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### Human Behavior and the Social Environment: Fall 2020 Syllabus

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**Human Behavior and the Social Environment I: Lifespan Development**  
**SW 6041, 01 Syllabus**  
**Fall, 2020**

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**Instructor: Rigaud Joseph, BSW, MSW, PhD**  
**Office: Social and Behavioral Sciences (SB) 409**  
**Phone: 909-537-5507**  
**Office hours: Online by appointment**  
**Email and response policy: I usually respond to all emails within 36 hours**  
**Classroom and course meeting times: Fully (100%) online**  
**Class Dates: August 24, 2020 to December 13, 2020**  
**Credit Units: 3**

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**I. School of Social Work Mission**

CSUSB'S School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

**II. Course Catalogue Description**

Critical examination and application of biological, psychological, and social aspects of human development from infancy through old age. Major theories, risk and protective factors. Formerly offered as SW 604A. Semester Prerequisite: classified graduate standing in the MSW program. Quarter Prerequisite: classified graduate standing in the MSW program and consent of department.

**III. Course Overview and/or Rationale**

Human Behavior and the Social Environment 1 (SW 6041) explores conceptual frameworks in human development throughout the life span. A central theme is the nature of transactions between the increasingly differentiated individual and the increasingly complex social environment. In addition, this course examines the physical, cognitive, and emotional development of the individual from infancy through adolescence and focuses on the continuation of growth, change, and adaptation throughout young adulthood, middle age, old age, and even in the process of death. Furthermore, SW 6041 relies heavily on biological, sociological, cultural and psychological perspectives to explain both internal dynamics and external opportunities and stresses that shape human behavior from the cradle to the tomb.

**IV. Relevant Professional Standards**

The Council on Social Work Education (CSWE) ensures that this course provides contents on the reciprocal relationships between human behavior and social environments. Its content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across

the life span. Through its Educational Policy and Accreditation Standards (EPAS) body, the CSWE recommends the following nine competencies for baccalaureate and master's programs:

- Competency 1: Demonstrate ethical and professional behavior
- Competency 2: Engage diversity and difference in practice
- Competency 3: Advance human rights and social, economic, and environmental justice
- Competency 4: Engage in practice-informed research and research-informed practice
- Competency 5: Engage in policy practice
- Competency 6: Engage with individuals, families, groups, organizations, and communities
- Competency 7: Assess individuals, families, groups, organizations, and communities
- Competency 8: Intervene with individuals, families, groups, organizations, and communities
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

## V. Student Learning Outcomes and EPAS Coverage

By the end of this course, students will be able to:

<p><b><i>Identify knowledge, skills, and values necessary for the generalist social work practice model.</i></b></p> <ul style="list-style-type: none"><li>a. Covered by reading materials and lectures for Week 1 &amp; 2</li><li>b. Assessed through discussions and exam</li><li>c. EPAS Competencies: 1a; 2a; 6a; 7b; 8a; and 9b</li></ul>
<p><b><i>Recognize people's involvement with multiple systems in the social environment.</i></b></p> <ul style="list-style-type: none"><li>a. Covered by reading materials and lectures throughout the class</li><li>b. Assessed by discussion threads</li><li>c. EPAS Competencies: 6a; 7b; 8a; and 9b</li></ul>
<p><b><i>Use critical thinking in the appraisal of social work theories.</i></b></p> <ul style="list-style-type: none"><li>a. Covered by reading materials and lectures for Week 1 &amp; 2</li><li>b. Assessed by a short paper</li><li>c. EPAS Competency: 9b</li></ul>
<p><b><i>Describe physical changes associated with the development of individuals across the lifespan</i></b></p> <ul style="list-style-type: none"><li>a. Covered by reading materials and lectures from Week 3 onward</li><li>b. Assessed through exam</li><li>c. EPAS Competencies: 2a and 2c</li></ul>
<p><b><i>Summarize psychological theories of human behavior across the lifespan</i></b></p> <ul style="list-style-type: none"><li>a. Covered by reading materials and lectures from Week 3 onward</li><li>b. Assessed through discussion threads, exam, and</li><li>c. EPAS Competencies: 6a; 7b; 8a; and 9b</li></ul>
<p><b><i>Explain social factors that affect individuals from childhood to old age</i></b></p> <ul style="list-style-type: none"><li>a. Covered by reading materials and lectures, beginning with Week 5</li><li>b. Assessed through discussions, exam, and final paper</li><li>c. EPAS Competencies: 6a; 7b; and 8b</li></ul>
<p><b><i>Develop competence in writing for the profession of social work</i></b></p> <ul style="list-style-type: none"><li>a. Covered through writing samples, instructor feedback, and referral to writing coach</li></ul>

- b. Assessed through discussion post, critique papers, and final paper
- c. EPAS Competency: 1

## VI. Required Texts/Readings

**Textbook:** Zastrow, C., Kirst-Ashman, K. K., & Hessenauer, S. L. (2018). *Empowerment series: Understanding human behavior and the social environment* (11<sup>th</sup> ed.). Boston, MA: Cengage Learning.

**Additional Required Readings:** Additional weekly reading materials will be available on Blackboard.

## VII. Course Requirements and Expectations

This class will be taught completely online. You are expected to read materials (e.g., textbook chapter(s), articles, weekly lecture notes on blackboard) assigned for each week. You are also required to participate in the weekly discussion boards, complete brief reaction papers, take an exam, and submit a final paper.

**Weekly Discussion Boards (20%):** You are required to respond to 10 weekly discussions (two points for each discussion). You should also reply to classmates' posts to earn full credit. Demonstration of the integration of readings and critical thinking is important in formulating your response. Responses that are essentially "I agree" or "me, too" will receive no credit. Please explain *why* you agree. Discussion posts will also be graded for elements of quality writing, including grammar, spelling, and punctuation. ***Discussions are due every Sunday, 11:59 pm. Late posts will be automatically prevented on blackboard.***

**Brief Reaction Papers (20%):** You will be required to write a total of four (4) brief (at least 2 pages, double spaced) papers in which you share your reactions to topics, ideas, concepts, and/or information you are exposed to in class as they relate to some aspect of your life. The general idea is to relate readings and concepts from class to your field experiences and to other experiences you have had. You will be expected to follow basic APA guidelines for grammar, punctuation, and any citations/references. ***The reactions are worth 5 points each and due on blackboard in Week 3, 6, 9, & 12.***

**Exam (20%):** There will be one exam worth 20% of the grade. The format may include true or false, multiple choice, matching, and/or essay questions. The exam consists of 20 questions and will be administered during ***Week 16.***

**Final Paper (40%):** A final paper assignment will be worth 40% of the grade. You are expected to write a paper (double spaced 10-12 pages) using the Intergenerational Family Congruence Model. A detailed guideline for the final paper is at the end of this syllabus. Students can access samples of the final paper on blackboard. The instructor will accept rough drafts of the final paper for review purposes. ***Students should submit the final paper on blackboard on or before 12/13/20 at 11:59 pm.***

**Late Submission of Assignments:** Unless announced otherwise, assignments must be turned in prior to / or on their due date. Late assignments due to unanticipated circumstances (force majeure situations) will be at the discretion of the instructor.

## VIII. Assignments and Grade Policy

Assignment	%	Points
Discussions	20	20
Reaction/Critique Papers	20	20
Exam	20	20
Final Paper	40	40
<b>Total</b>	<b>100%</b>	<b>100</b>

This course is based on a possible 100-point scale. The grading scale is as follows:

Percent	Letter grade
100-96	A Excellent
95-90	A- Very good
89-86	B+ Good
85-83	B Satisfactory
82-80	B- Poor
79-76	C+ Below course expectations
75-73	C Seriously below expectations
≤ 72	F Failed course

## IX. Writing Lab

The College of Social and Behavioral Sciences (CSBS) has a writing lab especially designed for its students. The lab will help you identify problems you might have with your writing and assist you in finding solutions. You can seek help at any stage in your writing: as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between). Please access the CSBS Writing Lab via this link: <https://www.csusb.edu/csbs-writing-lab>

## X. University Policies

**Plagiarism and Cheating:** Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations" in the Bulletin of Courses, <http://catalog.csusb.edu>). Plagiarism or other forms of cheating are not acceptable and will be handled in accordance with university policies on plagiarism and cheating. Consequences could be as severe as being dismissed from the program.

**Support for Students with Disabilities:** The School of Social Work supports the University's commitment to diversity and the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities that needs and requests accommodations as recommended by that office. If you are in need of an accommodation for a disability in order to participate in this class, please contact the Office of Services to Students with Disabilities at 909-537-5238.

**Cal State San Bernardino Statement of Commitment to Diversity Excerpt: Diversity Policy:** "In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural

orientation, national origin, and age. (Taken from the *CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity*, <http://diversity.csusb.edu/>,2010)

**Dropping and Adding:** It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped then if they do not intend to attend, by Census Date (usually two weeks after the start of the quarter). There are increasing penalties for not dropping or being properly enrolled by the Census Date (refer to "Academic Regulations" in the Bulletin of Courses, <http://catalog.csusb.edu/>).

**Emergency Event Procedures:** The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is 537-5165. (On campus phone the number is 75165). The campus escort service for company walking to your car is 909-537-5165. If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates. The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

## **XI. Coverage of Ethics, Diversity, Human Rights and Social and Economic Justice in this Course**

**Apply Social Work Ethical Principles to Guide Professional Practice:** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- Recognize and manage personal values in a way that allows professional values to guide practice;
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics 2 and , as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- Tolerate ambiguity in resolving ethical conflicts; and
- Apply strategies of ethical reasoning to arrive at principled decisions (CSWE Educational Policy, 2.1.2, 2008).

*This course addresses ethical principles and standards that guide professional practice in the following manner: Throughout this course, students will have opportunities to understand and apply the professional code of ethics in order to effectively deal with ethical dilemmas in practice situations through vignettes, examples, and personal experiences.*

**Engage Diversity and Difference in Social Work Practice:** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- View themselves as learners and engage those with whom they work as informants. (CSWE Educational Policy 2.1.4, 2008).

*This course addresses diversity in the following manner: In this course, students will learn about issues related to women, racial minorities, elderly, people with disabilities, and other disenfranchised groups and how these issues affect their development and quality of life in this society.*

**Advance Human Rights and Social Economic Justice:** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- Understand the forms and mechanisms of oppression and discrimination;
- Advocate for human rights and social and economic justice; and
- Engage in practices that advance social and economic justice (CSWE Education Policy 2.1.5, 2008).

*In this course, students learn about issues on human rights, poverty, economic and social injustice issues in readings and in class discussions. Particularly this course will focus on how poverty, discrimination, inequality, and oppression affect human development psychologically, emotionally and biologically and discuss strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice.*

## **XII. Course Calendar** (subject to change with fair notice)

<b>Weeks &amp; Dates</b>	<b>Topics, Readings, and Assignment Due Dates</b>
Week 1 8/24 – 8/30	<p><b>Major Social Work Theories: Part I</b> (Overview of the person-in-environment perspective, the ecosystems perspective, and the generalist practice model)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Chapter 1 (Zastrow et al., 2018)</li> <li>▪ Akesson, B., Burns, V., &amp; Hordyk, S. R. (2017). The place of place in social work: Rethinking the person-in-environment model in social work education and practice. <i>Journal of Social Work Education, 53</i>(3), 372-383.</li> <li>▪ Ahmed, S. R., Amer, M. M., &amp; Killawi, A. (2017). The ecosystems perspective in social work: Implications for culturally competent practice with American Muslims. <i>Journal of Religion &amp; Spirituality in Social Work: Social Thought, 36</i>(1-2), 48-72.</li> <li>▪ Hall, R. (2008). The evolution of social work practice: Implications for the generalist approach. <i>International Journal of Social Welfare, 17</i>(4), 390-395.</li> </ul> <p><b>Assignment Due: Discussion 1</b></p>

<p>Week 2 8/31 – 9/6</p>	<p><b>Major Social Work Theories: Part II</b> (Overview and critical analysis of the theory of social justice, the theory of empowerment, and the family congruence model)  <u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Joseph, R. (2020). Toward a pragmatic understanding of Rawls’ social justice theory in social work: A Critical Evaluation. <i>Journal of Human Rights and Social Work</i>, 5(3), 147-156.</li> <li>▪ Joseph, R. (2020). The theory of empowerment: A critical analysis with the theory evaluation scale. <i>Journal of Human Behavior in the Social Environment</i>, 30(2), 138-157.</li> <li>▪ McCaslin, R. (1993). An intergenerational family congruence model. In Cowan et al. (eds.), <i>Family, self, and society: Toward a new agenda for family research</i> (pp. 295-316). Hillsdale, NJ: Lawrence Erlbaum Associates.</li> </ul> <p><b>Assignment Due: Discussion 2</b></p>
<p>Week 3 9/7 – 9/13</p>	<p><b>Biological Development in Infancy and Childhood</b> (Pregnancy, birth, Infancy, prenatal influences, birth defects, etc.)  <u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 2</li> <li>▪ Mattson, S. N., Crocker, N., &amp; Nguyen, T. T. (2011). Fetal alcohol spectrum disorders: neuropsychological and behavioral features. <i>Neuropsychology Review</i>, 21(2), 81-101.</li> <li>▪ Abrams, L. S., &amp; Curran, L. (2007). Not just a middle-class affliction: Crafting a social work research agenda on postpartum depression. <i>Health &amp; Social Work</i>, 32(4), 289-296.</li> <li>▪ Mathews, T.J., MacDorman, M. F., Thoma, M. E., &amp; Division of Vital Statistics (2015). Infant mortality statistics from the 2013 period: linked birth/infant death data set. <a href="https://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64_09.pdf">https://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64_09.pdf</a></li> </ul> <p><b>Assignment Due: Reaction/Critique Paper I</b></p>
<p>Week 4 9/14 – 9/20</p>	<p><b>Psychological Development in Infancy and Childhood</b> (Early attachment and separation, personality development, cognitive development, learning disabilities)  <u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 3</li> <li>▪ Blakely, T. J., &amp; Dziadosz, G. M. (2015). Application of attachment theory in clinical social work. <i>Health &amp; Social Work</i>, 40(4), 283-289.</li> <li>▪ Lourenço, O. (2012). Piaget and Vygotsky: Many resemblances, and a crucial difference. <i>New Ideas in Psychology</i>, 30(3), 281-295.</li> <li>▪ Peterson, C. A., Mayer, L. M., Summers, J. A., &amp; Luze, G. J. (2010). Meeting needs of young children at risk for or having a disability. <i>Early Childhood Education Journal</i>, 37(6), 509-517.</li> </ul> <p><b>Assignment Due: Discussion 3</b></p>
<p>Week 5 9/21 – 9/27</p>	<p><b>Social Development in Infancy and Childhood</b> (Socialization, treatment of children in families, sibling subsystem, social learning)  <u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 4</li> <li>▪ Hartas, D. (2011). Families’ social backgrounds matter: Socio-economic factors, home learning and young children’s language, literacy and social outcomes. <i>British Educational Research Journal</i>, 37(6), 893-914.</li> <li>▪ Gooren, E. M., van Lier, P. A., Stegge, H., Terwogt, M. M., &amp; Koot, H. M. (2011). The development of conduct problems and depressive symptoms in early elementary</li> </ul>



	<p>school children: the role of peer rejection. <i>Journal of clinical Child &amp; Adolescent Psychology</i>, 40(2), 245-253.</p> <ul style="list-style-type: none"> <li>Frederick, J., &amp; Goddard, C. (2010). 'School was just a nightmare': childhood abuse and neglect and school experiences. <i>Child &amp; Family Social Work</i>, 15(1), 22-30.</li> </ul> <p><b>Assignment Due: Discussion 4</b></p>
<p>Week 6 9/28 – 10/4</p>	<p><b>Biological Development in Adolescence</b> (Puberty, body image and self-concept, teenage pregnancy)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>Zastrow et al. (2018), Chapter 6</li> <li>Linton, K. F., &amp; Adams Rueda, H. (2014). Experiences with pregnancy of adolescents with disabilities from the perspectives of the school social workers who serve them. <i>Health &amp; Social Work</i>, 39(2), 92-100.</li> <li>Lawrence, S., Hazlett, R., &amp; Hightower, P. (2010). Understanding and acting on the growing childhood and adolescent weight crisis: A role for social work. <i>Health &amp; Social Work</i>, 35(2), 147-153.</li> </ul> <p><b>Assignment Due: Reaction/Critique Paper 2</b></p>
<p>Week 7 10/5 – 10/11</p>	<p><b>Psychological Development in Adolescence</b> (Identity formation, moral development, faith development; major theories)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>Zastrow et al. (2018), Chapter 7</li> <li>French, S. E., Seidman, E., Allen, L., &amp; Aber, J. L. (2006). The development of ethnic identity during adolescence. <i>Developmental Psychology</i>, 42(1), 1-10.</li> <li>Parker, S. (2010). Research in Fowler's faith development theory: A review article. <i>Review of Religious Research</i>, 51(3), 233-252.</li> </ul> <p><b>Assignment Due: Discussion 5</b></p>
<p>Week 8 10/12 – 10/18</p>	<p><b>Social Development in Adolescence</b> (Social systems—family, school—impact on adolescents; moral development and behavioral and emotional problems in adolescents)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>Zastrow et al. (2018), Chapter 8</li> <li>Raaijmakers, Q. (2005). Delinquency and moral reasoning in adolescence and young adulthood. <i>International Journal of Behavioral Development</i>. 29(3), 247-258.</li> <li>Benson, M., &amp; Buehler, C. (2012). Family process and peer deviance influences on adolescent aggression: longitudinal effects across early and middle adolescence. <i>Child Development</i>, 83(4), 1213-1228.</li> <li>Moon, S.S, Blakey, J.M., Boyas, J., Horton, K., &amp; Kim, Y.J. (2014). The influence of parental, peer, and school factors on marijuana use among Native American adolescents. <i>Journal of Social Service Research</i>. 40(2), 147-159.</li> </ul> <p><b>Assignment Due: Discussion 6</b></p>
<p>Week 9 10/19 – 10/25</p>	<p><b>Biological Aspects of Young and Middle Adulthood</b> (Physical changes, health status, midlife crisis)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>Zastrow et al. (2018), Chapter 10</li> <li>Simon, C. E. (2006). Breast cancer screening: cultural beliefs and diverse populations. <i>Health &amp; Social Work</i>, 31(1), 36-43.</li> <li>Boxwala, F. I., Bridgemohan, A., Griffith, D. M., &amp; Soliman, A. S. (2010). Factors associated with breast cancer screening in Asian Indian women in metro-Detroit. <i>Journal of Immigrant and Minority Health</i>, 12(4), 534-543.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Wethington, E. (2000). Expecting stress: Americans and the “midlife crisis”. <i>Motivation and Emotion</i>, 24(2), 85-103.</li> </ul> <p><b>Assignment Due: Reaction/Critique Paper 3</b></p>
Week 10 10/26 – 11/1	<p><b>Psychological Aspects of Young and Middle Adulthood</b> (Work of prominent theorists such as Levinson, Maslow, Peck, Glasser, Gawain, Vaillant, etc.)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 11</li> <li>▪ Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i>, 55(5), 469-480.</li> <li>▪ Levinson, D. J. (1986). A conception of adult development. <i>American Psychologist</i>, 41(1), 3-13.</li> <li>▪ Raskin, P. M. (2001). The relationship between identity and intimacy in early adulthood. <i>The Journal of Genetic Psychology</i>, 147(2), 167-181.</li> </ul> <p><b>Assignment Due: Discussion 7</b></p>
Week 11 11/2 – 11/8	<p><b>Sociological Aspects of Young and Middle Adulthood</b> (Major social problems: poverty, sandwich generation, empty-shell marriages, etc.; lifestyles and family forms, macro theories of poverty and organization behavior)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 12</li> <li>▪ Grundy, E., &amp; Henretta, J. C. (2006). Between elderly parents and adult children: a new look at the intergenerational care provided by the ‘sandwich generation’. <i>Ageing &amp; Society</i>, 26(5), 707-722.</li> <li>▪ Jones, A. (2003). Reconstructing the stepfamily: old myths, new stories. <i>Social Work</i>, 48(2), 228-236.</li> </ul> <p><b>Assignment Due: Discussion 8</b></p>
Week 12 11/9 – 11/15	<p><b>Biological Aspects of Later Adulthood</b> (Psychological and mental changes in later adulthood, contemporary theories of aging, common diseases and major causes of death)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 14</li> <li>▪ Erickson, K. I., Raji, C. A., Lopez, O. L., Becker, J. T., Rosano, C., Newman, A. B., ... &amp; Kuller, L. H. (2010). Physical activity predicts gray matter volume in late adulthood: the <i>Cardiovascular Health Study</i>. <i>Neurology</i>, 75(16), 1415-1422.</li> <li>▪ Sharma, A. (2012). Health disparities in later life: A simultaneous equational analysis of utilization. <i>Journal of Aging and Health</i>, 24(8) 1421-1448.</li> <li>▪ Sanders, S., &amp; McFarland, P. (2002). Perceptions of caregiving role by son’s caring for a parent with Alzheimer’s disease: A qualitative study. <i>Journal of Gerontological Social Work</i>, 37(2), 61-76.</li> </ul> <p><b>Assignment Due: Reaction/Critique Paper 4</b></p>
Week 13 11/16 – 11/22	<p><b>Psychological Aspects of Later Adulthood</b> (Psychological systems and their impact on later adulthood, developmental tasks of later adulthood, successful aging)</p> <p><u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 15</li> <li>▪ James, J. B. &amp; Zarrett, N. (2006). Ego integrity in the lives of older women. <i>Journal of Adult Development</i>, 13(2), 61-75.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Wink, P., &amp; Dillon, M. (2003). Religiousness, spirituality, and psychosocial functioning in late adulthood: Findings from a longitudinal study. <i>Psychology and Aging, 18</i>(4), 916-924.</li> <li>▪ Ruppel, S. E. et al. (2010). Are they depressed or just old? A study of perceptions about the elderly suffering from depression. <i>North American Journal of Psychology, 12</i>(1), 31-42.</li> </ul> <p><b>Assignment Due: Discussion 9</b></p>
<p>Week 14 11/23 – 11/29</p>	<p><b>Thanksgiving Recess/No Assignments</b></p>
<p>Week 15 11/30 – 12/6</p>	<p><b>Sociological Aspects of Later Adulthood</b> (Social systems and their impacts on later adulthood: poverty in old age, gaps in social services, social support, elder abuse) <u>Reading Materials</u></p> <ul style="list-style-type: none"> <li>▪ Zastrow et al. (2018), Chapter 16</li> <li>▪ Donovan, K. &amp; Regehr, C. (2010). Elder abuse: Clinical, ethical, and legal consideration in social work practice. <i>Clinical Social Work Journal, 38</i>(2), 174-182.</li> <li>▪ Ozawa, M. N., &amp; Choi, Y. (2003). The relationship between pre-retirement earnings and health status in old age: Black-white differences. <i>Journal of Gerontological Social Work, 38</i>(4), 19-37.</li> <li>▪ Chang, J., McAllister, C., &amp; McCaslin, R. (2015). Correlates of, and barriers to, Internet use among older adults. <i>Journal of Gerontological Social Work, 58</i>(1), 66-85.</li> </ul> <p><b>Assignment Due: Discussion 10</b></p>
<p>Week 16 12/7 – 12/13</p>	<p><b>Assignments Due: Exam and Term Paper</b></p>

### **XIII. Paper Guidelines and Rubric**

For this assignment worth 40 points, you will use the Intergenerational Family Congruence Model (McCaslin, 1993). Below are the steps toward the successful completion of this assignment.

- 1) **Description of the three-generation family:** Briefly, describe the members of a three-generation family with which you are familiar. Include important ascribed and achieved characteristics such as age, gender, ethnicity, education, occupation, cohort, etc. Indicate also the formal relationships of each member to the others. A genogram can be inserted.
- 2) **Identification of developmental tasks for one member in each generation:** Focusing on one member of each generation (three individuals) and one period of time, analyze the development tasks faced by each member at his/her current life stage and their potential impact on the success of the others in working through their own current developmental tasks. In other words, are the developmental tasks of the members reinforcing / facilitative of each other or do they constrain/work against each other?
- 3) **Analysis of the developmental tasks across the three generations:** Explain whether the members in a position to work together toward common goals or are their needs sufficiently different that their individual goals raise contradictions for the family as a unit? If there are competing agendas among the family members, discuss how they might minimize the potential conflicts.
- 4) **Determination of family congruence level:** Conclude by making an argument on the level of congruence for the family (not congruent, somewhat congruent, congruent, or very congruent). Justify your position. Explain implications of findings and make recommendations.
- 5) **Overall coherency and writing quality:** Ensure that the paper is of excellent quality (with introduction, other sub-sections, conclusion, clarity, careful editing, free of errors, correct in-text citations and bibliography).

For this assignment, you may use a case with which you are currently involved or one with which you have worked in the past. You may also use your own family or that of a friend. Bear in mind that, on the one hand, analyzing your own family may be helpful to you on a personal level while, on the other hand, it may constrain your ability to be objective. A more optimal approach may be for students to work in pairs, each analyzing the other's family. In this way, each may receive useful personal information yet also learn more about the general issues involved. In answering each of the following questions, you must consult and cite relevant, timely and formally published literature. Cite only scholarly peer-reviewed journals in social work, psychology, or sociology. Do not cite magazine articles or newspaper articles. At least five sources must be cited for the entire paper. The majority of your citations must be empirically based journal articles or government publications. You may cite textbooks as part of your five sources. The final product will be approximately 10 – 12 pages. The paper will be double-spaced (font size: 12). An additional bibliography and cover page is required. Sources must be cited in the text and on a reference list according to APA style.

## Paper Rubric

Performance Criteria	Commendable (7-8 points)	Adequate (5-6 points)	Not Achieved (0-4 points)
Family Description	Key and informative description of family members and their relationship to each other. Genogram inserted.	Sufficient description of family members and their relationship to each other in an understandable manner, but no genogram.	Insufficient description of family members and their relationship. Characteristics are minimal and illustration of members are unclear. No genogram.
Generational Developmental Tasks	Developmental tasks for one person in each generation are correctly identified and thoroughly described.	Developmental tasks for one person in each generation are correctly identified, but described in a shallow way.	Incorrect identification or incomplete description of generational developmental tasks.
Analysis of Developmental Tasks	Totally demonstrates the positions of members towards common goals. Sufficient quality or quantity of content to answer question. Details are totally relevant.	Mostly demonstrates the positions of members towards common goals. Sufficient quality or quantity of content to answer question. Details are mostly relevant.	Does not clearly demonstrate the positions of members towards common goals. Insufficient quality or quantity of content to answer question. Details are not (or just slightly) relevant.
Determination of Congruence Level	Correctly identifies level of family congruence, explains implications of findings, and makes appropriate recommendations.	Correctly identifies level of family congruence, explains implications of findings, or make recommendations.	Unfocused conclusion or recommendations
Writing Quality	Virtually error free. Clear, understandable, well-organized writing. Correct citation format. No typos. Good introduction and conclusion.	Minor issues regarding sentence structure or citation format. Very few typos. Good introduction conclusion and conclusion.	Many typos. Incorrect citation format. Sentence structure issues making writing unclear and difficult to understand. Lacks focus. No introduction or conclusion.