kefalas, Maria J.; Frank F. Furstenberg; Patrick J. Carr; and Laura Napolitano (2011). "Marriage is More than Being Together: The Meaning of Marriage for Young Adults." *Journal of Family Issues*, 32 (7), 845-875.
- Kluger, Jeffrey (2008). "Why We Love." *Time Magazine*, January 28, 55-60.
- Kurdek, L. A. (2005). What Do We Know about Gay and Lesbian Couples? *Current Directions in Psychological Science*, 14 (5), 251-254.
- Laird, Joan (1999). *Lesbians and Lesbian Families: Reflections on Theory and Practice*. New York: Columbia University Press.
- LaSala, M. C. (1998). Coupled Gay Men, Parents, and In-Laws: Intergenerational Disapproval and the Need for a Thick Skin. *Families in Society*, 79 (6), 585-595.
- Linsk, N. L. (1997). Experience of Old Gay and Bisexual Men Living with HIV/AIDS. *Journal of Gay, Lesbian, and Bisexual Identity*, 2 (3-4), 285-308.
- Locke, K. A. (2004). The Bible on Homosexuality: Exploring its Meaning and Authority. *Journal of Homosexuality*, 48 (2).
- Luscombe, Belinda (2010). "Divorcing by the Numbers." *Time Magazine*, May 24, 47.
- Luscombe, Belinda (2010). "Marriage: What's It Good For?" *Time Magazine*, November 29, 48-56.
- Lyons, Anthony, PhD; Marian Pitts, PhD; and Jeffrey Grierson, PhD. "Factors Related to Positive Mental Health in A Stigmatized Minority: An Investigation of Older Gay Men." *Journal of Aging and Health*, 25 (7), 1159-1181.
- Maass, Vera; and Margery Neely (2000). *Counseling Single Parents: A Cognitive-Behavioral Approach*. New York: Springer Publishing.
- McGlasson, Terencio D.; James D. Christian; Mandy M. Johnson; Stacey L. Nelson; Mary E. Roe; Lindsey C. Saukko; Sarah E. Sawinski; Joseph E. Stensland; and Robin L. Wheaton (2014). "Dancing with the Elephant in the Room: Empowering Future Counselors to Address Sexual Issues in Counseling." *The Family Journal*, 22 (2), 245-250.
- Meyer, Dixie D., Jones, Melissa, Rorer, Alisha, & Maxwell, Kelly (2015). "Examining the Associations among Attachment, Affective State, and Romantic Relationship Quality." *The Family Journal*, 23 (1), 18-25.
- Morgan, Elizabeth M. (2012). "Contemporary Issues in Sexual Orientation and Identity Development in Emerging Adulthood." *Emerging Adulthood*, 1 (1), 52-66.
- Murphy, Dean A. (2013). "The Desire for Parenthood: Gay Men Choosing to Become Parents through Surrogacy." *Journal of Family Issues*, 34 (8), 1104-1124.
- Niehuis, Sylvia; Alan Reifman; Du Feng; and Ted L. Huston (2016). "Courtship Progression Rate and Declines in Expressed Affection Early in Marriage: A Test of the Disillusionment Model." *Journal of Family Issues*, 37 (8), 1074-1100.
- O'Halloran, Mary S.; Sonja Rizzolo; Marsha L. Cohen; and Robbyn Wacker (2013). "Assessing the Impact of a Multiyear Marriage Education Department." *The Family Journal*, 21 (3), 328-334.
- Oliwenstein, Lori (2008). "Marry Me." *Time Magazine*, January 28, 73-76.
- Orel, N. A. (2004). Gay, Lesbian, and Bisexual Elders: Expressed Needs and concerns across Focus Groups. *Journal of Gerontological Social Work*, 43 (2/3), 57-78.
- Park, Alice (2010). "Study: Children of Lesbians May Do Better than their Peers." Time.com, June 7.
- Paskova, Yana (2010). "New Policies Accommodate Transgender Students." *Chronicle of Higher Education*, June 27.
- Patterson, Lisa (2010). "What's Your Status? HIV/AIDS on the Rise Among Older Adults." *Newsweek*, November 12.
- Phillips, Tommy M.; Joe D. Wilmoth; Sterling K. Wall; Donna J. Peterson; Rhonda Buckley; and Laura E. Phillips (2013). "Recollected Parental Care and Fear of Intimacy in Emerging Adults." *The Family Journal*, 21 (3), 335-341.
- Pines, Ayala M. (1996). *Couple Burnout: Causes and Cures*. New York: Routledge.
- Powell, Brian (2010). "Marriage and the Court of Public Opinion." LATimes.com, December 5.
- Reder, Peter; Mike McClure; and Anthony Jolley (2000). *Family Matters: Interfaces Between Child and Adult Mental Health*. London: Routledge.
- Robb, Graham (2003). *Strangers: Homosexual Love in the Nineteenth Century*. W. W. Norton.
- Savage, Charlie (2011). "Obama Orders End to Defense of Federal Gay Marriage Law." *New York Times*, February 23.
- Sedensky, Matt (2010). "Gay Seniors Come Out Late, Start Second Lifetime." Associated Press, March 15.
- Sharp, Elizabeth A.; and Lawrence Ganong (2011). "I'm a Loser, I'm Not Married, Let's Just All Look at Me: Ever-Single Women's Perceptions of their Social Environment." *Journal of Family Issues*, 32(7), 956-980.
- Shulman, Julie L.; Gabrielle Gotta; and Robert-Jay Green (2012). "Will Marriage Matter? Effects of Marriage Anticipated by Same-Sex Couples." *Journal of Family Issues*, 33 (2), 158-181.
- Simoni, J. M.; and K. L. Walters (2001). Heterosexual Identity and Heterosexism: Recognizing Privilege to Reduce Prejudice. *Journal of Homosexuality*, 41 (1).
- Skrbis, Zlatko; Mark Western; Bruce Tranter; David Hogan; Rebecca Coates; Jonathan Smith; Belinda Hewitt; and Margery Mayall (2011). "Expecting the Unexpected: Young People's Expectations about Marriage and Family." *Journal of Sociology*, 48 (1) 63-83.
- Steinmetz, Katy (2014). "America's Transition" [regarding the Transgender Movement]. *Time Magazine*, June 9, 38-46.

- VanEeden-Moorefield, Brad; Kay Pasley; Margaret Crosbie-Burnett; and Erin King (2012). "Explaining Couple Cohesion in Different Types of Gay Families." *Journal of Family Issues*, 33 (2), 182-201.
- Walker, Andrea K. (2011). "HIV/AIDS Population Aging: Older Patients Pose Challenges." Press of Atlantic City, October 17.
- Walls, N. E. (2008). "Toward a Multidimensional Understanding of Heterosexism: The Changing Nature of Prejudice." *Journal of Homosexuality*, 15 (1), 20-70.
- Walsh, Froma (2007). *Strengthening Family Resilience, 2nd edition*. New York: Guilford Press.
- Webber, Tammy (2011). "Most Colleges Not Ready to Ask about Sexual Orientation." *Chicago Tribune*, October 13.

Death and Dying, Suicide and Euthanasia, Grief and Bereavement:

- AGS Ethics Committee (2005). "The Care of Dying Patients." *Annals of Long Term Care*, 13 (3) March, 23-25.
- Bern-Klug, Mercedes (2011). "The Importance and Scope of Social Work for People Facing the End of Life." CSWE Gero-Ed Center.
- Bertman, Sandra (1991). *Facing Death: Images, Insights, and Interventions*. New York: Hemisphere.
- Bezaitis, Athan (2009). "Improving End of Life Care for African Americans." *USC News*, November 18.
- Bloomer, Melissa J.; Ruth Endacott; Margaret O'Connor; and Wendy Cross (2013). "The Dis-ease of Dying: Challenges in Nursing Care of the Dying in the Acute Hospital Setting. A Qualitative Observational Study." *Palliative Medicine*, 27 (8), 757-764.
- Bluebond-Langner, Myra; Emma Beecham; Bridget Candy; Richard Langner; and Louise Jones (2013). "Preferred Place of Death for Children and Young People with Life-Limiting and Life-Threatening Conditions: A Systematic Review of the Literature and Recommendations for Future Inquiry and Policy." *Palliative Medicine*, 27 (8), 705-713.
- Bongar, Bruce; et.al. (1998). *Risk Management with Suicidal Patients*. New York: Guilford Press.
- Bristowe, Katherine; Steve Marshall; and Richard Harding (2016). "The Bereavement Experiences of Lesbian, Gay, Bisexual and/or Trans People Who Have Lost a Partner: A Systematic Review, Thematic Synthesis and Modelling of the Literature." *Palliative Medicine*, 30 (8), 730-744.
- Finucane; Anne M.; Barbara Stevenson; Rhona Moyes; David Oxenham; and Scott A. Murray (2013). "Improving End-of-Life Care in Nursing Homes: Implementation and Evaluation of an Intervention to Sustain Quality of Care." *Palliative Medicine*, 27 (8), 772-778.
- Frances, Allen (2010). "Good Grief." *New York Times*, August 14.
- Gamliel, Eyal (2012). "To End Life or Not to Prolong Life: The Effect of Message Framing on Attitudes toward Euthanasia." *Journal of Health Psychology*, 18 (5), 693-703.
- Gill, Derek (1980). *Quest: The Life of Elisabeth Kubler-Ross*. New York: Harper and Row.
- Gordon, Debra (2015). "Can We Talk?" [about end-of-life wishes]. *Neurology Now*, August/September, 28-33.
- Gordon, Serena (2007). "Stages of Grief Theory Put to the Test." HealthFinder.gov, February 20.
- Gott, Merryn; and Christine Ingleton (2012). *Living with Ageing and Dying: Palliative and End of Life Care for Older People*. Oxford University Press.
- Gropman, Jerome (1997). *The Measure of Our Days: New Beginnings at Life's End*. New York: Viking.
- Haigh, Carol; and Cristina Costa (2012). "Information about Assisted Dying: An Evaluation of Web-based Information Resources." *Journal of Research in Nursing*, 18 (5), 471-480.
- Hendry, Maggie; Diana Pasterfield; Ruth Lewis; Ben Carter; Daniel Hodgson; and Clare Wilkinson (2012). "Why do we Want the Right to Die? A Systematic Review of the International Literature on the Views of Patients, Carers, and the Public on Assisted Dying." *Palliative Medicine*, 27 (1), 13-26.
- "Hospice Social Work and Caregiver Stress: Case Study" (2011). CSWE Gero-Ed Center.
- "Hospice Social Work: Nutrition and Hydration Case Study" (2011). CSWE Gero-Ed Center.
- Kehl, Karen A. (2015). "How Hospice Staff Members Prepare Family Caregivers for the Patient's Final Days of Life: An Exploratory Study." *Palliative Medicine*, 29 (2), 128-137.
- Kelley, Marjorie; George Demiris; Huong Nguyen; Debra P. Oliver; and Elaine Wittenberg-Lyles (2013). "Informal Hospice Caregiver Pain Management Concerns: A Qualitative Study." *Palliative Medicine*, 27 (7), 673-682.
- Koh, Mervyn Y. H., Chong, Poh H., Neo, Patricia S. H., Ong, Yew J., Yong, Woon C., Ong, Wah Y., Shen, Mira L. J., & Hum, Allyn Y. M. (2015). "Burnout, Psychological Morbidity and Use of Coping Mechanisms among Palliative Care Practitioners: A Multi-Centre Cross-Sectional Study." *Palliative Medicine*, 29 (7), 633-642.
- Kubler-Ross, Elisabeth (1974). *Questions and Answers on Death and Dying*. New York: Macmillan.
- Kubler-Ross, Elisabeth (1975). *Death: The Final Stage of Growth*. Englewood Cliffs: Prentice-Hall.
- Kubler-Ross, Elisabeth; and David Kessler (2000). *Life Lessons*. New York: Scribner.
- Kubler-Ross, Elisabeth (1978). *To Live Until We Say Goodbye*. Englewood Cliffs: Prentice-Hall.
- Kubler-Ross, Elisabeth (1969). *On Death and Dying*. New York: Macmillan Publishing.
- Kushner, Harold (1981). *When Bad Things Happen to Good People*. New York: Avon.

- Langston, Chris (2011). "Throwing Out the Baby with the Bathwater?" (Medicare hospice fraud). John L. Hartford Foundation Health Agenda, July 12 and July 19.
- Lohman, Johanna (2011). "End of Life Care and Older Adults: Looking Forward." CSWE Gero-Ed Center.
- Malamud, Matthew (2010). "Palliative Care Social Workers Give Hope, Relief." *NASW News*, September, 4.
- Neimeyer, Robert (2012). *Techniques of Grief Therapy: Creative Practices for Counseling the Bereaved*. Routledge.
- Newcott, Bill (2007). "Life after Death." *AARP Magazine*, September/October, 67-70, 107.
- Potts, Shirley (2013). "Least Said, Soonest Mended? Responses of Primary School Teachers to the Perceived Support Needs of Bereaved Children." *Journal of Early Childhood Research*, 11 (2), 95-107.
- Pudney, Meredith (1990). *Seeing You Through: The Journal*. Ottawa: Seeing You Through.
- Rappaport, Claudia (1992). "Loss, Grief and Bereavement: Hospice Volunteer Training Seminar."
- Renzenbrink, Irene (2012). *Caregiver Stress and Staff Support in Illness, Dying and Bereavement*. Oxford University Press.
- Rudd, M. David; et.al. (2001). *Treating Suicidal Behavior: An Effective, Time-Limited Approach*. New York: Guilford Press.
- Sanderson, Christine; Elizabeth A. Lobb; Jane Mowll; Phyllis N. Butow; Naomi McGowan; and Melanie A. Price (2013). *Palliative Medicine*, 27 (7), 625-631.
- Scott, Allison M.; and John P. Caughlin (2012). "Managing Multiple Goals in Family Discourse about End of Life Health Decisions." *Research on Aging*, 34 (6), 670-691.
- Shaw, Gina (2010). "Making Sense of Brain Death." *Neurology Now*, May/June, 28-34.
- Simos, Bertha (1979). *A Time to Grieve: Loss as a Universal Human Experience*. New York: Family Service Association of America.
- Southall, David (2012). "The Patient's Use of Metaphor within a Palliative Care Setting: Theory, Function, and Efficacy. A Narrative Literature Review." *Palliative Medicine*, 27 (4), 304-313.
- Thompson, Barbara E.; and Robert A. Niemeier (2014). *Grief and the Expressive Arts*. Routledge Mental Health.
- Van Gennip, Isis E.; H. Roeline W. Pasman; Pam J. Kaspers; Mariska G. Oosterveld-Vlug; Dick L. Willems; Dorly J. H. Deeg; and Bregje D. Onwuteaka-Philipsen (2013). "Death with Dignity from the Perspective of the Surviving Family: A Survey Study among Family Caregivers of Deceased Older Adults." *Palliative Medicine*, 27 (7), 616-624.
- Van Humbeeck, Liesbeth; Ruth D. Piers; Sigrid Van Camp; Let Dillen; Sofie T. L. Verhaeghe; and Nele J. Van Den Noortgate (2013). "Aged Parents; Experiences during a Critical Illness Trajectory and After the Death of an Adult Child: A Review of the Literature." *Palliative Medicine*, 27 (7), 583-595.
- Wagemans, Annemieke M. A.; Henny M. J. V. Lantman-de Valk; Ireen M. Proot; Job Metsemakers; Irene Tuffrey-Wijne; and Leopold M. G. Curfs (2013). "End-of-Life Decisions for People with Intellectual Disabilities, an Interview Study with Patient Representatives." *Palliative Medicine*, 27 (8), 765-771.
- Walsh, Froma; and Monica McGoldrick (1991). *Living Beyond Loss: Death in the Family*. New York: W. W. Norton and Company.
- Wilson, F.; M. Gott; and C. Ingleton (2011). "Perceived Risks around Choice and Decision Making at End of Life: A Literature Review." *Palliative Medicine*, 27 (1), 38-53.
- Yennurajalingam, Sriram; Antonio Noguera; Henrique A. Parsons; Isabel Torres-Vigil; Eva R. Duarte; Alejandra Palma; Sofia Bunge; J. Lynn Palmer; Marvin O. Delgado-Guay; and Eduardo Bruera (2013). "A Multicenter Survey of Hispanic Decision Control in the United States and Latin America." *Palliative Medicine*, 27 (7), 692-698.
- Zorza, Victor and Rosemary (1980). *A Way to Die: The Story of Jane Zorza*. (Hospice care) London: Sphere Books.

Dementia and Alzheimer's Disease:

- Avadian, Brenda, MA (1999). "Where's My Shoes?" *My Father's Walk Through Alzheimer's*. Lancaster: North Star Books.
- Basler, Barbara (2007). "Closing In On Alzheimer's." *AARP Bulletin*, June, 10-12.
- Carr, Coeli (2009). "Terra Incognita." *Neurology Now*, November/December, 19-25.
- Cohen, Donna; and Carl Eisdorfer (2001). *The Loss of Self: A Family Resource for the Care of Alzheimer's Disease and Related Disorders, revised edition*. New York: W. W. Norton and Company.
- Fogarty, Mignon, MS (2001). "Genetic Testing for Alzheimer's Disease in People without Symptoms." Welltopia.com, February 23.
- Gaskell, P. C., Jr., PA-C; and Jeffery M. Vance, PhD, MD (2004). "Alzheimer's Disease Genes and Genetic Testing in Clinical Practice." *Journal of American Academy of Physician Assistants*, 17, March, 25-32.
- Grady, Denise (2006). "Self Portraits Chronicle a Descent into Alzheimer's." *New York Times*, October 24.
- Henneberger, Melinda (2008). "An Affair to Remember." Slate.com, June 10.
- Honel, Rosalie (1988). *Journey with Grandpa: Our Family's Struggle with Alzheimer's Disease*. Baltimore: Johns Hopkins University Press.
- Kaplan, Daniel B.; and Barbara Berkman (2011). "Dementia Care: A Global Concern and social Work Challenge." *International Social Work*, 54 (3), 361-373.

- Kolata, Gina (2012). "In Preventing Alzheimer's, Mutation May Aid Drug Quest." *The New York Times*, July 11, 2012.
- Kuhn, D. (2002). Intimacy, Sexuality, and Residents with Dementia. *Alzheimer's Care Quarterly*, 3 (2), 165-176.
- Lichtenberg, P. A.; and D. M. Strzeppek (1990). Assessments of Institutionalized Dementia Patients' Competencies to Participate in Intimate Relationships. *The Gerontologist*, 30 (1), 117-120.
- Marcus, Mary B. (2010). "Report: Minorities More Likely to Suffer Alzheimer's Disease." *USA Today*, March 9.
- McGowin, Diana (1993). *Living in the Labyrinth: A Personal Journey through the Maze of Alzheimer's*. New York: Delacorte Press.
- Messinger-Rapport, Barbara J., MD, PhD; T. J. McCallum, PhD; and Mary E. Hujer, MSN (2006). "Impact of Dementia Caregiving on the Caregiver in the Continuum of Care." *Annals of Long Term Care*, 14 (1) January, 34-41.
- Snowdon, David (2001). *Aging with Grace: What the Nun Study Teaches Us About Leading Longer, Healthier, and More Meaningful Lives*. New York: Bantam Books.
- Springate, Beth; and Geoffrey Tremont (2011). "Caregiver Burden and Depression in Mild Cognitive Impairment." *Journal of Applied Gerontology*, 32 (6), 765-775.
- Tangalos, Eric G., MD; and David S. Knopman, MD (2005). "Diagnostic Challenges and Treatment Options: Case Presentation on Cognitive Decline and Dementia." *Annals of Long Term Care*, 13 (3) March, 41-44.
- Tibbs, Margaret (2001). *Social Work and Dementia: Good Practice and Care Management*. London: Jessica Kingsley Publishers.
- Valeo, Tom (2009). "The Other Dementias." *Neurology Now*, November/December, 26-32.
- Valle, Ramon (1998). *Caregiving Across Cultures: Working with Dementing Illness and Ethnically Diverse Populations*. Washington DC: Taylor and Francis.
- Von Wagner, Kendra (2007). "Explanations for Forgetting." About.com Psychology, September 19.
- Wesolowski, Kierstin (2010). "When Should People with Dementia Stop Driving?" *Neurology Now*, May/June, 11.
- Zernike, Kate (2007). "Love in the Time of Dementia." *New York Times*, November 18.

Depression:

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders* (4th edition, Text Revision DSM-IV-TR). Washington DC: American Psychiatric Association. (Excerpts in a handout)
- Baker, Tamara A.; NiCole T. Buchanan; Brent J. Small; Resche D. Hines; and Keith E. Whitfield (2011). "Identifying the Relationship between Chronic Pain, Depression, and Life Satisfaction in Older African Americans." *Research on Aging*, 33 (4), 426-443.
- Copeland, Mary Ellen, MS, MA. (2001). *The Depression Workbook: A Guide for Living with Depression*, 2nd edition. Oakland: New Harbinger.
- Eysers, Kerrie; Gordon Parker; and Henry Brodaty (2012). *Managing Depression, Growing Older: A Guide for Professionals and Carers*. Routledge.
- Ganong, Kathryn; and Erik Larson (2011). "Intimacy and Belonging: The Association between Sexual Activity and Depression among Older Adults." *Sociology and Mental Health*, 1 (3), 153-172.
- Horwitz, Allan V. (2011). "Creating an Age of Depression: The Social Construction and Consequences of the Major Depression Diagnosis." *Society and Mental Health*, 1 (1), 41-54.
- Jack, Dana (1991). *Silencing the Self: Women and Depression*. Cambridge: Harvard University Press.
- Liew, Hui-Peng (2011). "Depression and Chronic Illness: A Test of Competing Hypotheses." *Journal of Health Psychology*, 17 (1), 100-109.
- McCullough, James, Jr. (2001). *Skills Training Manual for Diagnosing and Treating Chronic Depression: Cognitive Behavioral Analysis System of Psychotherapy*. New York: Guilford Press.
- Miller, Jennifer (2001). *The Day I Went Missing: A True Story*. New York: St. Martin's Press.
- Parker, M. L.; Rachel B. Tambling; and Kelly Campbell (2013). "Dyadic Adjustment and Depressive Symptoms: The Mediating Role of Attachment." *The Family Journal*, 21 (1), 28-34.
- "Racism Shapes African American Women's Views on Depression Care" (2010). From www.ohsu.edu, July 7.
- Roberts, Albert; and Gilbert Greene (2002). *Social Workers' Desk Reference*. New York: Oxford University Press.
- Sajatovic, Martha, MD; and Luis Ramirez, MD (2001). *Rating Scales in Mental Health*. Hudson: Lexi-Comp.
- Solomon, Andrew (2001). *The Noonday Demon: An Atlas of Depression*. New York: Scribner.
- Styron, William (1990). *Darkness Visible: A Memoir of Madness*. New York: Random House.
- Thompson, Tracy (1995). *The Beast: A Reckoning with Depression*. New York: G. P. Putnam's Sons.
- Valkonen, Jukka; and Vilma Hanninen (2012). "Narratives of Masculinity and Depression." *Men and Masculinities*, 16 (2), 160-180.
- Wegmann, Joe, PharmD, LCSW (2010). "Assessing Depression: What's Lurking Inside, or what the Client's Not Telling You." *NASW Texas Network*, April, 7.
- Wright, Jesse H.; and Laura W. McCray (2012). *Breaking Free from Depression: Pathways to Wellness*. Guilford Press.

- Wright, Sara L., PhD; and Carol Persad, PhD (2007). "Distinguishing between Depression and Dementia in Older Persons: Neuropsychological and Neuropathological Correlates." *Journal of Geriatric Psychiatric and Neurology*, 20 (4) December, 189-198.
- Yapko, Michael (1997). *Breaking the Patterns of Depression*. New York: Doubleday.

Domestic Violence and Couple Relationships, Elder Abuse:

- Alvarez, Lizette; and Deborah Sontag (2008). "When Strains on Military Families turn Deadly." *New York Times*, February 15.
- Bailey, Benjamin; Eli Buchbinder; and Zvi Eisikovits (2011). "Male Social Workers Working with Men who Batter: Dilemmas in Gender Identity." *Journal of Interpersonal Violence*, 26 (9), 1741-1762.
- Bourassa, Dara, PhD, LSW (2012). "Examining Self-Protection Measures Guarding Adult Protective Services Social Workers against Compassion Fatigue." *Journal of Interpersonal Violence*, 27 (9), 1699-1715.
- Buck, Nicole M. L., PhD; Ellie P. E. M. Leenaars, PhD; Paul M. G. Emmelkamp, PhD; and Hjalmar J. C. Van Marle, PhD. (2012). "Explaining the Relationship between Insecure Attachment and Partner Abuse: The Role of Personality Characteristics." *Journal of Interpersonal Violence*, 27 (16), 3149-3170.
- "Crimes Against the Elderly Growing; Most Committed by Family Members, Says Sam Houston State University Prof" (2010). From newswire.ascribe.org, June 8.
- Davies, Miranda; Priscilla Harries; Deborah Cairns; David Stanley; Mara Gilhooly; and Kenneth Gilhooly (2011). "Factors used in the Detection of Elder Financial Abuse: A Judgement and Decision-Making Study of Social Workers and their Managers." *International Social Work*, 54 (3), 404-420.
- Ellis, Albert; and Robert Harper (2001). *How to Stop Destroying Your Relationships: A Guide to Enjoyable Dating, Mating and Relating*. New York: Kensington Publishing.
- Engel, Beverly (2002). *The Emotionally Abusive Relationship*. Hoboken: John Wiley and Sons.
- Goldberg, Lisa; Ami Harbin; and Sue Campbell (2011). "Queering the Birthing Space: Phenomenological Interpretations of the Relationships between Lesbian Couples and Perinatal Nurses in the Context of Birthing Care." *Sexualities*, 14 (2), 173-192.
- Haaken, Janice (2010). *Hard Knocks: Domestic Violence and the Psychology of Storytelling*. Routledge.
- Henning, Kris; and Jennifer Connor-Smith (2011). "Why Doesn't He Leave? Relationship Continuity and Satisfaction among Male Domestic Violence Offenders." *Journal of Interpersonal Violence*, 26 (7), 1366-1387.
- Insetta, Emily R., Akers, Aletha Y., Miller, Elizabeth, Yonas, Michael A., Burke, Jessica G., Hintz, Lindsay, & Chang, Judy C. (2015). "Intimate Partner Violence Victims as Mothers: Their Messages and Strategies for Communicating with Children to Break the Cycle of Violence." *Journal of Interpersonal Violence*, 30 (4), 703-724.
- Keeshin, Brooks R.; Peter F. Cronholm; and Jeffrey R. Strawn (2012). "Physiologic Changes Associated with Violence and Abuse Exposure: An Examination of Related Medical Conditions." *Trauma, Violence, and Abuse*, 13 (1), 41-56.
- Kothari, Catherine L., MA; Karin V. Rhodesn, MD; James A. Wiley, PhD; Jeffrey Fink, JD; Scott Overholt; Melissa Dichter, MSW, PhD; Steven C. Marcus, PhD; and Catherine Cerulli, MD, PhD. (2012). "Protection Orders Protect against Assault and Injury: A Longitudinal Study of Police-Involved Women Victims of Intimate Partner Violence." *Journal of Interpersonal Violence*, 27 (4), 2845-2868.
- Kristof, Kathy (2010). "Protecting Seniors from Financial Abuse." *Los Angeles Times*, June 20.
- Letourneau, Nicole, PhD, RN; Catherine Y. Morris, MPhil; Miriam Stewart, PhD; Jean Hughes, PhD, RN; Kim A. Critchley, PhD, RN; and Loretta Secco, PhD, RN. "Social Support Needs Identified by Mothers affected by Intimate Partner Violence." *Journal of Interpersonal Violence*, 28 (4), 2873-2893.
- Maliken, Ashley C., MS; and Lynn F. Katz, PhD (2012). "Fathers' Emotional Awareness and Children's Empathy and Externalizing Problems: The Role of Intimate Partner Violence." *Journal of Interpersonal Violence*, 28 (4), 718-734.
- Matlow, Ryan B., & DePrince, Anne P. (2015). "The Impact of Appraisals and context on Readiness to Leave a Relationship following Intimate Partner Abuse." *Violence against Women*, 21 (9), 1043-1064.
- McKay, Sarah (2009). "Self Neglect in Older Adults." *CSWE Aging Times*, 4 (6) June.
- Messing, Jill T. (2011). "The Social Control of Family Violence." *Affilia: Journal of Women and Social Work*, 26 (2), 154-168.
- Mills, Linda (1998). *The Heart of Intimate Abuse: New Interventions in Child Welfare, Criminal Justice, and Health Settings*. New York: Springer Publishing Company.
- Murray, Christine E., Crowe, Allison, & Flasch, Paulina (2015). "Turning Points: Critical Incidents Prompting Survivors to Begin the Process of Terminating Abusive Relationships." *The Family Journal*, 23 (3), 228-238.
- Ogbonnaya, Ijeoma N.; Rebecca J. Macy; Lawrence L. Kupper; Sandra L. Martin; and Sara E. Bledsoe-Mansori (2013). "Intimate Partner Violence and Depressive Symptoms before Pregnancy, during Pregnancy, and after Infant Delivery: An Exploratory Study." *Journal of Interpersonal Violence*, 28 (10), 2112-2133.
- Ornstein, Petra; and Johanna Rickne (2013). "When Does Intimate Partner Violence Continue after Separation?" *Violence against Women*, 19 (5), 617-633.

- Paleg, Kim; and Matthew McKay (2001). *When Anger Hurts Your Relationship*. Oakland: New Harbinger Publications.
- “Pitt Researchers Report African American Seniors at Twice the Risk for Mental Abuse, Five Times for Financial Exploitation” (2010). www.news.pitt.edu, September 28.
- Pope, Amber L.; and Craig S. Cashwell (2013). “Moral Commitment in Intimate Committed Relationships: A Conceptualization from Cohabiting Same-Sex and Opposite-Sex Partners.” *The Family Journal*, 21 (1), 5-14.
- Postmus, Judy L.; Sara-Beth Plummer; Sarah McMahon; N. Shaanta Murshid; and Mi Sung Kim (2012). “Understanding Economic Abuse in the Lives of Survivors.” *Journal of Interpersonal Violence*, 27 (3) 411-430.
- Repko, Melissa (2010). “Elderly Often Have More to Lose in Financial Abuse.” *Dallas Morning News*, October 5.
- Sheehan, Brynn E., Murphy, Sharon B., Moynihan, Mary M., Dudley-Fennessey, Erin, & Stapleton, Jane G. (2015). “Intimate Partner Homicide: New Insights for Understanding Lethality and Risks.” *Violence against Women*, 21 (2), 269-288.
- Sheehan, Kathleen A.; Sumaiya Thakor; and Donna E. Stewart (2012). “Turning Points for Perpetrators of Intimate Partner Violence.” *Trauma, Violence, and Abuse*, 13 (1), 30-40.
- Sillito, Carrie L. (2012). “Physical Health Effects of Intimate Partner Abuse.” *Journal of Family Issues*, 33 (11), 1520-1539.
- Van Wormer, Katherine; and A. Roberts (2009). *Death by Domestic Violence: Preventing the Murders and the Murder-Suicides*. Praeger.
- Walker, Lenore (2000). *The Battered Woman Syndrome* (2nd edition). New York: Springer Publishing.
- Waltermaurer, Eve (2012). “Public Justification of Intimate Partner Violence: A Review of the Literature.” *Trauma, Violence, and Abuse*, 13 (3), 167-175.
- Weitzman, Susan (2000). *Not to People Like Us: Hidden Abuse in Upscale Marriages*. New York: Basic Books.
- Wendt, Sarah, Bagshaw, Dale, Zannettino, Lana, & Adams, Valerie (2015). “Financial Abuse of Older People: A Case Study.” *International Social Work*, 58 (2), 287-296.
- Wilkinson, Jennifer; Michael Bittman; Martin Holt; Patrick Rawstorne; Susan Kippax; and Heather Worth (2012). “Solidarity beyond Sexuality: The Personal Communities of Gay Men.” *Sociology*, 46 (6), 1161-1177.
- Yamawaki, Niwako; Monica Ochoa-Shipp; Craig Pulsipher; Andrew Harlos, and Scott Swindler (2012). “Perceptions of Domestic Violence: The Effects of Domestic Violence Myths, Victim’s Relationship with Her Abuser, and the Decision to Return to Her Abuser.” *Journal of Interpersonal Violence*, 27 (6), 3195-3212.
- Zosky, Diane (2011). “A Matter of Life and Death: The Voices of Domestic Violence Survivors.” *Affilia: Journal of Women and Social Work*, 26 (2), 201-212.

(Effects of) Incest/Childhood Sexual Abuse:

- Allnock, Debbie, Hynes, Patricia, & Archibald, Martha (2015). “Self-Reported Experiences of Therapy following Child Sexual Abuse: Messages from a Retrospective Survey of Adult Survivors.” *Journal of Social Work*, 15 (2), 115-137.
- Blume, E. Sue (1990). *Secret Survivors: Uncovering Incest and Its Aftereffects in Women*. New York: John Wiley and Sons.
- Courtois, Christine (1988). *Healing the Incest Wound: Adult Survivors in Therapy*. New York: W. W. Norton and Company.
- Fairweather, Angela, PhD; and Bill Kinder, PhD (2013). “Predictors of Relationship Adjustment in Female Survivors of Childhood Sexual Abuse.” *Journal of Interpersonal Violence*, 28 (3), 538-557.
- Foster, Jennifer M. (2014). “Supporting Child Victims of Sexual Abuse: Implementation of a Trauma Narrative Family Intervention.” *The Family Journal: Counseling and Therapy for Couples and Families*, 22 (3), 332-338.
- Goulding, Regina; and Richard Schwartz (1995). *The Mosaic Mind: Empowering the Tormented Selves of Child Abuse Survivors*. New York: W. W. Norton and Company.
- Kirschner, Sam; Diana Kirschner; and Richard Rappaport (1993). *Working with Adult Incest Survivors: The Healing Journey*. New York: Brunner/Mazel.
- Rebocho, Maria F., PhD; and Rui A. Goncalves, PhD (2012). “Sexual Predators and Prey: A Comparative Study of the Hunting Behavior of Rapists and Child Molesters.” *Journal of Interpersonal Violence*, 27 (4), 2770-2789.
- Sheinberg, Marcia; and Peter Fraenkel (2001). *The Relational Trauma of Incest: A Family-Based Approach to Treatment*. New York: Guilford Press.
- Smith, Kyle (2011). “Sybil is One Big Psych-Out.” *New York Post*, October 16.
- Watson, Laurel B., Matheny, Kenneth B., Gagne, Phill, Brack, Greg, and Ancis, Julie R. (2012). “A Model Linking Diverse Women’s Child Sexual Abuse History with Sexual Risk Taking.” *Psychology of Women Quarterly*, 37 (1), 22-37.
- Westerlund, Elaine (1992). *Women’s Sexuality After Childhood Incest*. New York: W. W. Norton and Company.

**Human Behavior in the Social Environment II, Dr. Claudia Rappaport
YOUNG/SENIOR ADULT OBSERVATION AND INTERVIEW ASSIGNMENT GRADING RUBRIC**

	<i>Possible Points</i>	<i>Earned Points</i>
Paper is at least 6-8 pages in length (not counting face page or reference page)	5	
Demographics of person (age is between 22-34 for young adult and 65+ for senior adult, living situation, etc.), where the interview and observation were conducted, and that you are using a false name	5	
Person's story is told in a coherent, interesting, creative way	15	
Course material is used to explain person's story in a comprehensive way, explaining how their story and situation compare to all the theoretical material we studied for a person their age – how they are similar, how they are different – and the course material is blended in with the person's story in a smooth, explanatory fashion	15	
Person's story is told from a life course perspective	10	
Explanation of developmental issues and transitions that typically occur during this stage of adulthood, and how this person compares to that typical development	15	
Explanation of Erik Erikson's theory and how it would be applied in this person's situation	5	
Explanation of Jean Piaget's theory and how it would be applied in this person's situation	5	
Explanation of at least one other major theory we studied and how it would be applied in this person's situation	5	
Citations are correctly done, including personal communication citations in every paragraph in which interview is presented; no citations were left out; if the wording was taken directly from a source from the class (including textbook and handouts), quotation marks are correctly used to indicate that paraphrasing was not used	10	
Paper's format is correct based on APA – margins, running head, page numbers, double spacing (and no extra space between paragraphs), reference page and citations	5	
No reference material other than course materials was used	5	
Total points (the grade on the 75% of the paper's grade that is based on content)	100	

GRADING RUBRIC FOR ATTITUDES TOWARD DEATH AND DYING PAPER

<i>Section</i>	<i>Possible Points</i>	<i>Your Points</i>
Your views/beliefs about death, terminal illness, and grief. Where do those beliefs come from? Cultural influences. Family Issues. All of your major personal experiences with death/dying. THIS NEEDS TO BE THE LONGEST SECTION OF YOUR PAPER.	30	
Your bucket list with at least 5 items on it. Why are those items on the list? How can you incorporate changes now so you can start achieving some of those goals?	10	
Write your obituary as it would be done today. What do you want your legacy to be? How did writing your obituary affect you?	10	
Describe your desired funeral/memorial service. How do you want to celebrate your life?	10	
Your reactions to and thoughts about all of the major issues raised in the movie "Facing Death". What are key questions and issues, including ethical dilemmas, that you think it raises that apply especially to the profession of social work? How did you react to these clients' stories?	5	
Your reactions to all of the major issues raised in the movie "Wit". What are key questions and issues, including ethical dilemmas, that you think it raises that apply especially to the profession of social work? What did the nurse and the friend do that was helpful? How did you react to this client's issues?	5	

Your reactions to the movie “Self-Made Man”. What are key questions and issues, including ethical dilemmas, that you think it raises that apply especially to the profession of social work? What are the criteria that need to be met for a rational suicide? Do you think he qualified as a case of “rational suicide”? Why or why not?	5	
What are all the important ways that social workers can assist people who are dying or grieving? How would you approach doing this kind of work? What kinds of services would you provide, and how would you provide them?	5	
What kind of self-care measures would you engage in to enable you to do this kind of emotional work with terminally ill and grieving people? To what extent are you already doing these kinds of self-care? What is your plan for starting to do the new ones?	5	
Could you provide social work services to people with terminal illnesses and/ or to people who are grieving? How easy or hard do you think that kind of work would be for you to do? How can you work to get yourself better prepared to do this kind of work?	10	
What was it like for you to write this paper? What kinds of reactions and questions did it raise?	5	
Remember that the paper needs to demonstrate a lot of insight and deep reflection. If it is shorter than 9-10 pages, you probably did not put enough thought into writing it.		
	100	

PSYCHOSOCIAL ASSESSMENT FORMAT

Date: _____ Your name: _____

Demographics:

Name: (Last, First):

Age:

Name(s) of Parent(s)/Guardian(s): Note: If you are working with an adult client, this will be N/A

Client/Family Members present at assessment:

HOUSEHOLD MEMBERS	RELATION	AGE	HOUSEHOLD MEMBERS	RELATION	AGE

PHYSICAL OR MEDICAL SITUATION:

History:

Current:

Family’s understanding/acceptance of client’s needs:

Current medical/physical status of family members:

COGNITIVE/DEVELOPMENTAL STATUS:

History:

Current:

BEHAVIORAL STATUS:

History:

Current:

EMOTIONAL/PSYCHOLOGICAL ISSUES:

History:

Current:

EDUCATIONAL STATUS:

History:

Current:

NUTRITIONAL STATUS:

History:

Current:

VOCATIONAL STATUS:

History:

Current:

SOCIOECONOMIC SITUATION:

Employment:

Income:

Financial stresses:

HOUSING: Apartment House Mobile Home Homeless Other:

Own Rent Share housing with:

Concerns regarding housing:

Safety concerns related to housing:

LEGAL ISSUES: (Such as marital situation, child support, guardianship, immigration status, criminal charges, truancy, etc.)

<i>PSYCHOSOCIAL ISSUES</i>	
Marital or Intimate Partner Relationship	
Parenting	
Siblings	
Other Family	
Community Support Systems	
Family Violence	
Substance Abuse	

Mental Health	
Religious/Cultural	

OTHER COMMUNITY AGENCIES INVOLVED:

AGENCY/NAME:	LOCATION:	CONTACT/TELEPHONE:

PRIMARY STRENGTHS OF CLIENT/FAMILY: (Note: list should be COMPREHENSIVE!!!)

PRIMARY CHALLENGES OF CLIENT’S/FAMILY’S SITUATION: (List should be COMPREHENSIVE!!!)

CLIENT’S/FAMILY’S GOALS AND PRIORITIES: (Only include THE CLIENT AND FAMILY’S EXPRESSED GOALS AND PRIORITIES – do NOT include goals and priorities you as the social worker WISH they would have!!)

TEN SERVICE GOALS TO BE OFFERED TO PATIENT/FAMILY: (List of ten interventions you feel could benefit the patient/family – If you put more than 10 interventions, this will earn you extra content points)

APA CHECKLIST

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

A. Entire document MUST HAVE

- Times New Roman Font
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the “Reference” page)
- Double spacing *between lines* in paragraphs (remove double spacing between paragraphs)
- Numbers 1-10 spelled out (e.g. “one”, “five”, “seven”)
- Numbers above 10 written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of “I” (unless approved by professor)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

B. Cover Page

- Header flushed left and written as “Running head: SHORT TITLE” (note how “Running head:” is written)
- Page # (always starts with “1” at the top right)

- Title of work, your name, and the name of the university (in this order), centered and not in bold. This should also be double spaced and the title of the work should begin 9 single spaces after the header.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.
- The “SHORT TITLE” is always in capital letters and is a shortened version of your title. This can be no more than 50 characters

C. Abstract Page

- This is page 2 (upper right corner)
- In the Header section flushed left will show on this page “SHORT TITLE” only. **No “Running head:” used on this or subsequent pages**
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

D. START OF YOUR BODY

- Continue your “SHORT TITLE” and page number on every page
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Paragraphs have a minimum of 5 sentences
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

E. Reference Page

- Header section flushed left should show the “SHORT TITLE” and the page # on the right side.
- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- Double space references
- Remove space between references
- Only single spacing after punctuation
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communications; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches* (5th ed). New York: Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work:
<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>

- Sample APA Paper Owl Purdue:
http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
- Son of Citation Machine Citing Support:
<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year
 - Incorrect: (Dobson & Pewter 2013)
 - Correct: (Dobson & Pewter, 2013)
- ❖ Missing parenthesis
 - Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
 - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).
- ❖ Using *and* instead of & in a citation
 - Incorrect (Dobson and Pewter, 2013)
 - Correct: (Dobson & Pewter, 2013)
- ❖ Using “pp.” instead of “p.” to denote page.
 - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
 - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Missing punctuation at the end of sentences when citing.
 - Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
 - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

Correct Citation Example:

In-Text: (Dobson & Pewter, 2013)

Reference Page: Dobson, J.H. & Pewter, W.P. (2013). Understanding writing for bachelor social work students. *Journal of American Health*, 4, 24-29.

- ❖ Using quotation marks without page number/paragraph information.
 - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
 - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Example of how to cite a class handout:
 - Rappaport, C. (2013). *The muscular system*. [Class handout]. SWKK 330: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.

❖ Example of how to cite a movie:

- Burg, M., & Koules, O. (Producers); Cassavetes, N. (Director); & Kearns, J. (Writer). (2002). *John Q.* [Motion picture]. USA: New Line Cinema, Burg/Koules Productions, & Evolution Entertainment.
- To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. First look up (under Full Cast and Crew) all the producers, ignoring those listed as executive producer, co-producer, assistant producer, etc. Then add the director(s) and writer(s). Go to Company Credits to list the production companies (ignore the list of distributors).

USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

Putting two sentences together, joined by *and*, *but*, or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.

- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.
- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.
- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.

- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

Note: The above example with semicolons also illustrates another use of commas: When you are using more than one adjective to describe a noun (such as golden, delicious apples), the two adjectives need to be separated with a comma.

Separating the name of a city and the state in which it is located.

- Example: I was born in San Antonio, Texas, in the year 1950.

Separating parts of a date in a sentence.

- Example: On August 1, 2010, my daughter was born.

Separating a person's name and their relationship to another person, the name of a book and its author, etc.

- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
- Example: Harper Lee's novel, *To Kill a Mockingbird*, is required reading in many schools.

Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.

- Example: In case of a fire, you need to move quickly to the nearest exit.
 - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say "you need to quickly move to the nearest exit"). Doing this is referred to as a split infinitive.** Just remember Shakespeare: It is "To be or not to be," not "To be or to not be."
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.
- Example: During the depression of the 1930's, food was scarce and unemployment rates were high.
 - Question: Why do you not need a comma after scarce?
- Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
- Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.
- **Note: If the prepositional phrase is in the middle of the sentence, it does not require commas.**
 - Example: The hot air in the classroom made it very difficult to study.
 - Example: She couldn't give the landlord her rent because she got paid a lot less this week.

After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.

- Example: "Well," she said, "I guess I need to go ahead and start fixing dinner."
 - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**
- Example: Gosh, it is really hot today.
- Example: Hello, my name is Dr. Rappaport.
- Example: No, you can't have a cookie right now.
- Example: Yes, I heard what you said.

- Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
- Example: However, you need to remember that I expect you to study hard for my tests.
- Example: John, did you have a question you wanted to ask?

To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.

- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there?

When getting ready to quote a sentence – but only if you are really quoting the person’s exact words, not paraphrasing.

- Example: I wasn’t saying, “How could you?” Rather, I wanted to know, “What were you thinking when you did that?”
- Example: Dr. Rappaport always said, “Be careful of using Spell Check as your only type of proof-reading on papers.”
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

Before adding a phrase starting with *which* or *whose* to add more details to the sentence.

- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other’s skills.
- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

To separate out parenthetical words from the rest of the sentence.

- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

Before a word like *also* or *too* or *as well* at the end of a sentence.

- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He’s quite good looking, too.

Do not use a comma if the additional words identify the subject word and are not additional information.

- The company rewards employees who work hard. (Do not put a comma if what you mean is that the company **ONLY** rewards employees who work hard. If **ALL** employees work hard and get rewarded, then put a comma: The company rewards its employees, who all work hard.)

You usually do NOT use a comma before “because.”

- Example: She was deeply ashamed because she was the only woman who failed the exam.

You often do not need to use a comma after an introductory phrase that designates when something occurred.

- Example: In five minutes we are leaving for school.

OTHER COMMON WRITING ERRORS

Capitalizing words that do not need capitals

- Capital letters are used for proper nouns, people’s names, names of cities and states, etc. They are often used when they are not needed. For example:
 - I am a student in the Social Work Department at Tarleton State University-Central Texas. It is correct to capitalize social work here because it is in the name of a Department.
 - I want to be a social worker. You do not capitalize it here because it is not a proper noun.
 - My biggest supporter is Mother. You need to capitalize mother here because you are using it as a person’s name.
 - I live with my mother and my father. You do not capitalize them here because you are not using them as names.
 - I graduated from Alamo Heights High School. You capitalize high school here because it is the name of a specific high school.
 - I graduated from high school. You do not capitalize it here because it is not a proper noun. **Also note that you need the word “from”. I graduated high school is slang without the word from.**

Confusing different forms of words that sound the same.

- **Where:** I asked him where he was born.
- **Were:** There were 25 questions on the test.
- **Wear:** I asked him what he was going to wear to the interview.

- **Their:** These parents really love their children.
- **There:** There are too many students in this class.
- **They’re:** This is the contraction for “they are.” **Note:** You usually do not use contractions in formal written work.

Two different forms for possessives:

- **This is my parent’s house.** Use the apostrophe before the s only if it is **ONE** parent’s house. **Both parents do not live in the house, or you only have one parent.**
- **This is my parents’ house.** Use the apostrophe after the s if it is **BOTH** parents’ house. **Both parents live in the house.**

- **Parents are very important people. You do not use any apostrophe because you are simply making a noun plural. Never use an apostrophe unless you are making a noun a possessive word (meaning it belongs to someone).**