WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT **SUMMER 2023**
SWK 6100

Sequence Chair:
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COURSE DESCRIPTION

ERES: wurzweiler

Human Behavior in the Social Environment (HBSE) is a course that will introduce students to the conceptual and theoretical frameworks that inform our understanding of the human condition and the normative stages of human development from prenatal through old-old-age. The course material will focus on the reciprocal and transactional influences between individuals and their environment with an emphasis on the micro, mezzo, macro and chrono systems and the importance of cultural competence for the social work practitioner. The growth and development of the individual will be viewed as a person in dynamic transition through the context and lens of the life course perspective. The individual, family, community, and larger society will be explored as elements in a state of perpetual flux, each uniquely affected by socioeconomic, political, historical, and ecological forces that are part of an overarching framework.

A unique aspect of this course is the emphasis on issues that deal with the 'self' in an ecological context, with specific attention to the exploration of the individual, physical, intellectual, and temperamental endowments in transaction and conflict with socio-cultural norms, family patterns, and the crises, struggles, conflicts, risks, and opportunities encountered throughout the life course. This course lays the foundation for social work's understanding of the diverse elements that unite contemporary knowledge and theories regarding human behavior and the social environment and the intersectionality of the human experience. Specific emphasis will be placed on the capacity and adaptability for individuals, groups, and organizations to improve the conditions in their own lives in response to external forces.

Through the perspective of the LIfe Course Theory, the student will begin to approach their interactions with clients using a differentiated lens that reflects the critical influence of the environment on human development. The course utilizes class discussions, readings, and assignments to develop increased awareness of themselves in relation to their own life experience, thereby gaining greater sensitivity and cultural competence related to the external forces that contribute to individual development.

COURSE COMPETENCY OUTCOMES

The Council of Social Work Education requires all accredited schools of social work to assess nine competencies. al Work Education requires all accredited schools of social work to assess

nine competencies. The rubric below evaluates the following competency/competencies using the Midterm assignment #2:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

A) Social workers apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organzations, and Communities.
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identify in strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

A) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Coursework Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)

Competency 6A Apply knowledge of human behavior and the social environment, p-i-e, and other frameworks to engage with clients and constituencies	Student does not apply knowledge of human behavior and the social environment, p-i-e, and other frameworks to engage with clients and constituencies	Student sometimes applies knowledge of human behavior and the social environment, p-i-e, and other frameworks to engage with clients and constituencies	Student frequently applies knowledge of human behavior and the social environment, p-i-e, and other frameworks to engage with clients and constituencies	Student consistently applies knowledge of human behavior and the social environment, p-i-e, and other frameworks to engage with clients and constituencies
Competency 7A Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Student does not apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Student sometimes applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Student frequently applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	Student is consistent in the application of theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address: https://yeshiva.tk20.com/campustoolshighered/start

II. LEARNING OBJECTIVES

1. Understand the value base of the profession, its ethical standards, and the use of ethical decision-making frameworks, and how they may impact practice at the micro, mezzo, macro and chronosystems levels.
2. Recognize personal values and the distinction between personal and professional values.
3. Use reflection and self-regulation to manage personal values and maintain professionalism in understanding person-in-environment
4. Understand and evaluate key theories that describe human behavior and functioning.
5. Understand the dynamics of individual growth and development throughout the life span within a biopsychosocial framework.
6. Understand the ecological view of person-in-environment (micro, mezzo, macro, and chrono systems) through a biopsychosocial and socio-cultural lens of human growth and development.
7. Understand the interaction between the person and the environment as it applies to clients and to oneself as a developing social work professional.
8. Understand how the inequities of resource distribution impacts the ability of at-risk populations to achieve their optimal developmental functioning.

III. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences including readings in theoretical and fictional sources, didactic lectures, films and class discussions. Class sessions are designed to permit exploration, **not review,** of the content assigned readings, and of the students' responses.

IV. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is an important part of the learning process and ALL students are expected to participate in all assigned exercises and discussions. Students are expected to complete assignments on time, complete readings and to be prepared for related class discussions. You will be graded on the depth of your contributions and preparedness for class. In addition, all students must submit a weekly journal entry reflecting their reaction to assigned readings and class discussion. Each assignment will be weighted as follows:

Assignment	Grade %	Due Date
1st Written Assignment: Reflection on Environmental Influence on Early Development	15%	4th session
Reflective Journals	15%	Through-out

		semester
Midterm: Written Assignment: Application of Ecological Perspective to a Film	20%	7th Session
Final Assignment: Presentation of Stages of Development	30%	13th Session
Attendance & Class Participation	20%	

Rubric for Participation, Attendance and Comportment

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives **8 points**	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways. **6 points**	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways. **4 points**	Attends class regularly but *never contributes* to the discussion in the aforementioned ways. **2 points**
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. **7 points**	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. **5 points**	Late to class semi-frequently; misses deadlines. **3 points**	Late to class frequently misses deadlines **1 point**
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. **5 points**	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment **4 points**	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment **2 points**	Consistent comportment concerns; is often disrespectful to peers and the learning environment **0 points**

Required Texts:

Rogers, A.T. (2016) Human Behavior in the Social Environment: Perspectives on Human Development and the Life Course, 4th edition (paperback or rental online available). New York: Routledge. Cost: $53.52 (used), $59.50 (new), $20.86 (rental)
ISBN-13: 978-1138819511
ISBN-10: 1138819514

Garbarino, J. (1992). *Children and Families in the Social Environment,* 2nd edition. New York: Aldine de Gruyter. ISBN: 202-36080-6. Cost: $17.48 used.

Recommended Texts:

Newman, B.M. and Newman, P.R. (2018). *Development Through Life: A Psychosocial Approach,* 13th edition. Belmont, CA: Wadsworth Cengage Learning. ISBN: Student Edition: 978-1-337-09814-4: Cost $112.97

Thomas, A.J. & Schwarzbaum, S.E. (2017). Culture and Identity: Life Stories for Counselors and Therapists, Third Edition. Los Angeles: CA. Sage Publishers. ISBN: 13: 978-1506305677 $81.00

V. *COURSE* REQUIREMENTS:

BIOLOGY REQUIREMENT: ALL STUDENTS ARE REQUIRED TO FINISH THE BIOLOGY REQUIREMENT IN THIS SEMESTER. THE GRADE OF EITHER COMPLETE/INCOMPLETE WILL BE RECORDED BY YOUR COURSE INSTRUCTOR. THIS IS A MANDATORY TEST THAT IS REQUIRED FOR GRADUATION
https://www.yu.edu/sites/default/files/inline-files/Biology%20Requirement%20Orientation_07092020.pdf

ASSIGNMENT I - Due Session 3 - Reflection on Environmental Influence On Early Development

We have introduced the various levels of the Ecological Perspective and the idea of environmental press. This framework provides social workers with a useful tool for understanding some of the profound ways individuals are shaped by direct and indirect systems. You were born into an environment that provided certain experiences, opportunities and challenges. Consider the environment of your early development (childhood years) and the ways in which that environment influenced:

- How you think about yourself
- Your current worldview – the lens through which you see the world
- The important relationships in your life

This is a 3-4 page reflective paper on how you understand the impact of the environment in which your childhood development occurred. Please be sure to consider micro, meso, exo, macro and chronosystems.

Do not use literature or citations in this paper. Due Date: 3rd class. This paper is reflective, therefore the content is not graded. However, the paper will be evaluated on how well you have presented ideas in writing, organization of the paper and grammar. **All papers must be typed, double-spaced.**

ASSIGNMENT II- MIDTERM – APPLICATION OF THE ECOLOGICAL PERSPECTIVE TO A FILM.

This assignment is a combination of demonstration of mastery of content as well as application of content to the characters/circumstances in the film. All written assignments require

understanding of theoretical concepts and materials presented in classroom and readings. This paper is an opportunity for you to apply what you have been learning this semester.

*You are required to view the film "The Joy Luck Club**" on your own time prior to session 7** this will be the basis of your midterm paper. The film is available on Netflix, Amazon Prime as well as on you tube where we believe it is free but that is subject to change and you may need to sign-up to view it.*

1. Define Bronfenbrenner's Ecological Perspective including all five (5) levels of systems – making note of each of the systems as they are expressed in the film.
2. Choose two (2) of the main characters (among the four daughter).
3. Through a multidimensional and life cycle perspective discuss how each system interacts with these characters to inform their functioning and development. Compare and/or contrast the differences or similarities between the environmental factors of these two characters.
4. Make sure to include the environmental press, the interlocking circles of risk as well as elements of resource and resilience.
5. Include any value conflicts that may have emerged for you in viewing the film.
6. Describe how this film raised your awareness of cultural, racial and ethnic biases
7. You may use course required readings as well as 4 additional peer reviewed journal articles.

This is an analysis not a film review. You are expected to apply acquired knowledge to your understanding of the development of the characters you've chosen. Although you will focus on one character this paper is also about interlocking systems and the probable systemic impact on your character's development. **Do not use online computer sites such as Wikipedia or sites that provide psycho-educational information. Use professional scholarly journals and texts only!**

This paper should be presented in a scholarly fashion using APA-7 style citations and references. Make sure to include an **Introduction** and a **Conclusion**. You may use headings to organize your paper if it helps. Number your pages. This paper should be 8-10 pages (**NO MORE**). Proofread your paper before submission. Due date: 9th session. LATE PAPERS ARE NOT ACCEPTED

ASSIGNMENT III – Presentation on Stages of Development: Due Date: Throughout the second half of the semester (Students should be assigned a stage by class 4)

In this portion of the course students will teach the class about a stage of development as follows:

· In order to facilitate a productive experience for both the "teachers" and the class please identify two articles and send them to everyone, including your professor, at least one week prior to the class you teach. Have three (3) questions for the class following your presentation

that will reflect both the readings and your presentation on the developmental stage that will stimulate a class discussion.

· You will be asked to use a real or imagined case as part of your presentation. There are also cases available in your textbook, but, if at all possible, utilize a case from the field. Your professor is available to meet with you to discuss the appropriateness of your case.

The presentation should be approximately one hour but may exceed that time. The following is an outline of the areas that should be addressed in your presentation. Remember, you are the 'expert'.

1. Describe the stage of Development and expectations for this stage, ie. the developmental tasks (across biological, psychological, emotional, physical, spiritual)
2. What is the psychosocial crisis, according to Erickson?
3. What are the central themes during this stage of development?
4. What are the basic strengths/virtues, or possible positive outcomes that may arise as a result of the constructive resolution of this developmental stage?
5. What are some of the major challenges individuals may face at this stage? What environmental risks do we need to be more cognizant of at this stage? How about family risks?
6. What is the syntonic resolution/ the dystonic resolution?
7. What are the new coping skill that result from the resolution of the crisis?
8. How does the environment, including socio-cultural, economic, and ethnic factors, influence development?
9. How is this stage related to previous stages?
   a. What aspects of previous stages do we see playing out in this stage?
   b. How can the individual overcome issues that may have arisen as a result of a poorly resolved psychosocial crisis?
10. How is this stage related to later stages?
    a. What aspects of this stage might we see playing out in later stages?
    b. What may be expected if the psychosocial crisis is unresolved during in this stage?
11. The impact of chronosystems on the experiences of this stage
12. Utilize a real or imagined case study of an individual at this stage of development and address the following: (You may use yourself or a family member)
    a. Please describe the central themes of Life Course Theory and how they apply to the individual and the circumstances.
    b. How can Life Course Theory be used to understand this stage of development?
    c. Are there any other theories that would be useful to us in understanding this individual at this life stage? Please give examples, along with an explanation of why you have chosen this theory why you believe it would be useful in your work with the client.
13. Discuss the possible outcomes for the individual and his/her circumstance and an intervention that would help the individual resolve a psychosocial crisis during this life stage.

You are welcome to include appropriate videos, small portions of film, role-plays, class exercises and other tools for engaging the class in discussion and creating a stimulating classroom experience. Students may work in pairs.

All students must complete ALL class assignments, participate in class exercises, pass both midterm and final papers to receive a passing grade for the course. DO NOT make last minute requests for special accommodations for completion of work; if accommodations are necessary this must be thoroughly discussed with the professor with sufficient time to explore options and for the professor to plan.

GRADING RUBRIC FOR PAPERS

	Competent (A= 94-100; A- = 90-93)	**Developing Competence** (B+ = 87-89; B= 83-86)	**Emerging Competence** (B-=80-82; C+ = 75-79)	**Lacks Competence** (C=70-74 F<74)
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro does not sufficiently identify the theme and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a present and identifiable theme and does not guide the reader into the body of the paper. The conclusion is either missing or restates the intro paragraph verbatim.
Content & depth of analysis	Paper explores the topic in depth and demonstrates an understanding of social work principles and demonstrating the application of theory to practice.	Paper meets the parameters of the assignment but does not adequately demonstrate application of theory to practice.	Paper does not address some aspects of the assignment; and/or demonstrates a basic application of theory to practice skills.	Paper does not address the assignment and demonstrates a poor application of theory to practice.
Integration of literature & class discussions	Paper provides integration of professional literature & discussions.	Paper shows some integration of professional literature & discussions.	Paper shows little evidence of integration of professional literature & discussions.	Paper does not provide evidence integration of professional literature & discussions.
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.

VI. EVALUATION

Students are provided opportunity to evaluate master courses. An evaluation form pertaining to the course and instructor will be conducted on-line. Evaluation is ongoing and students are encouraged to

VII. OFFICE OF DISABILITIES SERVICES (ODS) **VII. OFFICE OF DISABILITIES SERVICES (ODS)**

collaborates with students, faculty and staff to provide reasonable accommodations and

services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/

Student Responsibilities

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self-disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professor
- If you have any questions regarding Disability Services, please call: **646-592-4280**
- **Accommodation letters must be submitted to your professors as soon as they are received**.

VIII. E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is http://yulib002.mc.yu.edu:2262/er.php. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)\

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

IX. PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes ***plagiarism*** and is a violation of academic standards. The School will not condone ***plagiarism*** in any form and will impose sanctions to acts of ***plagiarism***. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did

the original thinking and writing. ***Plagiarism*** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also ***plagiarism*** to use the ideas and/or work of another student and present them as your own. It is **NOT** ***plagiarism*** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker www.dustball.com/cs/plagiarism.checker
www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X. HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XI. FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found here.
- Drug-Free University Policy can be found here.
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found here.
- The University's Computer Guidelines can be found here.

Course Outline

EACH THEME REPRESENTS TWO WEEKS OF COURSE WORK. READINGS WILL BE ASSIGNED BY YOUR PROFESSOR.

Theme I- Orientation to the Course: Beginnings, Change, the Multidimensional Approach and the Life Course Perspective

Sessions 1-2: Beginnings and change: Beginnings relate to the student and the client. We live in a systemic society and we develop across a continuum informed by different experiences, values, relationships and the environment. Beginnings may include conflicts, anxieties, losses, excitement, struggles and aspirations; these inherent dimensions are organized and informed by our life experiences.

Readings:

- English, Sara J. (2022) Joanie: A Reflective Elegy. Reflection: Narratives of Professional Helping . 28/3. 96-100 Joanie+PDF.pdf Download Joanie+PDF.pdf
- Garbarino, J. (1992). *Children and families in the social environment* (2nd ed.) (pp. 11-34). New York: Aldine de Gruyter.
    - Chapter 2
- Golan, N. (1983). *Passing through transition* Download Passing through transition (pp. 11-22). New York: The Free Press. (Links to an external site.)
    - Chapter 2: The nature of transitions and the change process. golan_nature_of_transitions_1-2.pdf Download golan_nature_of_transitions_1-2.pdf
- McGee, H. (2021). *The Sum of Us: What racism costs everyone and how we can prosper together.* One World, Random House. Chapter 1: An old story: The zero sum policy, p 3-16.

Session 3 & 4: The Self in an Environmental Context: Trauma Risk and Resilience

Students will be introduced to Bronfenbrenner's ecological model. You will take note of Bronfenbrenner's early childhood and draw parallels between his own experience and the theoretical framework that he developed for the contextualization of the person in the environment. The environment informs the individual's resilience, and the factors that may predict risks.

Students will begin to see how the environment is an incubator for later life. Why do some people grow up in adverse circumstances and seem to succeed while others are unable to overcome their negative past experiences? We will explore the concepts of resilience, or the ability to bounce back; the risks an environment poses to the individual; and the capacity to withstand and overcome trauma.

Key terms to remember in this module include:

- **Risk:** The exposure to danger, harm, or potential loss.

- **Challenge:** Anything that calls us to engage in a test of skill, strength, or to exert a special effort.
- **Trauma:** An event that produces physical or psychological injury or harm from sudden violence, accident, or intentionally injurious behavior.
- **Resilience:** The ability for an individual, family, or community to bounce back to homeostasis (its original state of functioning) after a traumatic event.
- **Environmental Press:** The environmental press theory is a theory of adaptation that focuses on individual variables (environmental press), and the interaction between the two variables.

Points for consideration:

Bronfenbrenner came to the United States as a child, moving from a cosmopolitan city in Russia to a rural community in New York. How would you imagine that his own childhood experience influenced his development and the theory that would bear his name? Keep this and your own life experience in mind as we explore the ecological model.

Readings:

- Brocious, L., Demientieff &Erisman, M. (2022) Thawing out: Understanding adjustment to housing first through an ecological and trauma-informed lens, Journal of Human Behavior in the Social Environment, 32:1, 33-53, Thawing out Understanding adjustment to housing first through an ecological and trauma informed lens (1).pdf Download Thawing out Understanding adjustment to housing first through an ecological and trauma informed lens (1).pdf
- Brown, M. E and Barthelemy, J. J. (2019). The aftermath of gun violence implications for Social Work in communities Download he aftermath of gun violence implications for Social Work in communities. Health & Social Work 44(4): 271-275.
- Dewan, S. (2007, September 17). Using crayons to exorcise Katrina. *The New York Times.* Download Dewan, S. (2007, September 17). Using crayons to exorcise Katrina. The New York Times.
- Garbarino, J. (1992). *Children and families in the social environment* (2nd ed.) (pp. 35-70). New York: Aldine de Gruyter.Download Garbarino, J. (1992). Children and families in the social environment (2nd ed.) (pp. 35-70). New York: Aldine de Gruyter.
- Greene, R.R. (2008). Human behavior theory & social work practice (3rd ed.). Somerset, NJ: Aldine Transaction Publishers.Links to an external site.
- Haight, W.L. (1998) Gathering the spirit at first Baptist church: Spirituality as a protective factor in the lives of African American children, *Social Work, 43*(3), 213-221Download Haight, W.L. (1998) Gathering the spirit at first Baptist church: Spirituality as a protective factor in the lives of African American children, Social Work, 43(3), 213-221
- McGee, H. (2021). *The Sum of Us: What racism costs everyone and how we can prosper together.* One World, Random House. Chapter 2: Racism drained the pool, p. 17-40.

- Rogers: Chapter 2, The Person in the Environment, p 23-58
- Samardzic, A.. Gutgarts, E., Kowalsky, Y., Zylstra, M. & Suzuki, L(2023) Holocaust survivorship and trauma: agency and coping, Journal of Human Behavior in the Social Environment, 33:1, 1-16, Holocaust survivorship and trauma agency and coping.pdf Download Holocaust survivorship and trauma agency and coping.pdf
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Theme II: The Family as a Social System
Sessions 5 & 6:

Students will begin to explore the family as a social system in dynamic relationship with all other systems. The individual does not develop in a vacuum, but as an integral and interacting member of a naturally forming system known as "the family." Family is defined as a connected group of individuals that defines itself through a mutually agreed upon bond. As we move through this module, we will explore how the definition of family has changed over the last 20 years and how these definitions influence the way in which social workers interact with the members of the family.

These sessions will address the conceptualization of family as a basic social institution through which the individual develops and learns to interact with other individuals and systems. We will consider the socio-historical times in which an individual develops their social and cultural groups, and what happens to the individual when there is an absence of the family system.

Points for consideration: Consider your own development within the context of family, community and larger society. How did your family organize itself in relation to the outside world? What boundaries were erected?

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Theme IV A Life Course Perspective: Prenatal, Infancy and Early Childhood Stages
Session 7 & 8: Definition of the Person as a System Developing Through Different Stages

Introduction of the person as a system: Multiple Dimensions of a Person: Understanding the different dimensions of a person from a bio-psychosocial perspective provides a way of understanding development throughout the life span. The Eriksonian paradigm is an excellent example of development over the life span and expands upon Bronfenbrenner's ecological model, helping to enrich our toolbox for understanding the complex development of human beings in their natural environment.

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Choice and Will- Socio-cultural factors inform our identification and understanding of our choices and the capacity to exercise our will. **The Biological Person:** Biological factors may restrict and/or enable and circumscribe the parameters of human development and individual abilities. **The Psychological Person:** Cognition, emotions and affect are dynamic dimensions of the personality. There is a special relationship between intelligence, coping and decision making across the life cycle. In addition, ego capacities are the focal points of our psychological development. **The Psychosocial Person and the Spiritual Person:** The psychosocial perspective is a traditional social work perspective important in understanding human behavior. However, it is important to add to this the person's spiritual understandings and yearnings This refers to one's search for meaning, purpose in life and the need to connect to others in the world. It is a process and therefore, develops over time.

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Learning Theme V – Middle Childhood and Adolescence: Pychosocial Transitions
Sessions 9 & 10

This section will address the psychosocial stages of middle childhood and adolescence, The psychosocial task at this stage focuses on developing capacity for industry (the application of tasks)that are observable in areas that demonstrate creativity and ingenuity. When children are encouraged to try new things, they develop their intellectual curiosity, but if they are discouraged or received negative feedback, they may develop feelings of inferiority.

The psychosocial stage of adolescence is a period that can, at times, cause pain and consternation for the developing child. They are confronted with changes in their body and may experience vacillation between extreme confusion and a sense of belonging and well-being. Most adolescents experience a full range of emotions and some may be unable to express their feelings adequately. The crisis occurs when they are unable to bring the confusion into focus as they approach emerging adulthood. This may indicate the emergence of role confusion and/or an identity crisis.

Students will be expected to again use their analytical lens to assess the psychosocial development of the individual as they pass through middle childhood and adolescence. Building on the ecological model, the person in the environment, and life course perspective, students will continue to expand their knowledge base and apply acquired knowledge to Erikson's current stage of development.

Crises may occur for individuals at any stage of development and from many sources, including the effects of a changing environment, such as loss caused by death, illness, or harm to the self or others; trauma, such as divorce or a parent being deployed to war; or the individual, family, country, or community being victimized by external tragedy. Students must factor these changes in stability into their assessments of the developing child.

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Learning Theme VI: Later Adolescence/Emerging Adulthood and Middle Adulthood

Sessions 11 & 12

Students will begin this section with an introduction to later adolescence, which has traditionally been understood as taking place between ages 18 and 24. This developmental stage has been reimagined in response to contemporary issues and observable changes in the demographics. While brain development at this stage remains the same as in the past, there has been research that supports the notion that individuals at 18 years old lack the brain maturity to make substantive decisions that can affect the trajectory of their future lives. Next, we turn our attention to Middle Adulthood, which falls between a person's mid 30s and early 60s. During this stage, one should be able to form lasting relationships, commit to a career, and engage in the pursuit of self-fulfillment and the desire to pass on their wisdom, often referred to as *generativity.*

Maturation is a process that social scientists now believe takes place later than previously considered. Young adults who had previously been considered capable of making 'adult' decisions regarding their future and contemplating committed relationships, including children, are now believed to require between 5 - 7 additional years to complete this stage. These shifts, you will also make note of, increase the likelihood of parents being responsible for children well into their 60's and 70's, formerly the 'golden years' of reconnection and rededication to the exploring new self-interests. In addition, those in Middle Adulthood may find themselves in the 'Sandwich Generation', caught between caring for dependent children and aging adults, and perhaps balancing a career.

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Learning Theme VII: Older Adulthood: Old Age and Very Old Age

Sessions 13 & 14

This section will focus attention on the later years of the life cycle. Older adulthood is identified as the years from age 60 and beyond. As with emerging adulthood, this stage has been re-imagined as the population is aging and people are living longer than ever conceived. The unique aspect of this aging population is that many are aging healthy, aging in place, aging isolated geographically from their children and closest relatives, and have individualistic requirements that include self-actualization.

The life stage of older adulthood, including the process of death and dying with references to the implications of cultural and religious dimensions, will be explored as they factor into the psychosocial developmental stage of Old Age, Death and Dying.

This is a rather unique stage of human development as it is as much concerned with health and well-being as it is with preparation for death and dying. Individuals are living longer than ever before, and the current population of Baby Boomers requires health care services that exceed what is currently available. In addition, they are the first generation to retire later, live longer, have demands for lifelong learning, housing and community activities that support healthy aging, and a uniquely dignified approach to death and dying. Families no longer live in close proximity to one another; mobility is commonplace about Gen X, Y and the Millennials impacting the increasing needs for outsourced support for Baby Boomers - healthcare professionals and paraprofessionals who provide services when family members are unable to do so.

It is important to reflect on your preconceived notions of aging, illness, and death and dying. How are some of your assumptions proven correct or incorrect? Where did your assumptions derive from? Who are some of your models for aging? Think about the role social workers can provide, how our profession can improve the delivery of support services and build on the strengths and resilience of this important cohort.

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