University of Minnesota School of Social Work
Syllabus

SW 8352 Advanced Practice II-Families and Children

Part I: Course information

SW 8352-Advanced Practice II: Families and Children
2 credits

Faculty Contact:
  Name:
  Email:
  Phone:
  Office Location:

Brief Description

Prepares students for work with families & children in family-centered, community, & preventive practice. Covers engagement, assessment, intervention, & evaluation that emphasize building on service user and community strengths. Framework of course views human development and behaviors as products of interactions of persons w/various environments.

More Detailed Description

This two-credit course will focus on social work practice with families and children in three domains: family-centered interventions, community-based interventions, and prevention programs. The course is based upon models of social work practice that cover person-environment interactions, an emphasis on service user perspectives, and best practices that include validated assessments and interventions when available, values, and ethics. Students will explore family resources, social capital, advocating for community assets, and policies and political influences on families in the contexts of the models examined. The course includes engagement, assessment, case planning, interventions, and evaluations in partnership with service users. For each type of intervention, the roles of service providers as change agents and advocates will be examined.

Students will also identify and analyze evidence-informed models of practice that interest them and relate to family-centered, community based, or preventive interventions. They will share what they learn about these other programs during class. In this way, students will learn about many different models of practice and will learn how to analyze them in terms of social work-specific perspectives.

Pre-requisites:
1. This is an advanced social work class, and the material presented in this class is at an advanced level. Social Work students enrolled in this course should have completed the foundation classes listed below, or have advanced standing status.
   - SW 5051 - Human Behavior and the Social Environment
   - SW 5801 - Policies and Programs in American Social Welfare
   - SW 8151 - Social Work Practice Methods: Individuals and Systems
   - SW 8152 - Social Work Practice Methods: Families and Groups
   - SW 8153 - Models of Community Intervention
   - SW 8841 - Social Work Research Methods
2. You must have completed or be concurrently enrolled 8351 Advanced Practice 1: Families and Children.
3. If you are not a Social Work student, you need permission of the instructor

**Clinical Licensure Hours:**

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment Based Treatment Planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation Methodologies</th>
<th>SW Values and Ethics</th>
<th>Culturally Specific Clinical Assessment</th>
<th>Other Areas</th>
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<tr>
<td>Hours</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>3</td>
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**Part II: Course outcomes**

In general, this course aims to prepare students for competent, ethical social work practice with families and children who often are among the most vulnerable members of our society. The course strives to aid students in understanding major issues in service user situations, ways to form working relationships with service users who often are mistrustful of service providers, and to provide service users with competent services that lead to outcomes that promote families’, children’s, and society’s best interests.

**Course Objectives**

This course has seven educational objectives. By the end of the course students will have developed skills and capacities to

1. apply course content to case examples which they will be expected to assess, to do case planning, and to plan for process and outcome evaluations;
2. identify and understand behaviors associated with healthy family functioning and with challenges to healthy functioning within the contexts of cultural, ethnic, and social class influences, throughout the life course;

3. be familiar with issues that families and children in social work caseloads typically confront and theories and research that shed light on these issues;

4. be familiar with evidence-based interventions tailored for vulnerable families and children;

5. be familiar with how social work practitioners perform the roles of advocates and change agents with families and children;

6. evaluate their own practice with families and children in terms of principles of human development in keeping with social work values and goals, including respect for client diversities and self-directed goals; and

7. develop skills as reflective practitioners who are familiar with strategies to cope with secondary trauma and compassion fatigue.

Social Work Practice Competencies
Successful completion of this concentration course implies that the student has achieved competency in the following advanced practice behaviors:

<p>| Competency: 2.1.2 – Apply social work ethical principles to guide professional practice |
| Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: |</p>
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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<tr>
<td>Identify and analyze value-based and ethical dilemmas that arise in their area of practice, using professional codes of ethical standards and through appropriate professional consultation.</td>
<td>Class 1,3,5,6</td>
<td>Final project</td>
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<td>Mid term exam</td>
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<td>Weekly writing assignment</td>
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| Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments |
| Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers |
| | | |

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<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
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<tr>
<td>• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to their area of practice.</td>
<td>Class 1-10</td>
<td>Final project</td>
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<td>Mid term exam</td>
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<td>Weekly writing assignment</td>
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<td>In-class presentation</td>
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<td>• Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice.</td>
<td>Class 1-10</td>
<td>Final project</td>
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<td>Mid term exam</td>
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**EP 2.1.4 Engage diversity and difference in practice**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

<table>
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<tr>
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<tr>
<td>• Engage in practice that challenges the systems of privilege and oppression by utilizing the culturally relevant assessments and interventions specific to the context of their area of practice</td>
<td>Class 1,3</td>
<td>Final project</td>
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<td>Mid term exam</td>
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<td>Weekly writing assignment</td>
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<td>In-class presentation</td>
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**EP 2.1.5 – Advance human rights and social and economic justice**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

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• Gain a full comprehension about disparities and their development, contribute to knowledge about institutional barriers to equality and apply concentration-appropriate strategies to advance social and economic justice.

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<td>• Demonstrate ability to evaluate practice and/or programs in an area of concentration</td>
<td>Class 4,6,7,10</td>
<td>Final project</td>
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<td>Mid term exam</td>
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<td>Weekly writing assignment</td>
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<td>In-class presentation</td>
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<td>• Demonstrate ability use practice experience to shape research questions, methods and processes to advance knowledge in an area of concentration.</td>
<td>Class 4,6,7,10</td>
<td>Final project</td>
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<td>Mid term exam</td>
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**EP 2.1.6 – Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

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<tr>
<td>• Evaluate and synthesize theories and perspectives of human behavior and the social environment to choose and apply methods of assessment, intervention and evaluation in their area of practice</td>
<td>Class 1,2,3,4</td>
<td>Final project</td>
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<td>Mid term exam</td>
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### Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

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<tr>
<td>• Understand, compare, analyze, formulate and advocate for policies in an area of practice</td>
<td>Class 3</td>
<td>Final project</td>
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<td>Mid term exam</td>
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<td>Weekly writing assignment</td>
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### Competency: 2.1.9 – Respond to contexts that shape practice
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

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<td>• Assess the impact of historical and contemporary contexts on practice and policy in their area of practice.</td>
<td>Class 3 (and throughout course)</td>
<td>Final project</td>
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<td>Mid term exam</td>
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### FC Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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<tr>
<td>• Engage: Use empathy and collaborative interviewing skills to engage clients in identifying their strengths and problems.</td>
<td>Class 2,8,10</td>
<td>Final project</td>
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<td>Assignment</td>
<td>Classes</td>
<td>Assignments</td>
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| **Engage:** Establish rapport and maintain effective working relationships with clients in clinical mental health settings. | Class 8,10 | Mid term exam  
Weekly writing assignment  
In-class presentation |
| **Engage:** Employ diverse strategies to arrive at a collaborative focus of work and desired outcomes in clinical social work mental health practice. | Class 2,8,10 | Final project  
Mid term exam  
Weekly writing assignment  
In-class presentation |
| **Assess:** Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to clinical social work practice in mental health. | Class 7 | Final project  
Mid term exam  
Weekly writing assignment  
In-class presentation |
| **Intervention:** Use appropriate evidenced-based interventions to help clients resolve identified and agreed upon problems. | Class 8,11 | Final project  
Mid term exam  
Weekly writing assignment  
In-class presentation |
| **Evaluate:** Apply research skills to analyze, monitor, evaluate and improve treatment alliance and | Class 9,10,13 | Final project |
Part III: Course requirements

Assignments
Course assignments and in-class work will assess the degree that students have attained these competencies. These assignments and in-class work include student in-class discussions and demonstrations of their understanding of these issues and their skills in implementing them. Both the mid-term and the final assignments will require demonstrations of these competencies.

Texts
The following textbooks are required for this course


In addition, there are required weekly reading assignments of journal articles and case studies and high expectations for class participation.

Assignments
Besides weekly reading assignments and sharing your observations in class, there will be one in-class one-hour midterm exam, a final project, and two other small written or oral assignments. Students must follow the principles of critical thinking. The following describes the assignments.

**Final project. 40 points.** Students will choose one evidence-based or research based program that is family centered, community-based or preventive. Up to three students may work together on the final project. Each project must describe the program that students are studying or proposing, analyze the program using the NEATS and other course learning such as principles of infant mental health, social work perspectives, research and theory on risk and resilience, and the common factors model, and then describe the program in terms of its procedures for engagement, assessment, intervention, and evaluation. The instructor will provide further instructions in class. Students must consult with instructor before beginning any of the final projects.

Students must do a 20-minute in-class presentation or poster that described their project. The poster sessions and presentations will take place during the last two classes. Students must prepare handouts for this in-class work and make the handouts available to other students. The instructor will discuss with students details on these in-class final presentations over the course of the semester.

For these projects, students must use a minimum of seven course readings and preferably more. With the addition of other students for one project, more readings are required. These projects are students’ opportunities to demonstrate that they have read, studied, and understood course readings and can apply them.

**Midterm Exam. 35 points.** This is a one-hour exam consisting of multiple choice and short answer questions. Week 7 that covers readings, class discussions, class presentations, and lectures up until week 6.

Besides the mid-term exam and final project, students will do weekly writing assignments and one brief in-class presentation. The following describes the weekly writing assignments and the brief in-class presentation.

**Weekly writing assignments. 10 points.** Students are required to do weekly writing assignments that they are to type and share for each class. Details are further into the syllabus by the class topics and dates. At the end of the semester students are to hand in their portfolio of written assignments for instructor grading.

**Brief in-Class Presentations. 5 points.** Students are required to participate in formalized ways in the presentation and discussion of course readings. About one hour of each class will be devoted to formalized in-class brief presentations. The tasks are headliner, counterpointer, case illustrator, connector, and discoverer. Each student will do one brief in-class presentation. If there are less than five students to do the brief in-class presentation, students can choose which roles they would like to take, and the other roles will be unfilled. These roles are
**Headliner:** To present at least two main points from one article for that day’s reading to the class. Then develop discussion questions, an in-class exercise, or a combination. These discussions and exercises can be in small groups or with the entire class. The exercise can be a brief vignette illustrating one or more points for the article.

**Counterpointer:** Present two points about what is not in an article or book chapter of the student’s choice and what could be present for the article/chapter to be more helpful to understanding and responding to child abuse and neglect. Provide examples of what you would have liked to have seen in the reading. In other words, an answer such as “A case study would have helped” is not sufficient, but, for example, a description of a possible case study, how it could be analyzed, and what readers would learn are sufficient.

**Case illustrator:** Provide a brief case example that would illustrate a key point or points from an article/chapter of the student’s choice. This could be a case study from a journal article, from students’ work—volunteer, paid, internship, service-learning—or an instructive video or excerpt from a film. Youtube has some educational videos.

**Connector:** Show at least two ways that two articles/chapters in the readings for the day are connected to each other. If you see no connection, provide evidence of the lack of connection.

**Discoverer.** Present an article, a video, or a webinar that you find yourself and that is relevant to the day’s topic. Present two to three main points from the article and any material that supports or illustrates the main points.

Students will schedule the date of their brief in-class presentation through a sign-up sheet. Students do not hand it any papers for this assignment.

***Summary of Assignments and Exams***

The following summarizes and provides details on class assignments and exams.

1. **Brief in-class presentation.** 5 points. Must be done by class 10.

2. **Mid-term exam.** 35 points. Week 7.

3. **Weekly reading assignments.** 10 points. Due weekly. Portfolio due week 14

4. **Final project.** 40 points. Description and analysis of a family-centered, community-based, or prevention program.

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
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Page 10 of 19
Brief in-class presentation    5    classes 2 through 10
Midterm    35    class 7
Portfolio of weekly assignments 10    Class 14
Final project
  In-class presentation    Classes 14 & 15
  Written project    Five days after class 15
Class participation  10

**Grading Scale**

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>A-</td>
<td>85 - 89</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<td>B-</td>
<td>80 - 82</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>70 - 72</td>
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<td>D+</td>
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Besides, engaging actively in the activities discussed above, class participation means students' active engagement in class discussion and activities in ways that enhance class discussion. In their comments, students demonstrate their understanding of the many ideas--and their applications--important to the effective and ethical practice of social work with children and their families. Class participation is a strong indicator that students do the assigned reading every week and are thinking about the implications of the readings for practice. Respect for and openness to the points of view of others are important dimensions of class participation.

Please do not interrupt others, speak without regard for others who might want to speak, and monopolize class time. Your instructor will talk to students who demonstrate these behaviors. Resistance to changing these behaviors will be reflected in the course grade for class participation. Sometimes students are so enthusiastic about course content that they monopolize class time. In these cases, your instructor will gently ask them to save some of their comments for discussion with the instructor after class, over the internet, or during office hours. Lateness to class and missing class also affects quality of students' participation and are considered in the assignment of points for class participation.

**Course Policies**

There are many University and School of Social Work policies that govern this course. Please go to [http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf](http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf) to see a complete description of all the policies.
Part IV: Course content

Class 1  Overview of Typical Child & Family Issues in Developmental, Ecosystemic Perspectives

Overview of Three Domains of Practice:
- Infant Mental Health
- Multisystemic Family Therapy
- Primary & Secondary Prevention Programs

Readings


Code of Ethics of the National Association of Social Workers. (2008)..

Zeneah, Chapter 1: Development and context

Case Study

Gilgun, Jane F. Jacinta’s Lament. This case study shows the developmental history of a family who is resistant to social service intervention. This case study prompts thinking about engagement and strategies for joining families with difficult experiences with racism, social injustice, and disappointing prior experiences with social services and other governmental officials.

Class 2  Basic Principles of Infant Mental Health Practice

Engagement of Parents & Children

Readings


Zeneah, Chapter 5: Infant social and emotional development: Emerging competence in relational context

Case Study

Gilgun, Chapter 7: Complex trauma, behavior issues, & mood issues

Background Reading


Class 3 Context & Assessment in Children’s Mental Health Social Justice and Advocacy

Readings

Gilgun, Chapter 2: Neurobiology
Zeneah, Chapter 4: Neurobiology of stress in infancy
Zeneah, Chapter 6: The socio-culture context of infant mental health: Toward contextually congruent interventions
Zeneah, Chapter 8, Poverty and infant and toddler development: Facing the complex challenges

Case Study

Gilgun, Chapter 8: Complex trauma & sexual acting out

Class 4 Research-Based Assessments

Gilgun, Chapter 3: Executive Function & Chapter 6: Self-Regulation
Zeneah, Chapter 14: Parent reports and infant mental health assessment
Zeneah, Chapter 15: Clinical use of observational procedures in early childhood relational assessments
Zeneah, Chapter 16: Infant-parent relationship assessment: Parents’ insightfulness regarding their children’s internal worlds

Case Study

Gilgun, Jane F. (2010). Personality formation in action: An observation of a toddler who wants to interact with others but is ignored.

Class 5  Interventions in Infant Mental Health
Reflexivity

Readings

Two other chapters of your choice from Zeneah.

Class 6  Multi-Systemic Family Therapy
Evidence-Based Treatments
Assessment & Case Planning
Reflexivity

Readings

Swenson et al, Chapter 1: The causes and consequences of youth violence, substance abuse, and community violence
Swenson et al, Chapter 2: Evidence-based treatment: What works, what doesn’t, and why

Case Study


Class 7  Multi-Systemic Therapy
Implementation

Readings


Swenson et al, Chapter 3: Multisystemic therapy: The model
Swenson et al, Chapter 4: Implementing a neighborhood-based project.

***Midterm Exam***

Class 8 Multi-Systemic Therapy

Systems Issues: Case Planning
Intervention

Readings


Swenson et al, Chapter 5
One other chapter of your choice from Swenson et al.

Case Study

Gilgun, Chapter 12: Case planning in services to children and their families

Class 9 Multi-Systemic Therapy

Evaluation: Does it Work?
The Common Factors Model

Readings


Littell, Julia H., Margo Campbell, Stacy Green, & Barbara Toews. Multisystemic Therapy for

Swenson et al, Chapter 11: Funding clinical services and neighbor-based programs

Class 10   Prevention Programs
What is Primary Prevention?
Engagement
Elements of Prevention Programs

Readings


Class 11   Secondary Prevention Programs
Attachment-Based Prevention Programs

Readings


Gilgun, Chapter 4: Attachment


Class 12   Secondary Prevention
Research-Informed Prevention & Evaluation

Readings

Gilgun, Chapter 3: Executive function
Gilgun, Chapter 5: Trauma
Gilgun, Chapter 6, Self-regulation


**Class 13  Prevention Programs  Process & Outcome Evaluations**


**Class 14  Student Presentations**

***Portfolios Due***

**Class 15  Student Presentations**

***Final Project Due Five Days after Class 15***
Additional Bibliography


Davis, Kat Kleman, Jeffrey Sasha Davis, & Lorraine Dowler (2004). In motion, out of place: The public space(s) of Tourette Syndrome. *Social Science and Medicine, 59*(1), 103-112.


Weatherson, Deborah J., Julie Ribaudo, & Sandra Glovak (2002). Becoming whole: Combining infant mental health and occupational therapy on behalf of a toddler with sensory integration difficulties and his family. Infants and Young Children, 15(1), 19-28.