I. COURSE PURPOSE

This course is the second of two Foundation year courses on Human Behavior and the Social Environment and expands knowledge from HBSE I. The course takes a “life course perspective” to focus on human growth and development (conception through late adulthood) and then critically analyzes pathological human behavior. The course integrates and compares typical development with pathology and places an emphasis on how multiple dimensions of person and environment are influenced by time to produce unique life journeys. As in HBSE I, strength and resilience, risk factors, all forms of diversity and oppression, and the impact of social and economic forces are emphasized as salient influences on life course trajectories and pathology. Required readings, class assignments, video presentations, and group activities will be used as educational methods.
II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by *grey*.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>CSWE Suggested Practice Behaviors</th>
</tr>
</thead>
</table>
| **Identify as a professional social worker and conduct oneself accordingly.** | 1.1 advocate for client access to the services of social work  
1.2 practice personal reflection and self-correction to assure continual professional development  
1.3 attend to professional roles and boundaries  
1.4 demonstrate professional demeanor in behavior, appearance, and communication  
1.5 engage in career-long learning  
1.6 use supervision and consultation |
| **Apply social work ethical principles to guide professional practice.** | 2.1 recognize and manage personal values in a way that allows professional values to guide practice  
2.2 make ethical decisions by applying standards of the NASW Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
2.3 tolerate ambiguity in resolving ethical conflicts  
2.4 apply strategies of ethical reasoning to arrive at principled decisions |
<table>
<thead>
<tr>
<th>Apply critical thinking to inform and communicate professional judgments.</th>
<th>3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 3.2 analyze models of assessment, prevention, intervention, and evaluation 3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power 4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups 4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences 4.4 view themselves as learners and engage those with whom they work as informants</td>
</tr>
<tr>
<td>Advance human rights and social and economic justice.</td>
<td>5.1 understand the forms and mechanisms of oppression and discrimination 5.2 advocate for human rights and social and economic justice 5.3 engage in practices that advance social and economic justice</td>
</tr>
<tr>
<td>Engage in research-informed practice and practice-informed research.</td>
<td>6.1 use practice experience to inform scientific inquiry 6.2 use research evidence to inform practice</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment.</td>
<td>7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation 7.2 critique and apply knowledge to understand person and environment</td>
</tr>
</tbody>
</table>
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | 8.1 analyze, formulate, and advocate for policies that advance social well-being  
8.2 collaborate with colleagues and clients for effective policy action |
|---|---|
| Respond to contexts that shape practice. | 9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | **Engagement**  
10.1.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
10.1.2 use empathy and other interpersonal skills; and  
10.1.3 develop a mutually agreed-on focus of work and desired outcomes.  
**Assessment**  
10.2.1 collect, organize, and interpret client data;  
10.2.2 assess client strengths and limitations;  
10.2.3 develop mutually agreed-on intervention goals and objectives; and  
10.2.4 select appropriate intervention strategies. |
<table>
<thead>
<tr>
<th><strong>Intervention</strong></th>
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<tbody>
<tr>
<td>10.3.1 initiate actions to achieve organizational goals;</td>
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<tr>
<td>10.3.2 implement prevention interventions that enhance client capacities;</td>
</tr>
<tr>
<td>10.3.3 help clients resolve problems;</td>
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<tr>
<td>10.3.4 negotiate, mediate, and advocate for clients; and</td>
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<tr>
<td>10.3.5 facilitate transitions and endings.</td>
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<tr>
<th><strong>Evaluation</strong></th>
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<tbody>
<tr>
<td>10.4.1 social workers critically analyze, monitor, and evaluate interventions.</td>
</tr>
</tbody>
</table>
III. FURTHER EDUCATIONAL OBJECTIVES

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

1. Demonstrate knowledge of “typical” development for individuals and families across the life cycle and understand the influence of historical change, timing, and socio-cultural context on development and human behavior.

2. Demonstrate an understanding of the interconnection of biological, psychological, socio-cultural, and spiritual influences in the development of “pathology” across the life cycle and the impact of pathology on individuals, families, groups, communities, and organizations.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:

Required readings will be either in Blackboard or in the following three textbooks:


B. Other Recommended Resources and Media:


Juvenile issues:http://ojjdp.ncjrs.org/


Suicide Assessment:http://www.psychpage.com/learning/library/counseling/suicide.html

As of August 22, 2016
D. **Course Assignments:**

1. **Quizzes (30%):** Five multiple-choice quizzes will be given on the required readings. Students will complete these quizzes on Black Board, and grades will be posted online automatically. Quizzes 1, 2, 3, and 5 will each have 25 questions, will each cover two classes, and will each count 5% of the grade. Quiz 4 will have 50 questions, will cover three classes, and will count 10% of the grade. Altogether, the five quizzes will total 30% of the final grade.

2. **Paper assignment 1 (30%):** This paper will focus on questions related to infancy, childhood, and adolescence (classes 1-6). See Blackboard for assignment description.

3. **Paper assignment 2 (30%):** This paper will focus on questions related to young, middle, and late adulthood (classes 7-13). See Blackboard for assignment description.

4. **Class participation and attendance (10%):** See the rubric at the end of the syllabus for grading of class participation.

E. **Grading Policy:** The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

F. **Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. **No laptops or other electronic devices are permitted in the classroom,** unless you have a specific documented learning disability. Please **turn off all cell phones** or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

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G. **Course and Instructor Evaluation:**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. **CLASS EXPECTATIONS**

**Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

**Academic Honesty:**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

**Late Papers:**

It is expected that students will turn in papers by the due date specified in the syllabus. For each day that the paper is late, a 5 pt. grade reduction will be given. If the paper is due at 9:00 am, a paper turned in at 5:00 pm that same day is still considered late. If you should need an extension, the student must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays).

**Other Information/Supports:**

A. The **Center for Academic Success** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Academic Coaching, Individual Skills Meetings, Peer Mentoring, and more. **Phone:** (202) 319-5655 **Email:** cua-academicsuccess@cua.edu **Web:** success.cua.edu

B. The **Writing Center** is an excellent resource! CUA’s Writing Center provides free, one-on-one consultations with trained graduate instructors for writing projects across all disciplines, at any stage of the process, from brainstorming to revising. Appointments in the main location, 219 Mullen Library, can be scheduled in advance online ([http://english.cua.edu/wc/](http://english.cua.edu/wc/)). Drop-in appointments are also welcome (see website for days and hours). **Phone:** (202) 319-4286 **Email:** cua-writingcenter@cua.edu **Web:** english.cua.edu/wc/

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C. Technical Support

Students must attempt to solve technical problems, and contact their instructor when technical problems do arise. Technology Services has the means to track all incoming support requests. This can be essential regarding potential disputes for assignment submission. Students are responsible for meeting course deadlines. If you experience technical problems, please exercise one or all of the following options:

- Technology Services Website: [http://computing.cua.edu/support/requesthelp.cfm](http://computing.cua.edu/support/requesthelp.cfm)
- Call the Information Center at (202) 319-4357 (help)
- Email the Service Desk at techsupport@cua.edu
- Service Desk Walk-ins Computer lab 117B Leahy Hall M-F 9:00 am-5:00 pm
- Enter a support ticket online at [http://techsupport.cua.edu/](http://techsupport.cua.edu/)

D. University grades: The University grading system is available at [http://policies.cua.edu/academicgrad/gradesfull.cfm#iii](http://policies.cua.edu/academicgrad/gradesfull.cfm#iii) for graduate students. Reports of grades in courses are available at the end of each term on [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu)

E. Blackboard Tracking

Blackboard Learn automatically records all students’ activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty, or to verify academic honesty.
Spring 2017 Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Session</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>1/9</td>
<td>1</td>
<td></td>
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<tr>
<td>1/16</td>
<td>NO CLASS – MLK DAY</td>
<td></td>
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<tr>
<td>1/23</td>
<td>2</td>
<td></td>
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<tr>
<td>1/30</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td>4</td>
<td>Test #1 on classes 1-4 OPENS</td>
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<tr>
<td>2/13</td>
<td>5</td>
<td></td>
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<tr>
<td>2/20</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2/21</td>
<td>7</td>
<td>Test #2 on classes 5-6 OPENS</td>
</tr>
<tr>
<td>2/27</td>
<td>8</td>
<td>Paper Due on Children &amp; Adolescence</td>
</tr>
<tr>
<td>3/6</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/13</td>
<td>9</td>
<td>Test #3 on classes 7-8 OPENS</td>
</tr>
<tr>
<td>3/20</td>
<td>10</td>
<td></td>
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<tr>
<td>3/27</td>
<td>11</td>
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</tr>
<tr>
<td>4/3</td>
<td>12</td>
<td>Test #4 on classes 9-11</td>
</tr>
<tr>
<td>4/10</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>NO CLASS – EASTER MONDAY</td>
<td>Test #5 on classes 12-13 OPENS</td>
</tr>
<tr>
<td>4/24</td>
<td>14</td>
<td>Paper Due on Mid &amp; Late Adulthood</td>
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</tbody>
</table>
CLASS SCHEDULE

Class TOPICS, READINGS, AND ASSIGNMENTS

1 Introduction to Typical Development and Atypical Behavior

Themes Presented
- “Life course perspective,” cohorts, trajectories, historical changes, and timing
- Definitions of “typical” development and “atypical” behavior
- The social construction of psychopathology and the role of development
- Assessing bio-psychosocial risk and protective factors, resilience, and strengths
- The DSM classification system – its strengths and its limitations
- Scientific understandings of the brain and genetic contributors to pathology
- Social work process of formulating culturally sensitive assessments and diagnoses

Readings
Corcoran & Walsh, pp. 1-22
DSM-5, pp. 5-24
Hutchison, pp. 303-329

2 Conception through Infancy

Themes Presented
- Conception, pregnancy, and childbirth as normative life transitions, influenced by gender, family roles, and socio-cultural influences
- Typical fetal development and risk and protective factors in conception, pregnancy, and childbirth
- Healthy development in infancy and toddlerhood
- The role of attachment in future relationships
- The role of exploration in toddlerhood
- The role of culture and environment in infancy and toddlerhood
- Risks and resilience in healthy toddler development

Readings
Hutchison, pp. 331-369

3 Toddlerhood and Early Childhood

Themes Presented
- The role of play in early childhood
- Physical, cognitive, social, moral, and emotional development in childhood
- The role of culture and environment in early childhood growth and development

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development
• The role of the schools as a primary context for childhood development
• The variety and impact of parenting styles
• Risks and resilience in early childhood development
• The importance of peers on behavior and psychosocial adjustment

Reading
Hutchison, pp. 371-403

4 Middle Childhood
• Emotional and cognitive development in middle childhood
• The role of context
• The influence of family in middle childhood development
• The physical, cognitive, cultural identity, emotional, social, and spiritual development
• Analyze the role of formal schooling
• Risks and protective factors of middle childhood

Reading
Hutchinson pp. 405-434

5 Atypical Development in Childhood

Themes Presented
• Pervasive developmental disorders such as autism and intellectual disability
• The impact of learning disorders and ADHD
• Child abuse and neglect and its impact on attachment and development
• The challenge of poverty, biculturalism, learning problems, family disruption, physical disabilities, and violence on development

Readings
Corcoran & Walsh, pp. 23-51
DSM-5, pp. 31-40, 50-74, 265-270, 717-720

REQUIRED READING QUIZ 1

6 Adolescence

Themes Presented
• Social construction of adolescence and transition from childhood to adolescence
• Biological, psychological, socio-cultural, and spiritual aspects of adolescence
• Identity formation and the role of family, school, and peers in adolescence

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• Development of sexuality and gender identity in adolescence

Required Readings
Hutchison, pp. 437-469

7 Atypical Development and Challenges in Adolescence

Themes Presented
• Adolescent challenges and threats to physical and mental health
• Eating disorders in adolescence and theories about their etiology

Readings
Corcoran & Walsh, pp. 114-142
DSM-5, pp. 338-354; 461-475

8 Young Adulthood and Middle Adulthood

Themes Presented
• Differing roles in adulthood related to family, relationships, and work
• Biological, physical, intellectual, and spiritual changes in middle adulthood
• Stability and change in midlife personality
• The changing theoretical approaches to young and middle adulthood
• Social development and social functioning in young adulthood
• Development of intimate relationships
• Psychological, biological, and cultural factors related to substance abuse

Readings
Hutchison, pp. 471-505

9 Schizophrenia Spectrum Disorders and Substance Use Disorders

Themes Presented
• The etiology of schizophrenia
• Symptoms of schizophrenia and related psychotic disorders
• The role of race in the diagnosis of schizophrenia
• Substance use disorders

Readings
Corcoran & Walsh, pp. 52-67
DSM-5, pp. 87-122; 481-503
Corcoran & Walsh, pp. 142-158

Required Reading Quiz 2

Paper 1 Due Class 7

Revised November, 2016
10 **Personality Disorders**

**Themes Presented**
- Clusters of personality disorders and their characteristics
- Role of gender in classification of personality disorders
- How personality disorders differ from clinical Axis I disorders
- Link between complex trauma and development of personality disorders

**Readings**
- Corcoran & Walsh, pp. 174-190
- DSM pp. 645-684

11 **Anxiety Disorders; Obsessive-Compulsive Disorders; Trauma and Stressor Related Disorders**

**Themes Presented**
- Overview of anxiety disorders, panic disorders, and phobias
- Overview of obsessive-compulsive disorders
- PTSD and its prevalence in contemporary society; dissociation
- Differences in adjustment disorders and anxiety disorders

**Readings**
- Corcoran & Walsh, pp. 100-113
- DSM-5, pp. 190-191; 197-226; 235-242; 247-251; 286-290

12 **Bi-Polar and Depressive Disorders**

**Themes Presented**
- The symptoms of major depression and bipolar disorder
- The link between anxiety and depression
- The assessment of suicidality
- The role of gender, race, and class in the diagnosis and presentation of mood disorders

**Readings**
- Corcoran & Walsh, pp. 68-99
- DSM-5, pp. 123-188

**REQUIRED READING QUIZ 4**

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13 Late Adulthood and Very Late Adulthood

Themes Presented

- Theoretical perspectives on gerontology
- The social construction of late adulthood and the role of cultural differences
- The biological, physical, psychological, and social changes of late adulthood
- The importance of role transitions and life events of late adulthood, particularly grandparenthood, widowhood, and caregiving and care receiving
- Functional capacity and risk and protective factors in late and very late adulthood
- The search for personal meaning in late and very late adulthood

Readings
Hutchison, pp. 507-543

14 Neurocognitive Disorders; Death and Bereavement

Themes Presented

- Loss, grief, bereavement, and the dying process
- Overview of the different types of dementia
- Caregiving of elders and caregiver burden
- Dementia of the Alzheimer’s Type
- Differentiating dementia from delirium

Readings
Corcoran & Walsh, pp. 159-173
DSM-5, pp. 591-614

REQUIRED READING QUIZ 5

PAPER 2 DUE CLASS 14

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**Professional Conduct**

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria</th>
<th>(Carpenter-Aeby, 2001)</th>
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<tbody>
<tr>
<td>0</td>
<td>Absent</td>
<td>No effort, disruptive, disrespectful.</td>
</tr>
<tr>
<td>60-70</td>
<td>Infrequent Effort</td>
<td>Present, not disruptive (This means coming in late.)&lt;br&gt;Tries to respond when called on but does not offer much.&lt;br&gt;Demonstrates very infrequent involvement in class.</td>
</tr>
<tr>
<td>70-80</td>
<td>Moderate Effort</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.&lt;br&gt;Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).&lt;br&gt;Does not offer to contribute to discussion, but contributes to a moderate degree when called on.&lt;br&gt;Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>80-90</td>
<td>Good Effort</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.&lt;br&gt;Offers interpretations and analysis of case material (more than just facts) to class.&lt;br&gt;Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.&lt;br&gt;Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>90-100</td>
<td>Excellent Effort</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).&lt;br&gt;Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.&lt;br&gt;Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.&lt;br&gt;Demonstrates ongoing very active involvement.</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100 points</td>
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