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
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:**  

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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 #11; due class #12*  
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</td>
<td>25%</td>
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<tr>
<td>Take-home exam</td>
<td>25%</td>
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<tr>
<td>In-class 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, A life course perspective
Barlow & Durand, Chapter 1, Abnormal behavior in historical context

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
Basic concepts of the “life course perspective,” including the role of cohorts and life 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
The integration of a multitheoretical approach to understanding development and pathology

2 Clinical Assessment and Diagnosis in Social Work Practice

Conception, Pregnancy, & Childbirth

Required Readings
Barlow & Durand, Chapter 3, Clinical Assessment and Diagnosis
Hutchison, Chapter 2, Conception, pregnancy, and childbirth

Recommended Readings
Barlow & Durand, Chapter 2, An integrative approach to psychopathology

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
Reproductive genetics and the implications for social work intervention

Revised 11/5/10
Normal fetal development and risk and protective factors in conception, pregnancy, and childbirth

3 **Infancy & Toddlerhood; Autism and Asperger’s Disorders**

**Required Readings**
- Hutchison, Chapter 3, Infancy and Toddlerhood
- Barlow & Durand, Chapter 14, pp. 511-518

**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**
- 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: Autism and Asperger’s
- The role of culture and environment in infancy and toddlerhood

4 **Early Childhood; Mental Retardation**

**Required Readings**
- Hutchison, Chapter 4, Early Childhood
- Barlow & Durand, Chapter 14, pp. 518-526

**Recommended Readings**
- DSM IV-TR, Mental retardation, pp.41-49

**Themes Presented**
- The role of play in early childhood
- Physical, cognitive, social, moral, and emotional development of early childhood
- The role of culture and environment in early childhood growth and development
- The variety and impact of parenting styles
- The impact of mental retardation
- Risks and resilience in early childhood development
- Child abuse & neglect issues and its impact on development

5 **Middle Childhood; Learning Disorders and ADHD**
Required Readings
Hutchison, Chapter 5, Middle childhood
Barlow & Durand, Chapter 14, pp. 500-511

Recommended Readings
DSM IV-TR, Attention-deficit and disruptive behavior disorders, pp.85-103

Themes Presented
Physical, cognitive, moral, and spiritual development in middle childhood
The role of the schools as a primary context for middle childhood development
The importance of peers on behavior and psychosocial adjustment
The challenge of poverty, biculturalism, learning problems, family disruption, physical
disabilities, and violence on middle childhood
The impact of learning disorders and ADHD

Take-home exam distributed

6 Adolescence

Required Readings
Hutchison, Chapter 6, Adolescence

Recommended Readings
Allen, Chapter 4, The traumatized self

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
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 due

7 Substance-related Disorders & Eating Disorders

Required Readings
Barlow & Durand, Chapter 11, Substance-related disorders, pp.388-422
Barlow & Durand, Chapter 8, Eating disorders, pp. 260-288

Revised 11/5/10
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

8 Sexual & Gender Identity Disorders; Pedophilia & Incest

Required Readings
Barlow & Durand, Chapter 10, Sexual and gender identity disorders, pp. 345-354
Barlow & Durand, Chapter 10, Paraphilia, pp. 371-383

Recommended Readings
DSM IV-TR, Sexual and gender identity disorders, pp. 535-582
DSM IV-TR, 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

9 Young Adulthood through Middle Adulthood

Required Readings
Hutchison, Chapter 7, Young adulthood
Hutchison, Chapter 8, Middle adulthood

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

10 **Personality Disorders**

*Required Readings*
Barlow & Durand, Chapter 12, Personality disorders

*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

11 **Mood Disorders**

*Required Readings*
Barlow & Durand, Chapter 7, Mood disorders

*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**

12 **Anxiety Disorders & Dissociative Disorders**

*Required Readings*
Barlow & Durand, Chapter 5, Anxiety disorders
Barlow & Durand, Chapter 6, Dissociative disorders, pp. 189-203

*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
Understanding dissociative disorders as loss of reality and/or disintegration

Take-home exam due

13 Schizophrenia

Required Readings
Barlow & Durand, Chapter 13, Schizophrenia and other psychotic disorders

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

14 Late Adulthood & Very Late Adulthood;
Cognitive Disorders;
Closing Summary

Required Readings
Hutchison, Chapter 9, Late adulthood
Hutchison, Cheaper 10, Very late adulthood
Barlow & Durand, Chapter 15, Cognitive disorders

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

Revised 11/5/10
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

Exam Week: In-class final integrative exam