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. ADDITIONAL EDUCATIONAL OBJECTIVES
At the completion of the course, the student should also 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 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 Reading


B. Recommended Reading


C. Other Recommended Resources and Media


D. Course Assignments

**Assignment #1: Infancy, childhood, & adolescence paper—Due class #7**

This 8-page paper focuses on content from classes #1-6. Emphasis is on the integration of development and pathology in infancy, childhood, and adolescence. Details and outline for paper will be distributed in class #4.

**Assignment #2: Young, middle, & late adult paper—Due class #14**

This 8-page paper focuses on content from classes #7-13. Emphasis is on the integration of development and pathology in young, middle, and late adulthood. Details and outline for paper will be distributed in class #11.

**Assignment #3: In-class final integrative exam—Exam week**

This objective integrative exam covers content from the entire semester. 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 is on the integration of development and pathology.

E. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

Revised 01/02/2013
Assignment 1 40%
Assignment 2 25%
Attendance and Participation 10%

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<th>Grading System</th>
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<td>Letter Grade</td>
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<td>A</td>
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F. 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.

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 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.

IV. CLASS EXPECTATIONS
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (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.

Revised 01/02/2013
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 format, and should be carefully proofread 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
   - 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](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 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. I 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.

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**

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC AND READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>INTRO TO NORMAL DEVELOPMENT &amp; ABNORMAL BEHAVIOR</strong></td>
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<td><strong>Required Readings</strong></td>
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<td></td>
<td>Corcoran &amp; Walsh, pp. 1-27</td>
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<td>DSM IV-TR, Introduction and Cautionary statement, pp. xxiii-xxxvii</td>
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<td>DSM IV-TR, Appendix C: Glossary of technical terms, pp. 819-828</td>
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<td>Hutchison, pp. 375-387</td>
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<td><strong>Themes Presented</strong></td>
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<td>“Life course perspective,” cohorts, trajectories, historical changes, and timing</td>
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<td>Social, cultural, and environmental factors on human behavior and development</td>
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<td>Definitions of “normal” development and “abnormal” behavior</td>
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<td>The social construction of psychopathology and the role of development</td>
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<td>Assessing bio-psycho-social risk and protective factors, resilience, and strengths</td>
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<td>The DSM classification system, its strengths, and its limitations</td>
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<td>Scientific understandings of the brain and genetic contributors to pathology</td>
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<td>Social work process of formulating culturally sensitive assessments and diagnoses</td>
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| 2     | **CONCEPTION THROUGH INFANCY & TODDLERHOOD** |
|       | **Required Readings** |
|       | Hutchison, pp. 388-460 |
|       | **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

3 EARLY & MIDDLE CHILDHOOD

Required Reading
Hutchison, pp. 461-544

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

4 DEVELOPMENTAL DEFICITS & PATHOLOGY IN CHILDHOOD

Required Reading
Corcoran & Walsh, pp. 28-58
DSM IV-TR, Pervasive Developmental Disorders, pp.69-84
DSM IV-TR, Attention-deficit and disruptive behavior disorders, pp. 85-103

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

5 ADOLESCENCE

Required Readings
Hutchison, pp. 545-589

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

6  PATHOLOGY EMERGING IN ADOLESCENCE

Required Readings
Corcoran & Walsh, pp. 59-72; 89-107; 176-193
DSM IV-TR, Substance-related disorders, pp.191-295
DSM IV-TR, Eating Disorders, pp. 583-595; pp. 785-787
DSM IV-TR, Problems related to abuse or neglect, pp. 738-739

Themes Presented
Adolescent challenges and threats to physical and mental health
Oppositional defiant disorder, conduct disorder, and self-harm
The role of culture in the prevalence and treatment of substance abuse
Psychological and biological factors relating to substance abuse and relapse
Eating disorders in adolescence and theories about their etiology
The role of gender, race, and culture in eating disorders
Problems related to sexuality, gender identity, sexual abuse, and incest

7  YOUNG ADULTHOOD THROUGH MIDDLE ADULTHOOD

Required Readings
Hutchison, pp. 591-638

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

Paper due on INFANCY, CHILDHOOD, & ADOLESCENCE

8  PERSONALITY DISORDERS

Required Readings
Corcoran & Walsh, pp. 194-211
DSM IV-TR, Personality disorders, pp. 685-729

Revised 01/02/2013
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

9 ADJUSTMENT & MOOD DISORDERS

Required Readings
Corcoran & Walsh, pp. 126-159
DSM IV-TR, Adjustment disorders, pp. 679-683
DSM IV-TR, Mood disorders, pp. 345-428

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

10 ANXIETY DISORDERS & PTSD

Required Readings
Corcoran & Walsh, pp. 160-175
DSM IV-TR, Anxiety disorders, pp.429-484

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

11 SCHIZOPHRENIA & OTHER PSYCHOTIC DISORDERS

Required Readings
Corcoran & Walsh, pp. 108-125
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 01/02/2013
12  LATE ADULTHOOD & VERY LATE ADULTHOOD

Required Readings
Hutchison, pp. 639-690

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

13  COGNITIVE DISORDERS; DEATH & BEREAVEMENT

Required Readings
Corcoran & Walsh, pp. 73-88
DSM IV-TR, Delirium, dementia, and other cognitive disorders, pp. 135-180
DSM IV-TR, Bereavement, p. 740

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

14  SUMMARY & REVIEW FOR FINAL EXAM
Paper on EARLY, MIDDLE, AND LATE ADULTHOOD

EXAM WEEK: In-class objective final exam; date TBA