

Diversity Plan Report 2009-2010
School of Social Work, UNC Chapel Hill

School: UNC School of Social Work
Report Submitted by: Anna Scheyett, Associate Dean for Academic Affairs
Travis J. Albritton, Director Triangle Distance Education Program
Email: amscheye@email.unc.edu
talbritt@email.unc.edu

Throughout this report, the term “diversity” will be used broadly, to include race, gender, age, class, sexuality, culture, nationality, disability, religion, and region, as per the University of North Carolina at Chapel Hill Diversity Plan, 2006.

Part I: 2008-2009 Outcomes Report

A. Commitment to diversity is an essential component of the School of Social Work’s Mission and educational focus. The School’s faculty takes seriously its commitment to preparing social work leaders and practitioners who demonstrate both the commitment and the skills necessary to provide services to diverse vulnerable populations. As such, the School of Social Work committed to focus on all five of the University’s diversity goals during the 2008-2009 academic year.

B. List School/unit goal(s) you developed to support the University Diversity Goal(s) selected as priority?

University Goal 1: Clearly define and publicize the University’s commitment to diversity.

School Goal 1: The School of Social Work will develop a Diversity Commitment Statement and include this statement in all recruitment, orientation, and informational materials.

University Goal 2: Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students and executive, administrative, and managerial positions.

School Goal 2: The School of Social Work will develop and implement a strategic plan to recruit and retain students from underrepresented populations.

The School of Social Work will continue to recruit faculty from underrepresented populations using the targeted minority hiring process afforded by the University.

University Goal 3: Make high quality diversity education, orientation, and training available to all members of the University community

School Goal 3: The School of Social Work will make its diversity-focused training events, research findings, and course content widely available to the larger University community.

University Goal 4: Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.

School Goal 4: The School of Social Work will ensure that its faculty have the skills, tools, and resources to create and sustain a classroom climate where respectful discussions of diversity are encouraged.

University Goal 5: Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University's mission.

School Goal 5: The School of Social Work will encourage and provide support to faculty in engaging in a diversity-focused research agenda.

C. List the action steps your school/unit developed to achieve this goal(s)

School Goal 1: Diversity Commitment Statement

1. Establish a Diversity Commitment working group that is broadly representative of the School community, to draft and initial Diversity Commitment Statement
2. Working group will gather input from the entire School community on the statement and create final document
3. The School of Social Work diversity Commitment statement will be included in recruitment, orientation and informational materials, including the School's web site.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

1. Evaluate our current minority recruitment efforts, looking at the yield of recruitment visits in terms of number of applicants and number of acceptances , to identify our most effective strategies
2. Examine cases where minority students did not complete the program to determine the reasons for student withdrawal or academic ineligibility
3. Using this information, plus interviews with minority students who are enrolled in the School, develop a 2 year plan for recruitment and retention activities for minority students.
4. Discuss the targeted minority hire strategy with faculty at faculty meetings and in individual meetings

5. Ask faculty to identify strong minority scholars when at professional conferences, during review of the literature, and through colleague recommendation, and share these names with the Dean.
6. Dean and Associate Dean for Research will identify potential candidates from this pool of names and pursue the possibility of recruitment to UNC.

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

1. Create a Diversity web page on the School of Social Work's web site, to include two types of information: resources and findings based in faculty research and publications, and announcements of diversity related events, trainings, and workshops

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate.

1. Identify resources on teaching diversity and facilitating discussions of diversity and share these with faculty
2. Create a Diversity Resource Library for faculty
3. Invite the Center for Teaching and Learning to provide a workshop for faculty on teaching and facilitating respectful discussion regarding diversity

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

1. Talk with senior faculty who mentor junior colleagues about the importance of encouraging junior faculty to consider diversity issues in their research agenda, and talk with junior faculty directly about diversity in their research agenda.
2. Encourage research on diversity related issues by providing seed money for innovative and pilot research focused on diverse populations.

D. How did you assess your school/unit's outcome? Please include metrics used and methodology.

School Goal 1: Diversity Commitment Statement

This goal was assessed by a determination if the following had occurred: a) establishment of a Diversity Committee; b) completion of the Diversity Commitment Statement; and c) inclusion of the Diversity Commitment Statement in all recruitment, orientation, and informational materials, as evidenced by an audit of these materials by the Associate Dean for Academic Affairs.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

This goal was assessed by a determination if the following had occurred : a) completion of a two year minority recruit plan grounded in empirical evidence from an evaluation of the School's historical recruitment and retention patterns; b) increase in minority student admission; and c) the identification of at least one potential targeted minority faculty hire for the School.

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

This goal was assessed by a determination if the following had occurred : a) creation of the Diversity web page on the School's web site; b) at least three diversity-focused training events offered by the School.

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate

This goal was assessed by a determination if the following had occurred : a) the creation of a Diversity Resource library for faculty at the School; b) at least one workshop offered for School faculty by the Center for Faculty Excellence on creating a safe classroom climate for discussions on diversity; and c) student satisfaction with content and discussion on diversity in the classroom, as evidenced by a School-wide average student response score of at least 4.0 (out of 5) to a question on the presence of content and discussion on race, ethnicity, and gender in each course. This question is part of the end-of-semester teaching evaluation.

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

This goal was assessed by a determination if the following had occurred : a) review of new grant proposals for a focus on diversity and diverse populations; b) report from junior faculty that their mentoring committees encouraged content on diversity and diverse populations in their research agenda; c) a review of awardees of the School's small grant funding (the Jane Pfouts Award and the Armfield-Reeves Innovation Fund) to see if at least one award was given to a project focusing on issues of diversity or diverse populations.

E. Please tell us your outcomes, including any narrative that would be appropriate.

School Goal 1: Diversity Commitment Statement

1. The Dean of the School of Social Work appointed a 12 member Diversity Committee, representing diverse faculty, staff, and students. The Committee has gathered input from across the School community, and based on that input created a draft of a Diversity Commitment statement. This statement emphasizes safety and inclusion, and is a companion piece to a document created by the Committee with a focus on suggestions for ways to create respectful classroom space (see discussion under School Goal 4 below). This statement will be brought to the full Faculty Senate on 2/26/09. Members of the Committee also update the faculty monthly at faculty senate on the Committee's progress towards achieving all of the goals in the School's Diversity Report.

Summary: Progress made. Diversity statement to be finalized by end of academic year and included on materials for next year.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

1. An analysis of recruitment efforts and yield of applicants per recruitment event was completed. It was found that events hosted at the School, such as information sessions and Open Houses such as the Diversity Open House, were most effective in recruiting applicants, including minority applicants. Information sessions are held monthly at the School. In October, the School hosted its annual Diversity Open House and invited students and faculty from Historically Black Colleges and Universities (HBCUs) in North Carolina. Interested students were given a detailed overview of the School of Social Work admissions process and curriculum. Students and faculty who attended met with students and faculty from the School of Social Work and participated in faculty presentations, class observations and a student panel.
2. A study of all cases where a student became academically ineligible or withdrew from the program occurred, with particular analysis of reasons for minority students. The study revealed that students in our distance education programs and advanced standing program, where there are higher numbers of minority students, are more likely to become academically ineligible. Often this seems to be caused by the multiple demands these students face in balancing school, family, and work.
3. Given these findings, a minority recruitment and retention plan is being implemented, focusing on two areas.
 - a. For recruitment, emphasis will be on expanding the Diversity Open House through expanded collaboration with social work programs in NC HBCUs, as well as continuing to use the Graduate School's fund for recruiting underrepresented populations to bring more highly competitive minority applicants to visit the School.
 - b. With regard to retention, the School has focused on providing additional support to our distance education and advanced standing programs, where attrition of minority students is more prevalent. A new director of the Triangle Distance Education program was hired who is a person of color. Other Distance Education directors and

- the director of the Advanced Standing Program have been in conversation with the Associate Dean regarding need for additional support for these students. Academic support for writing has been made available to Distance Education students via email access to an editor employed by the School. The Associate Dean for Academic Affairs and the Assistant Dean for Student Affairs have made regular visits to the Distance Education sites to confer with students about their needs, preferences, and concerns regarding academic support. The Associate Dean has met with advanced standing students in similar fashion.
- c. Also with regard to retention, the School has worked to increase the supportiveness of the School's community climate for diverse students. This includes;
 - i. Faculty members in the Field Education Office developed a brochure entitled "Out in the Field" to support LGBTQ students in their field placements and to educate field instructors concerning the issues facing members of the LGBTQ community. The brochure offers students advice on finding support in the Field Education Office and also suggests resources for students outside of the School of Social Work.
 - ii. Faculty at the School are in the process of planning an orientation session for entering MSW students in 2009-2010 which includes specific content that emphasizes the School's commitment to teach and to address issues of diversity in the classroom.
 - iii. The School of Social Work held its annual Arriba Harambee' Ch'ukhahada celebration in September. This multicultural event offers students the opportunity to share the rich racial, ethnic and cultural diversity that comprises the School of Social Work community. Attendees witnessed musical, theatrical and dance performances representative of the numerous cultural traditions represented in the student body. The event also included a luncheon which consisted of international cuisine.
 - iv. The School of Social Work held its annual SAGE (Students Achieving Graduate Education) orientation for incoming students of color, with a second follow-up session later in the fall. These events provide students of color with the opportunity to create support networks and strategies and discuss challenges they may face in the program.
 4. For academic year 08-09 the School admitted a class comprised of 32% people of color, up from 21% the previous year. For academic year 09-10, applications for admission included 26% applicants of color, which is the same as for academic year 08-09.
 5. Faculty have worked with the Dean to identify and recruit potential minority faculty to the School. A potential targeted minority faculty hire, a Latina scholar, was interviewed at the School on 2/18/09.
 6. In addition to the potential targeted minority hire, in this academic year the School hired three new assistant professors, two of whom were women of color.

Summary: Significant progress made. Ongoing work needed to continue to evaluate effectiveness of minority recruitment strategies. This must be a longitudinal process, since often an undergraduate may be recruited to the School, but may not actually apply for 2-3 years post recruitment event. Ongoing efforts to continue an inclusive climate must occur. The School has

been very successful in recruiting minority faculty this past year. However, diversity in our faculty is always an ongoing goal.

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

1. Members of the Diversity Committee compiled a list of diversity documents, websites and teaching resources and are in the process of being used to develop the School of Social Work's Diversity webpage. It is anticipated that the Diversity web site will be live by 5/1/09.
2. Faculty at the School developed a course entitled "A Brief History of Oppression," which is a self-paced online course designed to allow students to examine the history of oppression based on disability, economic status, gender, race, religion and sexual orientation. All entering first year MSW students are required to complete the course successfully before enrolling in the required foundation curriculum course entitled "Confronting Oppression and Institutional Racism." Offering the online course allows instructors who teach the foundation course to devote more instructional time to teaching practices aimed at addressing all forms of institutional discrimination. This on-line resource course could be available to other interested University departments, and has been solicited by other Schools of Social Work nationally.
3. A number of diversity related events open to the community have occurred at the School this year
 - a. In February, the School of Social Work in conjunction with the Office of Diversity and Multicultural Affairs and the Diversity Education Team co-sponsored a screening of the documentary entitled "Walls that Bleed" which details the deadly 1969 Dudley/North Carolina A&T uprising. The screening was followed by a panel discussion of the racial and political progress that has been made since the end of the Civil Rights Movement.
 - b. On February 27th, Marisol Jimenez-McGee, a Latina social advocate, will speak at the School on Leadership and Advocacy from a cultural perspective. This talk is open to all.
 - c. In January the School's International Caucus held a lunchtime discussion w/ Dr. Ahmed Fadaam, Iraqi journalist and artist, open to all.
 - d. The School sponsors a monthly clinical lecture series, focusing on services to individuals with behavioral disabilities, which is open to all.

Summary: Significant progress made. Web site must still be finalized, and information about diversity related research and resources at the School publicized more widely to the broader University community.

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate

1. A large Diversity Resource library of books, videos, and DVDs has been established at the School (see Appendix 1 for contents)
2. Members of the Diversity Committee developed a document entitled “Collected Wisdom on What May Hurt and What May Help Promote a Sense of Safety and Inclusion in Our Classrooms.” Developed as a teaching resource, this document offers faculty suggestions concerning language and actions that may help or hinder diversity discussions. The document also provides suggestions for creating and maintaining safe and inclusive classroom environments.
3. Members of the Diversity Committee led a discussion with faculty focusing on the conflict between some students’ religious beliefs and LGBTQ issues. The expressed intent of the conversation was to raise faculty members’ consciousness around how to navigate potentially controversial discussions in the classroom.
4. Members of the School of Social Works Teaching Circle invited faculty from the Center for Faculty Excellence to discuss how to address issues of diversity in the classroom.
5. Review of Fall 08 teaching evaluations revealed a School-wide average student response score on questions of content in diversity in the classroom of over 4.0 on a 5 point scale.

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

1. Members of the Diversity Committee conducted a faculty and staff survey which yielded information about faculty members’ participation in activities related to supporting individuals from diverse groups and causes of diversity. Responses from the survey as well as a review of faculty publications, grants and presentations underscore the fact that the School of Social Work faculty and staff are engaged in a broad range of activities designed to promote diversity. Faculty members have published on a broad spectrum of issues which include but are not limited to: 1) LGBTQ issues; 2) gender issues; 3) physical and mental disabilities; 4) academic achievement among Latino youth; 5) race and ethnicity; 6) poverty alleviation; and 7) improving benefits and services for low income families. For a full listing of faculty publications from 2007 to the present, see Appendix 2. For a full listing of faculty externally funded grants related to diversity in academic year 2008-2009, see Appendix 3.
2. Conversations between the Associate Dean and junior faculty revealed support from mentors for research in areas of diversity.
3. The School awarded two in-house small Pfouts grants, one of which was given for research in the area of diversity (depression in minority teen mothers) and awarded six in-house small Armfield Reeves grants, four of which were given for research in the area of diversity (substance abuse, mental illness, African Americans and chronic illness, and minority teen mothers).

Summary: Significant progress made. Ongoing efforts to continue research focus on diversity needed.

Part II: 2009-2010 Diversity Plan Information

- A. The School of Social Work continues to identify all five of the university's diversity goals as priority for the 2009-2010 academic year.**
- B. List the Goals your school/unit has developed to support the University Diversity Goal(s) selected as a priority.**

The School of Social Work's current diversity goals will continue to guide the school in addressing issues of diversity during the 2009-2010 academic year.

University Goal 1: Clearly define and publicize the University's commitment to diversity.

School Goal 1: The School of Social Work will finalize its Diversity Commitment Statement and include this statement in all recruitment, orientation, and informational materials.

University Goal 2: Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff, students and executive, administrative, and managerial positions.

School Goal 2: The School of Social Work will formalize and implement its strategic plan to recruit and retain students from underrepresented populations. Emphasis will be placed on retention and welcoming climate

The School of Social Work will continue to recruit faculty from underrepresented populations using both traditional hiring and the targeted minority hiring process afforded by the University.

University Goal 3: Make high quality diversity education, orientation, and training available to all members of the University community

School Goal 3: The School of Social Work will make its diversity-focused training events, research findings, and course content widely available to the larger University community.

University Goal 4: Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross group learning.

School Goal 4: The School of Social Work will ensure that its faculty have the skills, tools, and resources to create and sustain a classroom climate where respectful discussions of diversity are encouraged.

University Goal 5: Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University's mission.

School Goal 5: The School of Social Work will encourage and provide support to faculty and students in engaging in a diversity-focused research agenda.

C. List the action steps your school/unit will undertake to achieve this goal(s)

School Goal 1: Diversity Commitment Statement

1. The Diversity Committee will finalize the School's Diversity Commitment Statement
2. The School of Social Work Diversity Commitment statement will be included in recruitment, orientation and informational materials, including the School's web site.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

1. Continue with a longitudinal evaluation of our current diversity recruitment efforts, looking at the yield of recruitment visits in terms of number of applicants and number of acceptances , to identify and expand upon our most effective strategies
2. Interview diverse students who are enrolled in the School to determine the reasons why they decided to attend this program and the challenges they face while here.
3. Based on these findings elaborate and formalize a 5 year plan for recruitment and retention activities for diverse students.
4. Continue to improve welcoming climate for diverse students. Offer orientation session for entering MSW students in 2009-2010 which includes specific content that emphasizes the School's commitment to teach and to address issues of diversity in the classroom. Continue *Harambee*. Expand SAGE to a regular meeting format.
5. Discuss the targeted minority hire strategy with faculty at faculty meetings and in individual meetings
6. Ask faculty to identify strong minority scholars when at professional conferences, during reviews of the literature, and through colleague recommendation, and share these names with the Dean.
7. Dean and Associate Dean for Research will identify potential candidates from this pool of names and pursue the possibility of recruitment to UNC.
8. During traditional recruitment processes ask faculty to be diligent in reaching out to potential candidates who are members of diverse groups.

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

- i. Finalize Diversity web page on the School of Social Work's web site, to include two types of information: resources and findings based in faculty research and publications, and announcements of diversity-related events, trainings, and workshops
- ii. Identify and use relevant University-wide listservs to announce diversity-related events at the School.

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate.

- i. Have conversation regarding diversity in the classroom and community climate at every faculty senate.
- ii. Expand the Diversity Resource Library for faculty, to include a listing of relevant diversity web sites they may find helpful in their teaching.
- iii. Finalize the "What may hurt, what may help" document, and create a system where this can be a "living document" that is continually added to and refined.

School Goal 5: Encourage and provide support to faculty and students in engaging in a diversity-focused research agenda

- i. Talk with senior faculty who mentor junior colleagues about the importance of encouraging them to consider diversity issues in their research agenda, and expand this conversation to include encouragement of diversity research in doctoral students as well. Talk with junior faculty *and doctoral students* directly about diversity in their research agenda.
- ii. Encourage research on diversity related issues by continuing to provide seed money for innovative and pilot research focused on diverse populations.

E. How will you assess your school/unit's outcome? Please include metrics used and methodology.

School Goal 1: Diversity Commitment Statement

This goal will be assessed by a determination if the following has occurred: a) completion of the Diversity Commitment Statement; and b) inclusion of the Diversity Commitment Statement in all recruitment, orientation, and informational materials, as evidenced by an audit of these materials by the Associate Dean for Academic Affairs.

School Goal 2: Student recruitment and retention plan; faculty recruitment strategy

This goal will be assessed by a determination if the following has occurred: a) completion of a 5 year minority recruit plan grounded in empirical evidence from an evaluation of the School's historical recruitment and retention patterns and interviews with minority students; and b) the identification of at least one potential targeted minority faculty hire or minority traditional hire for the School (dependent upon funding and resultant ability to recruit and hire).

School Goal 3: Diversity-focused training events, research findings, and course content are widely available to the larger University community.

This goal will be assessed by a determination if the following has occurred : a) finalization of the Diversity web page on the School's web site; b) at least three diversity-focused training events offered by the School; c) identification and utilization of University-wide listservs to announce School diversity-related events.

School Goal 4: Ensure that faculty have the skills, tools, and resources to create and sustain a respectful classroom climate

This goal will be assessed by a determination if the following has occurred : a) there has been an expansion of the Diversity Resource library for faculty at the School, to include a listing of relevant web site resources; b) diversity discussion, led by the Diversity Committee, is a standing item on the monthly faculty senate agenda; c) the "What may hurt, what may help" document has been completed and disseminated within the School; d) at least one Teaching Circle meeting is dedicated to issues of diversity; and e) student satisfaction with content and discussion on diversity in the classroom, as evidenced by a School-wide average student response score of at least 4.0 (out of 5) to a question on the presence of content and discussion on race, ethnicity, and gender in each course. This question is part of the end-of-semester teaching evaluation.

School Goal 5: Encourage and provide support to faculty in engaging in a diversity-focused research agenda

This goal will be assessed by a determination if the following has occurred : a) review of publications, and grant and doctoral proposals finds a focus on diversity and diverse populations; b) report from junior faculty and doctoral students that their mentoring committees encouraged content on diversity and diverse populations in their research agenda; c) a review of awardees of the School's small grant funding (the Jane Pfouts Award and the Armfield-Reeves Innovation Fund) to see if at least one award was given to a project focusing on issues of diversity or diverse populations.

Appendix 1: Diversity Resource Library

1. General Diversity

Guggenheim, C. (Writer) (2004). A Time for Justice [Video].

Let's Talk Diversity (Writer) (1999). [Video]. In A. M. Inc. (Producer). USA: HRD Press.

One Government's Quest for Social Justice - Orange County, North Carolina's Journey (Writer) (2006). [Video].

The Quiet Revolution: Bangladesh: Microcredit (Writer) (1994). [Video], *The Quiet Revolution: World Neighbors*.

The Quiet Revolution: Honduras: Food Production & Environment (Writer) (1994). [Video], *The Quiet Revolution: World Neighbors*.

The Quiet Revolution: India: Literacy & Social Reform (Writer) (1994). [Video], *The Quiet Revolution: World Neighbors*.

The Quiet Revolution: Zimbabwe: Access to Land (Writer) (1994). [Video], *The Quiet Revolution: World Neighbors*.

2. Race/Ethnicity/Culture/Religion

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2000). *Readings for Diversity and Social Justice*. New York, NY: Routledge.

Anderson, J., & Carter, R. W. (2003). *Diversity Perspectives for Social Work Practice*. Boston, MA: Allyn & Bacon.

Anderson, S., & Middleton, V. (2005). *Explorations in Privilege, Oppression and Diversity* (1 ed.). Belmont, CA: Thomson, Brooks/Cole.

Appleby, G. A., Colon, E., & Hamilton, J. (2001). *Diversity, Oppression, and Social Functioning*. Needham Heights, MA: Allyn and Bacon.

Carlton-LaNey, I. B. (Ed.). (2001). *African American Leadership*. Washington, DC: NASW Press.

de Rios, M. D. (2001). *Brief Psychotherapy with the Latino Immigrant Client*. Binghamton, NY: Haworth Press.

- Diller, J. (2004). *Cultural Diversity: A Primer for the Human Services* (2 ed.). Belmont, CA: Thomson Brooks/Cole.
- Engstrom, D. W., & Piedra, L. M. (Eds.). (2006). *Our Diverse Society: Race and Ethnicity - Implications for 21st Century American Society*. Baltimore, MD: NASW Press.
- Ewalt, P. L., Freeman, E. M., Kirk, S. A., & Poole, D. L. (Eds.). (1996). *Multicultural Issues*. Washington DC: NASW Press.
- Ewalt, P. L., Freeman, E. M., Poole, A. E. F. L., & Witkin, S. L. (Eds.). (1999). *Multicultural Issues in Social Work: Practice and Research*. Washington, DC: NASW Press.
- Faiver, C., R. Elliott Ingersoll, Eugene O'Brien, Christopher McNally. (2001). *Explorations in Counseling and Spirituality: Philosophical, Practical, and Personal Reflections*. Belmont, CA: Brooks/Cole Thomson Learning.
- Falicov, C. J. (1998). *Latino Families in Therapy: A Guide to Multicultural Practice*. New York, NY: Guilford Press.
- Journal of Ethnic and Cultural Diversity in Social Work: Innovations in Theory, Research, and Practice. (2000). *Journal of Ethnic and Cultural Diversity in Social Work: Innovations in Theory, Research, and Practice*, 9(1/2).
- Lorrie Greenhouse Gardella, K. S. H. (2004). *A Dream and a Plan*. Washington, DC: NASW Press.
- Lum, D. (2003). *Culturally Competent Practice : A frame work for understanding diverse groups and justice issues* (2 ed.). Sacramento, CA: Thomson Brooks Cole.
- Lum, D. (2004). *Social Work Practice and People of Color* (5 ed.). Belmont, CA: Thomson.
- Macedo, D., & Batolome, L. I. (1999). *Dancing with Bigotry: Beyond the Politics of Tolerance*. New York, NY: Palgrave.
- Martin, E. P., & Martin, J. M. (2002). *Spirituality and the Black Helping Tradition in Social Work*. Washington, DC: NASW Press.
- McAdoo, H. P. (2002). *Black Children: Second Edition: Social, Educational, and Parental Environments* (Second ed.). Thousand Oaks, CA: Sage Publications.
- Okun, B., Fried, J., & Okun, M. (1999). *Understanding Diversity* (1 ed.). Pacific Grove, CA: Brooks/Cole.
- Paniagua, F. A. (2005). *Assessing and Treating Culturally Diverse Clients: A Practical Guide: Third Edition* (Third Edition ed.): Sage Publications.

Pargament, K. I. (2007). *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York, NY: Guilford Press.

Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (2001). *Handbook of Multicultural Counseling* (2nd ed.). Thousand Oaks, California: Sage Publications, Inc.

Pope-Davis, D. B., Coleman, H. L. K., Liu, W. M., & Toporek, R. L. (2003). *Handbook of Multicultural Competencies in Counseling and Psychology*. Thousand Oaks, California: Sage Publications, Inc.

Scales, T. L., Wolfer, T. A., Sherwood, D. A., Garland, D. R., Huguen, B., & Pittman, S. W. (2002). *Spirituality and Religion in Social Work Practice*. Alexandria, VA: Council on Social Work Education.

Seeley, K. M. (2000). *Cultural Psychotherapy: Working with Culture in the Clinical Encounter*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Social Thought: Journal of Religion in the Social Services. (2000). *Social Thought: Journal of Religion in the Social Services*, 19(4).

Sue, D. W. (2006). *Multicultural Social Work Practice* (1 ed.). Hoboken, NJ: John Wiley & Sons.

Uba, L. (2003). *Asian Americans: Personality Patterns, Identity, and Mental Health*. New York, NY: Guilford Press.

Vakalahi, H. F. O., Starks, S. H., & Hendricks, C. O. (Eds.). (2007). *Women of Color as Social Work Educators*. Alexandria, VA: Council on Social Work Education.

#052/Pedersen: Triad Training Model: Hearing the Pro and Anti-counselor in Multicultural Counseling (Writer) [Video].

Antholis, K. (Writer) One Survivor Remembers [Video]. USA: Teaching Tolerance.

Biculturalism and Acculturation Among Latinos (Writer) [Video]: Films for the Humanities and Sciences.

Black-Jewish Relations in the U.S. (Writer) (1997). [Video]: Yeshiva University - Wurzweiler School of Social Work.

Bloom, D. (Writer) (2002). An Unlikely Friendship [Video]: Filmmakers Library.

Brown/Clark (Writer) (2002). I Am Because We Are [Video]: Microtraining.

Chasnoff, D. (Writer) (2003). Let's Get Real [Video]. In H. S. Cohen & D. Chasnoff (Producer). San Francisco, CA: Women's Educational Media.

The Children's March (Writer) (2005). [Video]. USA: Teaching Tolerance.

Cohen, R. (Writer) (2001). Going to School: Ir a la escuela [Video]. In R. Cohen (Producer).

The Context of Vulnerability (Writer) [Video], *Human Development: The Vulnerable Young Child*: Concept Media.

Culturally-Competent Counseling and Therapy: Part 1 (Writer) (2000). [Video].

Dow, W., & Williams, M. (Writer) (2003). Two Towns of Jasper [Video]: PBS Home Video.

EEO Compliance for Supervisors and Managers (Writer) (1993). [Video].

Elliot, J. (Writer) (2004). The Angry Eye [DVD]: Admire Productions, Inc.

Echando Raices/Taking Root: Immigrant and Refugee Communities in California, Texas and Iowa (Writer) (2002). [Video]: American Friends Service Committee.

Engelstad, K. (Writer) (2000). More than Bows and Arrows [Video]. In K. Engelstad & G. Warriner (Producer): Camera One.

Ethnic Notions (Writer) [Video]: California Newsreel.

Eyes on the Prize: Episode 1-Awakenings (1954-1956) (Writer) (1986). [Video]. In I. Blackside (Producer), *Eyes on the Prize*: PBS Video.

Eyes on the Prize: Episode 6-Bridge to Freedom (1965) (Writer) (1986). [Video]. In I. Blackside (Producer), *Eyes on the Prize*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 1: Awakenings (1954-1956) and Fighting Back (1957-1962) (Writer) [DVD], *Eyes on the Prize*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 2: Ain't Scared of Your Jails (1960- 1961) and No Easy Walk (1961-1963) (Writer) [DVD], *Eyes on the Prize: America's Civil Rights Movement*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 3: Mississippi: Is this Freedom? (1962-1964) and Bridge to Freedom (1965) (Writer) [DVD], *Eyes on the Prize: America's Civil Rights Movement*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 4: The Time Has Come (1964-1966) and Two Societies (1965-1968) (Writer) [DVD], *Eyes on the Prize: America's Civil Rights Movement*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 5: Power! (1966-1968) and The Promised Land (1967-1968) (Writer) [DVD], *Eyes on the Prize: America's Civil Rights Movement*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 6: Ain't Gonna Shuffle No More (1964-1972) and A Nation of Law? (1968-1971) (Writer) [DVD], *Eyes on the Prize: America's Civil Rights Movement*: PBS Video.

Eyes on the Prize: America's Civil Rights Movement: Volume 7: The Keys to the Kingdom (1974- 1980) and Back to the Movement (1979-1985) (Writer) [DVD], *Eyes on the Prize: America's Civil Rights Movement*: PBS Video.

Facing Diversity: Responding to Violence Against Women from Diverse Cultures (Writer) [Video]: Intermedia.

Forgotten Fires (Writer) [Video]. Berkeley, CA: University of California Extension Center for Media.

Guggenheim, C. (Writer) (2004). A Time for Justice [Video].

Haggis, P. (Writer) (2004). Crash [DVD]. In A. G. C. F. KG (Producer). Santa Monica, CA: Lions Gates Films.

The Heart of Hatred (Writer) (2004). [DVD]. In F. f. t. H. Sciences (Producer), *Beyond Hate*.

Hershfield, J., & Simpson, P. (Writer) (2001). Nuestra Comunidad Latinos in North Carolina [Video]: New South Productions.

Hoffman, M. (Writer) (2002). The Difference Deliberative Dialogue Makes: The Diversity and Community Project at Franklin Pierce College [Video]. In D. Challenger (Producer): New England Center for a Civic Life.

Hurting With Words (Writer) (1997). [DVD]. In A. Schloat (Producer). USA: Human Relations Media.

Illegal Americans (Writer) [Video]. Princeton, NJ: Films for the Humanities and Sciences.

"I'm Not Leaving You, I'm Just Going Out for Awhile": A Couple Interview with Bill O'Hanlon (Writer) [Video]: Master's Work Video Productions.

I'm Still Here (Writer) (1996). [Video]. In W. C. Group (Producer). Santa Monica CA: Direct Cinema Limited.

Infusing Cultural and Linguistic Competence into Health Promotion Training (Writer) [CD]. In I. Close-Up Productions (Producer). USA.

Introduction to Sociology: The Way We Live (Writer) (2005). [DVD], *12. Colors: Race and Ethnicity*: INTELECOM Intelligent Telecommunications.

Jones, B. T., & Riggs, M. (Writer) (1995). *Black is...Black isn't* [Video]: California Newsreel.

Kauffman, H. (Writer) (1990). *Winds of Change: A Matter of Choice* [Video], *Winds of Change*: PBS Video.

Leadership and Diversity: Examining the Relationship (Writer) [DVD]: Trinity Workplace Learning.

Learning to Hate (Writer) (2004). [DVD]. In F. f. t. H. a. Sciences (Producer), *Beyond Hate*.

Lending, T. (Writer) (2000). *Legacy* [Video]. In T. Lending (Producer): California Newsreel.

Light in the Shadows (Writer) (2003). [Video].

Lost Boys of Sudan (Writer) (2003). [Video].

Multicultural Counseling: Issues of Ethnic Diversity (Writer) [Video]: The University of Iowa.

Multigenerational Influences: Cultural Patterns (Writer) [Video]: Insight Media.

Native Americans: The Social Work Role (Writer) [Video]. In W. Mankiller (Producer).

Mighty Times - The Legacy of Rosa Parks (Writer) (2002). [Video]: Southern Poverty Law Center.

Por Nuestra Seguridad (Writer) [Video]. In N. G. a. W. Bank (Producer): El Pueblo, Inc.

Race Matters (Writer) (2006). [DVD Powerpoint Presentation]: The Annie E. Casey Foundation.

Race: The Power of an Illusion - Episode Three: The House We Live In (Writer) (2003). [Video]. In L. Adelman (Producer), *Race: The Power of an Illusion*: California Newsreel.

Race: The Power of an Illusion - Episode Two: The Story We Tell (Writer) (2003). [Video]. In L. Adelman (Producer), *Race: The Power of an Illusion*: California Newsreel.

Race: The Power of an Illusion - Episode One: The Difference Between Us (Writer) (2003). [Video]. In L. Adelman (Producer), *Race: The Power of an Illusion*: California Newsreel.

Sandler, K. (Writer) (1992). *A Question of Color: Color Consciousness in Black America* [Video]. In K. Sandler (Producer). San Francisco, CA: California Newsreel.

The Shadow of Hate: A History of Intolerance in America (Writer) (1994). [Video]: Teaching Tolerance.

Skin Deep (Writer) (1996). [Video]: Iris Films.

Smith, D. B. (Writer) February One...the world can change in a day [Video]. In R. Cerese (Producer).

Solving Black Inner-City Poverty: William Julius Wilson (Writer) [Video], *A World Of Ideas: Films for the Humanities and Sciences*.

Spiritual Assessment (Writer) [Video].

Sue, D. W. (Writer) What Does it Mean to be White?: The Invisible Whiteness of Being [Video].

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 1 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 2 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 3 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program One - Part 4 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program Two - Part 1 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program Two - Part 2 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice & Diversity: Content & Process in Class & Field: Program Two - Part 4 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

Teaching About Practice and Diversity: Content & Process in Class & Field: Program Two - Part 3 (Writer) [Video], *Teaching About Practice & Diversity: Content & Process in Class & Field*.

This Black Soil: A Story of Resistance and Rebirth (Writer), & T. Konechne (Director) (2004). [Video]. Oley, PA: Bullfrog Films.

Tuskegee Experiment: Primetime with Diane Sawyer (Writer) [Video].

Tutu and Franklin: A Journey Towards Peace (Writer) (2001). [Video]. In R. Poussaint (Producer): Wisdom Works.

Verhaag, B. (Writer) (1996). 30-Minute Blue Eyed: Jane Elliott's landmark diversity training exercise [Video]. In C. Strigel & B. Verhaag (Producer): California Newsreel.

Verhaag, B. (Writer) (1996). The Essential Blue-Eyed [Video]. In C. Strigel & B. Verhaag (Producer): California Newsreel.

Wah, L. M. (Writer) (1993). Stolen Ground [Video]. Oakland, CA: StirFry Seminars and Consulting.

Wah, L. M. (Writer) (1995). The Color of Fear 1 [Video], *The Color of Fear*: StirFry Seminars and Consulting.

Wah, L. M. (Writer) (1998). The Color of Fear 2: Walking Each Other Home [Video], *The Color of Fear*: Stirfry Seminars and Consulting.

Weisburg, R., & Nossel, M. (Writer) (2001). A Brooklyn Family Tale [Video]: Filmmakers Library.

Winds of Change: A Matter of Promises (Writer) (1990). [Video], *Winds of Change*: PBS Video.

A World Without Bodies (Writer) (2001). [Video].

3. Class

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2000). *Readings for Diversity and Social Justice*. New York, NY: Routledge.

Anderson, S., & Middleton, V. (2005). *Explorations in Privilege, Oppression and Diversity* (1 ed.). Belmont, CA: Thomson, Brooks/Cole.

Crosson-Tower, C. (2003). *From the Eye of the Storm: The Experiences of a Child Welfare Worker*. Boston, MA: Allyn and Bacon.

Day, P. J. (2003). *A New History of Social Welfare: Fourth Edition* (4th ed.). Boston, MA: Allyn and Bacon.

Day, P. J. (2006). *A New History of Social Welfare* (5 ed.). Boston, MA: Pearson Education, Inc.

DeParle, J. (2004). *American Dream*. New York, NY: Penguin Books.

DiNitto, D. M. (2003). *Social Welfare: Politics and Public Policy: Fifth Edition* (5th ed.). Boston, MA: Allyn and Bacon.

Dolgoff, R., & Feldstein, D. (2003). *Understanding Social Welfare: Sixth Edition* (6th ed.). Boston, MA: Allyn and Bacon.

Jansson, B. S. (2001). *The Reluctant Welfare State* (4th ed.). Belmont, CA: Brooks/Cole Thomson Learning.

A Day's Work A Day's Pay (Writer) (2001). [Video].

Elliott, A. (Writer) (2002). The Collector of Bedford Street [Video]. In A. Elliott (Producer). Harriman, NY: New Day Films.

Lending, T. (Writer) (2000). Legacy [Video]. In T. Lending (Producer): California Newsreel.

Living Broke in Boom Times: Lessons from the Movement to End Poverty (Writer) (2007). [Video]: Skylight Production.

People Like Us: Social Class in America (Writer) (2001). [Video]. In A. Kolker & L. Alvarez (Producer). New York, NY: The Center for New American Media.

A Place at the Table (Writer) (2000). [Video]. USA: Teaching Tolerance.

Poverty Outlaw (Writer) (1996). [DVD]. In S. Pictures (Producer): Skylight Pictures, Inc.

The Quiet Revolution: Arkansas: Stimulating Micro-enterprise (Writer) (1994). [Video], *The Quiet Revolution: World Neighbors*.

Sereteau, T. (Writer) (2000). Big Mama [DVD].

Social Class Issues in the USA (Writer) (2001). [Video]: Insight Media.

Union Maids (Writer) [Video].

The Use of Case Studies and Group Discussion in Science Education (Writer), & N. C. f. C. S. T. i. Science (Director): Buffalo, State University of New York.

Voices of Workfare (Writer) [Video]. New York, NY: Educational Video Center.

With Babies and Banners (Writer) [Video].

Solving Black Inner-City Poverty: William Julius Wilson (Writer) [Video], *A World Of Ideas: Films for the Humanities and Sciences*.

4. Gender

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2000). *Readings for Diversity and Social Justice*. New York, NY: Routledge.

Anderson, S., & Middleton, V. (2005). *Explorations in Privilege, Oppression and Diversity* (1 ed.). Belmont, CA: Thomson, Brooks/Cole.

Boylan, J. F. (2002). *She's Not There: A Life in Two Genders*. New York, NY: Broadway Books.

The Clumsy Counselor: Loaded Remarks from the Client's Perspective (Writer) [Video]: University of Leicester Audio Visual Services.

Cole, J. B., & Guy-Sheftall, B. (2003). *Gender Talk: The Struggle for Women's Equality in African American Communities*. New York, NY: Ballantine Books.

Enslar, E. (2004). *The Good Body*. New York, NY: Villard.

Hunter, S., Sundel, S. S., & Sundel, M. (2002). *Women at Midlife: Life Experiences and Implications for the Helping Professions*. Washington, DC: NASW Press.

Kopala, M., & Keitel, M. A. (2003). *Handbook of Counseling Women*. Thousand Oaks, CA: Sage Publications, Inc.

Lorrie Greenhouse Gardella, K. S. H. (2004). *A Dream and a Plan*. Washington, DC: NASW Press.

Vakalahi, H. F. O., Starks, S. H., & Hendricks, C. O. (Eds.). (2007). *Women of Color as Social Work Educators*. Alexandria, VA: Council on Social Work Education.

Discovering Psychology: 17) Sex and Gender 18) Maturing and Aging (Writer) (2001). [Video]. In W. Boston & A. P. Association (Producer), *Discovering Psychology: Updated Edition*: Annenberg/CPB.

Equality: A History of the Women's Movement in America (Writer), & W. Productions (Director) (1996). [Video]. In W. Productions (Producer): Schlessinger.

Facing Diversity: Responding to Violence Against Women from Diverse Cultures (Writer) [Video]: Intermedia.

Guidance Club for Women: Negotiating Skills for Women (Writer) [Video]. Santa Monica.

In Their Own Words: Widowhood and Integrity vs. Despair (Writer) [Video].

Lending, T. (Writer) (2000). Legacy [Video]. In T. Lending (Producer): California Newsreel.

Light in the Shadows (Writer) (2003). [Video].

Maggie Growls (Writer) (2002). [DVD]. In B. A. a. J. Goldwater (Producer): Women Make Movies.

Mighty Times - The Legacy of Rosa Parks (Writer) (2002). [Video]: Southern Poverty Law Center.

The Mother's Triangle (Writer) (2005). [DVD]. In I. Productions (Producer). Boston, MA: Fanlight Productions.

The Quiet Revolution: Nepal: The Power of Women's Groups (Writer) [Video], *The Quiet Revolution: World Neighbors*.

Ritsko, A. (Writer) (2001). Sex: Unknown [Video]. In A. Cohen (Producer): WGBH Boston Video.

Speak Up! Improving the Lives of Gay, Lesbian, Bisexual and Transgendered Youth (Writer) [Video]: Media Education Foundation.

Webon, Y. (Writer) (1999). Living With Pride: Ruth Ellis at 100 [Video]: Our Film Works.

With Babies and Banners (Writer) [Video].

Women's Coffeeshouse of Spirit (Writer) [Video].

5. Sexuality

Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., & Zuniga, X. (2000). *Readings for Diversity and Social Justice*. New York, NY: Routledge.

Anderson, S., & Middleton, V. (2005). *Explorations in Privilege, Oppression and Diversity* (1 ed.). Belmont, CA: Thomson, Brooks/Cole.

Glazer, D. F., & Drescher, J. (2001). *Gay and Lesbian Parenting*. Binghamton, NY: The Haworth Press.

Journal of Gay and Lesbian Social Services: Issues in Practice, Policy, and Research. (2001). *Journal of Gay and Lesbian Social Services: Issues in Practice, Policy, and Research*, 12(3/4).

Juhasz, A. (2006). *Corpus* (Vol. 4). New York, NY: The Institute for Gay Men's Health.

Okun, B., Fried, J., & Okun, M. (1999). *Understanding Diversity* (1 ed.). Pacific Grove, CA: Brooks/Cole.

Preble, J. M., & Groth, A. N. (2002). *Male Victims of Same-Sex Abuse*. Baltimore, MD: Sidran Press.

The Celluloid Closet (Writer) (2002). [DVD]. In E. Rob & J. Friedman (Producer). Culver City CA: Colombia Tristar Entertainment.

Chasnoff, D. (Writer) It's Elementary [Video]. In D. Chasnoff & H. S. Cohen (Producer): New Day Films.

Chasnoff, D. (Writer) (2003). Let's Get Real [Video]. In H. S. Cohen & D. Chasnoff (Producer). San Francisco, CA: Women's Educational Media.

Daddy and Papa: A Documentary Film by Johnny Symons (Writer) [Video].

Discovering Psychology: 17) Sex and Gender 18) Maturing and Aging (Writer) (2001). [Video]. In W. Boston & A. P. Association (Producer), *Discovering Psychology: Updated Edition*: Annenberg/CPB.

From a Secret Place: America's Families Cope with the Coming Out Process of Gay and Lesbian Youth (Writer) (1993). [Video]. New York, NY: Guilford Productions.

Frontline: Assault on Gay America (Writer) (1999). [Video], *Frontline*: PBS.

"I'm Not Leaving You, I'm Just Going Out for Awhile": A Couple Interview with Bill O'Hanlon (Writer) [Video]: Master's Work Video Productions.

The Laramie Project (Writer) (2002). [Video]: HBO.

One Wedding and a Revolution (Writer) [Video - DVD].

Speaking for Ourselves: Portraits of Gay and Lesbian Youths (Writer) [Video]: Diversity Productions.

Unlearning Homophobia: Straight from the Heart, All God's Children, De Colores (Writer) (2004). [Video]. In W. Vision (Producer), *Unlearning Homophobia*.

Webon, Y. (Writer) (1999). Living With Pride: Ruth Ellis at 100 [Video]: Our Film Works.

Ritsko, A. (Writer) (2001). Sex: Unknown [Video]. In A. Cohen (Producer): WGBH Boston Video.

Speak Up! Improving the Lives of Gay, Lesbian, Bisexual and Transgendered Youth (Writer) [Video]: Media Education Foundation.

6. Disability

Rothman, J. C. (2003). *Social Work Practice Across Disability*. Boston, MA: Allyn and Bacon.

The 10 Commandments of Communicating With People with Disabilities (Writer) (1994). [Video]. In I. Production Development Associates (Producer).

24/7 (Writer) (2005). [DVD]. In M. A. C. Fallon & D. Preist (Producer). Boston MA: Fanlight Productions.

The Americans with Disabilities Act: Is it Working? (Writer) (2001). [Video]: Films for the Humanities and Sciences.

Counseling and The Physically Disabled (Writer) [Video]: Insight Media.

Deegan, P. (Writer) (2004). *Inside Outside: Building a Meaningful Life After the Hospital* [DVD]: US Dept. of Health and Human Services.

Family Crisis (Writer) [Video], *Human Development: Families of Young Children with Special Needs*. Irvine, CA: Concept Media.

Growing up with Autism (Writer) [Video].

A Little History Worth Knowing (Writer) (1998). [Video].

Living and Learning with Fetal Alcohol Syndrome -Part A: Assessment and the Early Years (Writer) (1991). [Video], *Fetal Alcohol Syndrome*: Lena Productions.

Movin' On (Writer) [Video]. In R. C. D. Center (Producer). Indiananoplis, Indiana: Indiana University Medical Center.

Movin' On Too (Writer) [Video]. In R. C. D. Center (Producer). Indiananoplis, Indiana: Indiana University Medical Center.

Serving Children with Disabilities: Developmental Disabilities (Writer) (2001). [Video], *Video Series for Child Welfare Workers*. Washington, DC: Georgetown University.

Serving Children with Disabilities: Accessing Services Through IDEA (Writer) (2001). [Video], *Video Series for Child Welfare Workers*. Washington, D.C.: Georgetown University.

Serving Children with Disabilities: Working with Families (Writer) (2001). [Video], *Video Series for Child Welfare Workers*. Washington, DC: Georgetown University.

Special People, Special Needs (Writer) [Video].

They Don't Come With Manuals: Parenting Children with Disabilities (Writer) [Video]: Fanlight Productions.

Titus, M., Caplin, J. A., & Klempner, Y. (Writer) (1990). *Chronic Illness: The Constant Companion* [Video]: The Menninger Foundation.

Vital Signs: Crip Culture Talks Back (Writer) (1995). [Video]. In B. Y. Production (Producer). Boston, Massachusetts: Fanlight Productions.

When Billy Broke his Head...and Other Tales of Wonder (Writer) (1994). [Video - DVD].

Working Like Crazy (Writer) (1999). [Video].

A World Without Bodies (Writer) (2001). [Video].

7. Aging

DeSpelder, L. A., & Strickland, A. L. (2005). *The Last Dance: Encountering Death and Dying* (7 ed.). New York, NY: The McGraw-Hill Companies.

Hunter, S., Sundel, S. S., & Sundel, M. (2002). *Women at Midlife: Life Experiences and Implications for the Helping Professions*. Washington, DC: NASW Press.

Journal of Aging and Social Policy. (2001). *Journal of Aging and Social Policy*, 12(2).

Novak, M. (2006). *Issues in Aging*. Boston, MA: Pearson, Inc.

Complaints of a Dutiful Daughter (Writer) (1994). [Video - DVD].

Deegan, P. (Writer) (2004). *Inside Outside: Building a Meaningful Life After the Hospital* [DVD]: US Dept. of Health and Human Services.

Discovering Psychology: 17) Sex and Gender 18) Maturing and Aging (Writer) (2001). [Video]. In W. Boston & A. P. Association (Producer), *Discovering Psychology: Updated Edition*: Annenberg/CPB.

The End: Families Facing Death (Writer) (2008). [Video]: HBO.

Ethical Persuasion with an Elderly Client (Writer) [Video]. New York, NY: Insight Media.

The Future of the Family in an Aging Society (Writer) [Video]. In A. Garcia (Producer). USA.

Hedreen, A., & Thompson, R. (Writer) (2005). *Quick Brown Fox: An Alzheimer's Story* [DVD]. In W. Noise (Producer).

Hoffmann, D. (Writer) (1994). *Complaints of a Dutiful Daughter* [DVD]. In W. M. Movies (Producer). In *Their Own Words: Widowhood and Integrity vs. Despair* (Writer) [Video].

Issues in HomeCare Nursing: Ethical/Social Problems (Writer) (1997). [Video], *Issues in HomeCare Nursing*: Concept Media.

Issues in HomeCare Nursing: Personal Safety, Part 1 (Writer) (1997). [Video], *Issues in HomeCare Nursing*: Concept Media.

Issues in HomeCare Nursing: Economic and Social Concerns (Writer) (1997). [Video], *Issues in HomeCare Nursing*. Irvine, CA: Concept Media.

Issues in HomeCare Nursing: Personal Safety, Part 2 (Writer) (1997). [Video], *Issues in HomeCare Nursing*. Irvine, CA: Concept Media.

Late-Life Depression (Writer) (2004). [DVD]: Films for the Humanities and Sciences.

Living Old - The Modern Realities of Aging in America (Writer) (2006). [Video]: PBS Home Video.

Maggie Growls (Writer) (2002). [DVD]. In B. A. a. J. Goldwater (Producer): *Women Make Movies*.

Navigating Dementia's Complex Landscape: An Evidence-Based Roadmap (Writer) (2004). [CD], *psychME Talk*: CME Outfitters.

Older Couples (Writer) (2004). [Video]. In A. P. Association (Producer), *APA Psychotherapy Videotape Series*. USA: American Psychological Association.

Older Voices: Interviewing Older Adults (Writer) [Video], *Videos on Aging and Elderhood*. Chicago, IL: Terra Nova Films.

Seasons of Life: Late Adulthood (Volume 5) (Writer) (1990). [Video], *Seasons of Life*: Annenberg/CPB.

The Secret Life of the Brain: Episode Five - The Aging Brain: Through Many Lives (Writer) (2001). [Video], *The Secret Life of the Brain*.

Sereteau, T. (Writer) (2000). *Big Mama* [DVD].

Titus, M., Caplin, J. A., & Klempner, Y. (Writer) (1990). *Chronic Illness: The Constant Companion* [Video]: The Menninger Foundation.

Webon, Y. (Writer) (1999). Living With Pride: Ruth Ellis at 100 [Video]: Our Film Works.

Winokur, J. (Writer) (2008). The Sandwich Generation [DVD].

8. Mental Health

The Anxiety Disorder Game: How To Win (Writer) (2006). [Video], *The Clinical Lecture Series of the School of Social Work at the University of North Carolina at Chapel Hill: UNC School of Social Work*.

Asking the Right Questions: Suicide Prevention in the Schools (Writer) [Video]: Intermedia.

Cadigan, J. (Writer) (2003). People Say I'm Crazy [Video]. In K. Cadigan (Producer). Beverly Hills, CA: Palo Alto Pictures.

A Case of Social Anxiety of Rocks and Flowers-- Satir (Writer) [Video]. In Satir (Producer).

Catching Up with the World: Participation and Autonomy in Recovery from Mental Illness (Writer) [Video].

CBT for Anxiety in Adolescents: Part 1 (Writer) [Video]. New York, NY: Insight Media.

CBT for Anxiety in Adolescents: Part 2 (Writer) (2003). [Video], *CBT for Anxiety in Adolescents*. New York, NY: Insight Media.

CBT for Depressed Adolescents (Writer) (1998). [Video]. New York, NY: Insight Media.

Childhood Depression (Writer) (2000). [Video], *The Doctor is In: Aquarius Health Care Videos*.

Churchill, J. (Writer) (1997). Mental Illness in the Family [Video]. In J. Churchill (Producer), *The Bonnie Tapes*.

Circuits of Fear: Anxiety Disorders (Writer) [Video], *Fires of the Mind (Discovery Channel University)*: Films for Humanities and Science.

Deegan, P. (Writer) (2004). Inside Outside: Building a Meaningful Life After the Hospital [DVD]: US Dept. of Health and Human Services.

Depression & Suicidal Behavior in Adolescents (Writer) [Video]: Insight Media.

Depression and Manic Depression (Writer) [Video].

The Diagnosis and Treatment of Attention Deficit Disorder in Children (Writer) [Video], *The Doctor Is In*: Fanlight Productions.

Discovering Psychology: 21) Psychopathology 22) Psychotherapy (Writer) (2001). [Video]. In W. Boston & A. P. Association (Producer), *Discovering Psychology: Updated Edition*: Annenberg/CPB.

DSM-IV Videotaped Clinical Vignettes (Writer) (1995). [Video]. In W. Reid & M. Wise (Producer). New York and London: Brunner-Routledge.

Eternal High: A Teenager's Experience with Depression and Suicide that Will Change Your Life (Writer) (2006). [DVD]. In A. H. C. Media (Producer).

Families Coping with Mental Illness: (22 min. version) (Writer) (1995). [Video]. Hohokus, NJ: The Mental Illness Education Project Videos.

Families Coping with Mental Illness: (43 min. version) (Writer) (1995). [Video]: The Mental Illness Education Project Videos.

Frontline: Medicating Kids (Writer) (1983). [Video], *Frontline*: PBS Video.

Hedreen, A., & Thompson, R. (Writer) (2005). Quick Brown Fox: An Alzheimer's Story [DVD]. In W. Noise (Producer).

Helping People at Risk of Suicide (Writer) [Video]: Insight Media.

Hoffmann, D. (Writer) (1994). Complaints of a Dutiful Daughter [DVD]. In W. M. Movies (Producer).

I'm Still Here (Writer) (1996). [Video]. In W. C. Group (Producer). Santa Monica CA: Direct Cinema Limited.

Insanity in the Courtroom: Mental Illness and the Search for Justice (Writer) (2001). [Video]: ABC News.

It's Not about the Food: Eating Disorders and Childhood Trauma (Writer) [Video]. Nevada City, CA: Cavalcade Productions, Inc.

Judith Beck, J. C., Diane Kjos (Writer) Brief Therapy Inside Out: Cognitive Therapy for Depression [DVD]: Zeig, Ticker & Theisen, Inc.

Kane, J., Turner, M., & Masand, P. S. (Writer), & P. S. Masand (Director) (2003). Raising the Bar for Treatment Expectations in Schizophrenia [Video]. In D. U. M. Center (Producer). Durham, NC: psychCME.

Late-Life Depression (Writer) (2004). [DVD]: Films for the Humanities and Sciences.

Linehan, M. M. (Writer) (1995). *Treating Borderline Personality Disorder: The Dialectical Approach* [Video]. In I. Guilford Publications (Producer). New York, NY: Guilford Productions, Inc.

Linehan, M. M. (Writer) (1995). *Understanding Borderline Personality Disorder: The Dialectical Approach* [Video]. In I. Guilford Publications (Producer). New York, NY: Guilford Productions, Inc.

Living and Learning with Fetal Alcohol Syndrome -Part A: Assessment and the Early Years (Writer) (1991). [Video], *Fetal Alcohol Syndrome*: Lena Productions.

Living Well With Bipolar Disorder (Writer) (2000). [Video]. In M. S. Productions (Producer). NSW, Australia: Guilford Productions, Inc.

Living with Schizophrenia (Writer) (2002). [Video]. NSW, Australia: Monkey See Productions.

Meichenbaum, D. (Writer) (1996, 2006). *Mixed Anxiety and Depression: A Cognitive-Behavioral Approach* [DVD]: Psychotherapy.net.

Mental Illness in the Family (Writer) (1997). [Video], *The Bonnie Tapes*. Hohokus, NJ: Mental Illness Education Project Videos.

Mood Disorders: Antidepressants and Mood Stabilizers (Writer) (2001). [Video], *Mood Disorders*. Irvine, CA: Concept Media.

Mood Disorders: Bipolar Disorders (Writer) (2001). [Video], *Mood Disorders*. Irvine, CA: Concept Media.

Mood Disorders: Depressive Disorders, Part 2 (Writer) (2001). [Video], *Mood Disorders*. Irvine, CA: Concept Media.

My Sister is Mentally Ill (Writer), & J. Churchill (Director) [Video]. In J. Churchill (Producer), *The Bonnie Tapes*. Hohokus, NJ: Mental Illness Education Project, Inc.

Navigating Dementia's Complex Landscape: An Evidence-Based Roadmap (Writer) (2004). [CD], *psychME Talk*: CME Outfitters.

The New Asylums (Writer) (2005). [Video - DVD].

ONE OF FIVE: Families Coping With Mental Disorders (Writer) [Video].

Preventing Relapse in Schizophrenia (Writer) (2002). [Video]: Films for the Humanities and Sciences.

Recovering From Mental Illness (Writer), & J. Churchill (Director) (1997). [Video]. In J. Churchill

Silent Epidemic: Teen Suicide (Writer) (2001). [Video]. In B. G. Lippard & J. John G. Magyar (Producer): PBS Video.

Skin Deep: Understanding Self-Injury (Writer) [Video]. In C. Educational (Producer): California Newsreel.

Suicide Risk Assessment (Writer) [Video].

Suicide: No Turning Back (Writer) [Video].

Titus, M., Caplin, J. A., & Klempner, Y. (Writer) (1990). Chronic Illness: The Constant Companion [Video]: The Menninger Foundation.

Trauma and Eating Disorders I: Clinical Presentations (Writer) (2003). [Video]. Nevada City, CA: Cavalcade Productions, Inc.

Trauma and Eating Disorders II: Treatment Issues (Writer) (2003). [Video]. Nevada City, CA: Cavalcade Productions, Inc.

Understanding Self-Injury (Writer) [Video]. Nevada City, CA: Cavalcade Productions, Inc.

Wohl, I. (Writer) (1994). Diagnosis According to the DSM-IV: Tape 1 [Video]. In I. Wohl & O. C. M. Pictures (Producer), *Diagnosis According to the DSM-IV*: Brooks/Cole Publishing Company.

Wohl, I. (Writer) (1994). Diagnosis According to the DSM-IV: Tape 2 [Video]. In I. Wohl & O. C. M. Pictures (Producer), *Diagnosis According to the DSM-IV*: Brooks/Cole Publishing.

Wohl, I. (Writer) (1994). Diagnosis According to the DSM-IV: Tape 3 [Video]. In I. Wohl & O. C. M. Pictures (Producer), *Diagnosis According to the DSM-IV*: Brooks/Cole.

The World of Abnormal Psychology (Writer) (1992). [Video]. Annenberg/CPB. The World of Abnormal Psychology: (Volumes 1-2)

1. Looking at Abnormal Behavior

2. The Nature of Stress (Writer) (1992). [Video], *The World of Abnormal Behavior*: Annenberg/CPB.

The World of Abnormal Psychology: (Volumes 3-4)

3. The Anxiety Disorders

4. Psychological Factors and Physical Stress (Writer) (1992). [Video], *The World of Abnormal*

Psychology: Annenberg/CPB.

The World of Abnormal Psychology: (Volumes 5-6)

5. Personality Disorders

6. Substance Abuse Disorders (Writer) (1992). [Video], *The World of Abnormal Psychology*:

Annenberg/CPB.

The World of Abnormal Psychology: (Volumes 7-8)

7. Sexual Disorders

8. Mood Disorders (Writer) (1992). [Video], *The World of Abnormal Psychology*:
Annenberg/CPB.

The World of Abnormal Psychology: (Volume 9-10)

9. The Schizophrenias

10. Organic Mental Disorders (Writer) (1992). [Video], *The World of Abnormal Psychology*:

Annenberg/CPB.

The World of Abnormal Psychology: (Volumes 11-12)

11. Behavior Disorders of Childhood

12. Psychotherapies (Writer) (1992). [Video], *The World of Abnormal Psychology*:
Annenberg/CPB.

The World of Abnormal Psychology: (Volume 13)

13. An Ounce of Prevention (Writer) (1992). [Video], *The World of Abnormal Psychology*:

Annenberg/CPB.

Appendix 2
UNC School of Social Work
Faculty Publications related to Diversity
2007-2008

- Aikens, N., Coleman, C.P., & Barbarin, O. (in press). Ethnic differences in the effects of parental depression on preschool children's socio-emotional functioning. *Social Development*
- Akos, P., Orthner, D.K., Charles, P., & Cooley, V. (in press). Assessing teacher perspectives on career education in middle school. *Career Development Quarterly*, 56.
- Bacallao, M.L. & Smokowski, P.R. (in press). Entre Dos Mundos /Between Two Worlds: Bicultural development in context. *Journal of Primary Prevention*.
- Bacallao, M.L. & Smokowski, P.R. (in press). Obstacles to getting ahead: How assimilation mechanisms impact Mexican immigrant families. *Journal of Health and Social Policy*.
- Barbarin, O. (2006). Quality of Pre-K: What families are looking for in public sponsored programs. *Early Education and Development*, 17(4), 619-642
- Barbarin, O., McCandies, T., Early, D., Clifford, R., Bryant, D., Burchinal, M., Howes, C. & Pianta, R.. (in press). School readiness: The perspectives of families of children enrolled in public sponsored Pre-K programs. *Early Education and Development*
- Birdsong, S.S., & Parish, S.L. (in press). The Healthy Families Act: Vital support for families of people with developmental disabilities. *Intellectual & Developmental Disabilities*.
- Bledsoe, S.E. (in press). Barriers and promoters of mental health services utilization in a Latino context: a literature review and recommendations from an ecosystems perspective. *Journal of Human Behavior in the Social Environment*.
- Bledsoe, S.E. (in press). Book review: *Clinician's quick guide to interpersonal psychotherapy*. M.M. Weissman, J.C. Markowitz, & G.L. Klerman. (authors). *Research on Social Work Practice*.
- Bledsoe, S.E., Lukens, E.P., Onken, S., Bellamy, J., & Cardillo-Geller, L. (in press). Mental illness, evidence-based practice, and recovery: Is there compatibility between service user identified recovery facilitating and hindering factors and empirically supported interventions? *Best Practice in Mental Health: An International Journal*.
- Bowen, G. L., Martin, J. A., Liston, B. J., & Nelson, J. P. (in press). Community practice in the United States Air Force: Connecting theory and practice. In A. R. Roberts (Eds.), *Social Workers' Desk Reference* (2nd ed.). New York: Oxford University Press.
- Bowen, G. L., Rose, R. A., Powers, J. D., & Glennie, E. J. (in press). The joint effects of neighborhoods, schools, peers, and families on changes in the school success of middle school students. *Family Relations*.
- Bowen, N. K., Lee, J., & Weller, B. (in press). Child-report social environmental risk and protection: A typology with implications for practice in elementary schools. *Children and Schools*.
- Brisson, D. & Usher, C.L. (2007). Conceptualizing and measuring bonding social capital in low-income neighborhoods. *Journal of Social Service Research*, 34: 1- 11.
- Carder, P.C., Schumacher, J.G., Zimmerman, S., & Sloane, P.D. (2007). Medication management: Integrating the social and medical models. *Assisted Living Consult March/April*, 18-22.
- Carlton-LaNey, I. (2008). African American social welfare history 1900-1950. In T. Mizrahi & L. Davis (eds.) *Encyclopedia of social work*.
- Carlton-LaNey, I. (2008). Diversity. In K. M. Sower & C. N. Dulmus (Series Editors) & B. W. White (Vol. Ed.), *Comprehensive handbook of social work and social welfare: Volume 1. The profession of social work*. HOBOKEN, NJ: WILEY.

- Chapman, M.V., & Christ, S. (in press). Children in out-of-home care: Patterns of contentment over 18 months. *Social Work Research*.
- Chen, C.K., Sabir, M., Zimmerman, S., Sutor, J., & Pillemer, K. (in press). The importance of family relationships with nursing facility staff for family caregiver burden and depression. *The Journal of Gerontology: Psychological Sciences*.
- Chen, C., Zimmerman, S., Sloane, P.D., Barrick, A.L. (2007). Assisted living policies promoting autonomy and their relationship to resident depression. *American Journal of Geriatric Psychiatry*15, 122-129.
- Crampton, D., Crea, T., Abramson-Madden, A. & Usher, C. (in press). Challenges of street-level child welfare reform: The case of Team Decisionmaking. *Families in Society*.
- Daaleman, T.P., Williams, C.S., Hamilton, V.L, & Zimmerman, S. (In press). Spiritual care at the end of life. *Medical Care*.
- Easter, M. M., Bentley, M. E., Linnan, L. A., DeVellis, B. M., Meier, A., Frasier, P. Y., et al. (2007). "Una Mujer Trabaja Doble Aquí": Stress and work for Latina blue-collar women in Eastern North Carolina [Electronic Version]. *Health Promotion Practice*, 8, 41 - 49. from <http://hpp.sagepub.com/cgi/reprint/8/1/41>.
- Eckert, J.K., Morgan, L.E., & Zimmerman, S. *Inside assisted living*. Baltimore: Johns Hopkins University Press.
- Farrell, W.C. (2007, April 28). Handcuffing is not the answer. Milwaukee (WI) Journal Sentinel. <http://jsoline.com/index.aspx/id=597237>
- Farrel, W.C. (2007, July 15). Bryan didn't have the skills. Fayetteville (NC) Observer.
- Farrell, W.C. (2007, November 10). Some bad choices were made regarding school choice. Milwaukee (WI) Journal Sentinel.<http://jsoline.com/index.aspx/id=684457>
- Farrell, W.C. (2008, April 13). Race didn't doom Louis Butler. Milwaukee (WI) Journal Sentinel.<http://jsoline.com/index.aspx/id=738364>
- Farrell, W. C., Mathews, J.E., & Dawkins, M.P. (2007, Spring-Summer). Assessment of voucher initiatives in New Jersey and the impact on teacher unions. *Journal of the Alliance of Black School Educators*, Vol. 6, No. 2, pp. 1-19.
- Fraser, M. W., & Terzian, M. A. (in press). Advances in children's mental health. In A. E. Fortune, P. McCallion, & K. Briar-Lawson (Eds.), *Advancing practice research in social work for the 21st century*. New York: Columbia University Press
- Fujiura, G.T., & Parish, S.L. (2007). Emerging policy challenges in intellectual disabilities. *Mental Retardation & Developmental Disabilities Research Reviews*, 13(2), 188-194.
- Galinsky, M. J., Terzian, M. A., & Fraser, M. W. (2007). The art of groupwork practice with manualized curricula. *Groupwork: An Interdisciplinary Journal for Working with Groups*, 17(2), 74-92.
- Grinstein-Weiss, M. (2007). Individual Development Accounts for housing policy: Analysis of individual and program characteristics. (Working Paper). St. Louis: Center for Social Development, Washington University.
- Grinstein-Weiss, M., Curley, J., & Charles, P. (2007). Asset building in rural communities: The experience of Individual Development Accounts. *Rural Sociology*, 72 (1).
- Grinstein-Weiss, M., & Irish, K (2007). Frequently asked questions: Individual Development Accounts. (CSD Perspective). St. Louis: Center for Social Development, Washington University.
- Grinstein-Weiss, M., Irish, K., Parish, S., & Wagner, K. (in press). Using Individual Development Accounts to save for a home: Are there differences by race? *Social Service Review*.

- Grinstein-Weiss, M., Jung-Sook, L., Irish, K., & Chang-Keun, H (2007). Fostering low-income homeownership: A longitudinal randomized experiment on Individual Development Accounts. (Working Paper). St. Louis: Center for Social Development, Washington University.
- Grinstein-Weiss, M., Yeo, Y., Irish K., & Zhan, M. (2007). Parental assets: A pathway to positive child educational outcomes. (Working Paper). St. Louis: Center for Social Development, Washington University.
- Grinstein-Weiss, M., Yeo, Y., Zhan, M., & Charles, P. (in press). Asset holding and net worth among households with children: Differences by household type. *Children and Youth Services Review*.
- Grote, N.K., & Bledsoe, S.E. (2007). Predicting postpartum depressive symptoms in new mothers: The role of optimism and stress frequency during pregnancy. *Health and Social Work, 32*, 107-118.
- Grote, N.K., Zuckoff, A., Swartz, H., & Bledsoe, S.E. (in press). Engaging women who are depressed and economically disadvantaged in mental health treatment. *Social Work*.
- Hall, M. T., Scheyett, A., Strom-Gottfried, K.J. (in press). No gain, no pain: Ethics and the genomic revolution. *Families in Society: The Journal of Contemporary Social Services*.
- Hanson, L., Eckert, J.K., Dobbs., D., Williams, C.S., Caprio, A., Sloane, P.D., & Zimmerman, S. (in press). Symptom experience of dying long-term care residents. *Journal of the American Geriatrics Society*.
- Harris, K., Edwards, J., Sawhill, I., Horn, W., Garrison, M., Duncan, G., Orthner, D.K., Newman, A., O'Conner, A. & Ellwood, D. (2006). Family structure, poverty and family well-being. *Employee Rights and Employment Policy Journal, 10*, 45-80.
- Hickman, S.E., Barrick, A.L., Williams, C.S., Zimmerman, S., Connell, B.R., Preisser, J.S., Mitchell, C.M., & Sloane, P.D. (in press). The effect of ambient bright light therapy on depressive symptoms in persons with dementia. *Journal of the American Geriatrics Society*.
- Kaup, B.A., Loreck, D., Gruber-Baldini, A.L., German, P., Menon, A.S., Zimmerman, S., Burton, L., & Magaziner, J. (2007). Depression and its relationship to function and medical status, by dementia status, in nursing home admissions. *American Journal of Geriatric Psychiatry 15*(5), 438-442.
- Kiel, D.P., Magaziner, J., Zimmerman, S., Ball, L., Barton, B.A., Brown, K.M., Stone, J.P., Dewkett, D., & Birge, S.J. (in press). Efficacy of an energy-absorbing hip protector for the prevention of hip fracture in nursing home residents: the HIP PRO randomized control trial. *JAMA*.
- Kim, M., Van Dorn, R., Scheyett, A., Elbogen, E., Swanson, J., Swartz, M., McDaniel, L. (2007). Understanding the personal and clinical utility of psychiatric advance directives: A qualitative perspective. *Psychiatry: Interpersonal and Biological Processes, 70*(1), 19-29.
- LoCasale-Crouch, J., Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly 22*, 3-17.
- Macy, R. J. (2007). A coping theory framework for understanding and preventing revictimization. *Aggression and Violent Behavior, 12*, 177-192.
- Macy, R. J. (in press). A research agenda for sexual revictimization: Priority areas and innovative statistical methods. *Violence Against Women*.
- Macy, R. J. (in press). Sexual revictimization: Implications for social work practice. *Families in Society*.

- Macy, R. J., Martin, S. M., Kupper, L., Casanueva, C., & Guo, S. (in press). Partner violence before, during, and after pregnancy: Multiple opportunities for intervention. *Women's Health Issues*.
- Macy, R. J., Nurius, P. S., & Norris, J. (2007). Latent profiles among sexual assault survivors: Implications for defensive coping and resistance. *Journal of Interpersonal Violence*, 22(5), 543-565.
- Magaa, S., Parish, S.L., & Cassiman, S. (in press). Policy lessons from low income mothers with disabilities: A primer on inadequate incomes, work disincentives and bureaucratic insensitivity. *Journal of Women, Politics & Policy*.
- Maid, R. & Smokowski, P.R. (in press). Family dynamics in the prevention and treatment of childhood and adolescent anxiety disorders. *Child & Family Social Work*.
- Martin, K. R., Schoster, B., Shreffler, J., Meier, A., & Callahan, L. F. (in press). Perceived barriers to physical activity among people with arthritis: Findings from a mixed-methodology approach. *Preventing Chronic Disease*.
- Martin, S. L., Macy, R. J., Magee, M., & Sullivan, K. (2007). Pregnancy associated violent deaths: The role of intimate partner violence. *Trauma, Violence, & Abuse*, 8(1), 135-148.
- Meier, A., Lyons, E. J., Frydman, G., Forlenza, M., & Rimer, B. K. (2007). How cancer survivors provide support on cancer-related Internet mailing lists [Electronic Version]. *Journal of Medical Internet Research*, 9, e12. Retrieved May 17, 2007 from <http://www.jmir.org/2007/2/e12>.
- Moore, D. S., Daniel, M., Linnan, L., Campbel, M., Benedict, S., & Meier, A. (in press). After Hurricane Floyd passed: Investigating the social determinants of disaster preparedness and recovery. *Family and Community Health*.
- Nurius, P. S., & Macy, R. J. (in press). Cognitive behavioral theory. In K. M. Sowers and C. N. Dulmus (Eds.) *Comprehensive handbook of social work and social welfare, volume 2: Human behavior in the social environment*. New York: Wiley.
- Orthner, D.K. (2007). Public schools: Building capacity for hope and opportunity. In Edwards, J., Crain, M. & Kalleberg, A.L., *Ending poverty: How to restore the american dream*. New York: New Press.
- Orthner, D.K., Jones-Sanpei, H., Hair, E.C., Moore, K.A., Day, R.D., & Kaye, K. (in press). Marital and parental relationship quality and educational outcomes for youth. *Marriage and Family Review*, 41.
- Orthner, D.K. & Rose, R. (2007). *Family readiness group involvement and adjustment among army civilian spouses*. Washington, DC: Army Research Institute for the Behavioral and Social Sciences.
- Parish, S.L., & Ellison-Martin, J.M. (2007). Health care of low-income women Medicaid beneficiaries: Evidence of disability-based disparities. *Journal of Disability Policy Studies*, 18, 109-116.
- Parish, S.L. & Fujiura, G.T. (2007). Policies that shape the intellectual disabilities service system. *Mental Retardation & Developmental Disabilities Research Reviews*.13(2),.1-7
- Parish, S.L., Magaa, S., & Cassiman, S.A. (2008). It's just that much harder: Multilayered hardship experiences of low-income mothers with disabilities raising their children. *Affilia: The Journal of Women and Social Work*, 23, 51-65.
- Parish, S.L., Moss, K., & Richman, E.L. (in press). Perspectives on health care of adults with developmental disabilities. *Intellectual & Developmental Disabilities*.
- Parish, S.L., Rose, R.A., & Andrews, M.E. (in press). Income poverty and material hardship among U.S. women with disabilities. *Social Service Review*.

- Parish, S.L., Rose, R.A., Andrews, M.E., Grinstein-Weiss, M., & Richman, E.L. (In press). Material hardship among U.S. families raising children with disabilities. *Exceptional Children*.
- Parish, S. L., Rose, R.A., Andrews, M.E., & Shattuck, P.T. (in press). Receipt of professional care coordination services among families raising children with special health care needs: A multilevel analysis of state policy predictors. *Children & Youth Services Review*.
- Resnick, B., Gruber-Baldini, A.L., Aboff, I, Galik, E., Buie, V.C., Russ, K., & Zimmerman, S. (2007). Reliability and validity of the Evaluation to Sign Consent Measure. *The Gerontologist* 47, 69-77.
- Resnick, B., Orwig, D., Zimmerman, S., Hawkes, W., Golden, J., Werner-Bronzert, M., & Magaziner, J. (in press). Testing the effectiveness of the exercise plus program in older women post-hip fracture. *Annals of Behavioral Medicine*.
- Robinson, L., Carrol, B., Orthner, D.K. & Smith-Rotabi, K. (in press). Marriage and family life skills for citizen-soldiers: Mobilizing cooperative extension services in North Carolina. *Journal of Family and Consumer Science*.
- Rounds, K., Caye, J., Walsh, T., Vaughn, J., & Anderson, J. (2008). Disaster preparedness planning for public health social workers Part II: Bioterrorism. CD-ROM produced by the MCH Public Health Social Work Leadership Training Program.
- Rounds, K.A., & Sunderland-Perez, V. (in press). Public health social work practice. In E. Csikai & C. Simon (Eds.), *Social work practice in health care: A clinical approach*. NY: Lyceum.
- Rounds, K.A., & Wike, T. (2008). Adolescent pregnancy prevention. In T. Mizrahi & L.E. Davis (Eds.), *Encyclopedia of social work* (20th edition). New York, NY.: Oxford University Press.
- Scheyett, A. (in press). Psychiatric advance directives: Benefits and barriers. *Current Psychiatry Reviews*, 4.
- Scheyett, A., Kim, M., Swanson, J., Swartz, M. (2007). Psychiatric advance directives: A tool for empowerment and recovery. *Psychiatric Rehabilitation Journal*, 31(1), 70-75.
- Scheyett, A., Kim, M., Swanson, J., Swartz, M., Elbogen, E., Van Dorn, R., Ferron, J. (2008). Social workers' knowledge of psychiatric advance directives: Implications for education, practice, and research. *Families in Society: The Journal of Contemporary Social Services*, 89(2), 229-236.
- Scheyett, A., Kim, M., Swanson, J., Swartz, M., Elbogen, E., Van Dorn, R., Ferron, J. (in press). Autonomy and the use of directive intervention in the treatment of individuals with serious mental illnesses: A survey of social work practitioners. *Social Work in Mental Health*.
- Scheyett, A., Vaughn, J., Taylor, M.F., & Parish, S.L. (in press). Screening for intellectual and developmental disabilities in jails: Are we there yet? *Intellectual & Developmental Disabilities*.
- Schoster, B., Callahan, L. F., Meier, A., Mielenz, T., & DiMartino, L. (in press). Participant satisfaction with the People with Arthritis Can Exercise (PACE) Program: A qualitative evaluation. *Preventing chronic disease: Public health research, practice, and policy*.
- Schwalbe, C. S., Fraser, M. W., & Day, S. H. (2007). Predictive validity of the Joint Risk Matrix with juvenile offenders: A focus on gender and race/ethnicity. *Criminal Justice and Behavior*, 34, 348-361.
- Schwalbe, C. S., Macy, R. J., Day, S. H., & Fraser, M. W. (2008). Classifying offenders: An application of latent class analysis to needs assessment in juvenile justice. *Youth Violence and Juvenile Justice*, 6(3), 279-294.
- Shaffer, G. L. (2007 Issue 1). Corporal punishment: Alive and well in America's schools. NASW Section Connection. Washington D. C.: NASW.

- Shattuck, P.T., & Parish, S.L. (in press). Multilevel analysis of financial burden in families of children with special health care needs. *Pediatrics*.
- Sloane, P.D., Brooker, D., Cohen, L., Douglass, C., Edelman, P., Fulton, B.R., Jarrott, S., Kasayka, R., Kuhn, D., Preisser, J.S., Williams, S., & Zimmerman, S. (2007). Dementia care mapping as a research tool. *International Journal of Geriatric Psychiatry* 22, 580-589.
- Sloane, P.D., Cohen, L.W., Williams, C.S., Munn, J., Zimmerman, S., Preisser, J.S., Sobsey, M.D., & Wait, D.A. (2007). Effect of specialized bathing systems on resident cleanliness and water quality in nursing homes: a randomized controlled trial. *Journal of Water and Health* 5, 283-294.
- Sloane, P.D., Williams, C.S., Gill, K.S., Mitchell, C.M., Preisser, J.S., Wood, W., Barrick, A.L., Hickman, S.E., Edinger, J., Connell, B.R., & Zimmerman, S. (in press). High intensity environmental light in dementia: Impact on sleep and activity. *Journal of the American Geriatrics Society*.
- Smokowski, P.R. & Bacallao, M.L. (in press). "Entre dos mundos/Between two worlds" youth violence prevention for acculturating Latino families: A randomized trial comparing psychodramatic and support group delivery formats one-year after program participation. *Journal of Psychodrama, Sociometry, and Group Psychotherapy*.
- Smokowski, P.R. & Bacallao, M.L. (in press). "Entre dos mundos/Between two worlds" youth violence prevention for acculturating Latino families. *Research on Social Work Practice*.
- Smokowski, P.R. & Bacallao, M.L. (in press). Sociometric status and bullying in school: Peer relationships, power, and victimization. *Journal of Group Psychotherapy, Psychodrama, and Sociometry*.
- Smokowski, P.R. & Buchanan, R.L., & Bacallao, M. (in press). Acculturation and adjustment in Latino adolescents: how cultural risk factors and assets influence multiple domains of adolescent mental health. *Journal of Primary Prevention*.
- Smokowski, P.R., Chapman, M.V., & Bacallao, M.L. (2007) Acculturation risk and protective factors: Mediating and moderating processes in the development of mental health problems in Latino adolescents. *Journal of Human Behavior and the Social Environment*, 16(3), 33-56.
- Smokowski, P.R. David-Ferdon, C., & Stroupe, N. (in press). Acculturation, youth violence, and suicidal behavior in minority adolescents: A review of the empirical literature. *Journal of Primary Prevention*.
- Smokowski, P.R. & Rose, R. (in press). Acculturation and Latino family processes: How parent-adolescent acculturation gaps influence family dynamics. *Family Relations*.
- Stearns, S.C., Park, J., Zimmerman, S., Gruber-Baldini, A.L., Konrad, T.R., & Sloane, P.D. (in press). Determinants and effects of nurse staffing intensity and skill mix in residential care/assisted living settings. *The Gerontologist*.
- Strom-Gottfried, K.J. (2008). *The ethics of practice with minors: High stakes, hard choices*. Chicago: Lyceum.
- Strom-Gottfried, K.J. (in press). The ethics of practice in home-based care. In S. Allen and E. Tracy (eds.), *Delivering home-based services: A social work perspective*. New York: Columbia University Press.
- Styles, J., Meier, A., Sutherland, L. A., & Campbell, M. K. (in press). Parent and caregiver concerns about obesity in young children: A qualitative study. *Family and Community Health*.
- Swartz, H.A., Zuckoff, A., Grote, N.K., Spielvogel, H., Bledsoe, S.E., Shear, M.K., & Frank, E. (2007). Engaging depressed patients in psychotherapy: integrating techniques from motivational interviewing and ethnographic interviewing to improve treatment participation.

Professional Psychology, 38, 430-439.

- Vaughn, J., & Scheyett, A. (2007). A study of procedures for identification and treatment of inmates with a mental illness or developmental disability in the jails of North Carolina. Governor's Advocacy Council for Persons with Disabilities. Raleigh, NC: NC Department of Administration.
- Wacker, J. L., Parish, S. L., & Macy, R. J. (in press). Sexual assault and U.S. women with mental disabilities: Codifying discrimination in the states. *Journal of Disability Policy Studies*.
- Woolley, M. W., Kol, K. L., & Bowen, G. L. (in press). The social context of school success for Latino middle school students: Direct and indirect influence of teachers, family, and friends. *Journal of Early Adolescence*.
- Zhan, M., & Grinstein-Weiss, M. (2007). Educational status and savings performances in individual developments. *Journal of Policy Practice*, 6 (1), 27-46.
- Zimmerman, S. (2007). Information to promote quality care in residential settings. In C B. Cox (Ed.) *Dementia and social work practice: Research and interventions*. New York: Springer.
- Zimmerman, S. (in press). Adults: Group care. In T. Mizrahi & L. Davis (Eds.) *Encyclopedia of social work*. New York: Oxford University Press.
- Zimmerman, S. (in press). Information to inform quality dementia care in residential settings. In C. Cox (Eds.) *Handbook of social work and dementia*. Thousand Oaks: Sage.
- Zimmerman, S., Mitchell, C.M., Chen, C.K., Morgan, L.A., Gruber-Baldini, A.L., Sloane, P.D., Eckert, J.K., & Munn, J. (in press). An observation of assisted living environments: space use and behavior. *Journal of Gerontological Social Work*, 49.
- Zimmerman, S., Mitchell, C.M., Chen, C.K., Morgan, L.A., Gruber-Baldini, A.L., Sloane, P.D., Eckert, J.K., & Munn, J. (in press). In P. McCallion (ed.), *Housing for the elderly*. Binghamton: Haworth.
- Zimmerman, S., & Sloane, P.D. (2007). Long-term care: nursing homes and assisted living. In J.E. Birren (Ed.) *Encyclopedia of gerontology (Second Edition): Age, aging, and the aged*. Oxford: Elsevier Ltd.
- Zimmerman, S., & Sloane, P.D. (in press). Definition and classification of assisted living. *The Gerontologist*.
- Zimmerman, S., & Sloane, P.D. (in press). Long-term care: Nursing homes and assisted living. In *Encyclopedia of gerontology (second edition)*. Oxford: Elsevier Ltd.
- Zimmerman, S., Sloane, P.D., & Fletcher, S. (in press). The measurement and importance of quality in tomorrow's assisted living In S. Golant & J. Hyde (Eds.) *The assisted living residence: A vision for the future*. Baltimore: Johns Hopkins University Press.
- Zimmerman, S., Sloane, P.D., Williams, C.S., Dobbs, D., Ellajosyula, R., Braaten, A., Rupnow, M.F.T., & Kaufer, D.I. (In press). Residential care/assisted living staff may detect undiagnosed dementia using the Minimum Data Set Cognition Scale (MDS-COGS). *Journal of the American Geriatrics Society*.

Appendix 3: Faculty Grants related to Diverse Populations

Title

PI

Child Welfare Education Collaborative

Dickinson, Nancy

CareerStart Program: Curriculum Design and
Assessment of Impacts

Orthner, Dennis

Health and Mental Health Service Use Patterns in
Sexual Minority Youth

Chapman, Mimi

Implementing the Online Support and Resiliency
Inventory (SRI)

Bowen, Gary

Physician Involvement in Residential Care Falls
Prevention

Zimmerman, Sheryl

Natural History, Comorbid Mental Disorders, and
Consequences of Inhalant Abuse

Howard, Matthew

Welfare, Maternal Work, and On-Time Child
Immunization Rates

Yoo, Joan

Asthma Related Healthcare Utilization: Roles of
Maternal Work and Welfare and Usual Source of
Care.

Yoo, Joan

Training for Effective Child Welfare Practice in
Rural Communities

Williams, Evelyn

Better Beginnings Pregnancy Prevention Project

Bledsoe, Sarah

Center for Aging Research and Educational Services (C.A.R.E.S)	Nelson, Gary
Health Disparities Prevention for Latino Adolescents	Smokowski, Paul
Halifax County ESSP/SSP MAP Project	Bowen, Natasha
Support of the Implementation of the Building Corps Families (BCF) Website: Training and Support Services	Bowen, Gary
Testing Long Term Impacts of Individual Development Accounts and Asset Building on Social and Economic Well-Being	Weiss, Michal
Creating Indicators and Improving Outcomes	Duncan, Dean
The Family and Children's Resource Program I-V	Nelson, Gary
Behavioral Healthcare Resource Program	Roberts-Lewis, Amelia
Self Evaluation in Family to Family	Usher, Charles
Child Welfare Education Collaborative	Williams, Evelyn
The Family and Children's Resource Program I-V	Nelson, Gary

Testing Long Term Impacts of Individual Development Accounts and Asset Building on Social and Economic Well-Being: American Dream Policy Demonstration Wave Four Survey Research.	Weiss, Michal
Understanding the Financial Well-being of Retirees and Near-Retirees Caring for Adult Children with Developmental Disabilities	Parish, Susan
Improving Cervical and Breast Cancer Screening for Women with Intellectual Disabilities	Parish, Susan
Community Dialogues and Interactive Map	Nelson, Gary
Social Development for Local Economic Development Partnership	Chowa, Gina
Creating Confianza Through School Climate Change	Chapman, Mimi