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, 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

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>1. Social workers practice personal reflection and self-correction to assure continual professional development.</td>
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</tr>
<tr>
<td>Identify as a professional social worker &amp; conduct self accordingly</td>
<td>2. Social workers attend to professional roles and boundaries.</td>
<td>Class participation</td>
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<tr>
<td></td>
<td>3. Social workers demonstrate professional demeanor in behavior, appearance, and communication.</td>
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<tr>
<td><strong>Ethical Practice:</strong></td>
<td>1. Social workers recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Class participation</td>
</tr>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>2. Social workers tolerate ambiguity in resolving ethical conflicts.</td>
<td>Application of theory and research to case examples</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong></td>
<td>1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Application of theory and research to case examples</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
<td>2. Social workers analyze models of assessment, prevention, intervention, and evaluation.</td>
<td>Final exam</td>
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<tr>
<td><strong>Diversity in Practice:</strong></td>
<td>1. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Application of theory and research to case examples</td>
</tr>
<tr>
<td><strong>Research Based Practice:</strong> Engage in research-informed practice and practice-informed research</td>
<td>2. Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
<td>Application of theory and research to case examples</td>
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<tr>
<td>1. Social workers use research evidence to inform generalist practice.</td>
<td>Final exam</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Human Behavior:</strong> Apply knowledge of human behavior and the social environment</th>
<th>1. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</th>
<th>Application of theory and research to case examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Social workers critique and apply theory to understand person and environments.</td>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>

| **Practice Contexts:** Respond to contexts that shape practice | 1. Social workers continuously deliver, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and develop needed policies. | Application of theory and research to case examples |

<table>
<thead>
<tr>
<th><strong>Engage, Assess, Intervene, Evaluate:</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</th>
<th>1. Social workers collect, organize, and interpret client data.</th>
<th>Class participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Social workers assess client strengths and limitations.</td>
<td>Application of theory and research to case examples</td>
<td></td>
</tr>
<tr>
<td>3. Social workers critically analyze, monitor, and evaluate interventions</td>
<td>Final exam</td>
<td></td>
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</tbody>
</table>
III. ADDITIONAL EDUCATIONAL OBJECTIVES

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

1. Demonstrate knowledge of “normal” 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 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

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C. Course Assignments

1. **Quizzes:** Six brief multiple-choice quizzes (15 questions each) will be given on the required readings for two classes at a time. Students will complete these quizzes on Black Board, and grades will be posted on line automatically. Each quiz will count 5%, for a total of 30% of the final grade.

2. **Group paper assignment 1:** This paper will focus on questions related to infancy, childhood, and adolescence (classes 1-6). Randomly assigned groups of 4-5 students (depending on class size) will write the paper together through a Wiki format, submitted on Black Board. Students will present one paper for the grade, worth 30% of the final grade. Further information will be posted in BB.

3. **Group paper assignment 2:** This paper will focus on questions related to young, middle, and late adulthood (classes 7-13). Randomly assigned groups of 4-5 students (depending on class size) will write the paper through a Wiki format, submitted on Black Board. Students will present one paper for the grade, worth 30% of the final grade. Further information will be posted in BB.

4. **Class participation and attendance:** See the rubric at the end of the syllabus for grading of class participation, worth 10% of final grade.

D. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. The paper is due at the beginning of class and will be considered late if it is turned in later than that time. Unless you have made prior arrangements with the instructor, five points will be deducted for each day the assignment is late. Extensions will not be granted the day an assignment is due. If you should need an extension (e.g., for a health or family crisis), you must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays). No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading quizzes (6 Quizzes)</td>
<td>30%</td>
</tr>
<tr>
<td>Group paper assignment 1</td>
<td>30%</td>
</tr>
<tr>
<td>Group paper assignment 2</td>
<td>30%</td>
</tr>
<tr>
<td>Preparation, Attendance, and Participation</td>
<td>10%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td></td>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td></td>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td></td>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0 – 69</td>
</tr>
</tbody>
</table>

Revised 07/05/2014
E. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. **Unexcused absences will lower the participation grade. More than three unexcused absences will result in a grade of F for participation.** See page 14 at the end of the syllabus for detailed information regarding the grade for professional conduct related to preparation, attendance, and class participation.

F. 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 requests.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements. **NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.**

A. Scholastic Expectations

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 v.6 format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture

Revised 07/05/2014
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in planning academic activities and in following through on those plans
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. 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 (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality

Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs. These materials are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. 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, you much present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

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F. Use of Electronic Devices

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.

CLASS SCHEDULE

Class TOPICS, READINGS, AND ASSIGNMENTS

1 Introduction to Normal Development and Abnormal Behavior

Themes Presented
- “Life course perspective,” cohorts, trajectories, historical changes, and timing
- Definitions of “normal” development and “abnormal” 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. 375-387

2 Conception through Infancy and Toddlerhood

Themes Presented
- Conception, pregnancy, and childbirth as normative life transitions, influenced by gender, family roles, and socio-cultural influences
- 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
- The role of culture and environment in infancy and toddlerhood
- Risks and resilience in healthy toddler development

Readings
Hutchison, pp. 388-460

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**REQUIRED READING QUIZ 1**

3 Early and Middle 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
- 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
- The importance of peers on behavior and psychosocial adjustment

Reading
Hutchison, pp. 461-544

4 Developmental Deficits and Pathology 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 2**

5 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
- Development of sexuality and gender identity in adolescence

Revised 07/05/2014
Required Readings
Hutchison, pp. 545-589

6 Pathology Emerging in Adolescence

Themes Presented
- Adolescent challenges and threats to physical and mental health
- Psychological, biological, and cultural factors related to substance abuse
- Eating disorders in adolescence and theories about their etiology

Readings
Corcoran & Walsh, pp. 114-158
DSM-5, pp. 338-354; 461-475; 481-519

REQUIRED READING QUIZ 3

7 Young Adulthood through Middle Adulthood

Themes Presented
- The changing theoretical approaches to young and middle adulthood
- Social development and social functioning in young adulthood
- Development of intimate relationships
- 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

Readings
Hutchison, pp. 591-638

GROUP REQUIRED PAPER DUE CLASS 7

8 Schizophrenia Spectrum Disorder

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

Revised 07/05/2014
Readings
Corcoran & Walsh, pp. 52-67
DSM-5, pp. 87-122

**REQUIRED READING QUIZ 4**

9  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

10  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

**Readings**
Corcoran & Walsh, pp. 100-113
DSM-5, pp. 189-234; 235-264; 271-307

**REQUIRED READING QUIZ 5**

11  Bi-Polar and Depressive Disorders

**Themes Presented**
- Differences in adjustment disorders, mood disorders, and anxiety disorders
- 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

Revised 07/05/2014
12 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. 639-690

REQUIRED READING QUIZ 6

13 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

14 SUMMARY AND REVIEW FOR FINAL EXAM

GROUP REQUIRED PAPER DUE CLASS 14
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>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Absent</td>
<td>No effort, disruptive, disrespectful.</td>
</tr>
</tbody>
</table>
| 60-70 | Infrequent Effort             | - Present, not disruptive (This means coming in late.)  
|       |                              | - Tries to respond when called on but does not offer much.  
|       |                              | - Demonstrates very infrequent involvement in class. |
| 70-80 | Moderate Effort               | - Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
|       |                              | - Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
|       |                              | - Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
|       |                              | - Demonstrates sporadic involvement. |
| 80-90 | Good Effort                  | - Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
|       |                              | - Offers interpretations and analysis of case material (more than just facts) to class.  
|       |                              | - 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.  
|       |                              | - Demonstrates consistent ongoing involvement. |
| 90-100| Excellent Effort             | - Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
|       |                              | - 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.  
|       |                              | - 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.  
|       |                              | - Demonstrates ongoing very active involvement. |
| TOTAL |                               | 100 points |

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