

San José State University
School of Social Work
ScWk 212, HBSE 1, Section 4

Fall 2011

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Office Hours:	Wednesdays 9-11:30am or by appointment
Class Days/Time:	Wednesday 6-8:45 pm
Classroom:	SH 312

Catalog Description

Systems theory and the ecological model presented with transcultural perspectives from infancy to the end of adult life cycle. Emphasizes behavior of individuals and families, especially Latino/as, African-Americans, Asian-Americans and other diverse and oppressed populations. Three units.

Course Description

ScWk 212, Human Behavior in the Social Environment (HBSE), is a foundation course that proposes various theories to examine human behavior, the life cycle (or life span), in the social environment. The primary theoretical foundation utilized is systems theory, and the ecological model, which views human behavior as an outcome of biological, psychological, familial, social, economic, political and cultural factors.

In ScWk 212, a special focus is given to transcultural perspectives, and to alternative paradigms to human development—from prenatal development to older adulthood and death. The diverse needs of the individual, particularly populations-at-risk, are highlighted, e.g., populations of color; women; gay men, lesbians, bisexuals, and transgender individuals; children, youth, and older adults; people with disabilities. Moreover, social work ethics, values, and commitment are related to issues of social and economic justice (e.g., their impact on the individual and their environment). This course provides a systemic and ecological theoretical linkage to practice content offered in ScWk 220, Transcultural Generalist Practice I, and it prepares students to understand group, organizational, and community behavior covered in ScWk 214 (HBSE II).

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

PO 7. *Apply knowledge of human behavior and the social environment*

PO 4. *Engage diversity and difference in practice*

PO 3. *Apply critical thinking to inform and communicate professional judgments*

Upon completion of ScWk 212 students will be able to:

1. Understand theoretical foundations used in social work that examine the reciprocal relationships between human behavior and social environment, including systems theory and the ecological perspective. PO: 7 (b) (Theoretical framework)
2. Demonstrate knowledge of theories related to understanding biological, sociological, cultural, psychological, and spiritual development across life span. PO: 7 (a) (Theoretical framework)
3. Utilize conceptual frameworks that inform the process of assessment and intervention. Program Objectives: 7 (b) (Theoretical framework)
4. Demonstrate understanding of the transcultural perspective and how dimensions of this perspective may inform practice, including dimensions of culture; self-reflexivity/positionality; power, privilege and oppression; respectful partnership; and frameworks for culturally responsive practice. PO: 4 (a,c,d,e) (Diversity)
5. Understand that social systems both facilitate and impede health and well-being of individuals and families, particularly in relation to diverse populations (e.g. race, ethnicity, class, sexual orientation, immigration status, disability etc.) PO: 4 (a,c,d,e) (Diversity)
6. Discuss and critically appraise how theories apply to practice, including empirical support and utility for diverse populations. PO: 3 (a) (Critical Thinking)
7. Demonstrate effective, professional oral and written communication skills in application of theory. PO: 3 (a,c) (Critical Thinking)

Required Texts/Readings

Textbook

Hutchison, E. D. (2011). *Dimensions of human behavior: Person and environment* (4th ed.). Thousand Oaks, CA: Sage.

Paul, R., & Elder, L. (2006). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, CA: Foundation for Critical Thinking.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Reader: See topic outline and assignments for other required readings. The ScWk

212 course reader may be purchased at Maple Press, 481 East San Carlos Street, San Jose, CA, between 10th and 11th Streets, 408-297-1000.

Other Readings

Payne, M. (Ed.). (2005). *Modern social work theory* (3rd ed.). Chicago: Lyceum Books.

Walsh, J. (2006). *Theories for direct social work practice*. Belmont, CA: Thomson Brooks/Cole.

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to ones peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

Assignment	Points	Course Student Learning Objective/Competency (SLO)
Critical Analysis Paper	15	SLO: 2,6,7
Examination # 1	15	SLO: 1,2,3,4
Examination # 2	15	SLO: 1,2,3
Theory Term Paper	30	SLO: 3,4,5,7
Student Presentation	15	SLO: 3,4,5,6,7
Class Participation	10	SLO: 7

Penalty for Late Work

All assignments will be turned at the start of class by the due date. Assignments turned in after the due date will be subject to an automatic 5% deduction after that an additional 5% for every week it is late. Errors in spelling, grammar and syntax will also be subject to a grade penalty.

Assignment 1 – Critical Analysis Paper

This assignment provides students an opportunity to critically analyze a scholarly article that is relevant to social work. The purpose of the assignment is to allow students to develop and practice skills in critical thinking and understand the role of theory in social work practice and research. Specifically, students will be given about four or five citations of current peer reviewed articles that are related to a social work intervention, theory or model for practice with individuals or families, to choose from. Students will conduct a library search to obtain the article of their choosing, download it and analyze it. The critical analysis paper will include 1) a summary and evaluation of the article using the criteria for analyzing the logic and evaluating reasoning of articles outlined *Critical thinking: Concepts and tools* and 2) a discussion of how the intervention or theory/model relates HBSE readings related to theory and to the transcultural perspective. Additional instructions will be distributed and reviewed in class.

The critical analysis paper is due on **October 5 (Session 7)**. *The paper should be no more than three to four typed, double-spaced pages with a separate page of references in APA format.*

Assignment 2 – Theory Term Paper

The purpose of this assignment is to offer the student an opportunity to demonstrate her/his knowledge base regarding the analysis, integration and application of theories, such as systems theory, the ecological perspective, and other relevant HBSE-related theories. Student will apply at least three (3) HBSE/human development theories in analyzing an individual of the student's choosing. It is also expected that the student weave into the paper concepts discussed in the readings and in class as they relate to the transcultural perspective (e.g., social group membership) and social, economic and political realities of populations at risk. At least one of the theories must address human development.

The student may use herself or himself as the chosen subject for the paper. Other choices are: a parent, relative, a client, or others with whom the student believes they have sufficient knowledge of their developmental history and challenges. If students are using someone other than themselves or their families or significant others as the focus of this assignment then they are strongly urged to include someone who comes from a significantly different background.

The first part of the paper will provide a bio/psycho/social/cultural and ecological perspective discussion of the subject's background (see dimensions of person, environment and time described by Hutchison in Chapter 1 for additional ideas). The second part of the paper will explicitly apply at least three theories (including specific concepts associated with the theories) to your subject.

Some of the dimensions that should be addressed in the background include the following:

- a. Biological factors that may be important such as race, gender, physical and developmental disabilities, or health issues that impacted your subject.
- b. Psychological factors & their impact on the subject.
- c. Important social and environmental influences that affected the subject's development, including social group membership, cultural context, institutions, and communities (i.e., peers, neighborhood, school, religion, political, social and economic institutions).
- d. Family of origin and or created family as a social system important to the subject, including special areas such as: creation of own family, having or not having children, relationships with a significant other, transitions as a part of the life course, aging parents, separation of grown children, separation with partner and/or divorce, aging, illness and death.

This paper should have a balance between the background component and the application/ analysis of the theories (i.e., the background should not comprise more than ½ of the paper). This is not a personal journal, but rather a theoretical paper that offers the opportunity to use self or another subject in illustrating HBSE-related theories. Length of paper: 6 to 8 double-spaced pages. Use of assigned readings to illustrate HBSE theories and use of APA format is required.

Due date: December 7th (session 16).

Examinations 1&2

Two in-class exams will be given. Both exams will consist of a combination of true/false and multiple-choice questions. Students will have approximately 30 minutes to complete the examinations. Content will be derived from class lectures and readings.

Exam 1: October 19 (Session 9)

Exam 2: November 16 (Session 13)

Student In-Class Presentations

During sessions 4 to 15 students will be scheduled to make a presentation on a topic and theory related to subject matter for the particular class session. The topic may relate to an intervention targeting individuals or families; a current issue related to HBSE such as prenatal care, adoption, or in-home services for older adults; or a discussion of emerging trends and future prospects related to child, adolescent, adult, or family issues. *Each presentation must integrate application of appropriate theory.*

Students are encouraged to present in groups of two or three, with the requirement that each student participate in the presentation process and be prepared to respond to questions. Individual presentations are also acceptable. A sign-up sheet will be distributed to schedule the student presentations. **Group presentations will be approximately 20 minutes with 5 minutes for questions. Individual presentations will be approximately 12 minutes with 3 minutes for questions.** Presentations should

be well-organized and professional. Students who would like to arrange for additional time for special activities or illustrations should make arrangements in advance.

The proposed topic should be listed on the sign-up sheet so that others presenting on the same day do not duplicate content areas. Students must sign up and list the topic on the sign up sheet no later than one week prior to their scheduled presentation. Students who cancel or postpone their scheduled presentations less than one week prior to their scheduled date will be penalized 1 to 2 points from their total score on the assignment. Students who sign up for the first or second week of presentations will be given one additional bonus point.

Class Participation:

Students will be assessed on the *frequency, quality, and depth* of their participation in class discussions. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early. To minimize class disruptions please arrive prior to the start of class. As part of class participation, students are expected to critically analyze information that is presented and discussed, bring examples and applications of the concepts being covered, be prepared to discuss the assigned readings, and provide additional insights on issues from their specialized knowledge and expertise. **Just class attendance does not count towards class participation points.**

All students are required to complete the online tutorial on avoiding plagiarism through the SJSU Library web site. Participation points will be deducted for failing to complete the tutorial by the 7th session. Go to the library page, select “online tutorials, select the plagiarism tutorial, and then complete the student registration form. Complete the tutorial, print out your results, and submit the results to your instructor by or before the deadline.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

Grading

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
97-100%	A +
93-96%	A

90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

ScWk 212 / HBSE I, Fall 2011, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available. [NOTE TO SEQUENCE CHAIRS: Session topics and descriptions should connect to competencies and practice behaviors. APA style for citing books and articles is preferred, but is not required]

This schedule is subject to change with fair notice. I will announce any changes in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/24/11	<p><u>Course Introduction and Introduction to Key Concepts related to the Study of Human Behavior and the Social Environment (HBSE).</u> Course overview, expectations, schedule and content. Introduction to key assumptions and core concepts related to theory in social work. Overview of concepts related to critical thinking, Brief introduction to cross-cutting themes including transcultural perspective, social group membership, populations-at-risk, social work values and ethics, and promotion of social and economic justice.</p> <p><u>Assigned Reading:</u> Paul, R., & Elder, L. (2006). <i>The miniature guide to critical thinking: Concepts and tools</i>. Dillon Beach, CA: Foundation for Critical Thinking.</p>
2	8/31/11	<p><u>Systems Theory and the Ecological Perspective.</u> Overall foundations of systems theory and the ecological perspective; the reciprocal relationship between the person and the environment; and the environmental context of individual and family behavior.</p> <p><u>Assigned Reading:</u> Hutchison, E. D. (2011). Aspects of human behavior: Person, environment, time. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 3-33). Thousand Oaks, CA: Sage. Payne, M. (2005). Systems and ecological model. In <i>Modern social work theory: A critical introduction</i> (3rd ed. pp. 142-160). Chicago: Lyceum Books.</p> <p style="text-align: center;"><u>Note: Orientation to library: King Library Room TBA, from 9:00-10:00 am.</u></p>
3	9/7/11	<p><u>Theoretical Foundations for the Study of Human Behavior and the Social Environment.</u> Toward an increased understanding of systems theory and the ecological perspective. Overview of multiple theoretical perspectives including social constructionist, conflict,</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>psychodynamic, cognitive/behavioral/social learning, humanistic, and developmental perspectives.</p> <p><u>Assigned Reading:</u> Hutchison, E. D., & Charlesworth, L. W. (2011). Theoretical perspectives on human behavior. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 34-69). Thousand Oaks, CA: Sage. (Read full chapter including section on “Implications to Social Work Practice”).</p>
4	9/14/11	<p><u>Transcultural Perspective: Culture and Human Behavior.</u> Introduction to the five core elements of the transcultural perspective and connections to social work theory and practice. The relationship of culture to key domains associated with social work, such as child-rearing, help-seeking, family and partnership relationships, gender roles, or education. Models of cultural competence in social work. Role of social group membership in perceptions about both micro and macro level problems and solutions. Concepts related to power and respectful partnership. Dynamics of biculturalization, acculturation and assimilation within social systems. Student presentations.</p> <p><u>Assigned Readings:</u> Cousins, L. (2011). Culture. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 240-269). Thousand Oaks, CA: Sage. Green, J. W. (1999). <i>Race, ethnicity and social services. In Cultural awareness in the human services: A multi-ethnic approach (pp. 3-47). Boston: Allyn & Bacon.</i> Phinney, J. S. (1996). When we talk about American ethnic groups, what do we mean? <i>American Psychologist, 31</i>(9), 918-927.</p>
5	9/21/11	<p><u>The Person: Biological Dimensions.</u> The person as a human system; biological dimensions of the individual; socioeconomic status and health; theories related to biology and human behavior; intersections with race, ethnicity, gender, sexual orientation and disabilities; ethics and theory (the case of eugenics). Student presentations.</p> <p><u>Assigned Reading:</u> van Wormer, K. (2007). Biological factors in human behavior. In <i>Human behavior and the social environment: Micro level</i> (pp 45-84). New York: Oxford University Press. <u>In addition, select one of the following three readings for in-class discussion:</u> Gilson, S. F. (2008). The biological person. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (3rd ed., pp.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>79-117). Thousand Oaks, CA: Sage.</p> <p>Drassler, W. W., Oths, K. S., Gravlee, C. C. (2005). Race and ethnicity in public health research: Models to explain health disparities. <i>Annual review of anthropology</i>, 34, 231-252.</p> <p>Block, P., Balcazar, F. E., & Keys, C. B. (2002). Race, poverty and disability: Three strikes and you're out! Or are you? <i>Social Policy</i>, 33(1), 34-38.</p>
6	9/28/11	<p><u>The Person: Psychological Dimensions</u>. The person as a human system; psychological dimensions of the individual; theories of cognition, emotion and construction of self; examination of cognitive, behavior, social learning and other theories with diverse populations. Student presentations.</p> <p><u>Assigned Reading:</u> Walsh, J. (2011). The psychological person: Cognition, emotion and self. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 105-132). Thousand Oaks, CA: Sage.</p>
7	10/5/11	<p><u>The Person: Social Context and Socialization</u>. The person in relationship; theories of relationships including object relations, feminist and Afrocentric relational theory; person-in-environment interactions in relation to stress, crisis, social support and coping; transcultural perspective in relation to social group membership(s) and cultural, gender, and sexual orientation identity development. Theories related to spirituality and human behavior. Student presentations.</p> <p><u>Assigned Readings:</u> Walsh, J. (2011). The psychosocial person: Relationships, stress and coping. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 134-162). Thousand Oaks, CA: Sage. Sheridan, M. J. (2011). The spiritual person: In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 163-208). Thousand Oaks, CA: Sage.</p> <p><u>Note: Critical analysis paper and plagiarism tutorial due today.</u></p>
8	10/12/11	<p><u>The Person: Interaction with the Environment</u>. The person in interaction with the physical environment; the impact of the physical environment across the life course; relationship between the physical environment and human behavior; design of physical space in social service and other institutional settings, accessibility of environments and people with disabilities</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Assigned Readings:</u> Hutchison, E. D. (2011). The multiple dimensions of environment. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 210-239). Thousand Oaks, CA: Sage.</p>
9	10/19/11	<p><u>The Family as a Social Organization and as an Environment of Wellness.</u> Introduction to the family as a system; family structure, function, and tasks; families in interaction with cultural, social, and political contexts; family boundaries and family dysfunction; families from a strengths perspectives; family issues including domestic violence, child abuse/neglect, substance abuse; diversity in family life; cultural norms and values as influenced by race, ethnicity, gender, class, and sexual orientation; feminist critiques. Student presentations.</p> <p><u>Assigned Readings:</u></p> <p>Hutchison, E. D. (2011). Families. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: Person and environment</i> (4th ed., pp. 315-354). Thousand Oaks, CA: Sage.</p> <p><u>Examination #1 will be given during the first 30-45 minutes of class today.</u></p>
10	10/26/11	<p><u>Overview of Human Development Theories.</u> Theories of individual development including social, economic and political realities as determinants of development; stage-based theory of development; principles of child and adult development; biological, cognitive development and personality development; traditional and alternative theories of development; transcultural frameworks and practices. Student presentations.</p> <p><u>Assigned Reading:</u></p> <p>Qin, D., & Comstock, D. L. (2005). Traditional models of development: Appreciating context and relationship. In D. Comstock (Ed.), <i>Diversity and development: Critical contexts that shape our lives and relationships</i> (pp. 1-23).</p> <p>Howard-Hamilton, M. F., & Frazier, K. (2005). Identity development and the convergence of race, ethnicity, and gender. Comstock (Ed.), <i>Diversity and development: Critical contexts that shape our lives and relationships</i> (pp. 67-90).</p>
11	11/2/11	<p><u>Family Transformations: Birth and Childhood.</u> Pregnancy, prenatal development, and childbirth; key concerns in infancy, early and middle childhood development; biological and cognitive development; and special issues including developmental delays,</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>disability, children-at-risk, physical abuse and neglect, sexual abuse; attachment theory. Student presentations.</p> <p><u>Assigned Reading:</u> van Wormer, K. (2007). Birth through adolescence. In <i>Human behavior and the social environment: Micro level</i> (pp 121-160). New York: Oxford University Press. Garcia-Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., Vazquez-Garcia, H. (1996). An integrative model for the study of developmental competencies in minority children. <i>Child Development</i>, 65, 1891-1914.</p>
12	11/9/11	<p><u>Family Transformations: Adolescence.</u> Physical, cognitive and social development in the context of the environment; puberty and sexuality; peer relationships and the family; a transcultural perspective on ethnic, racial, gender identity formation; resiliency theory; sexual orientation and social work values and practices in addressing heterosexism and homophobia. Student presentations.</p> <p><u>Assigned Reading:</u> Smetana, J. G., Campione-Barr, N., & Metzger, A. (2006). Adolescent development in interpersonal and societal contexts. <i>Annual Review of Psychology</i>, 57, 255-284.</p> <p><u>Also read one of the following three articles for class discussion.</u> Morrow, D. F. (2004) Social work practice with gay, lesbian, bisexual and transgender adolescents. <i>Families in Society</i>, 85 (1), 91-99.</p> <p>Turner, S. (2000). Recognizing and enhancing resiliency in boys and girls. In E. Norman (Ed.), <i>Resiliency enhancement: Putting the strengths perspective into social work practice</i> (pp.29-39). New York: Columbia University Press.</p> <p>Perez-Koenig, R. (2000). The Unitas extended family circle: Developing resiliency in Hispanic Youngsters. In E. Norman (Ed.), <i>Resiliency enhancement: Putting the strengths perspective into social work practice</i> (pp.143-153). New York: Columbia University Press.</p>
13	11/16/11	<p><u>Family Transformations: Adulthood.</u> Relationships with self and others, partners and significant others; multigenerational concerns; psychological and social functioning; cultural context and identity; behavioral risk factors; theoretical frameworks for understanding the process of change in adults. Student presentations.</p> <p><u>Assigned Reading:</u> Haight, W. L. & Taylor, E. H. (2007). Social work with young adults: Professional development and multicultural education in</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>schools of social work. In <i>Human behavior for social work practice: A developmental-ecological framework</i> (pp. 143-167). Chicago: Lyceum Books.</p> <p>Norcross, J. C., & Prochaska, J. O. (2002). Using the stages of change [Electronic version]. <i>Harvard Mental Health Letter</i>, 18(11), p. NA.</p> <p><u>Examination #2 will be given during the first 30 - 45 minutes of class today.</u></p>
14	11/23/11	Thanksgiving Holiday
15	11/30/11	<p><u>Older Adulthood and the Elderly Family.</u> The older years, the aging process and theories on aging, physical and mental health, developmental challenges and disabilities, elders-at-risk, ageism, and social aspects of aging.</p> <p>Melendez, M., Maramaldi, P., & Naleppa, M. J. (2008). Late adulthood. In E. D. Hutchison (Ed.), <i>Dimensions of human behavior: The changing life course</i> (3rd ed., pp. 369-415). Thousand Oaks, CA: Sage.</p>
16	12/7/11	<p><u>The Final Challenge: Death and Dying.</u> Cultural perspectives on death and dying, beliefs, practices, and ritual of letting go. Theories of death the dying. Student presentations. Course wrap-up and evaluation.</p> <p><u>Assigned Reading:</u> Copp, G. (1998). A review of current theories of death and dying. <i>Journal of Advanced Nursing</i>, 28(2), 382-390. Centre for Living with Dying. (n.d.). Grief and mourning. Santa Clara, CA: Author.</p> <p><u>Theory paper due today</u></p>