

**University of Utah**

**College of Social Work**

**Master of Social Work Program**

**SW 6130 Human Behavior and the Social Environment II**

**Spring 2014**

**Wednesday 8:35 – 11:30**

**Room 257**

Instructor:

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**Prerequisite**  SW 6030 HBSE I

**Catalog Description**

Lifespan development from middle childhood through late life. Bio-psycho-social-ecological, and cultural theories and factors are examined along with micro, mezzo, and macro influences. Ethics, knowledge, values, and skills.

**Course Information**

SW 6030 is a two credit-hour course and the first of two required courses in the Human Behavior and the Social Environment (HBSE) sequence. It is taken as part of a first-year curriculum that supports the advanced generalist framework of practice and presents theoretical perspectives on individual development across the life cycle.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Course content covers the life course from conception through death and examines the influences of biological, psychological, spiritual, physical, and socio-cultural forces on individual and family coping efforts.

**Theoretical Framework**

This course provides a multidimensional and multicultural perspective on the behavior of individuals and families, based on theory and research. Students will examine contemporary challenges facing individuals and families at various life stages. This course focuses attention on the reciprocal nature of interactions of individuals, families, and other social systems in a multicultural society.

**Teaching and Learning Methods**

Class will consist of instructor lectures, presentations by invited guests, small and large group discussions of the readings and of contemporary social work issues, and in-class exercises. Class participation is strongly encouraged because social workers typically function in organizations as team members and need to develop the ability to present and advocate effectively in a spirit of collaborative learning and intervention.

**Course Objectives/Practice Behaviors**

The student who successfully completes this course will be able to:

1. Utilize conceptual frameworks to guide the processes of assessment, as well as critique and apply knowledge to understand person and environment.

2. Critically evaluate and apply differing theoretical approaches to understanding human behavior.

3. Critically analyze the value base and ethical issues which underlie theories of human behavior and evaluate their compatibility with the values and ethics of the social work profession.

4. Identify the major stages of development of individuals.

5. Discuss and specify the interplay of factors that influence the dynamics, tasks, and challenges of individuals throughout the life course.

6. Explain how biological, psychological, physical, spiritual, and socio-cultural factors affect individual and family coping efforts of various socio-cultural groups.

7. Demonstrate knowledge of the reciprocal nature of interactions among persons, dyads, families, social groups, communities, organizations, and social institutions across the life course.

8. Apply course content to multidimensional assessments for social work practice.

9. Demonstrate effective written communication skills.

**Course Outline/Topics**

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| **Class Session** | **Course Topics** |
| January 8 | Reintroduction to lifespan development, review of Erikson’s life stage model and Bronfenbrenner’s ecological systems theory |
|  | Readings for January 15:  Rogers text, Chapter 8: Development in Middle Childhood  Austrian text, Chapter 3: Middle Childhood |
| January 15 | Middle Childhood, theories of middle childhood. Child observation |
|  | Readings for January 22:  Rogers text, Chapter 9: Development in Adolescence  Dobbs, “Beautiful Brains” (on electronic reserve) |
| January 22 | Adolescence, theories of adolescent development, adolescent observation |
|  | Readings for January 29:  Austrian text, Chapter 4: Adolescence  Rogoff, “Thinking with the tools and institutions of culture” (on electronic reserve) |
| January 29 | More on adolescence, Piaget, cognitive development |
|  | Readings for February 5:  Rogers text, Chapter 10: Development in Early Adulthood  Kins & Beyers, “Failure to launch” (on electronic reserve)  Wang & Morin, “Home for the holidays…and every other day” (on electronic reserve) |
| February 5 | Young Adulthood, theories of young adulthood, sexuality development, partnering/marriage, failure to launch |
|  | Readings for February 12:  Haldeman, “When sexual and religious orientation collide” (on electronic reserve)  Herek & Garnets, “Sexual orientation and mental health” (on electronic reserve)  Optional film on transgender transition, *No Dumb Questions*  <http://dma.iriseducation.org/index.php?dma=1&maxbps=1500&site=2&license=ad68170b3627be702ae989c783ff4ff8&pid=13009&seg=302313> |
| February 12 | Diverse sexuality in social work settings: GLBTQ panel (in GW 155) |
|  | Readings for February 19:  Rogers text, Chapter 11: Development in Middle Adulthood  Austrian text, Chapter 5: Adulthood |
| February 19 | Middle Adulthood, theories of middle adulthood |
|  | Readings for February 26:  Felitti et al, “Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults” (on electronic reserve)  Begun, “Intimate Partner Violence: A HBSE Perspective” (on electronic reserve) |
| February 26 | Trauma across the lifespan: in utero, maltreatment, ACES study |
|  | Readings for March 5:  Phillipe et al, “Ego-Resiliency as a Mediator Between Childhood Trauma and Psychological Symptoms” (on electronic reserve)  Karen, “The Legacy of Attachment in Adult Life” – pages 361-425 (on electronic reserve) |
| March 5 | Resiliency and attachment across the lifespan |
|  | Readings for March 19:  Jamison, K.R. (1996, April 13). Between heaven and hell  Small, “Culture of our Discontent” |
| March 19 | Social resources for mental illness: NAMI panel (in GW 155) |
|  | Readings for March 26:  Balgopal, “Social work practice with immigrants and refugees: An overview” (on electronic reserve)  Potocky-Tripoldi, “Chapter 1: Introduction” and “Chapter 6: Mental Health” (on electronic reserve) |
| March 26 | Environmental impacts on adult development: example of the refugee experience (documentary film, *God Grew Tired of Us* <http://www.hulu.com/watch/294405>) |
|  | Readings for April 2:  Rogers text, Chapter 12: Development in Late Adulthood |
| April 2 | Late adulthood, theories of late adulthood, adult interviews |
|  | Readings for April 9:  Austrian text, Chapter 6: Developmental Theories of Aging, and Epilogue  Kanel, “Crises of loss” |
| April 9 | Dying and grief (in GW 155)  Speaker and documentary film: Hank Liese, Ph.D  Film "A Work in Progress,"  <http://stream.lib.utah.edu/index.php?c=details&id=9577> |
|  | Readings for April 16:  Brunhofer, “Mourning and loss: A life cycle perspective”  McGoldrick & Walsh, “Chapter 11: Death and the Family Life Cycle” |
| April 16 | Dynamics of late life: Death, dying and grief (GW 155)  Presenters: Valerie Lambert, MSW, LCSW  Jennifer Nackowski, Music Thanatologist |
|  | Readings for April 23:  Carter & McGoldrick, “Chapter 2: Self in context: The individual life cycle in systemic perspective” (on electronic reserve) |
| April 23 | Review of life span development, developmental issues, impact of environment on development |

**Evaluation Methods and Criteria**

1. Attendance: In-class exercises and class participation are vital components of this class. Students may not be able to receive a passing grade if more than 4 classes are missed. Leaving early or coming late to class (more than 20 minutes late) will be considered an absence. Students may receive partial credit for an absence by completing a written assignment (see end of syllabus for assignment).

1. Participation: Class participation is very important in a class of this nature. You can earn full points by practicing ALL of the elements below :

* Regular, on time attendance
* Attentive non-verbal behavior
* Raising questions and providing comments that reflect familiarity with assigned readings and the ability to relate them to classroom content and experience
* Participating in dialogue with the instructor and other students
* Participating in practice exercises and other in-class learning activities

3. Critical reflection papers: Three critical reflection papers are due during the course of the semester. These are due January 30, March 6 and April 3rd. Critical reflection papers should be 3-5 pages long and focused on critical analysis of the readings. (See end of syllabus for complete assignment.)

4. Final Paper: There will be a final paper due on April 23rd. This paper should be 10-12 pages long. (See end of syllabus for complete assignment.)

**Paper Guidelines**

There are three required written assignments for this course. In these assignments, literature citations should follow APA format, with two exceptions. These exceptions are: (1) papers do not need title pages and (2) a reference page is not needed if only course readings are cited in text. See APA handout on Canvas for details on APA format or consult the Publication Manual of the American Psychological Association, 6th edition (2010) for details. Papers should be typed in 12-point font in Times New Roman and doubled spaced.

Electronic paper submissions are required as this is a paper-less class. Please submit papers as Microsoft Word documents (.doc or .docx) with the title of the document as follows: “YourName\_Class\_Assignment.” For example: JohnSmith\_HBSEI\_CriticalReflectionPaper1.

All papers should be emailed directly to the instructor at the following email : [Troy.andersen@hsc.utah.edu](mailto:Troy.andersen@hsc.utah.edu) . Please make sure when you upload papers that you are uploading the right draft of each paper: you alone are responsible for making sure that you are submitting the correct version.

Papers are expected to adhere to page limits set for each assignment. Papers will be marked down for being below the page minimum. Further, the instructor will not read any text which is beyond the page maximum for each assignment. Students are encouraged to use quotations sparingly. Entire paragraphs which have nothing but quotations in them (and none of the student’s own words) are inappropriate for graduate-level writing.

All papers are expected to demonstrate graduate-level writing and be free of typos, grammatical errors, punctuation problems, spelling errors or APA citation errors. Students who are concerned about their writing skills are encouraged to consult with the University Writing Center, which is free to all students. The Writing Center is located on the second floor of Marriott Library, phone: 801-587-9122, email: uwc@utah.edu; website: www.writingcenter.utah.edu/

Papers will be marked down for not following the above guidelines. Revisions will not be accepted, but students are encouraged to consult with the instructor prior to any paper submission with questions or concerns.

**Grades**

Grades will be awarded on the basis of performance in the following areas: Class participation (15% of the final grade), Critical reflection papers (48%) and Final paper (37%). Late papers will receive reduced grades (3 points lower out of 100 for each day late).

The course grading scale is as follows:

95-100 = A 87-89 = B+ 77-79 = C+ 60-69 = D

90-94 = A- 84-86 = B 74-77 = C 60 and below = E

80-83 = B- 70-73 = C-

**Required Texts**

* Rogers, A.T. (2013). *Human Behavior in the Social Environment, Third Edition*. New York: Routledge.
* Austrian, S.G. (2008). *Developmental theories through the life cycle, second edition*. New York: Columbia University Press.

**Additional Readings**

There are required readings for this course which are on electronic reserve through Marriott Library via the following link. If you cut and paste this you’re your browser it should open the page with course reserves: http://thoth.library.utah.edu:1701/primo\_library/libweb/action/search.do?ct=Previous+Page&pag=prv&dscnt=0&scp.scps=scope%3A(course\_reserves)&frbg=&tab=course\_reserves&dstmp=1389158896238&srt=title&ct=NextPage&mode=Basic&dum=true&vl(42954513UI0)=any&tb=t&indx=11&vl(freeText0)=Andersen SW 6130&fn=search&vid=UUU

**Note About Taping**

Audio-taping or video-taping class sessions without the prior written permission of the instructor is strictly forbidden.

**Laptop Policy in Class**

Many students learn better by using computers during class. However, when used for non-class purposes they can distract fellow students and/or the instructor. Therefore, laptops may be used in this class only for class information. If a laptop is used for non-class purposes, the professor may immediately revoke the laptop privilege for that student for the balance of the semester. Also, laptop use for non-class purposes can negatively impact your class participation grade. **Students are not allowed to view or use laptops during guest lecture presentations**.

**ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Academic Misconduct**

Please know that the College of Social Work does not permit academic misconduct. The following information is drawn from the University of Utah’s Code of Student Rights and Responsibilities (<http://www.regulations.utah.edu/academics/6-400.html>):

“Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

1. Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
3. Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
4. Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.”

If you have questions about appropriate academic conduct, please contact your professor. You may also consider utilizing the following resources:  <http://www.rbs2.com/plag.pdf> or <http://plagiarism.org/resources/helpful-sites/>

**Recommended Readings**

American Psychological Association (2010). *Publication Manual of the American Psychological Association, Sixth Edition.* Washington, DC: American Psychological Association.

Berzoff, J., Flanagan, L.M., & Hertz, P. (Eds.). (2008). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts.* Lanham, MD: Jason Aronson.

Davies, D. (2004). *Child development: A practitioner’s guide*. New York: The Guilford Press.

**Assignment: Critical Reflection Papers**

**Due January 29, March 5 and April 2**

Critical reflection papers are a critical analysis of the past few weeks’ readings for class. This is NOT a book review: please don’t tell me what you read – I’ve read it! These papers can be informal writing, in that no formal citations are needed. However, your thoughtful analysis of what you have read is necessary. Be critical of what you’re reading and apply it to practice by considering the questions below:

What do you think about what you’re reading? Do you agree with the article’s premise? In what ways do you disagree?How does the material fit with your personal values or the NASW Code of Ethics? How might such things as the clients’ culture and environmental factors such as oppression and discrimination relate to what you’re reading? How do the conceptual frameworks from the readings apply to micro, mezzo and macro practice?

Each of the critical reflection papers should be approximately 3-5 pages long (doubled spaced, Times New Roman font 12 or similar). Papers should use sentences and paragraphs, not note format. This paper is not a place to reflect on your personal history, but a place to reflect on how you will apply what you’re reading to practice or any work experience you’ve had. Please do not simply copy ideas/information from the readings. Rather, provide a short quote from the readings (1-2 sentences long) and then comment on it. Papers should provide a critical analysis, demonstrating an understanding of the material, and then applying it to practice/work settings. Strong papers will provide a critical analysis by integrating concepts across readings, demonstrating an understanding of the material, and then applying it to ACTUAL practice settings and REAL clients. Don’t talk about clients generally – talk about a specific client experience or work experience, making sure to disguise the information to protect client privacy. Be specific: reference a SPECIFIC point from the reading and apply it to ACTUAL clients you’ve had.

In your papers, write about the readings you’ve done for this class in the previous weeks, Clearly identify the readings upon which you are reflecting by title, chapter, author and page.

Grading Criteria:

* + Points from 3 different readings cited and discussed (author, chapter and page given)
  + Clear analysis of each point
  + Application of each point to practice (not personal history)
  + Paper free of typos, grammatical errors, punctuation problems and APA citation errors

**Example of a section of a critical reflection paper:**

*The Essentials of Human Behavior, Green, Chapter 8, p. 150*

*In the chapter on Assessment, Green discusses the use of diagnoses in assessment. He states, “blah blah blah” (Green, 2009, p.150). While I think he makes a good point about X, he fails to consider Y. As I look back at an experience I had in practicum this year, I can see how his point doesn’t fit with a client that I saw in X setting. In my practicum, I noticed that…[give a specific example of a client or an event from practicum here]. Thus, Green’s comment is relevant to my experience because…[explanation here].*

**Assignment: Final Paper**

Due April 23

In this 10-12 page paper, you will write about a client from your practicum (or previous work experience, if you are not in practicum). Your paper should have 7 sections:

1. Infancy/Toddlerhood
2. Early Childhood
3. Middle Childhood
4. Adolescence
5. Young Adulthood
6. Middle Adulthood
7. Late Adulthood

Make your best educated guess about what the person would be like at each life stage. In each of the 7 sections, state:

* What are the major developmental tasks facing anyone at that life stage? Then assess how your client addressed these developmental tasks at this life stage. (You will need to address developmental issues at each life stage in terms of the biophysical dimension, the psychological dimension and/or the social dimension. The “Quick Guides” in each Rogers chapter listing development milestones are a good guide for you in this task.)
* What are possible therapeutic concerns facing your client at that life stages? This means: what developmental tasks might present problems for your client at each life stage which might necessitate therapeutic intervention from a social worker?

Make sure that you cover all seven life stages distinctly; do not merge stages together. Do not devote any page space to case history. This paper is focused on developmental analysis, not life history description.

**Optional: Critical Reflection Paper to Make Up for Absence**

Due within 1 week of the absence

This is a 3-page paper focused on a critical analysis of the readings for that week. (See critical reflection paper assignment above for details). Focus only on the readings for the week that you missed. Choose 3 different points from the readings for that week and write one page on each point.

Completing this paper makes up some, but not all, of the points missed for an absence. Please remember that coming more than 20 minutes late to class or leaving more than 20 minutes early is recorded as an absence.