



COURSE TITLE/SECTION: SOCW 7325/17850 Assessment in Social Work Practice

TIME: Wednesdays, 6:00 PM–9:00 PM Room SW-107B

FACULTY: Ada Cheung, PhD, LCSW

OFFICE HOURS: By Appt.

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I. Course

- A. Catalog Description.** Cr. 3(3-0). Knowledge and skills for assessment of clients at the individual, group, family, organizational and community levels
- B. Purpose.** This advanced practice course prepares students to conduct assessments of clients at the individual, group, family, organizational and community levels. Utilizing a strengths perspective, it focuses on the collaborative nature of assessment and the design and implementation of assessments that include evidence based strategies

II. Course Objectives

Upon completion of this course, students will be able to:

1. Describe how assessment informs all levels of social work practice;
2. Delineate the tasks involved in the process of assessment;
3. Compare and contrast the differences and similarities between problem-based and strengths-based assessment;
4. Discuss the collaborative nature of assessment and its relationship to social work values;
5. Determine the validity and reliability of different assessment tools;
6. Choose appropriate assessment tools for use with clients at the individual, group, family, organizational and community levels;
7. Explain how assessment methods are used in the evaluation process;
8. Utilize culturally sensitive models for assessment of racial/ethnic minority clients, families and communities;
9. Demonstrate assessment skills that take into account special client considerations including, but not limited to, race/ethnicity/social class, gender and sexual orientation;
10. Conduct a strengths-based assessment with clients at the individual, group, family

organizational and community levels.

III. Course Content.

This course will include the following areas:

1. Evidenced based methods;
2. Self, individual, family, group, community and organizational assessment;
3. Assessment tools to address various issues and age levels, inclusive of multicultural content and special groups.

IV. Course Structure.

A. This 14-week course will follow the following structure:

- a. First Class: Orientation to the course, overview of evidence-based practices in social work, and introduction of the integrative skills assessment approach to clinical social work practice.
- b. Classes 2 through 5: Self and individual assessment.
- c. Classes 6 through 9: Group and family assessment.
- d. Classes 10 through 13: Community and organizational assessment.
- e. Fourteenth Class: Wrap-Up, discussion of integrative skills of clinical assessment and next steps.

B. The main focus of the course is skill acquisition. As such, there will be limited lecturing and students must read assigned materials and view assigned videos prior to class. The initial class of each module will be devoted to an overview of that particular assessment (i.e., Self, individual, family, group, community and organization), a discussion of its theoretical underpinnings and empirical evidence, methods and a synopsis of the different techniques and specific skills drawn from that assessment. The bulk of time in each module will be devoted to learning and practicing the skills with the help of role plays, case studies, group activities, internship or work experiences.

V. Textbooks.

A. Required Textbooks. While we are mindful of the cost of textbooks, be assured that these titles will make valuable additions to your personal library and as a practicing clinical social worker you will get much mileage out of them. The three required textbooks are:

1. Glisson, C. A., Dulmus, C. N., & Sowers, K. M. (2012). *Social work practice with groups, communities, and organizations: Evidence-based assessments and interventions*. Hoboken, NJ: John Wiley & Sons, Inc. [ISBN: 978-1-118-17695-5] (E-Book available through UH Library)
2. Kadushin, A. & Kadushin, G. (2013). *The Social Work Interview* (5th ed.). Chichester, NY: Columbia University Press. [ISBN: 9780231135801] (E-Book available through UH Library)
3. Jordan, C. & Franklin, C. (2011). *Clinical assessment for social workers: Quantitative and qualitative methods* (3rd ed.). Chicago: Lyceum Books, Inc. [ISBN: 978-1-933478-80-7]

B. Recommended Textbooks. In addition to the three required textbooks, there are several texts that are also worth your consideration.

1. Cheung, M., & Leung, P. (2008). *Multicultural practice and evaluation: A case approach to evidence-based practice*. Denver, CO: Love Publishing Co.
Here are the steps to access this ebook:
 - Visit our main website at info.lib.uh.edu
 - Click on "catalog" and type "Multicultural Practice & Evaluation" into the box.
 - Click the first link to our ebook version
 - Click "See all full text options for UH main campus"
 - Click on the link for "Education Research Complete"
 - If you are off-campus, you will then be prompted to enter your Cougarnet username and password
 - On the right hand side, you should see a link that says +2008 under "All Issues." and then you can click on that link and it will pop up another 2008 link that you need to click on.
 - You will then be taken to a page with access to each section/chapter of the book. You can click on the "PDF Full text" link to get direct access to each section or you can click on the title to view the abstract and bibliographic information.
2. Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research. Volume 1: Couple, families, and children* (5th ed.). Oxford University Press, USA. [ISBN: 9780199778584]
3. Corcoran, K., & Fischer, J. (2013). *Measures for clinical practice and research. Volume 2: Adult* (5th ed.). Oxford University Press, USA. [ISBN: 9780199778591]
4. Corey, M. S., Corey, G., & Corey, C. (2014). *Groups process and practice* (9th ed.). CA: Brooks/Cole Cengage Learning. [ISBN: 1133945465]
5. Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J. (2006). *Handbook of social work with groups*. New York, NY: The Guilford Press.
6. Green, W. & Simon, L. (2012). *The Columbia guide to social work writing*. Chichester, NY: Columbia University Press. [ISBN: 9780231142953]

7. Holosko, M. J., Dulmus, C. N., & Sowers, K. M. (2013). *Social work practice with individuals and families: Evidence-informed assessments and interventions*. Hoboken, NJ: John Wiley & Sons, Inc.
8. Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: The Guilford Press.
9. McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). New York, NY: W. W. Norton & Company.
10. Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). *Social work macro practice* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. [ISBN: 9780205838783]
11. Prochaska, J. O., & Norcross, J. C. (2010). *Systems of psychotherapy: A transtheoretical analysis* (7th ed.). Belmont, CA: Thompson Brooks/Cole.
12. Ragg, D. M. (2011) *Developing practice competencies. A foundation for generalist practice*. Hoboken, NJ: John Wiley & Sons, Incorporated. [ISBN: 9780470551707]
13. Saleebey, D. (2013). *Strengths perspective in social work practice* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc. [ISBN: 9780205011544]
14. Sprenkle, D. H., Davis, S. D., & Lebow, J. L. (2009) *Common factors in couple and family therapy: The overlooked foundation for effective practice*. New York, NY: Guilford Press.
15. Sue, D. W. & Sue, D. (2012). *Counseling the culturally diverse: Theory and practice* (6th ed.). Hoboken, NJ: Wiley, John & Sons, Incorporated.
16. Williams, L., Edwards, T. M., Patterson, J., & Chamow, L. (2014). *Essential assessment skills for couple and family therapists*. New York, NY: The Guilford Press.

C. Journal Articles. Peer-reviewed journal articles will be assigned as well. The UH library has full text articles online through the electronic resources section. Students are also encouraged to register for remote access to the HAM-TMC Medical Library at the M. D. Anderson Library Service Desk, which allows students to access other mental health journal resources. Assigned journal articles will be listed in the syllabus and if possible will be in your Blackboard Page.

D. The *Practice Planner Series* at www.practiceplanners.wiley.com is highly recommended. The *Treatment Planners* “contain over 1,000 pre-written treatment goals, objectives, and interventions organized around main presenting problems for quick reference and easy adaptation,” while the *Progress Notes Planners* “cover a comprehensive array of treatment approaches and provide pre-written progress notes for the behavioral problems and DSM categories found in each corresponding Treatment Planner.” They also have *Homework Planners*, *Complete Planners*, and *Client Education Handout Planners*. Especially useful for beginning clinicians.

E. Videos. Students can access a variety of clinical videos at the following link <http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/>

F. Additional texts/supplemental references. Section XI: Bibliography.

VI. Course Requirements.

A. Attendance and Reading Assignments (10% of grade). Students are expected to attend all classes and arrive to class on time. If you miss more than 2 classes, whether excused or unexcused, your grade will be dropped one letter grade. Students must complete all assigned readings from required and supplemental texts and view all assigned clinical videos prior to class, be prepared to engage in class discussion and role play activities, and will receive credit for class participation.

B. Self-Awareness Assessment (5% of grade). Students will analyze their own issue with the use of chronological log, identify 1 most significant problem, and develop specific and measurable treatment goal.

C. Analysis of a Standardized Measurement (15% of grade). Students will select and analyze a standardized measurement of their interests from Corcoran and Fischer (2013) volume 1 or volume 2 or PsycTests from UH library. Students will submit a written assignment to evaluate its validity, reliability, limitations, relevancy to social work, and provide specific suggestion to modify the measurement.

D. Individual Assessment (15% of grade). Each student will demonstrate questioning techniques in class and complete a structured psychosocial assessment with identified problems, a summary paragraph, specific and measurable short term and long term goals, and recommendations. Instrument will be provided.

E. Group Assessment (15% of grade). Each student will turn in a group assessment paper to analyze the midterm class dynamic (stages, behaviors, cohesiveness, and roles) with the use of different group theories, identify strengths and weaknesses with specific examples, and provide recommendations.

F. Family Assessment (20% of grade). Students are expected to watch the assigned movie, assess the family functioning, create the genogram and eco-map, identify two most significant problems, provide treatment plan, measurable goals, and recommendations, and identify relevant research article to discuss the specific issue faced by the family.

G. Organizational Assessment (20% of grade). Students will be divided into groups. Each group will select an agency and conduct an interview with the social worker or administrator. Organization interview questions sheet will be provided. Students will use evidence based framework and models/theories to assess and analyze the selected agency, and provide recommendations. Each group will present the findings to the class.

VII. Evaluation and Grading.

A. Grade Distribution

A = 96 to 100 points	C+ = 76 to 79.9
A - = 92 to 95.9	C = 72 to 75.9
B + = 88 to 91.9	C- = 68 to 71.9
B = 84 to 87.9	D = 64 to 67.9
B- = 80 to 83.9	F = below 64 points

VIII. Policy on *Incomplete* grades

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements and the grade may be changed by the instructor at any time to reflect work complete in the course. The grade of "I" may not be changed to a grade of W.

IX. Course Schedule and Assignments

A. Assignments: As per section VI above.

B. Course Schedule. The spring 2015 session runs for 14 weeks, from January 21st through April 22nd 2015. Class will meet on Wednesdays from 6PM until 9PM.

C. A note on technology. As clinical social workers, you would not answer your cell phone or pager, check your email, or surf the web while meeting with your client. Since this class is part of your professional preparation, the same level of professionalism is expected of all students. Students are encouraged to turn off cell phones, smart phones, I-phones, I-pads, pagers, laptops, and any other technology that might interfere with focusing on the class. Dr. Ada expects students to monitor themselves on this point, but reserves the right to ask a student to put away or disengage from their technology.

D. Consultation. Before/after class, or by appointment.

E. Policy on Academic Dishonesty and Plagiarism.

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do their own work, give credit for the ideas of others, and

provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose material or ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

F. Statement on changes to syllabus. Dr. Ada reserves the right to revise the syllabus content and/or schedule for time management or topical reasons.

G. Week-by-Week Schedule. See below.

Week 1: January 21, 2015

Topics: Orientation to the course. Overview of assessment in clinical social work practice.

Textbook Readings:

- Green, W. & Simon, L. (2012). Chapter 6 (Writing for and about clinical practice)
- Jordan, C. & Franklin, C. (2011). Chapter 1 (Introduction to clinical assessment)
- Kadushin, A. & Kadushin, G. (2013). Chapter 1 (Defining and characterizing SW interview)

Week 2: January 28, 2015 (Due: Self-awareness assignment)

Topics: Clinical assessment methods. Characteristics of children, adolescents and adults. Chronological information log. Self-awareness.

Textbook Readings:

- Jordan, C. & Franklin, C. (2011). Chapters 6, 7, 8 (Children/ Adolescents/ Adults)
- Kadushin, A. & Kadushin, G. (2013). Chapter 2 (The interview as communication)
- Ragg, D. M. (2011). Chapter 1 (Professional self-awareness)

Journal Article:

- Gillingham, P. & Humphreys, C. (2010). Child protection practitioners and decision-making tools: Observations and reflections from the front line. *British Journal of Social Work*, 40, 2598-2616.

Video:

- Basic Attending Skills. (<http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/view/1778840>)

Week 3: February 4, 2015 (Standardized measurement search)

Topics: Developing clinical assessment methods for practice. Assessment and evaluation. Introduction to assessment tools.

Textbook Readings:

- Jordan, C. & Franklin, C. (2011). Chapters 2, 3, 4, 5 (Quantitative/ Standardized and computer-assisted/ Qualitative/ Pseudoscience)

Week 4: February 11, 2015 (Due: Analysis of a standardized measurement)

Topics: Strengths-based perspective. Motivational interviewing questioning techniques to engage clients. Interview skills. Treatment planning. Specific goals formulation.

Textbook Readings:

- Kadushin, A. & Kadushin, G. (2013). Chapters 3, 4, 5 (Interview techniques/ Nonverbal communication/ Establishing a relationship)
- Saleebey, D. (2013). Chapters 5, 6 (Strengths perspective)
- Ragg, D. M. (2011). Chapters 6, 8 (Questioning skills/ Observing and describing skills)

Video:

- Motivational Interviewing. (<http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/view/1778832>)

Week 5: February 18, 2015 (In-class: Conduct a psychosocial assessment)

Topics: Use of psychosocial assessment. Substance use assessment. Suicide risk assessment. Behavioral contract. Mini mental state examination. Individual assessment.

Textbook Reading:

- Ragg, D. M. (2011). Chapter 4 (Assessment and service contracting)

Journal Articles:

- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work*, 81, 132-166.
- Gans, J., Falco, M., Schackman, B. R., & Winters, K. C. (2010). An in-depth survey of the screening and assessment practices of highly regarded adolescent substance abuse treatment programs. *Journal of Child & Adolescent Substance Abuse*, 19, 33-47.
- Schechter, M. & Lineberry, T. W. (2011). Self-harming behavior and suicidality: Suicide risk assessment. *Suicide and Life-Threatening Behavior*, 41(2), 227-234.

Video:

- Engaging Reluctant Youth.
(<http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/view/1778888>)

Week 6: February 25, 2015 (Due: Individual assessment)

Topics: Group assessment. Characteristics of group stages.

Textbook Reading:

- Glisson, C. A., Dulmus, C. N., & Sowers, K. M. (2012). Chapters 1, 2 (Assessment of groups/ Group work)

Videos:

- Group-Inpatients Part I. (<http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/view/1778711>)
- Group-Outpatients Part I.
(<http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/view/1778702>)

Week 7: March 4, 2015

Topics: Family assessment. Use of genogram. Eco-map.

Textbook Readings:

- Holosko, M. J., Dulmus, C. N., & Sowers, K. M. (2013). Chapter 9 (Assessment of families)
- McGoldrick, M., Gerson, R., & Petry, S. (2008). Chapter 3 (The genogram interview)

Website:

- Genograms. (<http://www.genograms.org/index.html>)

Week 8: March 11, 2015 (Due: Group assessment)

Topics: Developing clinical assessment methods for practice. Characteristics of families. Multicultural assessment.

Textbook Readings:

- Gehart, D. R. & Tuttle, A. R. (1999). Chapter 8 (Intergenerational family therapy)
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2006). Chapter 10 (Assessing family functioning in diverse family and cultural contexts)
- Jordan, C. & Franklin, C. (2011). Chapters 9, 10 (Families/ Multicultural assessment)
- Kadushin, A. & Kadushin, G. (2013). Chapter 12 (Cross-cultural interviewing)
- Sue, D. W. & Sue, D. (2012). Chapter 13 (Culturally competent assessment)

Video:

- An Asian-American Story.
(<http://ctiv.alexanderstreet.com.ezproxy.lib.uh.edu/view/1778838>)

[March 18, 2015 NO CLASS – SPRING BREAK]

Week 9: March 25, 2015

Topics: Family assessment – Assigned movie “Little Miss Sunshine”.

Library link: <http://library.uh.edu/record=b3702090~S11>

Week 10: April 1, 2015 (Due: Family assessment)

Topics: Framework of community and organizational assessment. Evidence based models and theories in community and organizational assessment.

Textbook Readings:

- Glisson, C. A., Dulmus, C. N., & Sowers, K. M. (2012). Chapters 3, 4, 5, 6 (Assessment of communities and organizations/ Intervention with communities and organizations)
- Green, W. & Simon, L. (2012). Chapters 7, 8 (Policy message to diverse audiences/ Program and proposal development)
- Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2012). Chapters 5, 6, 8, 10 (Understanding and assessing communities/ Assessing organizations/ Appropriate strategies and tactics)

Readings:

- Blair, E. (2013, October 22). Charity Watchdog shakes up ratings to focus on results [Radio broadcast]. National Public Radio. Retrieved from <http://www.npr.org/2013/10/22/236392607/charity-watchdog-shakes-up-ratings-to-focus-on-results>
- Center for Houston’s future the region’s think tank. Healthy communities indicator report 2013.
- U.S. Department of Housing and Urban Development. Neighborhood networks asset mapping guide.

Week 11: April 8, 2015 (Conduct an organizational assessment)

Conduct an organizational assessment

Week 12: April 15, 2015 (Due: Organizational assessment)

Organizational assessment presentations

Week 13: April 22, 2015 (Due: Organizational assessment)

Organizational assessment presentations

Week 14: April 29, 2015

Topics: Putting it all together—wrap-up. Integrated skills of clinical assessment. Next steps

Textbook Reading:

- Kadushin, A. & Kadushin, G. (2013). Chapter 14 (The competent interviewer)

X. Americans with Disabilities Statement.

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

XI. Bibliography. These are additional recommended texts. Students planning to pursue a clinical practice career will want to add some of these their personal library (or start building one). These texts will also be useful resources for class assignments. Copies of most are available in the library. This bibliography is a work in progress, so if you identify additional resources that you find useful please inform me so Dr. Ada can add them.

Barkley, J. (2009). Biopsychosocial assessment: Why the biopsych and rarely the social?. *Journal of the Canadian Academy of Child and Adolescent Psychiatry, 18*(4), 344-347.

Barrera Jr., M., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2013). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology, 81*(2), 196-205. doi:10.1037/a0027085

Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work, 81*(2-3), 132-166.

Campinha-Bacote, J. (2009). A culturally competent model of care for African Americans. *Urologic Nursing, 29*(1), 49-54.

Collins, D., Jordan, C., & Coleman, H. (2012). *An introduction to family social work*. (4th ed.). CA: Brooks/Cole Cengage Learning.

Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole.

Gans, J., Falco, M., Schackman, B. R., & Winters, K. C. (2010). An in-depth survey of the screening and assessment practices of highly regarded adolescent substance abuse

- treatment programs. *Journal Of Child & Adolescent Substance Abuse*, 19(1), 33-47.
doi:10.1080/10678280903400578
- Gillingham, P. & Humphreys, C. (2010) Child protection practitioners and decision-making tools: Observations and reflections from the front line. *British Journal of Social Work*, 40, 2598–2616
- Helton, L., & Jackson, M. (1997). *Social work practice with families: A diversity model*. Boston: Allyn & Bacon.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. (2012). *Direct social work practice: Theory and skills* (9th ed.). Belmont, CA: Brooks/Cole.
- Jordan, C. & Franklin, C. (2011). *Clinical assessment for social workers: Qualitative and qualitative methods* (3rd ed.). Chicago: Lyceum.
- Marsiglia, F. F., Kulis, S., Perez, H., & Bermudez-Parsai, M. (2011). Hopelessness, family stress, and depression among Mexican-heritage mothers in the Southwest. *Health and Social Work*, 36(1), 7-18.
- Mattaini, M. A. (1997). *Clinical practice with individuals*. Washington, DC: NASW Press.
- Murphy, B. C. & Dillon, C. (2003). *Interviewing in action: Relationship, process, and change* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Netting, E., Kettner, P., McMurtry, S., & Thomas, L.M (2011). *Social work macro practice* (5th ed.). Boston: Pearson Education.
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston: Pearson Education.
- Samford, B., Fischer, J., Reifman, A., & Caldera, Y. (2000). Assessment instruments in Texas alcohol/other drug dependence treatment facilities: Use of biopsychosocial models. *Alcoholism Treatment Quarterly*, 18(4), 47-62.
- Schechter, M., Lineberry, T. W., Goldblatt, M. J., & Maltsberger, J. T. (2011). Self-harming behavior and suicidality: Suicide risk assessment. *Suicide & Life-Threatening Behavior*, 41(2), 227-234. doi:10.1111/j.1943-278X.2011.00004.x
- Toseland, R. W., & Rivas, R. F. (2011). *An introduction to group work practice* (7th ed.). NJ: Pearson Education.
- Zhai, F., & Gao, Q. (2009). Child maltreatment among Asian Americans: Characteristics and explanatory framework. *Child Maltreatment*, 14(2), 207-224.