

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II

ERES 6102SPR

SWK6102

SPRING 2018

SEQUENCE CHAIR: Dr. Jill Becker Feigeles

Course Description

HBSE II is the second of a two semester foundation course 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 adolescence 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 this second half of 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 adolescent is seen not only as the recipient of influences, but as an active contributor to his/her own developmental and environmental context. This transition from childhood highlights the developing person's ability to negotiate both dependence and interdependence in the world. 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, meso, 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.

COURSE COMPETENCY OUTCOMES

At the conclusion of this course, students will demonstrate:

1. Acquisition of knowledge about the maturational milestones of human development from adolescence through old-old age within an ecological perspective. (Core competencies: 2.1.7)
2. An ability to articulate an understanding the bio-psycho-social development of individuals in the context of family, community, culture, and social welfare policy. To understand how each individual's developmental process merges into a

collective process that results in his/her own family's transformations, tasks, and functioning as a family.(Core competencies: 2.1.3; 2.1.1; 2.1.9;2.1.4)

3. An ability to apply a range of theories to human development, including: Psychoanalytic, Psychosocial, Classical Conditioning, Cognitive Behaviorism, Social Learning, Systems, and Cultural Determinism. (Core competencies: 2.1.10(a),(b), (c); 2.1.7; 2.1.9)
4. A sensitivity to and knowledge about the influence of macro systems on human development i.e., the school, the neighborhood, the community and to appreciate how transitions and developmental changes of individual family members, together with other momentous events and processes, are the sources of family transformations within the context of community and society.(Core competencies: 2.1.7; 2.1.9; 2.1.4)
5. An ability to clarify the influences of expected and unexpected challenges and stressors, life tasks, and other significant factors, (e.g. Love; work; gender issues; cultural influences; endowment; social class; health; illness; crisis; and death), that effect the development of individuals.(Core competencies: 2.1.4; 2.1.10d)
6. Knowledge about and sensitivity to the special needs of populations at risk, such as children, men and women of color, the aged and immigrants.(Core competencies: 2.1.7; 2.1.2; 2.1.1; 2.1.4)
7. Knowledge about values and ethics. (Core competencies: 2.1.2; 2.1.1; 2.1.5)

INSTRUCTIONAL METHODS

This semester includes readings in theoretical sources, didactic lectures, class discussions and films. 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 student during the first or second class..

Course Assignments

25% Assigned readings in preparation for and participation in class discussions.

25% Quizzes

25% Written assignment-Midterm

25% Written Assignment-Final Paper

A. Required Texts: Continue to use same texts used for the first semester of the course.

B. Supplemental texts are the same as used in the first semester.

C. Additional Articles: Most additional articles are on e-res; however all can be easily accessed through Proquest. Articles on E-RES are indicated by an asterisk(8).

D. Assignments

- 1. Class Participation:** 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 reading assignments and to be prepared for related class discussion. You will be evaluated on the depth and breadth of your contributions and preparedness for class. (Core competencies: 2.1.3; 2.1.4; 2.1.6; 2.1.7)
- 2. Quizzes:** 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.** (Core competencies: 2.1.7; 2.1.9; 2.1.3)
- 3. Written assignment- Midterm: Transitioning from Childhood Through Adolescence. Due date: session 7.** This assignment is a combination of the demonstration of mastery of content as well as application of content to a case/client situation. (Core competencies: 2.1.2; 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.9)

Consider the developmental phase and the issues of transitioning from childhood through adolescence. Drawing on a client's experience, or a character from a film or novel **assigned by the individual professor**, and on relevant readings, discuss the following:

- The major issues associated with transitioning to this phase of development. The major issues associated with adolescence including the bio-psychosocial challenge or "crisis." Consider also the transactions among the immediate and wider environmental systems and the developing adolescent.
- Include consideration of a particular socio-cultural challenge (i.e., divorce, immigration experience) that may be associated with this phase.
- Identify the theoretical framework or frameworks you are using in your analysis, examining their relevance to your topic and posing any questions or challenges you wish to raise.

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

This paper should not exceed 12 pages and should be scholarly in presentation and format. Please include citations and references conforming to APA academic standards. LATE PAPERS ARE NOT ACCEPTED.

- 4. Written assignment- Final: transitioning from Emerging Adulthood**

through Old-Old Age. Due date: session 13. This assignment is comparable to the midterm but covers different stages of development. (Core competencies: 2.1.2; 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.9; 2.1.10)

Choose a client, or yourself, or use one chosen by the individual professor as the focus of the paper. Choose a stage of development from emerging adulthood through very old age. Locate yourself or the client in this stage. Describe the stage theoretically, using the Eriksonian paradigm **and one other** alternate model of the stage, with the central aspects/struggles described. 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 you or the person you have in mind conform to each theoretical model? How were the transitions to and from this stage 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.)

Based on your experience with the person you have written about; which theoretical perspective seems most effective? Why? What are your criticisms of the theory of development that you consider less effective? How does your chosen effective model fit into the ecological and life course perspectives?

This paper should not exceed 12-14 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 five additional professional sources beyond the required text. AS PREVIOUSLY STATED, DO NOT USE THE IDENTIFIED INTERNET SITES.

LATE PAPERS ARE NOT ACCEPTED.

All students must complete ALL class assignments. Pass quizzes, 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.

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.

PUNCTUAL ATTENDANCE AT ALL CLASS SESSIONS IS REQUIRED.

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 how race-ethnicity, gender, social status, educational level, culture, nationality, age and previous experiences might inform 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)

Newman and Newman, Chapter 2 - "Psychosocial theory" pp.18-41.
Chapter 3 - "Major Theories for Understanding Human Development" pp.43-79.

Suggested Reading:

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

Germain, C., & Bloom, M. "Stage Models of Behavior and Development"; "Nonstage 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 Adolescence through Old Old Age

Sessions 4 & 5:

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.
- Newman & Newman, Chapter 9 - "Early adolescence" pp.318-363.
Chapter 10 - "Later adolescence" pp.366-401.

Suggested Reading:

- Garbarino, J. & K. Kostelny in Garbarino, Chapter 7 -"Adolescence" 186-197.
- Germain & Bloom, "Family Transformations: Adolescence", Chapter 11, pp278-319.

Session 6 & 7:

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.

Session 8, 9 & 10

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.

Newman & Newman, Chapter 11 "Early adulthood" .405-451
Chapter 12 "Middle adulthood" 453-491

Suggested Readings:

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

Sessions 11, 12, & 13

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.

Newman & Newman, Chapter 13 - "Later adulthood", 493-527.

Chapter 14 - "Very old age", 529-565.

Chapter 15 - "Understanding death, dying and bereavement", 567-587

Suggested Readings:

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

Session 14

Summary and Conclusion

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

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111-118.

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

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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.

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