

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

**HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II
SWK6102
Summer 2017**

Course Description

HBSE II is the second course in the sequence in human behavior and the social environment. In this second semester of HBSE, professionally disciplined self-awareness continues to be an important objective, but now the focus is on the normal process of human development from conception thru old-old age. The developing individual is viewed as an active, growing person in transaction, through the life course perspective with a changing family, community, and societal context and affected by socioeconomic, political, and ecological forces. The emphasis is on the importance of negotiating the transitions throughout life.

The emphasis on community and environment with their complex social, organizational, physical, cultural, religious, economic and value influences, sets the stage for an expanded study of human development. Thus, from conception to death each stage of life has been explored theoretically, empirically and experientially, within an ecological framework of community and the larger environment. The developing person is seen not only as the recipient of influences, but as an active contributor to his/her own developmental and environmental context. Thus, both person and environment are conceived of as shaping and impacting upon the other in a transactional rather than linear manner.

Students will be expected to consider the diverse perspectives of a wide range of thinkers who attempt to conceptualize the many aspects of human development. Several theoretical formulations are explored, ranging from the broad ecological perspective which views individuals, groups, communities and the wider society in the context of the macro, exo, mezzo, and microsystems, to theories pertaining to family and individual development. The classroom itself will continue to be the arena for integrative, conceptual and experiential learning.

I.COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 2-Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their experiences, and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

MEASURE 2A- Recognize the extent to which culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.

MEASURE 2B- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

MEASURE 2C- Recognize and communicate their understanding of the importance of difference in shaping life experience.

II. INSTRUCTIONAL METHODS

This semester includes readings in theoretical sources, didactic lectures, films and class discussions. Class sessions are designed to permit exploration, **not review**, of the content of assigned readings.

A specific rubric is used for evaluating all assignment. The rubric will be distributed to students during the first or second class.

III. 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. Students are expected to view 5 assigned films, without substitutions, and use the characters as simulated client experiences throughout the life cycle. Each assignment will be weighted as follows:

10% Assigned readings in preparation for and participation in class discussions
10% Quizzes and class exercises
20% Each of four (4) written assignments

Required Texts

Continue to use the same texts used for the first semester of the course.

Recommended Texts

The recommended texts are the same as the first semester.

IV. COURSE REQUIREMENTS

Assignment I.-There will be a weekly quiz focused on the content of the assigned readings. Quiz scores will be summed so that there is one score (grade) equaling a percentage of the total number of points allowed. Dates and content will be defined by the individual professor.

Assignment II.- CONCEPTION THROUGH BIRTH

Write a 2 page reflective reaction to one of the identified issues discussed in this unit (i.e. abortion, infertility, macro system policy impact on practice and access to service, ethical dilemma of technology and conception). Consider the following in thinking about the issues. This is a personal reaction and does not require the use of supportive literature.

How might your personal values influence your understanding of the client's request for help related to any one of the issues?

How might your understanding of the client's culture influence your assessment of parenting skills and caretaking of the infant?

The process of attachment is universal, however the expression of attachment behaviors may vary in different cultures; how might trauma, immigration, illness change or distort the process? How might the context of the conception influence the attachment process?

Instructions: (1) Spend time thinking about the issue; clarify what your concerns might be before you begin to write. (2) Write a two page (no more) paper discussing your reaction to the issue. (3) Due date will be decided by the individual professor. (4) The paper will be graded on how well you present your ideas. (5) All papers must be typed, double spaced. The cover page must be attached to the back of the paper so that the name of the writer is unknown until after the paper has been read.

Assignment III- BIRTH THROUGH PRE-ADOLESCENCE

Choose one of the following films: *To Kill a Mockingbird*
Big and Peter Pan (must be viewed together)
E.T.

Or your professor might provide a case example.

Using Erikson and other theoreticians, consider one developmental stage and the issues of transitioning from one stage to another. Chose a character from the film whose experience represents the particular developmental period. Write a 5 page paper (no more) analyzing the client's development in this stage.

Drawing on the character's (client's) experience discuss how he/she negotiated the stage of development. How did the client transition into this stage and how might the client transition out of the stage as a result of the varied experiences? What psycho-social crisis had to be negotiated during this stage of development? What socio-cultural challenges did the client experience that influenced his/her development?

What issues of otherness and/or intersectionality were evident in the client's life experience? What ethical dilemma might be in evidence if you were working with this client?

DO NOT DISCUSS THE STAGE OF DEVELOPMENT THEORETICALLY, USE THE

MATERIAL TO ANALYZE THE CHARACTER. Your analysis should clearly indicate your knowledge of theoretical explanations of the identified stage of development.

Draw from **three** additional readings beyond the required texts and assigned readings. **These resources must be professional journals and texts. DO NOT USE INTERNET SITES SUCH AS WIKEPEDIA OR INFORMATIONAL SITES CREATED FOR LAYMEN.**

This paper should not exceed 5 pages and should be scholarly in presentation and format. Please include citations and references conforming to APA academic standards. LATE PAPERS ARE NOT ACCEPTED.

Assignment IV. ADOLESCENCE THROUGH EMERGING ADULTHOOD

Choose one of the following films: *Ferris Bueller's Day Off*

Jane Eyre

Slum Dog Millionaire

Or your professor may provide a case example.

Choose a character, (client) as the focus of the paper. Choose a stage of development from adolescence through emerging adulthood. Locate the client in this stage. Using the Erikson paradigm **and one other** alternate model of the stage, discuss the client's experience of the central aspects/struggles of the stage. Discuss the transition to and from this stage of development, including the challenges and the importance of negotiating the transition for future development.

How did the client conform to each theoretical model? How were the transitions to and from this stage experienced and explored in the respective models of development? Given the perspective of this stage being only one in the life course of the developing person, achievement of what developmental tasks from the previous stage helped to inform the person's ability to negotiate the transitions? What is the status of the person in the process of completing the stage? (Discuss this last question in terms of developmental tasks, utilization of the central processes of the stage and the psychosocial crisis.)

This paper should not exceed 5 pages and should be scholarly in presentation and format. You are expected to think critically and include citations and references which conform to APA academic style. Draw from at least three additional professional sources beyond the required text. AS PREVIOUSLY STATED, DO NOT USE THE IDENTIFIED INTERNET SITES.

LATE PAPERS ARE NOT ACCEPTED.

Assignment V. EARLY ADULTHOOD THROUGH OLD AGE

Choose one of the following films: *Driving Miss Daisy*
Gran Torino

Choose a character (client) as the focus of this paper. Choose a stage of development from early adulthood through old age. Locate the client in the chosen stage. As an alternative, analyze and discuss your client as he/she progressed through the stages of early adulthood through old age. Using the Erickson paradigm and one alternative model, discuss the client's experience of the central aspects/struggles of the stage(s). Discuss the transition(s) to the stage(s), including the challenges and the importance of negotiating the transition(s) for future development. Include in your discussion strengths and vulnerabilities of the client as well as resilient factors.

How did the client's negotiation of the stages conform to each theoretical model? How does culture influence the developing experience of the stage? What are the issues of intersectionality and otherness? How were the transitions to and from the stage(s) experienced and explored in the respective models of development? Given the perspective(s) of this stage being only a part of the life cycle of the developing person, achievement of what developmental tasks from previous stage helped to influence the person's ability to negotiate the transitions? What is the status of the person in the process of completing this stage? (Discuss this last question in terms of developmental tasks, utilization of the central processes of the stage and the psychosocial crisis.)

This paper should not exceed 5 pages and should be scholarly in presentation and format. You are expected to think critically and include citations and references which conform to APA 6 academic style. Draw from at least 3 additional professional sources beyond the required reading. AS PREVIOUSLY STATED, DO NOT USE THE INTERNET SITES. LATE PAPERS ARE NOT ACCEPTED.

Assignment VI. OLD-OLD AGE

Choose one of the following films: *The Best Exotic Marigold Hotel*
Amor

Choose a character as the focus of the paper. Focusing on the character's experience in this stage of development, how accurate and realistic was the portrayal of the life stage? How might the character's previous experiences in negotiating life stages influence his/her transition into this stage of development? How might culture have influenced the person's negotiation of this stage of development?

Assume you are the helping professional working with this client in your home country and state, what societal view, policy issue and/or personal value might provoke the development of an ethical dilemma for you in this work? Why?

Draw on at least 3 additional profession sources beyond the required reading. This paper should not exceed 5-7 pages (no more) and should be scholarly in presentation and format. You are expected to think critically and include citations and references which conform to APA 6 academic style. AS PREVIOUSLY STATED, DO NOT USE THE IDENTIFIED INTERNET SITES. LATE PAPERS ARE NOT ACCEPTED.

PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction 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. Any student who can be shown to have plagiarized any part of any assignment in this course will **FAIL** the course and will be referred to the Associate Dean automatically for disciplinary action which may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like 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.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately and discuss this

with your professor.

Course Outline

Section I

In these sessions the focus will be exploring the life course (life span) perspective and the necessary, universal transitions in developing through the different life stages. It will include exploration of the intersectionality of race-ethnicity, gender, social status, educational level, culture, nationality, age and previous experiences influences the way an individual negotiates transitioning into the next developmental stage.

Learning Theme I – A Life Course Perspective and Transitions in Human Development

Session 1-3

Required Readings:

*Alwin, D. & Wray, L. (2005) A life-span developmental perspective on social status and health. *The Journals of Gerontology, suppl. Health Inequities Across the Life Course*, 60, Oct: 7-14.

Hutchinson, Chapter 1 “ A Life Course Perspective” 1-38

*Mallory, B. (1995) The role of social policy in life-cycle transitions. *Exceptional Children*, (62), 3, 213-223 (CLASSIC)

Suggested Reading:

Garbarino, J. "Cultural diversity and identity formation" pp.179-199. **Review.**

Germain, C., & Bloom, M. "Stage Models of Behavior and Development"; "Non-stage Models of Behavior and Development"; "Macrosocial and Microsocial Theories of Human Behavior", Appendix 1-3, pp389-415.

Section II.

In these sessions the focus will be the interactive process and transitional issues of individual development itself within the environmental context for individual and family

development.

Learning Theme II – Stages of Human Development from Conception through Old Old Age

Sessions 4 -13:

Conception Pregnancy and Childbirth

Required Readings:

Hutchinson, E.D. (2015) *Dimensions of Human Behavior: The Changing Life Course*,
(5th edition) California: Sage Publications.

Chapter 2- Conception, Pregnancy and Childbirth 41-92

Infancy and Toddlerhood

Required Readings:

Hutchinson, E.D. (2015) *Dimensions of Human Behavior: The Changing Life Course*,
(5th edition) California: Sage Publications.

Chapter 3- Infancy and Toddlerhood 93-134

Early Childhood and Middle Childhood

Required readings:

Hutchinson, E. D. (2015) *Dimensions of Human Behavior: The Changing Life Course*
(5th edition) California: Sage Publications

Chapter 4 &5 Early childhood & Middle Childhood 135-220

Pre- adolescence and Adolescence : Psychosocial Transitions, Family, and Community Transactions

Required Readings:

*Chapin, J.R. (2000) Adolescent sex and mass media: A developmental approach,
Adolescence 35, 140, 799-811.

*De Goede, I.H., Branje, S.J. & Meeus, W.H (2009) Developmental changes in
adolescents' perceptions of relationships with their parents,

Journal of Youth and Adolescence, 38, 75-88.

*Giovacchini, P.L. (2001) Dangerous transitions and the traumatized adolescent, *American Journal of Psychoanalysis, suppl. Special Issue: The Traumatized Adolescent*, (61) 1 7-22.

Hutchinson, E. D., Chapter 6 "Adolescence" 227-283

*Kenyon, D.Y.B., Rankin, L, Koerner, S. & Dennison, R. (2007) what makes an adult? Examining descriptions from adolescents of divorce, *Journal of Youth and Adolescence*, 36,813-823.

Suggested Reading:

Garbarino, J. & K. Kostelny in Garbarino, Chapter 7 -"Adolescence" 186-197.

Germain & Bloom, "Family Transformations: Adolescence", Chapter 11, pp278-319.

Emerging Adulthood: Developmental Domains, Pathways and Transitions

Required Reading:

*McNamara Barry, C. & Nelson, L. (2005) The role of religion in the transition to adulthood for emerging adults, *Journal of Youth and Adolescence*, (34), 3, 245-255.

*Murphy, K., Blustein, D., & Bohlig, A. (2010) The college-to-career transition: An exploration of emerging adulthood, *Journal of Counseling and Development:JCD*,88, 2, 174-181.

*O'Connor, M., Sanson, A., Hawkins,M., Letcher, P. & Toumbourou, J. (2011). Predictors of positive development in emerging adulthood, *Journal of Youth and Adolescence*, 40, 7, 860-874.

*Oesterle, S., Haekins, D., Hill, K., & Bailey, J. (2010). Men's and women's pathways to adulthood and their adolescent precursors, *Journal of Marriage and Family*, 72, 5, 1436-1453.

*Salvatore, C., Travis, T., & Welsh, Wayne. (2012). Is emerging adulthood influencing Moffitt's developmental taxonomy? Adding the "prolonged" adolescent

offender. *Western Criminology Review*, 13, 1, 1-15.

*Sneed, J., Hamagami, F., McArdle, J., Cohen, C. & Chen, H. (2007). The dynamic interdependence of developmental domains across emerging adulthood, *Journal of Youth and Adolescence*, 36, 351-362.

*Walsh, S., Shulman, S., Feldman, B. & Mauer, O. (2005). The impact of immigration on the internal processes and developmental tasks of emerging adulthood. *Journal of Youth and Adolescence*, 34, 5, 413-426.

Learning Theme VII - Early and Middle Adult Development

Hutchinson, E.D. Chapter 7 "Young Adulthood" 283-320

Chapter 8, "Middle Adulthood" 321-368

*Smith, T. (2004), Coming of age in twenty-first century America: Public attitudes towards the importance and timing of transitions to adulthood. *Ageing International*, 29,2,136-148.

Suggested Readings:

Germain, C. and Bloom, M. Chapter 12 "Family transformation: Adulthood", 320-341.

Later Life: The Elderly(Old age and Old Old age)

Required Reading:

*Arbaje, A., & Boonyasai, R.T. (2011), The older person in transition: Implications for pathways of transitions of care. *Annual Review of Gerontology and Geriatrics*, 31, 15-XI.

*Hooker, K., Hoppmann, C., & Siegler, I. (2010). Personality: Life span compass for health, *Annual Review of Gerontology and Geriatrics*, 30, 201-XII.

Hutchinson, E.D. Chapter 9 "Late Adulthood" 369-416

Chapter 10 "Very Late Adulthood" 417-451

*Sterns, H., & Dawson, N. (2012). Emerging perspectives on resilience in adulthood and later life: work, retirement and resilience, *Annual Review of Gerontology and Geriatrics*, 32,, 211-X.

Suggested Readings:

Germain, C. & Bloom. M. "The Elderly Family and Its Transformations", Chapter 13, 342-388.

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Session 14

Summary and Conclusion

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fine", *Child & Adolescent Social Work Journal*, 16, (3), 215.

Anderson, G.A. (2004) Health coverage instability for mothers in working families, *Social Work*, 49 (3), 395-405.

Anderson, S.G. (2004) Difficulties after leaving TANF; Inner-city women talk about reasons for returning to welfare, *Social Work*, 49 (2) 185-194.

Asai, M.O. and Kameoka, V., (2006), The influence of Sekentai on family caregiving and Bunderutilization of social services among Japanese caregivers, *Social Work*, 50(2), 111-118.

Anderson, A. L. (1998) Strengths of gay male youth: An untold story, *Child & Adolescent Social Work Journal*, 15 (1) 55-72.CLASSIC

Berry, E. H. (2000) Multi-ethnic comparison of risk and protective factors for adolescent pregnancy, *Child & Adolescent Social Work Journal* 17 (2) 79.

Bowers Andrews, A. and Ben-Arieh, A. (1999), Measuring and monitoring children's well being across the world, *Social Work*, 44 (2), 105-114.CLASSIC

Brewster, A., & Bowen, G. (2004). Teacher support and the school engagement of Latino middle and high school students at risk of school failure. *Child and Adolescent Social Work Journal*, 21, 47-67.

Brzuzny, S. (2000) The vulnerability of American Indian women in the new welfare state, *Affilia*, 15 (2) 193-204.

Burdge, B. J. (2007) Bending gender, ending gender: Theoretical foundations for social work practice with transgender community, *Social Work*, 52(3), 243-250.

Cancian, M. (2000) Work after welfare: Women's work effort, occupation, and economic well being, *Social Work Research*, 24 (2) 69-87.

Carter, B. (1999) We don't exactly get the welcome wagon: The experiences of gay and lesbian adolescents in child welfare systems, *International Social Work*, 42 (4) 508.

Castex, G. (2007) Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people. *Social Work*, 52(4), 331-339.

Csikai, E. L. (1999) Euthanasia and assisted suicide: Issues for social work practice, *Journal of Gerontological Social Work*, 31 (3-4), 49-64.CLASSIC

Davis, L. E. (2000) Factors contributing to partner commitment among unmarried African American, *Social Work Research*, 24 (1) 76.

Fram, M. S., Miller-Cribbs, J.E., and Van Horn, L.,(2007). Poverty, race, and the contexts of achievement: Examining educational experiences of children in the U.S. south. *Social Work*, 52(4), 309-319.

Freishler, B., Bruce, E., and Needell, B., (2007). Understanding the geospatial relationship of neighborhood characteristics and rates of maltreatment for Black, Hispanic, and White children. *Social Work*, 52(1), 7-16.

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.CLASSIC

- Itzhaky, H. (1999) Gender, values and the work place: Considerations for immigrant acculturation, *International Social Work* 42 (2) 127-139.
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- Machelprang, R.W. and Machelprang R.D., (2006), Historical and contemporary issues in end-of-life decisions: Implications for social work, *Social Work* 50(4), 315-324.
- Marx, J.D. and Hopper, F., (2006) Faith-based versus fact-based social policy: The case of teen pregnancy prevention, *Social Work* 50(3), 280-287.
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- Reese, D.J. (1999) Hospice access and use by African American: Addressing cultural and institutional barriers through participatory action research, *Social Work*, 44 (6) 549-560.CLASSIC
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- Sanchez-Ayendez, M. (1998) Middle-aged Puerto Rican women as primary caregivers to the elderly: A qualitative analysis of everyday dynamics, *Journal of Gerontological Social Work*, 30, (1-2), 75-98.
- Sanders, G.R. & Conboy, A. M. (2000) The experiences of African American and White women with mothers in nursing homes, *ARETE*, 24, (2), 64-79.
- Shenk, D. (2010) The genius in all of us: Why everything you've been told about genetics talent, and IQ is wrong, Doubleday: New York.
- Siebert, D. C., Mutran, E. J., & Reitzes, D.C. (1999) Friendship and social support: The importance of role identity to aging adults, *Social Work*, 44 (6), 522-533.

Siepel, M. (2003). Global poverty: No longer an untouchable problem. *International Social Work*, 46, 191-207.

West Stevens, J. (1998) A question of values in social work practice: Working with the strengths of black adolescent females, *Families in Society*, 79, (3) 288-297.