SFL 403R (Section 019) AND PSYCH 430R (Section 29)
Research/Creative Works Practicum
Dr. Roy Bean
Class Time: Mondays 4:00-4:50 p.m.
Fall 2017
Location: SNLB 170

Student Leader: Kensington Osmond
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Office Hours: JFSB 1061 on Wednesdays (9:30-11:30 a.m.), Thursdays (3-5 p.m.), and by appointment

Course Objectives: The objective of this course is to conduct a content analysis on prominent journals from one of the mental health fields or its non-clinical counterpart. This will help produce a status report on the level and type of attention paid to U.S. ethnic minorities in basic and applied research.

Required Texts: None

Course Description: Students (working in pairs) will analyze journal articles from the social science fields in order to determine the degree of focus on ethnic minorities in each field. Journal articles will be coded for various factors (detailed below) and the accuracy of the data coding will be verified through the calculation of inter-rater reliability (percent agreement). Class meetings will be held weekly to discuss how to carry out the research and to allow for inter-rater reliability and regular accountability. **Class attendance and individual trainings with the student leader are required** and are essential to learning how to conduct the analysis. It is also a good idea to check in with your partner to make sure that you are both coding the same articles the same way – this allows for better inter-rater reliability. Apart from the regular scheduled class meeting, you are required to meet with the student leader **at least twice** during the semester.

Attendance: During the semester/term, you will receive 50 points for attendance and participation. Participation is evaluated based on: asking questions about the journal coding process, clarifying methodological/coding issues, and coordinating with your research partner.

Data coding: Instructions are provided below regarding the process used to code the journal articles. Students are required to complete approximately 500 articles during the semester/term. These will be broken up into sections based on percentage of articles done. Each completed section will be worth 100 points and will be graded based on accuracy and timeliness.

Each student will submit their own individual work as they code the journal articles using a Qualtrics data entry webpage. Data entry for each section must be completed before 11:59 pm on the due date (see class schedule below). Please note that 10% will be subtracted for each day that the completed data is late.

Inter-Rater Reliability (IRR): Experienced coders working on Dr. Bean's research team (outside of the class structure) will calculate IRR. They will compare each partnership's separate responses and count the total number of disagreements for each variable you coded. You will

receive feedback on your partnership's inter-rater reliability in order to help you improve the accuracy of your coding. As needed, you will be asked to reconcile different coding results.

Readings (on Learning Suite):

Bean, R. A., Lefrandt, J. B., Gilliland, J. C., Lee, C.-T., & Miller, R. B. (2017). A Content Analysis of Adolescent Development Journals: Using the Recent Past to Guide Research of Minority Youth.

Smithee, L. C., Bean, R. A., Limb, G. E., & Holmes, E. K. (2017). How are We Doing in Social Work?: A Content Analysis of Twenty-Six Years of Ethnically-Focused Research.

Final Paper: The final paper must conform to APA guidelines, must have at least 6 pages of content, with a separate title page and separate references page (or 8 pages total). This paper has four main sections, with each section having a heading to help with organization. Because so much of this paper is focused on your experience in the class and in your experience here at BYU, you are welcome to use a first-person writing style. More specifically, the paper must address the following points:

1. Based on your research experience in this class, what is your assessment of the literature's attention to ethnically diverse populations in the United States? Include a discussion of both the field's successes and its limitations. This is an opportunity to synthesize the findings from your content analysis/coding and discuss what you have found.

2. Select a research topic and an ethnic population (e.g., single parenting among Latino families) and read 8 articles on the topic/population combination. At least 2 articles should be from the 1990-2002 timespan to make it easier to judge ways that researchers have changed how they address the topic. Also, the articles you select don't have to be articles that you coded yourself.

   a. What did you learn about this topic/population? Summarize this in 1-2 pages.

   b. How has the approach to researching this topic changed over time (i.e., is there a difference in the terms used to describe the sample? Is there a change in how the topic is conceptualized (e.g., is there change in how the sample or their problems are pathologized)? Is there a difference in how the samples were collected? Are different socio-demographic or control variables collected?)

   c. Based on your readings, detail the main 4-5 recommendations that people need to follow if they are to help individuals/families find themselves at this intersection of topic/population (e.g., the single-parent Latino families). As you present this information, please consider that the helping agents may be therapists, school teachers, policy developers, or family members—so be sure to specify the group to which you are referring.

3. Based on your review of the training videos (on Youtube), what problems will be avoided in training beginning coders? What problems will still subsist?

4. What would you change about this research experience to make it more meaningful for future students? Please include specific suggestions on what changes you would make in the coding scheme, Qualtrics data entry, training procedures we use, and so forth.

Grading Calculation

Attendance (50 points)
Training Articles (20 points)
2 Meetings with Student Leader or Advanced Coder (15 points each)
Course/Instructor Evaluation (25 points)
Article Coding (100 points per section of journal articles assigned)
Final paper (100 points)

Letter grade calculation: Your grade is determined by dividing your total points with the total possible points: A = 93% or higher, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66 %, D- = 60-62%, and E=< 59% .

Late Work/Missed Assignments or Meetings – If group meetings are missed without prior consent you will lose points for that day. Article coding assignments will be considered late if received after 11:59 pm on the assigned day. All assignments turned in late will be marked down 10% for each day that it is late.

Learning Outcome - Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in the School of Family Life or the Psychology department go to http://learningoutcomes.byu.edu and click on the FHSS College and then the correct department. We welcome feedback on the expected student learning outcomes (comments or suggestions can be sent to FHSS@byu.edu).

Honor Code Standards - In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment - As required by Title IX of the Education Amendments of 1972, BYU (and all universities) prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

BYU university policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. For your protection and for that of the larger student body, when an incident of Sexual Misconduct is reported to me, I am obligated to report it to the

Title IX Coordinator at 801-422-2130 (or t9coordinator@byu.edu) or Ethics Point (888-238-1062 or https://titleix.byu.edu/report-concern).

Students with Disabilities - If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Course Schedule

Syllabus and course schedule is subject to change. We will do our best to provide plenty of notice for any changes, but it is your responsibility to stay informed of these changes. Check your email regularly.

Date (and Assignments Due)	Meeting Location	In-Class Discussion Topics	Homework
September 11 **Due:** Read the syllabus	In-class meeting (SNLB 170)	Course Introduction	Take Quiz 1 on LS (open note/syllabus). Re-read the syllabus and read the Smithee et al assigned article
September 18 **Due:** Re-read syllabus and read Smithee article and take Quiz 1	Lab (SWKT 105)	Take Quiz 2 in class (open note/syllabus) Coding Training	20 Training Articles assigned & you need to meet with TA (need to have coded at least 10 articles **PRIOR to** TA meeting)
September 25 **Due:** First meeting with TA and 20 Training Articles.	Lab (SWKT 105)	Multiple Samples training	Coding Assignments Distributed Re-read the syllabus and read the Bean et al assigned article
October 2 (4-6pm) **Due:** Re-read syllabus and Bean article and begin coding-bring your questions to class	In-class	**In-class Coding Workshop** (this is a special two-hour class) Multiple Samples training continued	10% of articles coded & upload assignment tracker spreadsheet to LS by midnight on 9th
October 9 - AAMFT **Due:** 10% of articles coded & upload assignment tracker spreadsheet to LS by midnight	In-class	Data coding process and variables discussion	15% of articles coded & upload assignment tracker spreadsheet to LS by midnight on 16th Have 2nd meeting with the TA by next class on 16th!
October 16 **Due:** Second TA meeting. 15% of articles coded & upload assignment tracker spreadsheet to LS by midnight	In-class	Data coding process and variables discussion	25% of articles coded & upload assignment tracker spreadsheet to LS by midnight on 23rd
October 23 **Due:** 25% of articles coded & upload assignment tracker spreadsheet to LS by midnight.	In-class	Data coding process and variables discussion	Continue coding
October 30 **Due:** Continued Progress	No Class	Individual meetings with Dr. Bean No Regular Class	50% of articles coded & upload assignment tracker spreadsheet to LS by midnight on 6th
November 6 **Due:** 50% of articles coded & upload assignment tracker spreadsheet to LS by midnight	In-class	Data coding process and variables discussion	Continue coding
November 13 **Due:** Continued Progress	No class	Individual meetings with Dr. Bean	75% of articles coded & upload assignment tracker spreadsheet

		No Regular Class	to LS by midnight on 20th
November 20 **Due:** 75% of articles coded & upload assignment tracker spreadsheet to LS by midnight	No class	Individual meetings with Dr. Bean No Regular Class	85% of articles coded & upload assignment tracker spreadsheet to LS by midnight on 27th
November 27 **Due:** 85% of articles coded & upload assignment tracker spreadsheet to LS by midnight	In-class	Data coding process and variables discussion	Continue coding
December 4 **Due:** Continued Progress	In-class	Data coding process and variables discussion	Final Paper
December 11 **Due:** Final Paper (Please bring desserts to share)	In-class	Project Review and Pizza!	100% of articles coded, upload assignment tracker spreadsheet to LS, & Course/Instructor evaluation
December 21 **Due:** 100% of articles coded, upload assignment tracker spreadsheet to LS, & Course/Instructor evaluation	NO CLASS		Email TA when you have completed the assignments

Finding Your Articles

It is very important that you code the correct articles, and especially that both you and your partner code the same articles. The following are instructions on how to use the PsycINFO Advanced Search features to get the correct articles before coding.

1. Go to the Advanced Search tab in PsycINFO.

2. In the first search box, type the name of the journal exactly as it appears in the Journal Codes section of the syllabus (see below, last few pages), surrounded by quotation marks (e.g. "Journal of Family Psychology"). To the right of the search box, where it says "Select Field," choose "SO Publication Name" from the dropdown menu.


3. In the Limit Your Results section below, type in the year and select "Journal Article" from the Document Type menu. Then click search to get results. This will exclude other types of publications that are NOT to be coded such as editor comments and books reviews. Also, Brief Reports ARE OK to code since they are just short journal articles.

4. On the results page, sort the results by "Date Oldest." This will put the articles in page number order so you make sure you do not skip or duplicate articles as you code.

5. Next to where you selected "Date Oldest," select "Page Options" and choose "Detailed."
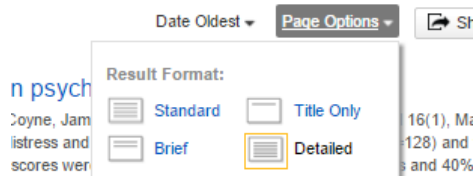
6. Now the **most important step!** On the lower left side of the results page, find the tab that says "Publication" and select the journal you are supposed to be coding. PsycINFO often shows results for journals with similar names. Limit the results to your journal to avoid coding extra articles or accidentally coding the wrong articles.
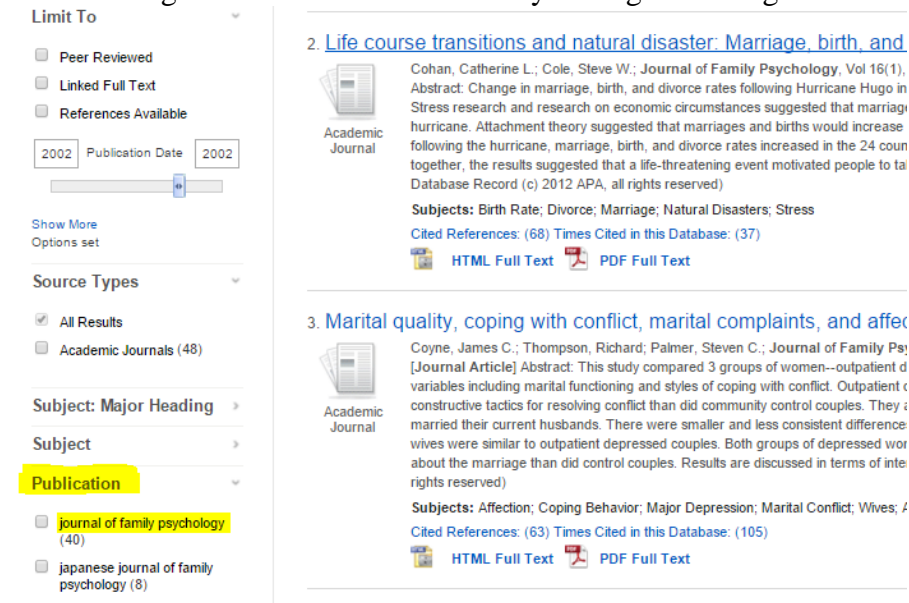
7. Begin coding the articles in page number order. If you have to stop coding, write down the page number of the last article you coded. Then when you go back to begin coding again, make sure you follow these same steps to get the articles in the right order. You may want to write down the page numbers of the last two or three you coded just to make sure you get the same search order. If you are ever confused about which articles you have and have not coded, text or email the Student Leader!

8. NOTE: If you want to find a particular article, then you will go to PsycInfo and simply copy and paste the title of the article. Usually the article you want will be the first listed in the search results; however, make sure that the title matches up exactly with the title you pasted in the search bar. If it matches up exactly then click on the article and use the information given to double check that it is from the correct journal and year.

General Coding Guidelines

1. If you are working with older issues of a journal (early 1990's), it is likely that you will have some problems with the pdf format (i.e., you won't be able to copy and paste specific text). If this is case, please contact the student leader for additional information. When this limitation adds extra hassle, we will adjust your assignment so you have fewer articles to code.

2. On occasion, you will find that key demographic data for the study's sample is included in a table rather than in the sample description. In these instances, input as much data as possible from the article's table/text into the Qualtrics survey. In the Final Comments text box, you will also indicate "See p. ## for the table and further details " (replacing ## with the actual page number). This will signal to us to go look at the table for additional details.

Specific Coding Guidelines

1. <u>Once you have the correct set of journal articles, you are ready to enter your findings using the Qualtrics survey as follows:</u>

a. *Journal Title Number*: Code the journal, based on the numbering system included here in the syllabus.
b. *Publication Year:* Input the corresponding publication year for the article you are reviewing (e.g., 1997, 2013)
c. *Page Number:* Record the <u>beginning</u> page number for the article that you are reviewing.
d. *Article Title***:** Copy and paste the article's title from the PsychINFO search results page
e. *International Samples:* Did this study use a **COMPLETELY** international/foreign sample (if empirical)? If conceptual, did the article focus on a **COMPLETELY** international topic like "family life in Scandinavian countries?" If an article has a multi-national sample that includes a U.S. group, it is NOT completely international. In which case, you would answer "No" here,and continue on to answer further questions.
f. *Article Type:* Select the article type.

Conceptual Articles = **1**. You will find that conceptual/literature review/theoretical/case study articles focus on theory development or they represent a literature review article, or they use a case study to present treatment guidelines. These will be coded as "1" for being a conceptual article.

Quantitative Articles = **2**. The **MAJORITY** of the articles you will code will be "quantitative" (or 2) because they will be data-based, statistics-driven studies that present new research findings. Numbers and statistics will be reported in the "Results" section (often with tables of findings) so that will be a key way of identifying this type of article.

Qualitative Article = **3**. For a very limited number of studies, you will find articles that are "qualitative" (or 3). These are studies that are empirical in nature (i.e., the researcher is looking for answer to research questions) BUT the focus is on drawing out meaning from in-person

interviews or focus groups with research participants rather than out of any survey-based, number crunching, statistical analyses. HINTS: Qualitative articles will almost always have the word "qualitative" in the title, abstract, or keywords. If you are not sure, check the Method section of the article and look for terms like "qualitative analysis," "interviews were recorded and transcribed," "focus groups" or "transcripts were reviewed and coded by separate coders." You can also use PsycINFO and look at the "Detailed Record" tab for the article and examine the description of the article's "Methodology," where it will often say qualitative if the article is indeed a qualitative study. Another CLEAR INDICATOR that an article is qualitative is if they have block quotes from interviewees in the "Results" section.

Mixed Methods = **4**. For a very small number of studies, they will have research methods that are both qualitative and quantitative and will be categorized as "4 – mixed." In these instances, the words "mixed methods" will almost always appear in the title, abstract, or keywords.

Articles with a Non-Living Sample = **5**. Other studies are empirical, but do not have human subject samples. Instead these studies might be analyzing research articles (like we do in this project) or examining other types of data such as college courses, written materials, websites, movies, and so forth. This article type includes meta-analysis or content analysis articles. These are to be coded as "5 – non-living sample."

g. *Sampling/Recruitment Category:* Based on the information provided in the Recruitment Statement (found in the excel spreadsheet) or the recruitment information in the article select one of the following categories to describe the type of recruitment or sampling method that was used to get the sample.

   NOTE: You do not have to guess or make a judgment about this – SIMPLY make your selection on the basis of the AUTHOR'S OWN DESCRIPTION in the excel information or article. If their description does not fit any of the sampling categories listed below, THEN select "Other – See article's description," and move on. We will take a closer look at it later. If the authors do not include any description of which sampling method they used to recruit their research sample, THEN select "No info provided."

h. *Community or Clinical:* Is the sample non-clinical (community) or clinical? Clinical is defined here as meaning that sample participants were primarily selected because: (a) they work in mental health/therapy setting, or (b) they were treated in a mental health/therapy setting (current or recent treatment).

   NOTE: When in doubt, anything that is NOT specifically referenced as a mental health or therapy or counseling setting can be coded as "non-clinical." This would include, for example, participants who are being assisted by a government agency but in a non-clinical way (e.g., welfare, housing, or disability) or those receiving medical (non-mental health) treatment.

i. *Community or Clinical Setting:* Select the category that best describes the setting used to access the sample. If you selected "Community" setting above, you will be provided with a further set of community options that more specific and narrowly-focused. If you selected "Clinical" setting above, you will be provided with a more specific and narrowly-focused set of options for types of clinical settings.

NOTE: If the study utilizes a "named" dataset, this category takes precedence and should be selected below. For example, if a study used the ADD Health dataset (a school-based study of children and adolescents), you would select the "named dataset" category NOT the "Public/Private School (K-12) Setting" category.

t. *Possibility of Multiple Samples:*

In many articles, there is more than one group of research participants being studied. For example, a study might survey mothers, fathers, and children (with all three groups responding to questions about stress, parental conflict, and child depression). Or the study might be observing therapist-client interactions with groups of husbands, wives, and therapists. In both of these examples, there are 3 participant samples or 3 different groups of research participants. Another example is in the case of treatment and control groups (2 groups), since each group would be considered a separate sample.

The easiest way to know if you are dealing with a study with multiple samples is IF THE STUDY REPORTS HAVING COLLECTED DATA FROM multiple groups. As another indication, studies will report DEMOGRAPHICS (like ethnicity, gender, education level, age) on each group/sample separately. The main exception to this guideline is in the case of longitudinal studies where demographics are reported for the sample at time 1 and time 2, etc., but they all pertain to the same group of participants.

If the article ONLY examined one sample, THEN select "There was only 1 sample to report demographics for" below and move on to input information about this single sample. This option would be applicable where a study surveys ONLY 1 group of participants and reports on their demographics (e.g., adolescents surveyed about their mothers' behavior and their own levels of depressive symptoms). In this example, only the adolescents were surveyed (about their own behavior and their mother's behavior) and the mothers were NEVER actually surveyed so there is just 1 sample.

IF the article contained more than one sample, THEN select "There are Multiple Samples." Again, you will know if you are dealing with a study with multiple samples is IF THE STUDY REPORTS HAVING COLLECTED DATA from different types of respondents (like father, mothers, and children) and/or IF THE STUDY REPORTS DEMOGRAPHICS (like ethnicity, gender, education level, age) on each sample separately. You will then proceed to input information about the first sample only. You will know which sample is considered the "first sample" by examining the "Participant Type" list in the Qualtrics survey. For example, if mothers and adolescents were surveyed and both groups are presented in terms of ethnic breakdown and other demographic information, then you will input the data for mothers (as the first sample) and details for the 2nd sample (in this case, adolescent participants) will be input later by the advanced coders.

As a third option, if the study did not report demographics for the sample, select **"Article did not report any demographic information."**

u. *Multiple Samples:* If you selected multiple samples you will be asked to identify the nature of these additional samples or briefly explain why you selected this category. THEN move on to questions about the demographic information for the first sample of research participants.

v. *Participant Type:* Select the FIRST (or only) research participant group that was studied in this article. You will find this information in the sample description that you pasted in for the earlier response.

NOTE: IF THERE ARE MULTIPLE SAMPLES of research participants you will focus on the participant group that appears first in the Qualtrics list. For example, if both fathers and peers (of a child) were included in a study, you will indicate "Father or Father Figure" (from the Qualtrics survey list) and input the demographic data that corresponds to fathers as you go through the rest of the questions that follow. Demographic information regarding the second sample (in this case, peers) would be input later by the advanced coders. Reminder that one of the best ways to know if there are multiple samples in an article is to see if the authors report on the ethnicity, age, and SES level of more than one group.

NOTE: Youth/Child = research subject who is 17 years and younger OR still in high school; Adult = research subject who is 18+ years old OR out of high school.

w. *Demographics Part B:* For this same participant group (the one you indicated above), provide details regarding the following demographic information. For example, if you identified the first (or only) participant group above as "Mothers or Mother Figures," you would answer the following survey questions on the basis of the demographic information provided in the excel spreadsheet or article on mothers. You should be able to find details about the sample description in the information that is pasted in the excel spreadsheet.

NOTE: If the study does not include the required information, type "no info" in the text box for that given demographic category and move on.

x. *Age:* For this same participant group (the first or only sample), input any available details about the group's age in the textbox below. Examples of this type of information include the group's average age or the percentages/numbers of participants found in each different age group category.

y. *Education Level:* For this same participant group (the first or only sample), report any available details about the group's education level. Examples of this category include the group's average education level, highest level of educational attainment, or the percentage/numbers of participants found in each different educational subgroup category.

z. *Socioeconomic Status/Class/Level:* For this same participant group (the first or only sample), report any available details about the group's socioeconomic level. This is NOT the group's education level (previous category), even though some studies will use education as a proxy for socioeconomic status. Examples of the information that can be presented relative to this category include the group's average income level, primary occupations, Hollingshead Index score, percentage of the sample that received public assistance (e.g., qualifies for reduced lunch), and/or percentage of the sample found in each different socioeconomic/income sub-category.

aa. *Family Structure/Marital Status:* For this same participant group (the first or only sample), report any available details about the group's family structure and/or marital status. Typically, this will include details about how many are single, married, remarried, widowed, divorced,

separated and so forth. Most studies will not report this information for children and adolescents (as the research participant group) because the assumption is that they are single. As such, you will type in "no info" in almost every instance.

bb. *Sexual Orientation:* For this same participant group (the first or only sample), report any available details about the group's sexual orientations. Most studies will not report this information. As such, you will type in "no info" in almost every instance.

cc. *Religious Affiliation:* For this same participant group (the first or only sample), report any available details about the group's various religious affiliations. For example, part of the sample may affiliate as Catholic or Baptist or LDS or Buddhist. Most studies will not report this information. As such, you will type in "no info" in almost every instance.

dd. *Demographics Part A:* For this same participant group (the one you indicated), provide details regarding demographics information. For example, if you identified the first (or only) participant group above as "Mothers or Mother Figures," you would answer the following survey questions on the basis of the demographic information provided in the article on mothers. You should be able to find details about the sample description in the information that you pasted in earlier.

ee. *Gender and Ethnicity Breakdown:* For this sample participants group (the first or only sample), report the gender and ethnic breakdown in terms of percentages. You only need to go to one decimal place, following traditional rounding rules (i.e., rounding .05 up to .10 or rounding .04 to .00). Please report sample sizes as well. The gender and ethnic breakdown of the sample will almost always be presented in the "Methods" section (in the text or in a table).

NOTE: If the sample does not include subjects from a particular gender or ethnic group, type in "0" (zero) in the corresponding box. As an example, if the study reports that 28.75% of the population was African American, type "28.8" in the box labeled African American percentage BUT if the study reports no African Americans, type "0" (zero). Also, when you calculate sample size, round up if your calculations result in a fraction of a person.

ff. *Final Thoughts:* If you have any comments about or problems with this articles, type them in below. Include specific variables you had questions about (if applicable).

Journal Codes (and JCR impact ratings (2015))

Counseling/Counseling Psychology
1. Journal of Counseling Psychology (5 year impact factor=3.879)
2. Counseling Psychologist (5 year impact factor=1.922)
3. Journal of Counseling and Development (5 year impact factor=0.892)

MFT
4. American Journal of Family Therapy (5 year impact factor=0.622)
5. Family Process (5 year impact factor=2.728)
6. Journal of Family Therapy (5 year impact factor=1.040)
7. Journal of Marital and Family Therapy (5 year impact factor=1.949)
8. Contemporary Family Therapy (not JCR indexed)

Family Sciences (mostly non-clinical)
9. Journal of family psychology (5 year impact factor=2.583)
10. Journal of Marriage and the Family (5 year impact factor=3.133)
11. Journal of Family Issues (5 year impact factor=1.543)
12. Family Relations (5 year impact factor=1.469)
13. Journal of Child and Family Studies (5 year impact factor=1.634)

Clinical Psychology
15. Clinical Psychology Review (5 year impact factor=10.435)
16. Journal of Consulting and Clinical Psychology (5 year impact factor=6.770)
17. Journal of Abnormal Psychology (5 year impact factor=6.138)
18. Journal of Clinical Psychology (5 year impact factor=2.677)
19. Clinical Psychology: Science and Practice (5 year impact factor=3.391)

Social Work
20. Social Work (5 year impact factor=1.326)
21. Social Service Review (5 year impact factor=1.550)
22. Research in Social Work Practice (5 year impact factor=1.729)
23. Journal of Social Work (5 year impact factor=1.047)

Adolescence (nonclinical)
24. Journal of Adolescent Health (5 year impact factor=4.050)
25. Journal of Adolescence (5 year impact factor=2.638)
26. Journal of Youth and Adolescence (5 year impact factor=3.546)
27. Journal of Research on Adolescence (5 year impact factor=3.031)
28. Journal of Early Adolescence (5 year impact factor=2.390)
29. Journal of Adolescent Research (5 year impact factor=1.738)

Adolescence/Child (clinical)
31. J. of American Academy of Child/Adolescent Psychiatry (5 year impact factor=8.459)
32. Journal of Clinical Child and Adolescent Psychology (5 year impact factor=3.726)
33. Child and Adolescent Psychiatric Clinics of North America (5 year impact factor=3.365)
34. Children and Youth Services Review (also a SW journal, 5 year impact factor=1.431)

47. Journal of Abnormal Child Psychology (5 year impact factor=4.213)
49. Child Psychiatry and Human Development (5 year impact factor=2.551)

Minority-Focused Journals
35. Journal of Black Psychology (5 year impact factor=1.120)
36. Hispanic Journal of Behavioral Science (5 year impact factor=1.125)
37. Cultural Diversity and Ethnic Minority Psychology (5 year impact factor=2.391)
38. Journal of Multicultural Counseling and Development (5 year impact factor=0.609)
39. Asian American Journal of Psychology (5 year impact factor=1.795)
48. American Indian & Alaska Native Mental Health Research (5 year impact factor=1.349)

Child (non-clinical)
40. Child Development (5 year impact factor=6.253)
41. Monographs…Society for Research in Child Development (5 yr impact factor=2.978)
42. Child Development Perspectives (5 year impact factor=3.489)