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 normal 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, 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. EDUCATIONAL OBJECTIVES

At the completion of the course, the student should be able to:

1. Demonstrate an integration of theory and research learned in HBSE I with an understanding of theory and research about human development and pathology.
2. Integrate knowledge of “normal” development through the life cycle with knowledge of specific categorization of pathology.
3. Demonstrate an understanding of the influence of historical change on human behavior and the importance of timing in human development.
4. Understand the interdependence of humans in influencing individual

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development, with special attention to the role of relationships and the family in interpreting the wider world.

5. Demonstrate knowledge of the major stages of development and the biological, psychological, socio-cultural, and spiritual changes that occur for individuals and families over the life course.

6. Understand that humans are capable of constructing their own life journeys within constraints shaped by varying inborn abilities and life opportunities.

7. Recognize the role of risk and resilience in development and that different people react to different life events based on diversity and oppression within their life journeys.

8. Demonstrate an understanding of the interconnection of biological, psychological, socio-cultural, and spiritual influences in the development of pathology.

9. Understand the impact of pathology on individuals, families, groups, communities, and organizations.

10. Demonstrate an ability to recognize value/ethical dilemmas inherent in contemporary social problems such as mental illness.

11. Demonstrate mastery of reading material and an ability to think critically as evidenced in weekly class discussions and in scholarly writing.

III. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Texts


C. **Recommended Resources**

**Abuse & Neglect:**  
http://nccanch.acf.hhs.gov  
http://cwla.org

**Development:**  
http://homepages.ihug.co.nz/~nvaughan/index.htm  
http://www.aap.org/  
http://www.zerotothree.org

**Gerontology:**  
http://www.aarp.org/internetresources/  
http://www.firstgov.gov/Topics/Seniors.shtml  
http://www.nia.nih.gov/

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

**Mental illness:**  
http://www.nimh.nih.gov/  
http://www.nami.org  
http://www.mentalhealth.com  
http://www.sidran.org

**Substance Abuse:**  
http://www.nida.nih.gov  
http://www.niaaa.nih.gov

**Suicide Assessment:**  

D. **Course Assignments**

**Assignment #1:** Read Allison book—Due class #1  
This book will be used as a point of reference for class discussion. The next two assignments will require the application of content to the characters in the Allison novel.

**Assignment #2:** Take-home exam—Distributed class #5; due class #6  
This exam will be an essay exam that will focus on content from classes #1-5, with application to the Allison book. Emphasis will be placed on the integration of development and pathology. (8 pages)

**Assignment #3:** Take-home exam—Distributed class #10; due class #11  
This exam will be an essay exam that will focus on content from classes #6-10, with application to the Allison book. Emphasis will be placed on the integration of development and pathology. (8 pages)

**Assignment #4:** In-class final integrative exam—Exam week
This objective integrative exam will cover content from the entire semester, with some emphasis on content from classes #11-14. The purpose of the closed-book format is to demonstrate memory and understanding of both development and pathology, skills needed for generalist social work practice. Emphasis will be placed on the integration of development and pathology.

E. Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Take-home exam I</td>
<td>25%</td>
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<tr>
<td>Take-home exam II</td>
<td>25%</td>
</tr>
<tr>
<td>Integrative final exam</td>
<td>40%</td>
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<tr>
<td>Class Participation &amp; Attendance</td>
<td>10%</td>
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Class participation grade will be determined by the instructor’s perception of the student’s preparation for, and contribution to, class discussion. Different students will make different kinds of contributions to class discussion. Some will have an easy time with spontaneous interactions, and others will be most comfortable making a planned statement about a key idea from the readings or other sources. Both types of contributions are valued. Unexcused absences beyond one will lower the participation grade. More than three unexcused absences will result in a grade of F for participation. In addition, assignments are to be submitted to instructor on the date due. For each day the assignment is submitted late, 5 points will be deducted. *The instructor will not grant an extension on the date the assignment is due.* Please refer to the CUA Announcements or MSW Program Handbook for Academic Requirements.

F. Course and Instructor Evaluation

NCSSS requires written evaluation of this course and the instructor. Forms for this purpose will be distributed at the last meeting of the class. Additional, informal written or verbal feedback to the instructor during the semester is encouraged, and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

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

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

1  Introduction to Normal Development & Abnormal Behavior

Required Readings
Allison, All
Hutchison, Chapter 1
Barlow & Durand, Chapter 1, Abnormal behavior in historical context [On Blackboard]

Themes Presented
Concepts of the “life course perspective,” including the role of cohorts and trajectories
The influence of historical changes and timing on human behavior and development
Definitions of “normal” development and the components of a psychological disorder
The role of development within pathology
Scientific understandings of the brain and genetic contributors to pathology

2  Clinical Assessment and Diagnosis in Social Work Practice

Required Readings
Corcoran & Walsh, Chapters 1 & 2

Recommended Readings
Allen, Chapter 1, A developmental approach to trauma
DSM IV-TR, Introduction and Cautionary statement, pp. xxiii-xxxvii
DSM IV-TR, Appendix C: Glossary of technical terms, pp. 819-828

Themes Presented
The unique view of social workers in the process of diagnosis
The DSM classification system, and its strengths and limitations
The formulation of a multi-axial assessment
The role of strengths in the assessment process and understanding how to enhance them
Understanding biopsychosocial risk factors and identifying resilience
Addressing social factors and the role of environment
Formulating a culturally aware assessment

3  Conception, Pregnancy, & Childbirth
Infancy & Toddlerhood
Autistic Disorder

Required Readings
Corcoran & Walsh, Chapter 3
Hutchison, Chapters 2 & 3
Recommended Readings
Allen, Chapter 2, Trauma in attachment relationships
Allen, Chapter 3, Attachment, relationships and reenactment
DSM IV-TR, Pervasive Developmental Disorders, pp.69-84

Themes Presented
Understanding conception, pregnancy, and childbirth as normative life transitions, influenced by gender and family roles
Socio-cultural influences (such as race, class, ethnicity, religion) in the conception and childbirth experience
The impact of infertility and advancements in fertility treatments
Normal 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
Risks and resilience in healthy toddler development
The impact of pervasive developmental disorders such as Autism
The role of culture and environment in infancy and toddlerhood

4 Childhood
Attention-Deficit Hyperactivity Disorder

Required Readings
Corcoran & Walsh, Chapter 4
Hutchison, Chapters 4 & 5

Recommended Readings
DSM IV-TR, Attention-deficit and disruptive behavior disorders, pp.85-93

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
The role of the schools as a primary context for childhood development
The variety and impact of parenting styles
Risks and resilience in childhood development
Child abuse & neglect issues and its impact on development
The importance of peers on behavior and psychosocial adjustment
The challenge of poverty, biculturalism, learning problems, family disruption, physical disabilities, and violence on childhood
The impact of learning disorders and ADHD

Revised 10/25/11
5 **Adolescence**

**Oppositional Defiant Disorder and Conduct Disorder**

**Required Readings**
- Corcoran & Walsh, Chapter 5
- Hutchison, Chapter 6

**Recommended Readings**
- Allen, Chapter 4, The traumatized self
- DSM IV-TR, Attention-deficit and disruptive behavior disorders, pp.93-103

**Themes Presented**
- The social construction of adolescence and the transition from childhood to adolescence
- The biological, psychological, socio-cultural, and spiritual aspects of adolescence
- The task of identity formation in adolescence; the role of family, school, and peers
- Understanding the prevalence of disruptive behaviors in adolescence
- Adolescent challenges of sexuality, substance use and abuse, juvenile delinquency, and threats to physical and mental health
- The transition to “emerging” adulthood

**Take home exam distributed**

6 **Substance-related Disorders & Eating Disorders**

**Required Readings**
- Corcoran & Walsh, Chapters 7 & 12

**Recommended Readings**
- Allen, Chapter 8, Substance abuse, eating disorders, and self-harm
- DSM IV-TR, Substance-related disorders, pp.191-295
- DSM IV-TR, Eating Disorders, p. 583-595; pp. 785-787

**Themes Presented**
- The role of culture in the prevalence and treatment of substance abuse
- Psychological and biological factors relating to substance abuse and relapse
- The various types of eating disorders in adolescence and adulthood and theories about their etiology
- The role of gender, race, and culture in eating disorders

**Take home exam due**
7 Sexual & Gender Identity Disorders  
Pedophilia & Incest  

Required Readings  
Barlow & Durand, Chapter 10 [On Blackboard]  

Recommended Readings  
DSM IV-TR, Sexual and gender identity disorders, pp.535-582; Problems related to abuse or neglect, pp.738-739  

Themes Presented  
Sexual function and dysfunction and the exploration of “normal” sexuality  
The role of heterosexism in cultural perceptions of sexual norms and deviance  
Incest, Pedophilia, and the sexual attraction to children  

8 Young Adulthood through Middle Adulthood  

Required Readings  
Hutchison, Chapters 7 & 8  

Recommended Readings  
DSM IV-TR, Adjustment disorders, pp.679-683  

Themes Presented  
Theoretical approaches to young adulthood  
Social development and social functioning in young adulthood and the development of intimate relationships  
The differing roles of work and the labor market in young and middle adulthood  
The changing social construction and theories of middle adulthood  
The biological, physical, intellectual, and spiritual changes in middle adulthood  
Relationships and family roles in middle adulthood  
Stability and change in midlife personality  

9 Personality Disorders  

Required Readings  
Corcoran & Walsh, Chapter 13  

Recommended Readings  
Allen, Chapter 10, Post-traumatic personality disorders  
DSM IV-TR, Personality disorders, pp.685-729  

Themes Presented  
The clusters of personality disorders and their characteristics  
The role of gender in the classification of personality disorders  
How personality disorders differ from clinical Axis I disorders  

Revised 10/25/11
10 Mood Disorders: Depressive Disorders and Bipolar Disorder

Required Readings
Corcoran & Walsh, Chapters 9 & 10

Recommended Readings
Allen, Chapter 9, Post-traumatic depression
DSM IV-TR, Mood disorders, pp.345-428

Themes Presented
The symptoms of depression and mania
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

Take-home exam distributed

11 Anxiety Disorders

Required Readings
Corcoran & Walsh, Chapter 11

Recommended Readings
Allen, Chapter 5, PTSD and traumatic memories
Allen, Chapter 7, Dissociative detachment and compartmentalization
DSM IV-TR, Anxiety disorders, pp.429-484

Themes Presented
Overview of anxiety disorders, panic disorders, and phobias
The underlying causes of PTSD and its prevalence in contemporary society
The link between obsession and compulsion in OCD

Take-home exam due

12 Psychotic Disorders: Schizophrenia

Required Readings
Corcoran & Walsh, Chapter 8

Recommended Readings
DSM IV-TR, Schizophrenia and other psychotic disorders, pp.297-343

Themes Presented
The etiology of schizophrenia
Symptomatology of schizophrenia and related psychotic disorders
The role of race in the diagnosis of schizophrenia

Revised 10/25/11
13 Late Adulthood & Very Late Adulthood
Cognitive Disorders: Alzheimer’s Disease

Required Readings
Corcoran & Walsh, Chapter 6
Hutchison, Chapters 9 & 10

Recommended Readings
DSM IV-TR, Delirium, dementia, amnestic and other cognitive disorders, pp. 135-180
DSM IV-TR, Bereavement, p.740

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

14 Summary and Review for Integrative Exam

Exam Week: In-class final integrative exam
(Date TBA based on Exam Week Schedule)