Fall 2016 – SOWK 305 – Outcome 7 – construct citations

After this session, students will be able to construct citations from source information (book front matter and the first page of a journal article).

Directions

1. Working on your own, read the below background reading and answer the exercise questions.
2. Working as a group, discuss your answers and thoughts about the material.
3. Formulate a list of the most important points your group believes the rest of class should know.
4. Turn in your sheet at the end of class.

Background Reading
See the attached excerpts for basic information about how to craft citations for articles and books from the Publication Manual of the American Psychological Association (6th edition).

Exercises
Use the attached five example sources to craft five citations in APA style.

Citation from Sheet 1

Citation from Sheet 2

Citation from Sheet 3

Citation from Sheet 4

Citation from Sheet 5
Use these excerpts from the APA Style Manual to help you craft citations.

Examples by Type

7.01 Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

General reference form:


- Include the digital object identifier (DOI) in the reference if one is assigned (see section 6.31).
- If no DOI is assigned to the content and you retrieved it online, include the home page URL for the journal, newsletter, or magazine in the reference. Use this format: Retrieved from http://www.xxxxxxxx
- If each issue of a journal begins on page 1, give the issue number in parentheses immediately after the volume number.
- If you are citing an advance release version of the article, insert Advance online publication before the retrieval statement.
- Some journals offer supplemental material that is available only online. To reference this supplemental material, or any other nonroutine information that is important for identification and retrieval, include a description of the content in brackets following the title: [Letter to the editor], [Map], [Audio podcast].

1. Journal article with DOI


2. Journal article with DOI, more than seven authors

Use these excerpts from the APA Style Manual to help you craft citations.

- Use the following in-text citation: (Gilbert et al., 2004).
- When a reference has up to seven authors, spell out all authors’ names in the reference list.

3. **Journal article without DOI (when DOI is not available)**


- Include the issue number if the journal is paginated by issue.
- If there is no DOI assigned and the reference was retrieved online, give the URL of the journal home page.
- No retrieval date is needed.

4. **Journal article without DOI, title translated into English, print version**


- If the original version of a non-English article is used as the source, cite the original version. Give the original title and, in brackets, the English translation.
- If the English translation of a non-English article is used as the source, cite the English translation. Give the English title without brackets.

5. **Journal article with DOI, advance online publication**


- This journal publishes four print issues per year but also offers individual articles online as soon as they are finalized. The content is assigned a DOI before it is assigned a volume, issue, or page numbers.
- If there is no DOI assigned and you retrieved the article electronically, give the URL of the journal home page.
- Definitions of *advance online publication* vary among journal publishers. Generally, the term refers to peer-reviewed work, but the content may not be copyedited or formatted for final production.
- Update your references close to the publication date of your work, and refer to final versions of your sources, if possible.
Use these excerpts from the APA Style Manual to help you craft citations.

16. Abstract as original source


Although it is preferable to cite the full text of an article, abstracts can be used as sources and included in the reference list.

17. Abstract as secondary source


Although it is preferable to cite the full text of an article, abstracts can be used as sources and included in the reference list.

Database names and abstract identifier (if applicable) may be given for material of limited circulation.

7.02 Books, Reference Books, and Book Chapters

This category includes books and reference books such as encyclopedias, dictionaries, and discipline-specific reference books (e.g., Diagnostic and Statistical Manual of Mental Disorders; see example at www.apastyle.org). It also includes books that are published in electronic form only, reference works and public domain books available online, and out-of-print books that may be available only in online repositories. When DOIs are assigned, use them as noted in the examples that follow.

For an entire book, use the following reference formats:

Author, A. A. (1967). Title of work. Location: Publisher.


Editor, A. A. (Ed.). (1986). Title of work. Location: Publisher.

For a chapter in a book or entry in a reference book, use the following formats:


Use these excerpts from the APA Style Manual to help you craft citations.

- If there are no page numbers, the chapter or entry title is sufficient.

  For an entry in a reference work with no byline, use the following formats:


- When the author and publisher are the same, use the word Author as the name of the publisher.

- Alphabetize books with no author or editor by the first significant word in the title. In the text citation, use a few words of the title, or the whole title if it is short, in place of an author name.

- Place information about editions, volume numbers, and page numbers (such as revised edition, volume number, or chapter page range) in parentheses following the title, with the period after the parentheses: (Rev. ed.) or (Vol. xx, pp. xxx–xxx). As with periodicals, for any nonroutine information that is important for identification and retrieval, place a description of content in brackets following the title: [Brochure].

- For major reference works with a large editorial board, you may list the name of the lead editor, followed by et al.

- For books or chapters available only online, the electronic retrieval statement takes the place of publisher location and name (see Examples 19–22, 24).

18. Entire book, print version


19. Electronic version of print book


20. Electronic-only book


21. Electronic version of republished book

Foster home placements and the probability of family reunification: Does licensing matter?

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ABSTRACT

The concept of foster care has been widely studied in child welfare. The literature is well
developed with regard to the risk of initial placement, length of stay in care, placement
stability, exits to permanency, and emancipation. Yet, the literature is woefully underdevel-
oped when it comes to understanding if variations in the types and characteristics of
foster homes impact important child welfare outcomes. The current study utilizes entry
cohorts pulled from statewide administrative data (N = 17,960) to investigate the associa-
tion between types of foster care and the probability of reunification. We focus specifically
on the licensing status of foster homes. Reflecting federal benchmarks, we examined the
odds of reunification at one- and two-year intervals. Propensity score analysis was used
to reduce selection bias. Adjusted logistic regression models revealed that youth placed in
licensed relative care (LRC) homes were the least likely to achieve reunification compared
with youth placed in licensed non-relative care (LNC) homes and unlicensed relative care
(URC) homes. Conversely, youth placed in URC homes were more likely to achieve reunifi-
cation as compared with youth placed in LRC and LNC homes. These findings will help
states to efficiently target scarce resources to specific types of foster homes that may be
impacting federal reunification benchmarks.

The terms foster care and foster home are used throughout the child welfare literature. Foster care is a catch-all term that
generally encompasses all substitute care settings used for the placement of abused and neglected children. Both secure and
non-secure settings are represented within the term foster care. In contrast, the term foster home is more limited in scope and
captures settings that are family based (i.e., home) and considered the ideal and least restrictive option within the continuum
of child welfare care (Mallon & Hess, 2014). The preference for the placement of children in foster homes is based on the
argument that children are best raised within families. Federal laws support this preference. The Adoption and Child Welfare
Act (ACWA) of 1980 and the Adoptions and Safe Families Act (ASFA) of 1997 require that children removed from the home
be placed in the least restrictive and most family-like setting (“Adoption & safe families act, 1997”; “Adoption assistance &
child, 1980”). Yet there are important variations within the term foster home. For example, of the 297,852 children in
foster homes in fiscal year 2013, approximately 113,000 children were placed in relative foster homes, as compared with the

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Use information from these sources to craft citations.

2.

The Neglected Transition
BUILDING A RELATIONAL HOME FOR CHILDREN ENTERING FOSTER CARE
Marianne B. Mitchell
Use information from these sources to craft citations.

3.

**Article**

*She was a foster mother who said she didn't give cuddles*: The adverse early foster care experiences of children who later struggle with adoptive family life

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**Abstract**

Foster care remains a valuable and safe intervention for many children unable to live with their birth family. When birth family reunification is not considered possible, a small proportion of children in foster care will go on to achieve permanency by way of adoption. This article reports on some unexpected findings to emerge from two national adoption studies of previously looked after children in England and Wales. Focussing on a subset of families who had experienced or were at risk of an adoption disruption, the findings revealed that not only did children carry elevated risks for disruption due to their older age at entry to care, multiple foster care placements and traumatic early histories, but once in care, many of the children whose placements had disrupted were considered by their adoptive parents to have had very poor, even harmful fostering experiences before being placed for adoption. Possible explanations for these findings are discussed, together with the implications for social work practice.

**Keywords**

Adoption, foster care, maltreatment, disruption, attachment

**Background**

In the United Kingdom, a foster care placement provides children with the opportunity to live as part of a family, where living with birth family is not considered safe or possible. It has long been recognised that the family environment provided by way of fostering is preferable to that of residential care for most young children needing to be looked after away from home (Cliffe & Berridge, 1991; Harden, 2002). The importance of the family unit in its many diferent forms, as the provider of a safe, nurturing environment for children is well established (Livingston-Smith, 2014).

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LESBIAN, GAY, BISEXUAL, AND TRANS FOSTER & ADOPTIVE PARENTS

Recruiting, Assessing, and Supporting Untapped Family Resources for Children and Youth

Gerald P. Mallon
Use information from these sources to craft citations.

5.

Adapting an evidence-based parenting program for child welfare involved teens and their caregivers

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ABSTRACT

The scarcity of caregivers and the unique vulnerability of teens involved with the child welfare system necessitate effective interventions to ensure that caregivers are prepared and supported in the important role they play with children and youth within the child welfare system. They are in a position, through the establishment of a strong, positive, supportive connection with the youth, to potentially minimize the impacts of recent trauma and interrupt a negative trajectory by preventing the youth’s initiation of high-risk behavior. In this paper we describe the process used to systematically adapt Stayin’ Connected with Your Teen™, an evidence-based, prevention-focused parenting program found in other studies to reduce the initiation of teens’ risky behaviors, for use with foster teens and their relative or foster caregivers. This work has been guided by the ADAPT-ITT framework developed by Wingood and DiClemente (2008) for adapting evidence-based interventions. Qualitative work conducted in Phase 1 of this study identified the need for the development of a trusted connection between foster youth and their caregivers, as well as tools for helping them access community resources, social services, and educational supports. This paper describes the process used to develop new and adapted program activities in response to the needs identified in Phase 1. We conducted a theater test with dyads of foster youth and their caregivers to get feedback on the new activities. Findings from the theater test are provided and next steps in the research are discussed which include examining program usability, fidelity and feasibility, and testing this new prevention program that has been tailored for child welfare involved youth and their caregivers. This intervention program has the potential to fill an important gap in the availability of preventive programming for caregivers of teens in foster care.

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“I thought it was really fun to work with new materials because it really brought my foster parent and I closer.”

1. Introduction

1.1. Risk and foster care experience

Over one third of the approximately 400,000 children in foster care are 13 years of age or older (U.S. DHHS, 2012). It is well documented that in comparison to the general population, young people with foster care experience are more likely to experience a variety of behavioral, physical, mental health, social, educational, and economic challenges (Abrams, Richardson, Lozano, Fan, & Dubois, 2008; Carpenter, Cyran, Davidson, & Steiner, 2001; Courtney, Dworsky, Lee, & Raas, 2010; Courtney et al., 2005; Courtney, Terao, & Bost, 2004; Keller, Salazar, & Courtney, 2010; Kushel, Yen, Gee, & Courtney, 2007; McMillen et al., 2005; Merikangas et al., 2010; Narendorf & McMillen, 2010; Pecora et al., 2005; Pecora, White, Jackson, & Wiggins, 2009; Pecora et al., 2003; Pirowsky & Wu, 2006; Vaughn, Ollie, McMillen, Scott, & Murison, 2007; Zlotnick, Tam, & Soman, 2012).

Science now recognizes that childhood exposure to traumatic stress and to adverse childhood experiences can have profound and enduring effects on the neuroregulatory systems that mediate physical, mental, and behavioral health and development (Felitti & Anda, 2010; Felitti et al., 1998; Gotz, Kirkengen, & Ulvestad, 2011; Shonkoff, Boyce, & McEwen, 2009). Children involved in the foster care system, by virtue of the need for system involvement as well as their experiences within the system, are often exposed to multiple traumatic stressors that may give rise to a host of adverse consequences into adulthood. One study

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What should the rest of class know?

Prepare a brief list of key points your group believes the rest of the class must know.

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What do you still need?

After doing all of this, what do you still have questions about?
Notes for Group Presentations

Group 1 – define and detect plagiarism

Group 2 – define examples of intellectual property

Group 3 – describe copyright

Group 4 – describe why citing the work of others is important

Group 5 – identify the elements of citations for journal articles and books

Group 6 – construct citations

Group 7 – employ citations to locate a resource