University of Minnesota School of Social Work  
**Syllabus**

**SW 5051: Human Behavior and the Social Environment**

**Part I: Course Information**

**Dept designator and course#**  SW 5051  
**Course Title:** Human Behavior and the Social Environment  
**No of credits:** 2 credits

**Course descriptions:**

**a. Short Version**
This is the foundation course that covers the Human Behavior in the Social Environment (HBSE) component of the MSW curriculum, considering socio-psycho-biological factors associated with individual and group behavior and development – in interaction with the environment – as they underlie social work practice.

**b. Long Version**
Central to the design of this course are the notions that:  
- Development occurs throughout the life cycle, from infancy through old age  
- Observable behavior reflects both organismic (internal) and environmental (external to the individual) influences and their interaction  
- Both person and environment comprise multiple, interacting levels and facets  
- Understanding behavior requires a knowledge of universal principles, a respect for individual differences, and an appreciation of the dynamic tension between the two  
- Oppression and struggling against it are rooted in both person and environment  
- Understanding human behavior and the social environment is central to achieving the social justice that is a primary goal of the field of social work.

**Part II: Course Outcomes**

**COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:  
- Identify observable behavior and internal capacities associated with "normative," healthy, and problematic development across the life course.  
- Identify the wide range of social systems in which people live.  
- Identify the ways social systems and individual people promote / obstruct the achievement and maintenance of health, strength, and well-being in one another.  
- Apply theories and ideas from the liberal arts and physical sciences to understanding biological, social, cultural, psychological, and spiritual development.  
- Utilize conceptual frameworks / theories to guide practice processes of assessment, intervention, and evaluation.  
- Use Critical thinking in applying HBSE knowledge to understanding person, environment, and their ongoing, reciprocal influence on one another.
Students will also improve writing skills and critical thinking skills, both of which are essential in successful graduate study and professional social work practice. All assignments, exercises, and class activities are directed at one or more of these educational objectives. A working understanding of the complexity of human behavior in the social environment requires the use of shifting lenses, multiple levels of focus, and a healthy respect for uncertainty.

PRACTICE COMPETENCIES

<p>| Competency: 2.1.3—Apply critical thinking to inform and communicate professional judgments. |</p>
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<tr>
<th>Practice Behavior</th>
<th>Where covered in this course</th>
<th>How assessed</th>
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<tbody>
<tr>
<td>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>Wk 2: Paradigms 5: Traditional Theories: Individuals</td>
<td>Assignments 2: Traditional individual theories 6: Final group paper, written 7: Participation 8: Oral presentation, final paper</td>
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<tr>
<td>2. Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>Wk 6: Prevention; wellness promotion 7: Overcome Oppression; Wellness; Vital Involvement 10: Stress, coping, resilience</td>
<td>Assignments 6: Final group paper, written 7: Participation 8: Oral presentation, final paper</td>
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<tr>
<td>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td>Wk 4: Bronfenbrenner 8: Final paper work group 11: Final paper work group 13: Systems; Families</td>
<td>Assignments 6: Final group paper, written 7: Participation 8: Oral presentation, final paper 9: Extra-credit oral presentation</td>
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<p>| Competency: 2.1.4—Engage diversity and difference in practice. |</p>
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<tr>
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<tbody>
<tr>
<td>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Wk 2: Paradigms 6: Alternative Theories, Individuals; Wellness; Resilience 7: Overcome Oppression; Wellness; Vital Involvement 9: Aging: Biological; psychosocial; policy</td>
<td>Assignments 3: Maggie's American Dream 6: Final group paper, written 8: Oral presentation, final paper</td>
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<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Wk 1: Introduction, Vital involvement 2: Paradigms</td>
<td>Assignment 7: Participation</td>
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<td>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td>Wk 2: Paradigms 3: Erikson Revised 4: Bronfenbrenner</td>
<td>Assignments 1: Erikson Revised 2: Traditional individual theories 3: Maggie's American Dream 9: Extra-credit oral presentation</td>
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<td>4. View themselves as learners and engage those with whom they work as informants.</td>
<td>Wk 1: Introduction; Vital involvement 2: Paradigms</td>
<td>Assignments 5: Final group paper, individual section draft, Option B 6: Final group paper, written, Option B 8: Oral presentation, final paper</td>
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### Competency: 2.1.5—Advance human rights and social and economic justice.

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<tr>
<td>1. Understand the forms and mechanisms of oppression and discrimination</td>
<td>Wk 2: Paradigms&lt;br&gt;3: Erikson Revised&lt;br&gt;4: Bronfenbrenner&lt;br&gt;5: Traditional Theories, Individuals</td>
<td>Assignments&lt;br&gt;3: <em>Maggie's American Dream</em>&lt;br&gt;6: Final group paper, written&lt;br&gt;8: Oral presentation, final paper&lt;br&gt;9: Extra-credit oral presentation</td>
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<td>2. Advocate for human rights and social and economic justice</td>
<td>Wk 1: Introduction; Vital involvement&lt;br&gt;5: Traditional Theories: Individuals&lt;br&gt;7: Overcome Oppression; Wellness; Vital Involvement&lt;br&gt;10: Stress, coping, resilience</td>
<td>Assignments&lt;br&gt;3: <em>Maggie's American Dream</em>&lt;br&gt;6: Final group paper, written&lt;br&gt;7: Participation&lt;br&gt;8: Oral presentation, final paper</td>
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<td>3. Engage in practices that advance social and economic justice.</td>
<td>Wk 1: Introduction, Vital involvement&lt;br&gt;2: Paradigms&lt;br&gt;7: Overcome Oppression; Wellness; Vital Involvement&lt;br&gt;10: Stress, coping, resilience</td>
<td>Assignments&lt;br&gt;6: Final group paper, written&lt;br&gt;7: Participation&lt;br&gt;8: Oral presentation, final paper</td>
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### Competency: 2.1.6—Engage in research-informed practice and practice-informed research.

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<tr>
<td>1. Use practice experience to inform scientific inquiry</td>
<td>Wk 2: Paradigms&lt;br&gt;5: Traditional Theories: Individuals&lt;br&gt;8; 11 Final paper work group&lt;br&gt;9: Aging: Biological; psychosocial; policy</td>
<td>Assignments&lt;br&gt;2: Traditional individual theories&lt;br&gt;6: Final group paper, written&lt;br&gt;7: Participation&lt;br&gt;9: Extra-credit oral presentation</td>
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<td>2. Use research evidence to inform practice.</td>
<td>Wk 2: Paradigms&lt;br&gt;3: Erikson Revised&lt;br&gt;4: Bronfenbrenner&lt;br&gt;8: Final paper work group&lt;br&gt;11: Final paper work group</td>
<td>Same as above</td>
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### Competency: 2.1.7—Apply knowledge of human behavior and the social environment.

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<tr>
<td>1. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.</td>
<td>All class sessions</td>
<td>Assignments&lt;br&gt;1: Erikson Revised&lt;br&gt;2: Traditional individual theories&lt;br&gt;3: <em>Maggie's American Dream</em>&lt;br&gt;4: Compelling reading&lt;br&gt;6: Final group paper, written&lt;br&gt;7: Participation&lt;br&gt;8: Oral presentation, final paper&lt;br&gt;9: Extra-credit oral presentation</td>
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<td>2. Critique and apply knowledge to understand person and environment.</td>
<td>Same as above</td>
<td>Same as above</td>
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Competency: 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

(b) ASSESSMENT

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<td>2. Assess client strengths and limitations</td>
<td>Wk 6: Alternative Theories, Individuals; Wellness; Resilience 7: Overcome Oppression; Wellness; Vital Involvement 9: Aging; Biological; psychosocial; policy 10: Stress; coping; resilience</td>
<td>Assignments 1: Erikson Revised 2: Traditional individual theories 3: Maggie’s American Dream 6: Final group paper, written 8: Oral presentation, final paper</td>
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CLINICAL CONTENT HOURS

| Differential Diagnosis & Biopsychosocial Assessment | 12 hrs |
| Clinical Intervention Methods | 6 hrs |
| Social Work Ethics & Values | 2.5 hrs |
| Culturally Specific clinical Assessment | 8 hrs |
| Other Content Areas | 6 hrs |

Part III: Course requirements

CLASS FORMAT

Class sessions are conducted in multiple formats (lecture, large-group discussion, and small-group discussion), with an emphasis on lectures. I utilize materials in diverse media (spoken word; film/video; songs; PowerPoint slides) as a source of variety, and also in order to engage students at various sensory levels, in various levels of participation, and in diverse processes of thinking and knowing. This format permits us to explore a large amount of basic theoretical material and also to engage students in grappling with this material by asking questions, sharing their own relevant experiences, listening carefully to one another, and using their own emotional and intellectual responses as sources of learning.

The class has a Moodle site, which will be used for disseminating PowerPoint presentations, sample assignments, class management resources, assigned video materials, and on-line lectures. Moodle resources and Google resources are available for student collaboration and communication outside of class.

REQUIRED MATERIALS

• **Required shorter readings(●)** and **OPTIONAL or RECOMMENDED readings (*)** may be downloaded from EReserve (See Appendix A) or downloaded directly from journals available through the University of Minnesota Library.

• **Videotape / DVD** *Everyone Rides The Carousel.*
  Viewing this 75-minute film is an assignment for Class Session #4. The film may be accessed through the course Moodle Site. It will be available to students registered in the class, for three weeks.

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<tr>
<th>ASSIGNMENTS / GRADED ACTIVITIES: EXPLANATION; DUE DATE; GRADE VALUE</th>
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All written work must be submitted electronically, as an MSWord attachment (saved as a "doc" document) to an E-mail message to the professor.

Assignments should be typed, double-spaced, and use inclusive language. Students should use the *Publication Manual of the American Psychological Association*, (6th edition), as a guide for writing papers and citing sources. Each assignment must include the student's name and a document title. Pages must be numbered.

I will grade, comment, and return papers electronically, using the "Comments" feature in MS Word as well as highlighting and in-text commenting.

Unless otherwise noted, written assignments are due in my e-mailbox by the beginning of class time, on the identified week. Unless you have negotiated an extension with me at least 24 hours before the due date and time, late papers will be marked down one point for each day of lateness.

**GRADING SCALE**

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>93 - 100</td>
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This course, like all MSW Foundation courses, may not be taken Pass/Fail.

You must submit and receive a passing grade on all written assignments to receive a passing grade in this course.
Part IV: Course content

WEEK 1 Introduction To Human Behavior in the Social Environment; Life-cycle Development; Vital Involvement

Read for Week #1 (Introduction)
• Syllabus for SW5051, sections 001; 003
  Read carefully through all sections of the syllabus before class, so you have a context for:
  1) asking questions; and
  2) hearing information provided
  Pay particular attention to details of the Final Group Paper, which will represent written and oral assignments throughout the semester, as well as a major part of student learning and student grades.

  Chapter 1, pp 1-47: Human Behavior and the Social Environment (HBSE) and Paradigms
  ° OPTIONAL

Outline of Week 1
1. Introduction of each class member in terms of:
   a. Personal place in the individual and family life cycle;
   b. Personal place in the community / geography;
   c. Personal place (past; present; future) in social work community.
2. Central concepts for understanding human behavior in the social environment, over time:
   a. SW Competencies and values; HBSE Competency
   b. Critical thinking; Deconstruction; Paradigms
   c. Vital involvement
   d. Development
   e. Life cycle; chronological time; social time; historical time
3. Review syllabus (Final Project emphasized throughout semester)
**WEEK 2**  

**Paradigms**

**Read for Week 2**
  - Chapter 2, pp 48-97: Traditional and Alternative Paradigms (Incl. Illustrative Reading on The Myth of Cross-cultural Competence)

**Sample Final Papers:** The course Moodle site includes nine examples of excellent Final Group Projects, submitted in previous years. I have included several examples of each "type" of paper: Erikson; Bronfenbrenner; Role Model. Before the second class, read carefully one paper of each type.

**Focal questions to guide reading and thinking**
Describe how the problem of crime would be researched differently using the traditional versus the alternative paradigms.

**Do for (before) Week 2**
1) Confirm that you can access the class E-Reserve site.
2) Confirm that you can access the class Moodle site.
3) Make sure you have set your university email address correctly on [http://onestop.umn.edu](http://onestop.umn.edu)
4) Post the following information on the class Moodle site:
   - Last name
   - First name
   - Class section
   - University e-mail address; other e-mail address if absolutely necessary
   - Preferred phone number(s) (identify as home; work; cell)
   - Areas of potential interest for Final Group Project

You will need to arrange yourselves into project groups by Week 4 and report this information to me, by e-mail.
   - Group member names
   - Psychosocial problem area of interest

**Outline of Week 2 Class Session**
1. Paradigm:
   - What is a paradigm?
   - Dimensions of traditional / dominant paradigm
   - Dimensions of alternative paradigm
   - SEHB; HBSE
   - Poverty; Saleebey
2. Discuss Final Papers as examples of using paradigms
3. Additional questions about Syllabus
4. Request / confirm Bronfenbrenner Ecomap Presenters, for Week 4
Erikson's Elaborated Theory of Life-cycle Development

Read for Week 3

- Animated film *Everybody Rides the Carousel*.
- Kivnick, H.Q., & Jernstedt, H.L. (1996). Mama Still Sparkles: An elder role model in long-term care. *Marriage and Family Review*, 24(1,2), 123-164. (This article is a thematic analysis, a la Eriksonian theory, of an elder woman who is regarded as a role model for friends and family members, despite numerous physical disabilities."

Focal questions to guide reading

Identify an example, in terms of Erikson's theory, of how you, as a social worker, could promote strength in:
- Play aged child; Young adult; Older adult

Identify an example, in terms of Erikson's theory, of doing culturally sensitive practice with:
- Play aged child; Young adult; Older adult

Outline of Week 3 Class Session

Joint class session with Section 002 (room #?)

1. Overview of revised Erikson theory. PowerPoint presentation illustrates three crucial principles of:
   a. Dynamic Balance of Opposites: syntonic together with dystonic
   b. Development in Time / Process in time: all themes are previewed and renewed at every stage
   c. Communal Involvement / Vital Involvement: importance of mutual engagement with environment

See Life-cycle chart, Appendix C

2. Eight Themes: Summary of thematic balances

3. Two students in each Class Section confirm commitment to Personal Ecological Map presentations for Week 4

Optional Class Presentation (extra credit) (See Appendix K 1); 2 students
(Samples on Moodle Site)

Due After Week #3 Class Session: Short Writing Assignment #1 (Erikson)
Due before midnight, the day after class
- Thursday class, due 11:55 PM Friday Sept 23;
- Saturday class, due 11:55 PM Sunday Sept 25
See Appendix B
WEEK 4  Bronfenbrenner’s Ecological Model Of Human Development

Read for Week 4

Focal questions to guide reading and discussion
Think about yourself, today, as an adult and about how you would set up your personal ecological map. Spend 15 minutes sketching out at least the outline of this map -- even if you are not one of the students who will be presenting your map in class.

What does Bronfenbrenner's theory of the ecology of human development help you understand about yourself and your life’s ecology today?
How would you revise your map to reflect what your life looked like when you were 15? Or what you might expect it to look like when you are 60?

Do for (before) Week 4
Moodle Post due from EACH Final Project Group before class (Sec 003 must post by 11:50 PM, Friday Sep 30)
Post the following information about your Final Project Group on class Moodle Site:
1) Group members
2) General group topic
3) Specific problem (if your thinking has gotten this far)
4) Group Contract:
   a) Rules of behavior each group member agrees to follow
   b) What will group members do if rules are not being followed?
   c) How will you evaluate (ongoing):
      Group progress toward final product
      Group process (for making progress; for addressing problems)

Outline of Week 4 Class Session
1. Two students present Personal Ecological Maps
   Thorough discussion of student ecological maps:
   A) Ensure that constructs from Bronfenbrenner’s theory are accurately presented and understood;
   B) Highlight student insights;
   C) Correct student misunderstandings of Bronfenbrenner concepts;
   D) Highlight ecological map differences between students in different ecological circumstances;

2. Additional Group Discussion:
   Consider focal questions
   Highlight what this model contributes to our social work understanding of a client's ecological system.

Due in three Weeks (Week #6): In-progress Final Project Group Presentations
Two Final Project groups will need to give oral presentations on Week 6.
I’ll be asking for volunteers during Class 4.
WEEK 5 Traditional Theories on Individual Development

ONLINE CLASS

Read for Week 5
  Chapter 4, pp 143-184.

*OPTIONAL:

Focal questions to guide reading and thinking
In what directions do traditional, individual development theories encourage social work practice?

Outline of Week 5 Class Session
Online lecture and slides on individual theories:
1. Freud / Piaget
2. Kohlberg
3. Gilligan
4. Levinson

Due After Week #5 Class: Short Writing Assignment #2
Due 11:55 PM Thursday Oct 6 (Sec 001); Due 11:55 PM Sunday Oct 9 (Sec 003)
See Appendix B
WEEK 6  Alternative Theories on Individuals, Part A: Development of Prevention; Wellness; Strengths; Resilience

Read for Week 6

  Chapter 3, pp 112-142. Paradigm Thinking and Social Work Knowledge for Practice.


*OPTIONAL:


Focal questions to guide reading and thinking

How do these readings guide your thinking and practice, that is different from the way you felt yourself pushed by last week's traditional theories?

Do for (before) Week 6:

Two Final Project Groups sign up for Slots #1 and 2, for "In-progress" class presentation on Final Project: (15 min @) (See Appendix E)

Outline of Week 6 Class Session

Lecture w/questions & discussion emphasizing:

- Alternative Theories: Prevention; Wellness; Strengths; Resilience; Applied Development; Empowerment; others

- In what still different or additional directions do alternative theories move practice? Where do strengths and pathologies fit?

In-progress Group Presentations, Slots #1 and #2 (15 min @)

1. Your theory -- as you are now thinking about it
2. Your problem -- as you are now thinking about it
3. Class questions and discussion of each presentation
WEEK 7  Alternative Perspectives on Individuals, Part B: Overcoming Oppression

Read for Week 7

*OPTIONAL:

Focal questions to guide reading and thinking (and written assignment)
The readings focus on “minority” groups (e.g., people of color; women; GLBT; persons with disabilities) – with attention to oppression and faced by people in these groups, in societies structured according to the traditional paradigm.

What are the ecological systems (from Bronfenbrenner’s theory) that enabled James or Maggie to overcome obstacles to healthy psychosocial development? What were central ecological supports and obstacles?

What Eriksonian themes do you see as James’ or Maggie’s major psychosocial strengths? What were the environmental supports that contributed to the development of these strengths, and what were the obstacles overcome?

What does Norton’s Dual Perspective clarify for you about strategies or internal capacities James or Maggie used to overcome racism, discrimination, and their sequeliae?

What do these understandings tell you about obstacles to healthy psychosocial development for victims of oppression? … about the environmental supports that are necessary to overcome oppressions and adversities, and about what healthy psychosocial development can look like for people in oppressed groups?

Do for (before) Week 7: Short Writing Assignment #3
See Appendix C

Outline of Week 7 Class Session

Group Discussion:
1. Maggie Comer: Discussion of environmental supports and obstacles (Bronfenbrenner); of developmental strengths and weaknesses (Erikson); and in terms of Norton’s Dual Perspective.
2. James Comer: Discussion of environmental supports and obstacles (Bronfenbrenner); of developmental strengths and weaknesses (Erikson); and in terms of and in terms of Norton’s Dual Perspective.

Lecture / slides / questions:
   a. Dual Perspective
   b. Myers: use slides and discuss James and Maggie in class
   c. Culture; human difference
   d. Ethnocentrism
   e. Racism
   f. Diversity and identity development

One Final Project Group must commit to “In-progress” presentation Slot #3, Week 9. (See Appendix E)
WEEK 8 Final Project Work Group Session

ONLINE CLASS: No class meeting this week

Read for Week 8


Outline of Week 8 Class Session

Each Final Project work group is to work together for at least two full hours of "class time"

Due After Week #8 Class Time: Written Work: First draft of two sections of Final Group Project:

See Appendix I

Due 11:55 PM Thursday Oct 27 (Sec 001); Due 11:55 PM Saturday Oct 29 (Sec 003)

Two students from each group will each submit a written draft of one section of the Final Group Project:

Student names attached

Option A Groups:
- Student #1) Psychosocial problem
- Student #2) Theory

Option B Groups
- Student #1) Introduction to Role Model
- Student #2) Theory #1
**WEEK 9**  
**Aging: Biological; Psychosocial; Policy**

**Read for Week #9**

**Section II: The Voices of Our Informants**

**OPTIONAL:**

**Focal questions to guide reading and thinking**

Remember that old age (later life) is a normative stage in all human lives that don't end prematurely. Although elders constitute a population minority (vulnerable to stereotype, discrimination, and oppression) at any point in time, they are also a minority to which a majority of society members will eventually belong for part of their life.

What does this realization suggest as desirable characteristics of:

- Individual planning for aging
- Social work practice, social policy, and individual/family behavior for the elderly?
- Social work practice, social policy, and individual/family behavior with younger people, as prevention/ strength-promotion for later life?

**Outline of Week 9 Class Session**

**Lecture w/ questions:** Aging

1. Demographics
2. Biology, neurology
3. Psychosocial
4. Social structures and policy: Generational Equity; Policy based on philosophy / outlook / ethics

**In-progress Group Presentation, Slot #3:** (15 min)

1. Summarize your problem, as framed by your theory
2. Discuss theory-based ideas for / elements of intervention being considered
3. Class questions and discussion re presentation

**After Class 9**

One Final Project Group must commit to "In-progress" presentation Slot #4, Week 10 (See Appendix E)
WEEK 10  Stress; Coping; Resilience

Reading for Week #10

• Miller, K. E. and A. Rasmussen (2010). "War exposure, daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks." Social Science & Medicine. 70: 7-16.

*OPTIONAL


Focal questions to guide Stress-Coping reading and thinking

Think of wellness, prevention, and resilience in terms of Week 10’s central topics of individuals in other than mainstream communities overcoming oppressions and adversities.

1) How is the basic stress-appraisal-coping-adaptation model related to oppression and adversity?
2) How are constructs of wellness, prevention, and resilience related to oppression and adversity?
3) How is endemic stress related to oppression and adversity, and to elements of the dominant and of alternative

Outline of Week 10 Class Session

Lecture/Discussion: Stress, Coping, (Wellness, & Resilience)

Acute Stress
Traumatic Stress
Endemic Stress

In-progress Group Presentation, Slot #4

1. Summarize your problem, as framed by your theory
2. Discuss theory-based ideas for / elements of intervention being considered
3. Class questions and discussion re presentation

After Class

One student commit to doing Optional Family Life Cycle presentation in Class #13
Two Final Project Groups must commit to "In-progress" presentation Slots #5&6, Week 13
Remaining Final Project groups will present Week 14
WEEK 11  Final Project Work Group Meetings

ONLINE CLASS: No class meeting this week

Read for Week 11
No specifically assigned readings for Week 11

Outline of Week 11 Class Session
Each Final Project work group is to work together for at least two full hours of "class time"
Final Project Groups are to work together on:
  Necessary revisions to theory-based problem statement
  Intervention that flows from your theory-based problem statement.

Due After Week #11 Class Time
See Appendix I
Written Work: First draft Section 3 of Final Group Project:
  Due 11:55 PM Thursday Nov 17 (Sec 001); Due 11:55 PM Saturday Nov 19 (Sec 003)
  Two students from each group will each sub
  Option A Groups:
    Student 1) Revised Theory-based problem statement: submitted by individual student
    Student 2) Proposed Intervention: individual student
      Describe intervention
      Outline entire intervention
      Include specific, theory-linked discussion of one element of intervention
  Option B Groups:
    Student 1) Role Model Analysis in terms of Theory A (sentence outline)
    Student 2) Role Model Analysis in terms of Theory B

******************************************************************************

WEEK 12 --Thanksgiving Week

No class

Do for (before) Week 12: Short Writing Assignment #4  Compelling Reading
Due before Week 12 class time, as described in syllabus
See Appendix D
Reading for Week #13
  • Chapter 6, Perspectives on Familiness, pp 273-346.
*OPTIONAL:
  http://www.nytimes.com/2006/02/26/magazine/26wwln_lead.html, downloaded 2/26/06

Focal questions to guide reading and thinking
Identify and explain at least one limitations of traditional models for defining and understanding families
Identify at least one adaptive strategies your family has implemented, in response to specific challenges related to issues of "minority" status, and particular life events

Outline of Week 13 Class Session
1. **Lecture w/ questions:** Life Course Theory and Familiness; 20 min
   Intergenerational family
   a. Generations
   b. Dependency and the life cycle:
      (1) Child care;
      (2) Parent care

2. **Student presentation / discussion of intergenerational family life cycle:** 50 min
   A) Ensure that constructs underlying different types of familiness are accurately presented and understood;
   B) Highlight student insights regarding adaptation to challenges related to "minority" status and life events
   Family Life Cycle
   a. Traditional models (limitations; strengths)
   b. Norms; "paranorms"
   c. Vertical and horizontal transmissions

3. In-progress Presentations, Slots #5 and #6 (15 min @) 40 min
   1. Complete summary of your problem, as framed by your theory
   2. Comprehensive discussion of theory-based intervention
   3. Class questions and discussion re presentation

After Class
Remaining Groups commit to In-progress Group Presentations, Slots #7, #8, and #9 (in Class #14)
WEEK 14

Tie Up Loose Ends

Read for Week 14
*OPTIONAL
° MN Fed's "Special Studies" on Early Childhood Development programs: [Link]
° presentation mentioned in HBSE: Presentation Slides: The Economic Case for Investments in Young Children [P

Focal questions to guide reading and thinking
Think of wellness, prevention, and resilience in terms of Week 11’s central topics of individuals in other than mainstream communities overcoming oppressions and adversities.

1) How are constructs of wellness, prevention, and resilience related to oppression and adversity, on the one hand, and to healthy life-cycle development, on the other hand?
2) Consider the role of violence/abuse in obstructing wellness, but also in promoting unhealthy traits, capacities, and behaviors.

Outline of Week 14 Class Session
In-Progress Group Presentations, Slots #7, #8, #9
1. Complete summary of your problem, as framed by your theory
2. Comprehensive discussion of theory-based intervention
3. Class questions and discussion re presentation

Broader class discussion of:
How wellness, prevention, and resilience are related to overcoming adversity and successful development
How these issues are related to Final Project Interventions

Final Papers Due (See Appendices F, G, H, & I)
Due one week after final class session.
Final papers represent revision and expansion of each earlier-submitted section, based on the entire group’s processing of my review and comments on each section. Final papers should also include further development of ideas and integration of sections, based on group work over the course of the entire semester. The final, integrated paper will be submitted by the group as a whole; the paper’s grade will represent 30% of the final grade of each group member.
Final papers due 10 AM on December 17.
Part V: References / Bibliography

All references are cited in full under the appropriate class session

Includes required (•) and optional (°) readings, and required books (*)


°Collected Abstracts: Culture and Identity


Ecomap samples: Powerpoint examples


http://www.caribbean360.com/News/Caribbean/Stories/2006/08/30/NEWS0000003471.html She's 86 and collecting bodybuilding prizes


Miller, K. E. and A. Rasmussen (2010). "War exposure, daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks." *Social Science & Medicine. 70*: 7-16.


Part VI Policies
See separate policies document

Part VII APPENDICES

APPENDIX A
Accessing EReserve(ERes) Materials
Supplementary readings are all available to students registered for this class, on an Electronic Reserve Site through the University Library.

To Access Readings
1) Go to the main page of the ERes web site at http://eres.lib.umn.edu/eres/coursepage.aspx?cid=213 (Click on “Electronic Reserves and Reserves Pages” link, then search for the course by course number, instructor last name, or department) OR
Use the direct link to your ERes course page:

2) At course’s log in page, enter the course password (_______) and click "Accept". (Note: course passwords are case sensitive)

3) At the ERes course reserve page, select the "Documents" tab to view list of readings. (Readings are listed by the author’s last name, then the title.)

4) Click on the reading in "Title" column:
   - If the reading is in Adobe Acrobat/ PDF format, clicking on the reading in the Title column automatically opens it. For readings with multiple parts, the "Document Info" window opens: click on each linked file name to open the reading’s parts.
   - If the reading is posted as a link to an electronic subscription, clicking on the reading in the Title column usually automatically opens the “Find It” web page.
   - At the Find It web page, click on one of the "electronic full text available" links to access the reading. (If a pdf does not automatically open after clicking the link, look for a "view PDF", "full text", or "view HTML" link at the citation’s page.)
   - After clicking on an “electronic full text available” link at Find It page, some links may open the journal’s table of contents or main index (instead of bringing you bringing you directly to the article). If this is the case, whenever possible the citation will be provided following the article’s title in the reading list at the Documents tab so that you can select the needed issue and page numbers.
   - If you are accessing from off-campus, you may be prompted to enter your x500 username and password to view the material.
     o If the “Document Info” window opens instead of the “Find It” page, click on the link "Click here to access online readings" to get to the “Find It” page.

Hardware and Software Requirements
For information about hardware, software, and software settings required to access ERes readings, please see the Electronic Reserve FAQ online at: http://www.lib.umn.edu/site/eres-FAQ.phtml

Students and faculty also may direct questions about electronic reserve (including any related to technical requirements and navigating the system) to: http://infopoint.lib.umn.edu/
Password

The course password appears on this syllabus and should only be shared with others currently enrolled in the course. To access some electronic resources from off-campus, you also may be prompted to use your x500 (University Internet ID) username and password.

If you have problems: Your syllabus provides a complete citation for each assigned reading. You can always use the University Library’s extensive E-journal collection to download readings directly.

Class Moodle Site

All students taking this course for credit are required to participate on the class Moodle site. All students should have been loaded onto the course Moodle site automatically, as part of course registration.

You can access Moodle Sites for your courses via my portal at http://intranet.cehd.umn.edu/

You can also access the Moodle 1.9 server (where all Fall 2011 classes reside) at http://moodle.umn.edu

APPENDIX B:

Short Writing Assignment #1 -- Erikson 1-2 pp

In your own words (and based on the Erikson et al. and the Kivnick readings, and on the class lecture), explain each of the three principles:

- Dynamic Balance of Opposites
- Development in Time / Process in Time
- Communal Involvement / Vital Involvement

Clarify an "Aha" in your understanding, associated with these principles. What do these principles help you understand about psychosocial development over the course of the life cycle?

Short Writing Assignment #2 -- Traditional Individual Theories 1-2 pp

Based on Schriver Ch 4 AND on class lecture/slides:

- What makes sense to you (what is right or useful) about traditional theories on individual development? Name one factor and discuss it.
- What does Schriver say is wrong with traditional theories on individuals? Name one factor and discuss it.
- How (in what direction) do you think traditional, individual development theories focus social work practice?

APPENDIX C:

Short Writing Assignment #3 -- Maggie’s American Dream Essay: Overcoming Adversity max 5 pp

Based on the book Maggie’s American Dream (Comer, J. (1988), discuss the developmental psychosocial strength of either James Comer or Maggie Comer in terms of the following three developmental theories:

1) **Erikson’s revised theory of psychosocial development** across the life-cycle (as discussed in this class; Erikson, & Kivnick, 1986; Kivnick & Jernstedt, 1996). NOT as summarized in other materials). What Eriksonian themes do you see as James’ / Maggie's major psychosocial strengths? What were the environmental supports that contributed to the development of these strengths? What were environmental obstacles? What do these understandings tell you about resilience, about strength, and about overcoming oppressions and adversities? and

2) **Bronfenbrenner’s ecological theory** (as described in Bronfenbrenner (1979), Paquette & Ryan (2001) and Bronfenbrenner (1986) – as discussed in this class. What were the ecological systems that enabled James / Maggie to overcome obstacles to healthy psychosocial development? What were central ecological supports? What were major obstacles to be overcome? and

3) **Norton (1983) theory of Dual Perspective** (1 p) What does Norton’s theory of the Dual Perspective help you understand about James/Maggie?

James Comer and his mother Maggie Comer have led satisfying, productive, successful lives, although both grew up in circumstances we associate more frequently with adult lives of despair and failure than with success and satisfaction. For either James Comer or Maggie Comer, use the theoretical material identified above to explain how he/she managed to do so well, and to consider the obstacles he/she had to overcome.

You should focus on one segment of or one period in Maggie’s/James’ life cycle, rather than the entire life cycle. You must **discuss this same segment or period of the life cycle in terms of all three theories**. In preparation for the final project, this paper requires you to look at a given entity (e.g., Maggie Comer’s adolescence) through three very different
theoretical lenses, and describe what each lens clarifies for you about a particular element of that entity (e.g., Maggie Comer’s developmental strengths in adolescence, in the face of obstacles). Introduce your paper by identifying the character you’ll be writing about, and the life period that will be your focus.

These theory-based understandings of overcoming adversity are very much part of what you will be doing in your final papers, as you use theory first to understand the genesis and perpetuation of your chosen psychosocial problem and, second, to create interventions that enable clients to overcome the problem.

APPENDIX D:
Short Writing Assignment #4 -- Compelling Reading 1-2 pp.
1. Review course readings; you may choose readings from Weeks #13 or 14, as well as those already assigned.
2. Identify **one reading you found particularly compelling**.
3. For this readings, provide the following information:
   A) Complete reference for the reading.
   B) Discuss, in your own words, what you have learned from this reading (take-home message), and what it teaches you about HBSE and social work practice. What about this reading is compelling to you? What would you want to share from this reading (either from the content of the reading or from your own thinking prompted by the reading) with new MSW students and practitioners?
   C) In paragraph form, discuss something about the reading that you find confusing. (If nothing about the reading confuses you, choose a different reading for this part of the assignment. Provide a complete reference for this second reading.) What issue is confusing? What confusing issue does the reading prompt you to consider? Discuss ways (reasoning processes) you have used, to try to clear up this confusion.

The purposes of this assignment are for you to:
A) Think over the content of everything you’ve read, all semester, for this course.
B) Identify and explore a major “AHA” learning experience prompted by a reading you found compelling.
C) Articulate a confusion about HBSE, as associated with one of the course readings. Push yourself to articulate that confusion and then explore it in words.

APPENDIX E:
Final Group Project "In-progress" Class Presentation
Over the course of the semester, each Final Project Group will do one 15-minute "in-progress" class presentation of their final project. The specific content of the presentation will depend on when in the semester the group presents. Content is specified in the chart below. As the semester progresses, presentations are expected to reflect increasingly well-developed ideas. These presentations are intended to:
- Enable all class members to hear about each group’s psychosocial problem and theory-based intervention
- Enable all class members to provide constructive feedback and suggestions for other groups
- Enable all groups to learn from my feedback and suggestions to each group
- Ensure each group’s ongoing progress toward a high-quality final product.

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<thead>
<tr>
<th>Slot #</th>
<th>Class Week</th>
<th>Content</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slot #1</td>
<td>6</td>
<td>Psychosocial problem; Theory (as you are currently thinking about them)</td>
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<tr>
<td>Slot #2</td>
<td>6</td>
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<tr>
<td>Slot #3</td>
<td>9</td>
<td>Summarize your problem, as framed by your theory. Discuss theory-based ideas for / elements of intervention</td>
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<td>Slot #4</td>
<td>10</td>
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<tr>
<td>Slot #5</td>
<td>13</td>
<td>Theory-based problem statement; theory-based intervention</td>
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<td>Slot #6</td>
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APPENDIX F:

Final Group Paper: Collaborative project (2-4 students/group) Choose option A or B, below:\footnote{Students who are taking this course as part of the University-wide Gerontology Minor must do one of the following for the final paper: Option A: Identify a psychosocial problem concerning aging or the elderly; OR Option B: Choose a role model who is an elder.}

A major, final group paper is due at the end of the semester. In this paper students are expected to demonstrate:

A) Mastery of at least one of the major developmental / ecological theories discussed in the course;
B) Ability to use specific theoretical perspectives to understand and explain human behavior in the social environment, in a specific population;
C) Ability to identify healthy behavior, understand it in theoretical terms, and use it or build on it, in practice, to promote further healthy development and behavior;
D) Ability to identify problem behavior, understand it both in its own terms and also in terms of developmental / ecological theory, and develop intervention strategies based on theoretical understanding. These intervention strategies should aim to address problem behaviors in a way that promotes individual health in a vital community, i.e., that promotes social justice as conceptualized in terms of HBSE.

This assignment is also intended to help students achieve the early course objective “learn the skills involved in collaboration -- one of the human behaviors most often required and least often effectively demonstrated in our contemporary social environment.”

Students are expected to work on these papers in groups, throughout the semester. Throughout the syllabus, many weeks’ requirements include submitting specific sections of the final project (in writing, and in in-class group presentations) in order to: 1) Help keep groups on track; 2) Provide an opportunity for individual group members to make and be evaluated on a unique contribution to the group project; 3) Encourage groups to respond to feedback, receive guidance, critique and build on one another’s efforts, and work effectively to produce best possible final products; and more. I have structured the process and timeline for completing this assignment so that each group has time and support for collaborating to create, experiment, revise, and develop a high-quality group project by the final paper due date.

For both Project Options, use section titles in your paper, that correspond to sections of the assignment as described in Appendices G and H, below. These titles provide a road map for you, while thinking and writing, to make sure that you have accomplished each section of the paper in a way that allows you to use it in thinking through the next sections. These titles also provide a road map to guide the reader’s thinking and understanding. You may use additional section titles as necessary.

Sample final papers from previous years are posted on the Moodle site, for reference purposes. In order to maintain a current file of samples, I request permission to share graded papers with future students.

APPENDIX G:


Use developmental / ecological theory to address a psychosocial problem.

1) Problem description: Identify a psychosocial problem, i.e., a phenomenon of psychosocial pain or distress, experienced in a particular population group, in particular individuals, or in families. Based on 5-10 background readings, articles, interviews, etc., discuss the problem’s scope, severity, ramifications, and current intervention strategies. As you do research you may well find yourselves needing to narrow your problem down to a specific population, age group, individual, community. That is, you may find yourself narrowing down to a “case group” from a very broad swath of the population (e.g., “early teen moms raising children” narrowed down from “teen parents”).

2) Mastery of theory: Identify either Erikson’s life-cycle theory of psychosocial development or Bronfenbrenner’s theory of ecological development as your primary basis for understanding your chosen problem. Demonstrate mastery of this theory’s principles and premises. Describe the theory in your own words, showing me that you understand what it says, what it attempts to explain, what its central elements are (as discussed in class and in assigned readings), and what it tells us about human behavior and the social environment.
3) Theory-based problem analysis: Discuss the psychosocial problem in terms of your chosen primary theory. Look at your chosen problem through the unique lens provided by your chosen theory, integrating Sections 1 and 2, above. This integration is the essential foundation on which the group will build your intervention. Toward what issues about your problem does the theory direct your attention? How does this theory help you understand or explain the problem? Its development? Its perpetuation? Its impact and ramifications?

4) Theory-based intervention: Use your theory-based problem analysis (See immediately above) to design a theory-based intervention that will help address your identified problem. Make sure that your intervention is in keeping with social work values. Make clear the developmental / ecological rationale for the intervention as a whole. Describe the intervention in terms of target clients, goals of the intervention, specific details of intervention and its implementation strategy, and theoretical underpinnings of all details. Based on theory, what is each element of the intervention designed to accomplish? This section is the heart of your paper. It should be the weightiest section, both in terms of substance and (probably) also in terms of length.

5) Discuss, in writing, the process of doing this group project. This section should include discussion of project progress over the course of intermediate assignments. Include in your group process discussion a description of the technologies (both high and low) your group used, and the strengths and weaknesses, for you, of these technologies. Describe your group decision-making process. How did you make use of the Group Contract? (Since learning to collaborate is one of the Educational Objectives of the course, this section is neither optional nor trivial.)

APPENDIX H:
Option B for Final Group Paper: Analysis and planning from developmental success: Roughly 25-30 pp
Use at least 3 developmental / ecological theories from the semester (Erikson; Bronfenbrenner; at least one other) to analyze the life-history of a role model of your choosing. Extrapolate from what you have learned from this role model’s life-history, to suggest at least one strategy that might be broadly implemented, either to address or to prevent problems, in other people’s lives.

1) Identify a person you regard as a role model, in a way that is consonant with your understanding of social justice. Confirm that this person is willing and able to participate in this project on an appropriate timetable. Conduct a series of in-depth, life-cycle interviews with this person. Tape/digitally record and transcribe the interviews. (I will provide a sample Informed Consent form and Interview Guide, and will discuss organization of and preparation for interviewing and transcribing.)

2) Analyze the data and write the paper in sections as follows:
   a. Introduce your role model to the reader. Briefly sketch the contours of his/her life cycle, describe what makes him/her a role model for you, and how his/her “role model-hood” is related to social justice.
   b. Identify three aspects (theories) of course material as a basis for analyzing and understanding your role model (Erikson; Bronfenbrenner; one other). Demonstrate mastery of the course material (of each theory) in its own terms. (See Part 2 in Appendix G, immediately above.)
   c. In detail, discuss your role model’s life-history in terms of each of the three theories you’ve chosen.
   d. Use each of your theories to explain both how your role model lives the life, now, that makes him/her a role model in your view, and also how he/she became such a role model.
   e. Suggest a simple, development-based or ecology-based intervention or strategy that could, if implemented, enable others to move toward “role model-hood” as connected to social justice, as this individual has done.
   f. Discuss, in writing, the process of doing this group project. This section should include discussion of project progress over the course of intermediate assignments. Include in your group process discussion a description of the technologies (both high and low) your group used, and the strengths and weaknesses, for you, of these technologies. (Since learning to collaborate is one of the Educational Objectives of the course, this section is neither optional nor trivial.)

3) Role model life-histories MUST incorporate appropriate biographical disguises, to protect the privacy of all respondents. (E.g., names must be changed; places, dates, occupations, and other life details must be changed if they are likely to enable classmates to identify individual respondents.)
APPENDIX I: First Drafts of Final Project Sections
Each student is responsible for submitting the first draft of one section of the Final Group Project. Drafts of different sections are due on different weeks, as identified in the body of the syllabus. As the student responsible for a draft section, you must:
- Write and submit a draft of the identified section of the group's final project.
- Synthesize input from all committee members in your draft.

You will be graded, individually, on this first draft. I will comment on this draft and provide feedback for improvement and revision, for the final project.

You are expected to share feedback on your section with all members of your group -- and they are expected to review this feedback carefully. I expect the group to incorporate my feedback on individual sections, as you work together to strengthen and integrate your final group paper.² I also expect the group to learn from class comments on your collective oral presentation, and from relevant comments on other groups' presentations. Since all group members will receive the same grade on the final group paper (25% of each student's course grade), it is in everyone's interest to understand and respond productively to feedback on each section.

Students often experience considerable difficulty in drafting Section 3 (Theory-based problem statement). Students who draft Section 3 for their groups will have the option to revise the draft and resubmit, based on my initial critique.

This assignment is intended to:
- Provide individual students an opportunity to receive individual credit for contribution to the Group Project;
- Ensure that individual project sections are drafted and commented on in time for all group members to be able to think clearly about feedback, respond productively, and create a product that represents truly collaborative effort over time.

APPENDIX J: Guide to forming groups and working on collaborative final project
Common interests: This project works best when groups form on the basis of common interests, goals, and work styles rather than on the basis of friendships.
Common goals: If some group members strive to produce a superlative product, while others are committed merely to satisfying minimum course requirements, the group is courting difficulties.
Common work styles: This project always works best when group members share common work styles on such parameters as fulfilling individual tasks and responsibilities, meeting deadlines, and working steadily vs. working in intense spurts of energy. I strongly recommend clarifying your own work style and the styles of your potential collaborators as part of the process of forming and committing to work groups.
Complementary talents: This project often works best when group members possess complementary skills, talents, and areas of expertise, rather than uniform competencies that may leave the group with crucial lacunae.
Group meetings: When holding group meetings in person is logistically difficult, groups have learned to accomplish a great deal of work using technology that includes (but is not limited to) conference calls, E-mail, Web chats, Skype, conference calls, and more. I have allotted some class time for group meeting. Outside of that, be creative.
Meet with the professor early (and often, if necessary): I am eager to help each group complete its project in a way that is as rewarding and academically enriching as possible. In order to do so, I have created a timeline of in-class presentations and submission of written drafts of sections of the project, to keep each group's progress on track.
Come to me with group process problems: It is not unusual for work groups for this project to encounter difficulties around: 1) clarifying project content; 2) identifying and understanding the central theory; or 3) group dynamics. Working through these problems is part of the learning experience, and I am quite willing to facilitate this process. But I can only help if groups come to me in a timely fashion. Groups must take responsibility for seeking my assistance in a timely fashion.
Group size: A group may be as small as 2 members and as large as 4 members.
Group membership across class sections: A group may include students from sections 001 and 003 of SW5051, if all members are willing to accommodate the obvious logistical problems.

² Students often experience considerable difficulty in drafting Section 3 (Theory-based problem statement). Students who draft Section 3 for their groups will have the option to revise the draft and resubmit, based on my initial critique.
APPENDIX K:  
Explanatory model for Final Assignment, Option A, Parts 1-4

APPENDIX L:  
Extra Credit Student Class Presentations

These two optional oral/visual presentations are intended to encourage individual students to make course content their own by relating it to practice, research, and personal experience, by questioning and comparing theories, and by explaining content to other students in class presentation.

1) Bronfenbrenner: Personal Ecological Map (Due Week 4)

Two students (per class section) will each prepare a map of his/her own ecological systems. (These students will represent different ecologies.) Students are encouraged to use whatever visual means and media will best represent their ideas. Each student will present and discuss his/her map to the class, as a way of explaining Bronfenbrenner’s concepts by applying these concepts to his/her own life. I will make samples available, of previous students’ ecological maps. I encourage students to meet with me in the course of preparing their maps.

I will facilitate class discussion surrounding each presentation, in order to: 1) Ensure that constructs from Bronfenbrenner’s theory are accurately understood and presented; 2) Highlight student insights; 3) Correct student misunderstandings; 4) Highlight ecological map differences between students in different ecological circumstances; 5) Clarify elements of individual ecology that are highlighted by this theory, in comparison to Eriksonian life-cycle development, and that are obscured by this theory, in comparison to Erikson; 6) Explore implications of Bronfenbrenner’s ecological model for social work practice.

See previous student examples on Moodle Site.

2) Intergenerational Family Life Cycle (Due Week 13)

One student (per class section) will prepare a visual representation of her/his own generational family life cycle, based on the central concepts of one or more of the readings for Class Session 13, along with those from throughout the semester.

Using your own family as an example, discuss/illustrate the following concepts: system; holon; subsystem; suprasystem; energy; synergy; entropy; organization; boundary; linkage; open and closed energy exchanges; hierarchy; differentiation; specialization; socialization; social control; communication; feedback; traditional family; divorce, remarriage, and step-family; family of color; kinship care; female head of household; gay-lesbian family; vertical transmissions; horizontal transmissions.

I will facilitate class discussion surrounding the presentation, in order to: 1) Ensure that concepts are accurately presented; 2) Highlight student insights; 3) Clarify family cycle differences among different types of familiness. These discussions are
intended to facilitate classroom exploration of different ways to conceptualize the family life cycle and its connections to social justice, oppression, and adaptiveness.

The idea, like that for the ecomaps earlier in the semester, is for students to use their own families to illustrate points about families, family life cycle, ethnic families, "familiness," family systems over time, etc. Most students usually include some kind of genogram. But students have gotten VERY creative and been all over the map -- PowerPoint presentations; photo albums; and more.

APPENDIX M:
Tips for Writing

In this class, writing is viewed as inseparable from content in the following ways:
- Ideas must be stated clearly, i.e., in a way that is clear to the reader.
- Ideas must be presented in an order that flows logically from one idea to the next, and that builds conceptually from simple ideas to more complex ones.
- Organizing and explaining ideas are essential components of thinking. Therefore, organization and explanation of ideas are essential components of content, and not just of writing.
- Grammatical errors that interfere with the reader’s (my) understanding of the author’s (your) intended message will be viewed as content problems.
- Even in short papers, headings and titles facilitate organization and provide clarity for both author and reader.

Excellent writing skills are essential to graduate education and professional competence. Ongoing improvement of writing skills is an essential educational objective of this class.

Some issues with which students often have problems (and to which you should pay serious attention):

Grammar:
- “more”: When you use this word, you must clarify “more than what?”
- “This” should normally be followed with some word (e.g., this idea; this theory; this person), to avoid reference problems. This kind of reference problem makes it difficult for the reader to follow your thinking.
- Subject – verb agreement (in number; gender)
- “It’s” = (it is); “Its” = (belonging to it; possessive)
- A sentence should include a subject and verb.

Correct spelling of author’s names:
- Schriver
- Kivnick
- Erikson
- Bronfenbrenner

Use spell-check to make sure that your written work includes the correct spelling for these names, that frequently appear in student assignments for this class.

Principles of writing:
- Use your own words when defining or explaining a concept. I want to know how YOU understand the concept.
- Don’t define a concept with a direct quote.
- Don’t use a long, direct quote as your primary explanation of a concept.
- If you do use a direct quote as part of your explanation of a concept, you MUST provide additional explanation for the concept, that indicates your own understanding (in your own words) of the concept and the content of the quote.

As noted earlier, “mysocialworklab,” the Pearson electronic supplement associated with the Schriver text, includes many excellent resources to improve skills at writing, conducting research, compiling reference lists, and more

APPENDIX N:
Citations, References, and Plagiarism

Citations
The **Citation** is the information you include in the body of your written work, to indicate the source of a particular idea or quote.

- **Direct quote**: must **always** be cited in your work, immediately after it appears. Include the following: *(author, year, and page # from the original source)*
- **Citation of a book or article or other source, for something that is not a direct quote**: after your cited material, insert the following (author's last name, year).

Each citation in the text must match up with a complete Reference in your Reference list, at the end of your written work.

You don’t need to use the date each time you cite the same source in the body of your text (e.g., Schriver 2004). If you refer to Schriver (2004) once, the reader is free to assume that subsequent references to Schriver in that paper are to the same work – unless you inform them to the contrary. If you’re drawing on several articles from the same author, dates of individual references must be used in citations, to the reader keep them straight.

**When to cite:** As a rule of thumb, when you write about a book and are citing examples from the book, it's good to include the book in a reference page. If you cite a comment or idea from class discussion or lecture, that is not part of common knowledge and did not initially come from you, it's a good idea to cite a particular class session.

The **reasons for citing** include protecting yourself against making foolish mis-statements, giving appropriate credit to others for ideas, and showing a reader how to follow up on a point they may be interested in or curious about.

**References**

At the end of a written paper, you must present a list including the complete reference for each work you cited in the body of your paper. These references will allow the reader to go back to your sources, in the process of using your written work in the scholarly enterprise. An incomplete or inaccurate reference makes your work a weak link in the chain of scholarship.


References should be listed alphabetically, by first author's last name.

The following two web sites provide essential information from the APA style manual:

- [http://www.docstyles.com/apacrib.htm](http://www.docstyles.com/apacrib.htm)  
  Pay special attention to Research Documentation and Sample References
- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

**Referencing a PERIODICAL**


**Referencing a NONPERIODICAL**

Author, A. A. (1994). *Title of work.* City/Location: Publisher.


**Referencing PART OF A NONPERIODICAL (e.g., book chapter)**

Author, A. A., & Author, B. B. (1994). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. ###-###). City/Location: Publisher.

Referencing a Secondary Source:
In text citation: name the original source and give a citation for the secondary source:
Examples:
• Kivnick, 1980 (as cited/quoted in Kalish, 1982)
• If Seidenberg and McClelland’s work is cited in a textbook by Coltheart et al. and you did not read the original work, use the following: Seidenberg and McClelland’s study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993)
If there’s a direct quote from the original source, use the p. # from the secondary source. The goal is for the reader to be able to go to where you got the quote.

In reference list: APA says you should cite secondary source
Example: Citation of a study by Seidenberg and McClelland cited in Coltheart et al.

Plagiarism: A crime in scholarship
When you refer to (use their ideas; use their exact words) someone else’s work (e.g., a publication; a lecture; a film) in your writing, you MUST cite that work in the body of what you are writing. Failure to cite ideas you have acquired from another source broaches the academic crime of plagiarism.
Plagiarism once in this course will result in a grade of F on the assignment.
Plagiarism a second time will result in a grade of F in the course.
When in doubt about whether to cite or not, raise the question in class or in a public e-mail, or ask me individually—before submitting the paper. Especially as a student, it’s always better to cite unnecessarily than to plagiarize someone else’s ideas inadvertently.

Citing and referencing other scholars accomplishes the following (and more):
• Gives credit and responsibility where they are due;
• Refers your readers to your source material;
• Contributes to the body of scholarship;
• Demonstrates appropriate respect for intellectual property (the creation and ownership of ideas);
• Protects you against errors in your source material;
• Keeps you honest in your thinking.
# PSYCHOSOCIAL FRAMEWORK OF THE LIFE CYCLE

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