



3. Evaluate models of intervention such as family-centered services for their application and relevance to cultural and ethnic populations.
4. Assess the interaction of individual, family and environmental factors, which can contribute to abuse, neglect and identify strengths that preserve the family and protect the child.
5. Understand specific contemporary child placement issues facing foster parents, foster children, birthfamilies, and foster care and adoption agencies.
6. Explain and analyze the reasons for the growing numbers of children in foster care.
7. Demonstrate knowledge of the ethical issues involved in child welfare practice in family preservation, foster care and adoptions.
8. Identify adoption and foster care research issues.
9. Identify the unique identity issues that foster children and adopted children may experience.
10. Describe and analyze the current controversial issues in adoption and foster care including: open adoptions, transracial adoptions, kinship care, intercountry adoptees, special needs (including children with disabilities), foster parent adoptions, and gay and lesbian adoptions.
11. Describe the characteristics of children in the child welfare system (i.e. race, gender, age etc.) and analyze the reasons for the disproportionate representation of minority children in the system.
12. To become familiar with challenges of middle age and elderly relatives who are parenting grandchildren through kinship care.

### **III. Teaching Methods**

Lectures, class discussion, reading assignments, small group discussions and presentations will be utilized to achieve course objectives. Videos will provide supplementary learning resources. Lectures are designed to supplement readings. Students are expected to come prepared to each class and participate in discussions of assigned readings and of supplementary material presented in lectures. Regular class attendance, active participation in discussion and exercises will be considered in the final evaluation.

### **IV. Required Readings:**

Herlem, F. (2006). *Great answers to difficult questions about adoptions*. Philadelphia, PA: Jessica Kingsley Publishers.

Wrobel, G. & Neil, E. (Eds.). (2009). *International Advances in Adoption Research and Practice*. Oxford, UK: Wiley-Blackwell, John Wiley & Sons.

A paper copy of all required and suggested readings will be available at the LRC in the School of Social Work.

### **V. Course Requirements for Graduate and Undergraduate students**

## REQUIRED ASSIGNMENTS FOR GRADUATE AND UNDERGRADUATE STUDENTS

Attendance (10% of final grade). Students are expected to attend all class sessions. Attendance grade will be calculated based on the percentage of class sessions attended out of 14 possible sessions.

Preparation, Contribution (5% of grade). In addition to attendance students are expected to actively participate by raising questions and issues in all class discussions and exercises. Students are expected to be prepared to respond to the instructor's discussion questions. Participation includes balancing speaking with listening to the ideas of others.

Reaction Paper (25% of final grade) Students will choose a contemporary issue in adoption and foster care and write a five (5) page paper in what you think might be controversial about the topic. Reaction paper topics are due on September 28<sup>th</sup>. Students will do a 10 minute presentation on their papers October 19 and 26 in class. You will be required to support your issue with required readings from the texts, journal articles and other pertinent resources as necessary. There should be a minimum of 6-8 APA cited references. Chapters readings from required text are expected as citations.

Group Project: (20% of final grade) Students will group themselves and develop a group project to work on together. Topics can be: Putting on Culture Camps, Promoting Identity Development, Fostering Birth and Adoptive Sibling Relationships, Collecting Community Resource etc. Each group can decide what their product will be and how it will be presented to class. Presentations will be given on November 9 and November 16.

Final Paper (30% of final grade)—due November 30 by 5:30 p.m. Each student will select a topic relating to strengthening child welfare services and improving outcomes for children through policy and practice changes. The paper will draw on the research, policy and practice literature. Papers should reflect a comprehensive investigation of the issues and should offer very specific recommendations for policy, practice, and future research. This paper should be between 12 and 15 double spaced pages. The paper must be in accordance with APA 5<sup>th</sup> edition or 6<sup>th</sup> edition journal format. A minimum of 10-15 APA cited references is expected, including chapter readings from the required textbooks.

In preparing papers, students are required to consider how policy, programs and practice differentially affect various populations served by the child welfare system. Recommendations for making services more culturally sensitive and appropriate must be included as well as suggestions for changing service delivery (e.g. collaborations, policy reform, modifications of risk assessments or matching tools, etc.)

Topics or issues explored could include (but are not limited to) the following:

- 1) Disproportionately high number of African American children in foster care
- 2) Recruitment of African American adoptive and foster families
- 3) Issues faced by gay and lesbian parents who want to adopt
- 4) Informal and formal adoptions by African American families
- 5) Impact of welfare reform on adoption and foster care
- 6) Ethnic identity of transracially adopted children
- 7) Impact of ASFA on child welfare practice

- 8) Impact of kinship care policies and practice
- 9) Funding of foster care
- 10) Impact of MEPA-IEP on transracial placements

Final paper proposal are due September 21, 2009

Class Presentation (10% of final grade)

Each student will make a ten-minute presentation on his or her paper topic to the class on November 23 and November 30. Presentations should include a brief overview of the child welfare practice or policy dilemma and a detailed description of the recommended ways to improve child welfare services.

Each student will submit the following:	<u>Date due</u>
(1) Final Paper Proposal	9/21
(2) Reaction Paper Topic Due	9/28
(3) Reaction Paper Presentation	10/19, 10/26
(4) Group Project	11/9, 11/16
(5) Final Paper Presentation	11/23, 11/30
(6) Final Paper due	11/30

**VI. Grading Criteria**

**OVERALL CRITERIA FOR EVALUATING STUDENT ASSIGNMENTS:**

Grading and Weighting of Assignments

Attendance	10%
Participation & Preparation	5%
Reaction Paper & Presentation	25%
Group Project	20%
Final Paper Presentation	10%
<u>Final Paper</u>	<u>30%</u>
Total	100%

**GRADING POLICY/GRADING CRITERIA:**

- 100-94=A
- 93-90= A-
- 89-87=B+
- 86-84=B
- 83-80=B-
- 79-77=C+
- 76-74=C
- 73-70=C-
- 69-67=D+
- 66-64=D
- 63-60=D-
- 59 and below=F

ALL ASSIGNMENTS ARE MANDATORY. Failure to complete any assignment will result in a grade reduction and possibly not passing the course. Students are expected to complete all course work by the last day of class and to complete their final paper on the assigned date. An incomplete may be given only when the student has been in attendance and has done satisfactory work and has furnished satisfactory proof to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

## **VII. Class Policies**

### **1. Participation and Attendance**

Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected **to complete the readings PRIOR to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Students will be allowed **two (2) unexcused absences.** Role will be taken each class period. In cases where a student misses more than the allotted two unexcused absences, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the first unexcused absence. In extenuating circumstances of absence, students are to notify the professor. **Students are responsible for any material missed due to absences.** Any student missing more than six classes (excused or unexcused) maybe in jeopardy of not passing this course. There may be homework assignments based on discussion and films shown in the class are due on the assignments dates and will be counted towards 5% participation grades.

Instructors are responsible for implementing attendance policy and must notify students of any special attendance requirements. Special regulations of colleges and schools, required by the unique nature of their programs of study, may be enacted through the normal approval process. These special regulations may not conflict with University regulations on class attendance and absence.

### **2. Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence. For more information:

<http://www.utexas.edu/student/registrar/catalogs/gi04-05/ch4/ch4g.html#religious>

### **3. Late Assignments**

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments WILL NOT be accepted without penalty.** Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class.** Assignments not turned in class on the day it is due will be considered late. If accepted, late assignments will be assessed point penalties at the rate **of three (3) points** each day late. If the due date is a problem, then the student should see the professor and negotiate another due

date well in advance.

#### **4. Student Achievement**

Student Achievement in meeting course objectives will be evaluated on the following written, oral, and in-class experiential assignments, regular and punctual class attendance, and informed class participation based upon class readings/assignments.

#### **5. Student Feedback**

Student feedback is welcome either informally or formally about class room learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

#### **6. Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

#### **7. Assignment Changes**

The instructor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation.

#### **8. The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

#### **9. Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

#### **10. Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### 11. Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### 12. Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### 13. Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

## VII. Course Schedule

DATE	TOPIC	ASSIGNED READINGS
August 31, 2009	Introduction/Course Syllabus Group Project Assignments	The Changing Face of Adoptions
September 7, 2009	Holiday-Labor Day	
September 14, 2009	Historical Background- Child Welfare and Adoptions Speaker: Dr. Tricia Cody	Wrobel & Neil Ch 1 & 4
September 21, 2009	Attachment Issues Infant Adoptions DUE: Final Paper Proposal Speaker: Tammy Linseisen	Wrobel & Neil Ch 9 Herlem Ch 1, 2, 3
September 28, 2009	Foster Care Adoptions Special Needs Adoptions DUE: Reaction Paper Topic	Wrobel & Neil Ch 5 Herlem Ch 4, 5, 6
October 5, 2009	Kinship Care/Disproportionality	Wrobel & Neil Ch 12 Herlem Ch 7, 8, 9

October 12, 2009	Triad Member: Adopted Persons	Wrobel & Neil Ch 10 Herlem Ch 10, 11
October 19, 2009	Triad Member: Birth Parents DUE: Reaction Paper and Presentations	Wrobel & Neil Ch 6 & 11
October 26, 2009	Triad Member: Adoptive Parents DUE: Reaction Paper and Presentations	Wrobel & Neil Ch 13
November 2, 2009	Gay and Lesbian Adoptions	Brooks & Goldberg (2001) Ryan, Pearlmutter, & Groza (2004)
November 9, 2009	Intercountry/Transracial Adoptions Group Project Presentations	Wrobel & Neil Ch 3, 8
November 16, 2009	Open Adoptions/Single Parent Adoptions Group Project Presentations	Wrobel & Neil Ch 2
November 23, 2009	Institutional Care and Adoptions Final Paper Presentations	Wrobel & Neil 7
November 30, 2009	Ethical Practice, Research, and Policy Final Paper Presentations DUE: Final Papers	Wrobel & Neil Ch 14

Additional Readings as Resources:

### ***Child Welfare in Historical Context***

Billingsley, A., & Giovannoni, J. M. (1972). The development of child welfare in America. In *Children of the storm: Black children and American child welfare* (pp. 21-43). New York: Harcourt Brace Jovanovich.

Lindsey, D. (1994) *The Welfare of Children*. New York: Oxford University Press. Ch.2: Development of the system (pp. 1-47).

Melina, L. (1998, March). The language of adoption can reflect power, express identity, and even change attitudes. *Adopted Child*, 17(3), 1-4.

Pecora, P. Whittaker, J. & Maluccio, A. (1992). Understanding the policy context for child welfare. In *The Child Welfare Challenge: Policy, Practice, and Research*. Hawthorne, NY: Aldine de Gruyter. Ch.1: Understanding the policy context for child welfare, (pp. 1-34). Ch.4: Child maltreatment: Incident, reporting, and substantiation, (pp. 91-128).

Pelton, L. H. (1994). Is poverty a key contributor to child maltreatment? In E. Gambrill & T. Stein (Eds.), *Controversial issues in child welfare* (pp. 16-28).

U. S. Census Bureau. (2003). *Adopted Children and Stepchildren: 2000*. Retrieved August 25, 2003, from <http://clk.about.com/?zi=1/XJ&sdn=adoption&zu=http%3A%2F%2Fwww.census.gov%2Fprod%2F2003pubs%2Fcensr-6.pdf>

### ***Child Abuse & Neglect***

Aitken, G. (1995). Changing adoption policy and practice to deal with children in limbo. *Child Welfare*, 74 (3), 679-693.

LeVine, E. S. & Sallee, A.L. (1999). Physical abuse, sexual abuse, and neglect. In *Child welfare: Clinical theory and practice* (pp. 296-332). Iowa: Eddie Bowers Publishing.

McRoy, R. G. (1999). *Special needs adoptions: Practice issues*. New York: Garland. Ch. 12: Assessing Potential for Abuse (pp. 153-163).

### ***Family Preservation***

Berry, M. (1992). An evaluation of family preservation services: Fitting agency service to family needs. *Social Work*, 37 (4), 314-321.

Denby, R. W., Curtis, C. M., & Alford, K. A. (1998). Family preservation services and special populations: The invisible target. *Families in Society: The Journal of Contemporary Human Services*, 79 (1), 3-14.

Gray, S. S., & Nybell, L. M. (1990). Issues in African American family preservation. *Child Welfare*, 69 (6), 513-523.

Kelly, S. & Blythe, B.J. (2000). Family preservation: A potential not yet realized. *Child Welfare*, 79(1), 29-42.

McRoy, R.G. and Altstein, A. (2000) *Does family preservation serve a child's best interest? Overview of family preservation*. Washington, DC: Georgetown University Press (pp. 14-22).

Pecora, P. J. (1994). Are intensive family preservation services effective? In E. Gambrill & T. Stein (Eds.), *Controversial issues in child welfare* (pp. 290-309). Boston: Allyn & Bacon.

Roberts, D. (2002). *Shattered bonds: The color of child welfare*. Part Two (Chapters 1 & 2): pp.103-149 New York: Basic Books

### ***Parental Substance Abuse and Child Welfare***

Gregoire, K. A., & Schultz, D. J. (2001). Substance-Abusing Child Welfare Parents: Treatment and Child Placement Outcomes. *Child Welfare*, 80(4), 433-452.

- Kovalesky, A. (2001). Factors Affecting Mother-Child Visiting Identified by Women with Histories of Substance Abuse and Child Custody Loss. *Child Welfare, 80*(6), 749-768.
- McAlpine, C., Marshall, C. C., & Doran, N. H. (2001). Combining Child Welfare and Substance Abuse Services: A Blended Model of Intervention. *Child Welfare, 80*(2), 129-149.
- McNichol, T., & Tash, C. (2001). Parental Substance Abuse and the Development of Children in Family Foster Care. *Child Welfare, 80*(2), 239-256.
- McRoy, R.G., & Vick, J. (2006). Intersecting child welfare: Substance abuse and domestic violence. In R. Fong, R. McRoy, & C. Ortiz-Hendricks (Eds.), *Intersecting Child Welfare, Substance Abuse and Family Violence: Culturally Competent Approaches*. Washington, D.C.: Council on Social Work Education.
- Semidei, J., Radel, L. F., & Nolan, C. (2001). Substance Abuse and Child Welfare: Clear Linkages and Promising Responses. *Child Welfare, 80*(2), 109-128.

### ***Kinship Care***

- Altstein, H. and McRoy, R.G. (2000) *Does Family Preservation Serve a Child's Best Interest? Empirical Support for Kinship care and Family Preservation*, (pp.23-40). Washington, DC: Georgetown University Press.
- Burnette, D. (1997). Grandparents raising grandchildren in the inner city. *Families in Society: The Journal of Contemporary Human Services, 72*, 489-502.
- Geen, R. (2004). The Evolution of Kinship Care Policy and Practice. *The Future of Children, 14*(1), 131-149.
- Hegar, R. L. and Scannapieco, M. 1999 (Eds.). Kinship foster care: Policy, practice and research. New York: Oxford University Press. Chapter 1: Kinship foster care in context, (pp. 1-12).
- Melosh, B. (2002). Strangers and kin: The American way of adoption. Boston: Harvard University Press. Chapters 1 & 2, pp. 12-104
- Seaberg, J.R. & Harrigan, M.P. (1997). Family functioning in foster care. *Families in Society: The Journal of Contemporary Human Services, 72*, 463-470.
- Scannapieco, M. Hegar, R.L., and McAlpine, C. (1997). Kinship care and foster care: A comparison of characteristics and outcomes. *Families in Society: The journal of contemporary human services, 72*, 480-488.
- Schwartz, A. (2002). Societal value and the funding of kinship care. *Social Service Review, 76*, (3), 430-460.

### ***Issues for Children in Out of Home Care***

- Allen, M., & Bissell, M. (2004). Safety and Stability for Foster Children: The Policy Content. *The Future of Children, 14*(1), 49-73.

Barth, R. (1997). Effects of Age and Race on the Odds of Adoption versus Remaining in Long-Term Out-of-Home Care. *Child Welfare*, 76 (2), 285-308.

Chipungu, S. S., & Bent-Goodley, T. B. (2004). Meeting Challenges of Contemporary Foster Care. *The Future of Children*, 14(1), 75-93.

Garland, A. F., Ellis-Macleod, E., Landsverk, J. A., Ganger, W., & Johnson, I. (1998). Minority populations in the child welfare system: The visibility hypotheses reexamined. *American Journal of Orthopsychiatry*, 68 (1), 142-146.

Daly, K. J., & Sobol, M. P. (1997). Key issues in adoption legislation: A call for research. *Marriage & Family Review*, 25 (3-4), 145-157.

McMurty, S. L., & Lie, G.-Y. (1992). Differential Exit Rates of Minority Children in Foster Care. *Social Work Research & Abstracts*, 28(1), 42-48.

McRoy, R. (2003). The Color of Child Welfare. In K. E. Davis & T. B. Bent-Goodley (Eds.), *The Color of Social Policy* (pp. 37-63). Alexandria, VA: Council on Social Work Education.

O'Flynn, M. (1999). Comment: The Adoption and Safe Families Act of 1997: Changing child welfare policy without addressing parental substance abuse. *Journal of Contemporary Health Law & Policy*, 16

Pecora, P., Whittaker, J., & Maluccio, A. (1992). Family foster care: Trends and issues in service delivery. In *The Child Welfare Challenge: Policy, Practice, and Research* (pp. 335-360). Hawthorne, NY: Aldine de Gruyter.

Pew Commission on Children in Foster Care (Full Report) [online] <http://pewfostercare.org/docs>

Roberts, D. (2002). *Shattered bonds: The color of child welfare*. Part One (Chapters 1 & 2); pp. 3-25 New York: Basic Books

Stehno, S. (1990). The elusive continuum of child welfare services: Implications for minority children and youths. *Child Welfare*, 69, 551-562.

### ***Permanency Planning/Concurrent Planning***

Anderson, G. (1997). In G. Anderson, A. Ryan, B. Leashore (Eds.) *The Challenge of Permanency Planning in a Multicultural Society. Achieving Permanency for All Children in the Child Welfare System*, (pp. 1-8) New York: Haworth Press.

Berry, M. (1994). Has permanency planning been successful? In E. Gambrill & T. Stein (Eds.), *Controversial issues in child welfare*, (pp. 261-274). Boston: Allyn & Bacon.

Courtney, M. and Piliavin, I., (1998) *Foster Youth Transitions to Adulthood: Outcomes 12 to 18 Months after Leaving Out-of-Home Care*. Institute for Research on Poverty, University of Wisconsin.

- Edelstein, S. B., Burge, D., & Waterman, J. (2001). Helping Foster Parents Cope with Separation, Loss, and Grief. *Child Welfare*, 80(1), 5-25.
- Katz, L. (1999). Concurrent Planning: Benefits and Pitfalls. *Child Welfare*, 78(1), 71-87.
- Leathers, S. J. (2002). Parental Visiting and Family Reunification: Could Inclusive Practice Make a Difference? *Child Welfare*, 81(4), 595-616.
- Martin, J. A. (2000). Recruitment and assessment of family foster homes. In *Foster family care: Theory and practice* (pp. 43-58). Boston: Allyn & Bacon.
- Martin, J. A. (2000). Moving a child into foster family care. In *Foster family care: Theory and practice* (pp. 43-58). Boston: Allyn & Bacon.
- Pelton, L. H. (1991). Beyond Permanency Planning: Restructuring the Public Child Welfare System. *Social Work*, 36(4), 337-343.
- Samantrai, K. (2004). From parens patriae to permanency planning: The philosophical and legal context of practice. In *Culturally competent public child welfare practice* (pp. 3-22). Pacific Grove CA: Thomson: Brooks/Cole
- Testa, M. F. (2004). When Children cannot return home: Adoption and guardianship. *The Future of Children*, 14(1), 115-129.
- Williams, Carol (1997). In G. Anderson, A. Ryan, B. Leashore (Eds.) *Personal Reflections on Permanency Planning and Cultural Competency. The Challenge of Permanency Planning in a Multicultural Society*, (pp. 9-18), New York: Haworth Press.
- Wulczyn, F. (2004). Family Reunification. *The Future of Children*, 14(1), 95-113.

### ***Infant Adoptions***

- Adoption: Where Do I Start?* (2003). National Clearinghouse on Child Abuse and Neglect Information: National Adoption Information Clearinghouse.
- The Adoption Home Study Process*. (2004). National Clearinghouse on Child Abuse and Neglect Information; National Adoption Information Clearinghouse.
- Bachrach, C. A., Stolley, K. S., & London, K. A. (1992). Relinquishment of premarital births: Evidence from National Survey Data. *Family Planning Perspectives*, 24 (27-32).
- Dore, M. M., & Dumois, A. O. (1990, February). Cultural differences in the meaning of adolescent pregnancy. *Families in Society*, (93-101).
- Dworkin, R. J., Harding, J. T., & Schreiber, N. B. (1993). Parenting or placing decision making by pregnant teens. *Youth & Society*, 25 (1), 75-92.

Franklin, C. Corcoran, J., Ayers-Lopez, S. (1997). Adolescent pregnancy: Multisystemic risk and protective factors. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 195-219). Washington, DC: NASW Press.

### ***Transracial Adoptions***

Courtney, M. E. (1997). The politics and realities of transracial adoption. *Child Welfare*, 76(6), 749-779.

Davidson, J. R., & Davidson, T. (2001-02). Transracial adoptions: Helping parents understand white privilege. *Journal of Intergroup Relations*, 28(4), 19-32.

DeBerry, K. M., Scarr, S., & Weinberg, R. (1996). Family racial socialization and ecological competence: Longitudinal assessments of African-American transracial adoptees. *Child Development*, 67(5), 2375-2399.

Fenster, J. (2002). Transracial adoption in black and white: A survey of social worker attitudes. *Adoption Quarterly*, 5(4), 33-58.

George, L. J. (1997). Why the need for the Indian Child Welfare Act? *Journal of Multicultural Social Work*, 5(3/4), 165-175.

Hollinger, J. H. (1998). A guide to the Multiethnic Placement Act of 1994 as amended by the Interethnic Adoption Provisions of 1996. Monograph Retrieved on August 10, 2001, from <http://www.acf.dhhs.gov/programs/cb/publications/mepa94/index.htm>

Hollingsworth, Leslie (1997) Effect of Transracial/Transethnic Adoption on Children's Racial and Ethnic Identity and Self-Esteem: A Meta-Analytic Review. *Marriage and Family Review*. 25(1/2) 99-130)

McRoy, R. G. (1990). An organizational dilemma: The case of transracial adoptions. *Journal of Applied Behavioral Science*, 25(2), 145-160.

McRoy, R. G., & Gusukuma, I. (1999). R. G. McRoy *Special needs adoptions: Practice issues*. New York: Garland. Ch. 9: Transracial adoptions (pp. 119-124).

McRoy, R. G. Attachment and Racial Identity Issues: (1994) Implications for Child Placement Decision Making. *Journal of Multicultural Social Work* 3(3), 59-74.

### ***Intercountry Adoptions***

Freundlich, M. (2000), "The Role of Race, Culture, and National Origin in International Adoption." *Adoption and Ethics*. Washington, D.C.: Child Welfare League of America and Evan B. Donaldson Adoption Institute, 89-125.

Rojewski, J.W., Rojewski, J.L. *Intercountry Adoption From China*. "Attachment and Adjustment Issues, Race, Discrimination, and the Reactions of Strangers, Who Am I? Racial, Ethnic, and Cultural Identity Development. (Chpts. 4,6,8) Westport, CT: Bergin & Garvey.

Vonk, M., Simms, P. J., & Nackerud, L. (1999). Political and personal aspects of intercountry adoption of Chinese children in the United States. *Families in Society: The Journal of Contemporary Human Services*, 80 (5), 496-505.

### ***Issues in Special Needs Adoption***

#### ***Foster Parent Adoptions***

Derdeyn, A. P. (1990). Foster parent adoption: The legal framework. In D. M. Brodzinsky & M. D. Schechter (Ed.). *The psychology of adoption* (pp. 323-347). New York: Oxford University Press.

McRoy, R. G., Gusukuma, I., & Onken, S. (1999). R. G. McRoy *Special needs adoptions: Practice issues*. New York: Garland. Ch. 6: Foster parent adoptions (pp. 81-94).

#### ***Single Parent Adoptions***

McRoy, R. G. (1999). *Special needs adoptions: Practice issues*. New York: Garland. Ch. 7: Single-parent adoptions (pp. 95-102).

#### ***Sibling Placements***

McRoy, R. G. (1999). *Special needs adoptions: Practice issues*. New York: Garland. Ch. 8: Sibling placements (pp. 103-118).

#### ***Gay and Lesbian Adoptions***

Brooks, D. & Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: can they meet the needs of waiting children? *Social Work*, 46(2) 147 – 158.

Connolly, C. (1997). Issues in gay and lesbian adoption: Proceedings of the fourth annual Pierce-Warwick Adoption Symposium. *Journal of Comparative Family Studies*, 28(1), 170-171.

Ryan, S. D., Pearlmutter, S., & Groza, V. (2004). Coming Out of the Closet: Opening Agencies to Gay and Lesbian Adoptive Parents. *Social Work*, 49(1), 85-95.

Sullivan, A. (1995) *Issues in gay and lesbian adoption*: Proceedings of the fourth annual Pierce-Warwick Adoption Symposium. Washington, D.C.: Child Welfare League of America

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