MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2012-2013
SW 521: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

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Academic Term and Year:	**Spring 2012-2013**
Course Prefix and Number:	**SW 521**
Course Title:	Human Behavior and the Social Environment II
Credit Hours:	**3**
Days, Time and Location of class:	**Tuesday, 6:00-8:40; William Sutton Administration Building #232**
Professor:	**David Stoesz, Ph.D.**
Office Location:	Social Work Suite # 213, William Sutton Administration Building
Office Hours:	**Tuesday: 1-3 pm; 4-6 pm, Wednesday: 1-3 pm; 4-6 pm, Thursday: 1-3 pm; 4-6 pm & Other times by appointment only**
Office Phone Number:	**(703) 309-4098**
Main Office Number	**(662) 254-3365**
Email Address:	**mhoque@mvsu.edu**
Prerequisite:	**Completion of SW520**

Required Technology Skills:
Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION
Continuation of Human Behavior and the Social Environment I with a focus on mezzo and macro applications.

COURSE DESCRIPTION
This is the second of two foundation courses on Human Behavior and the Social Environment (HBSE). Theories on the interaction between and among systems taught in HBSE I am explored in greater depth in HBSE II. Theories such as social systems theory, symbolic interactionism, and social exchange theory, labeling theory, feminist theory, conflict theory and structural functionalism are presented with a focus on mezzo and macro applications. Focus is on the behavior of groups, organizations and communities in the social environment. The effects of economic and social injustices on culturally diverse groups and populations at risk are explored.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION
The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide rage of settings. Concurrently, special emphasis is place on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS
The goals of the Master of Social Work Program are:
1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

EXPECTED COMPETENCIES OF MSW GRADUATES
1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments**.**
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. EPAS Competency: 2.1.5 Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.

7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Utilize appropriate interventions within a rural practice framework.

EXPECTED CORE COMPETENCIES AND PRACTICE BEHAVIORS
After the completion of the course students are expected to demonstrate the following core competencies and practice behaviors:

Competencies	**Practice Behaviors**	Assessment of Practice Behavior
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly	*(a) Students advocate for client access to the services of social work*	Community Assessment Paper
2.1.1b	*(b) Students practice personal reflection and self-correction to assure continual professional development;*	Class Discussion
2.1.1c	*(c) Students attend to professional roles and boundaries*	Class Discussion & Final Examinations
2.1.1d	*(d) Students demonstrate professional demeanor in behavior, appearance, and communication;*	Class Discussion
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice	*(a) Students recognize and manage personal values in a way that allows professional values to guide practice*	Class Discussion
2.1.2b	*(b) Students make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles*	Class Discussion & Final Examinations
2.1.2d	*(d) Students apply strategies of ethical reasoning to arrive at principled decisions*	Class Discussion
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional	*(a) Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom*	Community Assessment Paper

judgments		
Educational Policy 2.1.4—Engage diversity and difference in practice	*(a) Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power*	Community Assessment Paper & Final Examinations
2.1.4b	*(b) Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups*	Class Discussion
2.1.4c	*(c) Students recognize and communicate their understanding of the importance of difference in shaping life experiences*	Class Discussion & Final Examinations
2.1.4d	*(d) Students view themselves as learners and engage those with whom they work as informants*	Class Discussion
Educational Policy 2.1.5—Advance human rights and social and economic justice	*(a) Students understand the forms and mechanisms of oppression and discrimination*	Class Discussion & Final Examinations
2.1.5b	*(b) Students advocate for human rights and social and economic justice*	Community Assessment Paper
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research	*(b) Students use research evidence to inform practice*	Community Assessment Paper & Final Examinations
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment	*(a) Students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation*	Community Assessment Paper & Final Examinations
2.1.7b	*(b) Students critique and apply knowledge to understand person and environment*	Community Assessment Paper, Class discussion & Final Examinations
Educational Policy 2.1.9—Respond to contexts that shape practice	*(a) Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services*	Community Assessment Paper & Final Examinations
Educational Policy 2.1.10(a)—Engage with individuals, families, groups, organizations, and communities.	*(a)1—Engagement* *Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities*	Community Assessment Paper & Final

		Examinations
2.1.10a2	*(a2)—Engagement* *Social workers use empathy and other interpersonal skills*	Class Discussion
2.1.10a3	*(a)3—Engagement* *Social workers develop a mutually agreed-on focus of work and desired outcomes*	Community Assessment Paper & Class Discussion
Educational Policy 2.1.10(b)– Assess individuals, families, groups, organizations, and communities.	*(b)1—Assessment* *Social workers collect, organize, and interpret client data*	Community Assessment Paper
2.1.10b2	*(b)2—Assessment* *Social workers assess client strengths and limitations*	Community Assessment Paper
2.1.11. Utilize appropriate interventions within a rural practice framework.	*a. Social workers recognize the impact of the rural environment on service delivery in rural communities*	Community Assessment Paper & Class Discussion
	b. Social workers utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities	Community Assessment Paper

COURSE REQUIREMENTS

Required Textbooks:
Johnson, M.M. & Rhodes, R. (2010). Human *Behavior and the Larger Social Environment: A New Synthesis.* New York: Pearson.

Kirst-Ashman, K.K. (2011). *Human Behavior, Communities, Organizations, and Groups in the Macro Social Environment: An Empowerment Approach.* Belmont, CA: Brooks/Cole.

Class Attendance Policy:
Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class, in a timely fashion.

Policy and Procedure on Cheating and Plagiarism
Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Make-up Examination Policy:
It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:
The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: assigned readings and assigned individual or group tasks, both inside and outside of classroom. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to participate in class discussions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Readings
It is essential that students complete the reading assignments prior to the class session. The class will use much of the time discussing and clarifying the materials in reading assignments.

Writing Style
All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style. Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://www.apastyle.org/manual/index.aspx or http://owl.english.purdue.edu/owl/resource/560/01/ References in all assignments should be formatted in APA style.

Submission of Assignments
Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order and stapled together with a title page (No envelopes! Make sure that the fastener holds everything together while reading these).

Required Tasks/Activities:
Completion of this course requires students to demonstrate the mastery of the contents, outlined later, through performance in tests and completion of the following tasks and assignments:

1. **Community Assessment Paper**: (100 points)

Students must complete a community assessment paper considering a 17 year old school-drop-out in her/his own community who faces the law enforcement agency for the second time for possessing substantial quantity of cracks. Following different theories and perspectives covered in this course discuss what and how different institutions in his or her macro environment can potentially contribute positively and negatively towards his/ her successful adulthood.

The content of the Client's Community Assessment Paper should include the following:

1. Introduction: Narrate the case and specify the community where the client lives
2. Description of Client's Community
3. Useful resources as well as constraints (Program and Service conditions that are likely to be harmful) for the client in the community covering the following (Explain your positions related to each resource or constraint through a specific theory /perspective/ fact with in-text citations and references at the end):
   a. Education
   b. Income/Employment
   c. Housing
   d. Health
   e. Neighborhood
   f. Religion
   g. Law
4. Conclusions

Instructions:
- Write the paper in your own words covering the aforementioned contents under appropriate headings and subheadings.
- Include appropriate citations in the text and references at the end of the paper in APA style.
- Submit the paper including a title page with title of the paper, your name, course and section number and course title and date.
- (This assignment could be completed in groups of two or three students)

Rubric or Criteria for Evaluating a Client's Community Assessment Paper					
Criteria	Weight	Scale			
		1. Student exhibits a level of little achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1. Introduction: Narrate the case and specify the	4	Does not narrate the case in own words but specifies	Narrates the case somewhat and specifies the community	Narrates the case in own words but does not specify the community	Narrates the case in own words and specifies the community

community where the client lives		the community where the client lives	where the client lives	where the client lives	where the client lives
2. Description of client's community	8	Describes few features of the community without citations	Describes some features of the community without citations	Describes some features of the community with citations	Describes major features of the community with citations
3a. Education	8	Only lists resources and constraints in respect of education	Discusses at least one resource and list one constraint in education	Discusses at least one resource and one constraint in education	Discusses resources and constraints in education with citations
3b. Income/ Employment	8	Only lists resources and constraints in respect of income/ employment	Discusses at least one resource and list one constraint in income/ employment	Discusses at least one resource and one constraint in income/ employment	Discusses resources and constraints in income/ employment with citations
3c. Housing	8	Only lists resources and constraints in respect of housing	Discusses at least one resource and list one constraint in respect of housing	Discusses at least one resource and one constraint in respect of housing	Discusses resources and constraints in respect of housing with citations
3d. Health	8	Only lists resources and constraints in respect of health	Discusses at least one resource and list one constraint in respect of health	Discusses at least one resource and one constraint in respect of health	Discusses resources and constraints in respect of health with citations
3e. Neighborhood	8	Only lists resources and constraints in respect of neighborhood	Discusses at least one resource and list one constraint in respect of neighborhood	Discusses at least one resource and one constraint in respect of neighborhood	Discusses resources and constraints in respect of neighborhood with citations
3f. Religion	8	Only lists resources and constraints in respect of religion	Discusses at least one resource and list one constraint in respect of religion	Discusses at least one resource and one constraint in respect of religion	Discusses resources and constraints in respect of religion with citations
3g. Law	8	Only lists resources and	Discusses at least one	Discusses at least one legal resource	Discusses legal resources and

		constraints in respect of law	resource and list one legal constraint	and one legal constraint	constraints with citations
4. Conclusions	4	Conclusion does not discuss the prospect of the client's transition to productive adulthood	Conclusion is not realistic about the prospect of the client's transition to productive adulthood	Conclusion realistically discusses the prospect of the client's transition to productive adulthood	Conclusion includes a good summary of the assessment and realistically discusses the prospect of the client's transition to productive adulthood
5. The paper is written in own words under appropriate headings.	8	Most materials are not in one's own sentences	Materials are paraphrased appropriately	Materials are paraphrased appropriately but are not presented under appropriate headings and subheadings	Materials are paraphrased appropriately and are presented under appropriate headings and subheadings
6. The title page with title of topic, your name, course and section number and course title and date	4	The title page with three of these missing (title of the paper, your name, course and section number and course title and date)	The title page with two of these missing (title of the paper, your name, course and section number and course title and date)	The title page with one of these missing (title of the paper, your name, course and section number and course title and date)	The title page with title of the paper, your name, course and section number and course title and date
7. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
8. Format and physical appearances meet professional standard	4	Unfastened and no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
9. Citations (APA style) for factual claims	4	More than five in-text citations for factual claims are not in APA	Three or four in-text citations for factual claims are not in APA style	One or two in-text citations for factual claims are not in APA style	In-text citations for factual claims are in APA style

		style			
10. References (APA style) cover citations	4	More than five references at the end are not in APA style or citations are left uncovered	Three or four references at the end are not in APA style or citations are left uncovered	One or two references at the end are not in APA style or citations are left uncovered	References at the end are in APA style and cover citations
Total	100				

Evaluation Procedures:
Students will be evaluated on the basis of class participation, assignments, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Student evaluation will have the following components with the corresponding points:

1. Mid-term Examination	= 100 points
2. Final Examination	= 100 points
3. Quiz	= 50 points
4. Community Assessment Paper	= 100 points
5. Class Exercises and Class Participation	= 50 points
Total	500 points

Performance Standards:
The final letter grade for each student will be determined on the basis of **all of the above components or the last five components** using the following scale, though **students must score at least 60% in the final test to get a passing grade**:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
Below 60%	= F

SPECIAL NEED POLICY (Americans With Disabilities Act)
Students who believe that they may need special accommodations in this class are encouraged to contact the Americans with Disabilities Act (ADA) Coordinator at 662-254-3446. They should also inform the instructor at the beginning of the course.

COURSE ACTIVITIES

Week	Contents	Reading Assignments:
Week One	**Review of Course outlines** **Challenge Examination**	

Week Two	*I. Major Theoretical Perspectives* **Exercise 1.2. Applying Theoretical Concepts to Macro Practice Situations. Exercise 1.5. What Are Your Strengths?**	**Kirst-Ashman – Chapter 1** *Introduction to Human Behavior in the Macro Social Environment* **Read Johnmson & Rhodes – Chapter 1** *Introduction to Perspectives and Theories*
Week Three	*II. Major Social Institutions:* **Family Economic System Political System Social Welfare System Education System Criminal Justice System Health Care System Religion Mass media** **Quiz 1: Major Theoretical Perspectives and Major Institutions**	**Johnson & Rhodes – Chapters 2, 3 and 4** *Ch. 2: The Political Economy* *Ch. 3: Government-Related Social Institutions* *Ch. 4: Non-Government Related Social Institutions*
Week Four	*III. Groups*	**Kirst-Ashman - Chapter 2** *Human Behavior in Groups: Theories and Dynamics* **Johnson & Rhodes - Chapter 7** *Other Social Settings: Groups and Social Settings*
Week Five	*III. Groups (Continued)* *Types of Groups*	**Kirst-Ashman – Chapter 4** *Types of Groups in the Macro Social Environment*
Week Six	*IV. Organizations* **Exercise 5.2 Critiquing the Internal Organizational Environment**	**Kirst-Ashman - Chapter 5** *Knowledge and Theories about Organizations* **Read Johnson & Rhodes – Chapter 9** *Organizations*
Week Seven	*IV. Organizations (Continued)*	**Kirst-Ashman – Chapter 6** *Social Service Organizational Settings, goals, and Environmental Contexts* **Johnson & Rhodes – Chapter 10** *Residential Institutions*
Week Eight	**Mid-Term Examination on all previous Chapters**	
Week	*IV. Organizations (Continued)*	**Kirst-Ashman – Chapter 6** *Organizational Structure and Dynamics*

Nine	**Exercise 6.3 Analyzing Formal and Informal Organizational Structure** **Exercise 6.4 People and Power**	
Week Ten	*IV. Organizations (Continued)* **Exercise 7.4 Service Sins**	**Kirst-Ashman – Chapter 7** *Human Behavior, Management, and Empowerment in Organizations*
Week Eleven	*V. Communities*	**Kirst-Ashman - Chapter 9** *Communities in the Macro Social Environment:* *Theories and Concepts* **Johnson & Rhodes – Chapter 8** *Locational Communities*
Week Twelve	*V. Communities (Continued)* **Quiz 2: Communities**	**Kirst-Ashman - Chapter 9** *Assessment of Geographic Communities and Empowerment*
Week Thirteen	*V. Communities (Continued)*	**Read Kirst-Ashman - Chapter 10** *Neighborhood Empowerment*
Week Fourteen	*VI. Social Structure and Diversity* **ASSIGNMENT:** **Community Assessment Paper**	**Read Johnson and Rhodes – Chapters 5, 6 and 7** *Ch. 5: Social Stratification* *Ch. 6: American Society and Cultural Diversity* *Ch. 7: Other Social Status Groups*
Week Fifteen	*VII. Diversity and Social Justice*	**Kirst-Ashman - Chapters 12** *Diversity, Populations-at-Risk, and Empowerment in the Macro Social Environment* **Kirst- Ashman - Chapter 13** *Social Justice and the Global Community*
Week Sixteen	**Final Examination (Covering everything studied for the course)**	

Recommended Additional Readings

Borras, L., Khazaal, Y., Khan, R., Mohr, S., Kaufmann, Y., Zullino, D., & Huguelet, P. (2010). The Relationship Between Addiction and Religion and its Possible Implication for Care. *Substance Use & Misuse*, *45*(14), 2357-2410.

Brondolo, E., Gallo, L. C., & Myers, H. F. (2009). Race, racism and health: disparities, mechanisms, and interventions. *Journal Of Behavioral Medicine*, *32*(1), 1-8. doi:10.1007/s10865-008-9190-3

Brown, T. N. (2008). Race, racism, and mental health: elaboration of critical race theory's contribution to the sociology of mental health. *Contemporary*

Justice Review, *11*(1), 53-62. doi:10.1080/10282580701850405

Cavanagh, S. E. (2007). The Social Construction of Romantic Relationships in Adolescence: Examining the Role of Peer Networks, Gender, and Race. *Sociological Inquiry*, *77*(4), 572-600. doi:10.1111/j.1475-682X.2007.00207.x

Choi, H., Meininger, J. C., & Roberts, R. E. (2006). Ethnic Differences In Adolescents' Mental Distress, Social Stress, And Resources. *Adolescence*, *41*(162), 263-283.

Christ, T. J., Riley-Tillman, T., Chafouleas, S., & Jaffery, R. (2011). Direct Behavior Rating: An Evaluation of Alternate Definitions to Assess Classroom Behaviors. *School Psychology Review*, *40*(2), 181-199.

DiPrete, T. A., Gelman, A., McCormick, T., Teitler, J., & Tian, Z. (2011). Segregation in Social Networks Based on Acquaintanceship and Trust. *American Journal Of Sociology*, *116*(4), 1234-1283.

Drake, P., Greenspoon, B., Unti, L., Fawcett, L. K., & Neville-Morgan, S. (2006). Family, Friend, and Neighbor Child Caregivers: Results of a Statewide Study to Determine Needs and Desires for Support. *Early Childhood Education Journal*, *33*(4), 239-244. doi:10.1007/s10643-006-0071-5.

Ellis, R. (2008). Healthy Connections: Social Networks and Health Outcomes by Race and Income. *Conference Papers -- American Sociological Association*, 1.

Everett, J.E., Homestead, K. & Drisko, J. (2007). Frontline worker perceptions of the empowerment process in community-based agencies. *Social Work,* 52(2), 161-170.

Hodge, D. R., Cardenas, P., & Montoya, H. (2001). Substance use: Spirituality and religious participation as protective factors among rural youth. *Social Work Research*, *25*(3), 153.

Jaramillo, F., Mulki, J., & Boles, J. S. (2011). Workplace Stressors, Job Attitude, And Job Behaviors: Is Interpersonal Conflict The Missing Link? *Journal Of Personal Selling & Sales Management*, *31*(3), 339-356.

Khanna, N., & Johnson, C. (2009). Social Comparisons, Social Networks, and Racial Identity: The Case of Black-White Biracial Americans. *Conference Papers -- American Sociological Association*, 1.

Kossek, E. E., Pichler, S. M., Meece, D., & Barratt, M. E. (2008). Family,

friend, and neighbour child care providers and maternal well-being in low-income systems: An ecological social perspective. *Journal Of Occupational & Organizational Psychology*, *81*(3), 369-391.

Kunze, F., Boehm, S. A., & Bruch, H. (2011). Age diversity, age discrimination climate and performance consequences-a cross organizational study. *Journal Of Organizational Behavior*, *32*(2), 264-290. doi:10.1002/job.698

Labbé, E. E., & Fobes, A. (2010). Evaluating the Interplay Between Spirituality, Personality and Stress. *Applied Psychophysiology & Biofeedback*, *35*(2), 141-146.

McGuire, L. C., Anderson, L. A., Talley, R. C., & Crews, J. E. (2007). Supportive Care Needs of Americans: A Major Issue for Women as Both Recipients and Providers. *Journal Of Women's Health (15409996)*, *16*(6), 784-789. doi:10.1089/jwh.2007.CDC6

Meirong, L., & Anderson, S. G. (2010). Understanding Caregiving Patterns, Motivations, and Resource Needs of Subsidized Family, Friend, and Neighbor Child Care Providers. *Child Welfare*, *89*(3), 99-119.

Renzaho, A. N., & Karantzas, G. (2010). Effects of parental perception of neighbourhood deprivation and family environment characteristics on pro-social behaviours among 4–12 year old children. *Australian & New Zealand Journal Of Public Health*, *34*(4), 405-411. doi:10.1111/j.1753-6405.2010.00574.x

Robb, C., Small, B., & Haley, W. E. (2008). Gender differences in coping with functional disability in older married couples: The role of personality and social resources. *Aging & Mental Health*, *12*(4), 423-433. doi:10.1080/13607860802224326

Singh, B., & Winkel, D. (2012). Racial Differences in Helping Behaviors: The Role of Respect, Safety, and Identification. *Journal Of Business Ethics*, *106*(4), 467-477. doi:10.1007/s10551-011-1011-x

Triana, M., Kim, K., & García, M. (2011). To Help or Not to Help? Personal Value for Diversity Moderates the Relationship Between Discrimination Against Minorities and Citizenship Behavior Toward Minorities. *Journal Of Business Ethics*, *102*(2), 333-342. doi:10.1007/s10551-011-0817-x

Voisin, D. R. (2007). The effects of family and community violence exposure among youth: Recommendations for practice and policy. *Journal of Social Work Education,* 43(3), 51-66.