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SW 6042 Human Behavior and the Social Environment - Critical Topics (prototype semester syllabus)

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Human Behavior and the Social Environment: Critical Topics
SW 6042, section 03
T/Th 7:00-8:15 P.M.
Fall, 2020

Instructor: Herb Shon, PhD, MSW, LCSW

Office: SB-407

Phone: (909) 537-5532

Office Hours: T/Th 5:30-6:30 P.M. and 8:30-9:30 P.M.

Email and response policy: Emails will be responded to within 48 hours unless they are received on weekends. E-mail is the best way to reach me during the fall semester 2020.

Classroom and course meeting times: Online

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

Writing intensive course covering social work ethics, generalist practice, social systems theory, strengths perspective, empowerment, diversity, and oppression/discrimination. Also covers human sexuality, addiction, and beginning theoretical content on family and group dynamics.

III. Course Overview and/or Rationale (Do not change, determined by sequence committee)

SW 6041 explores conceptual frameworks and critical issues 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 SW 6041, the physical, cognitive, and emotional development of the individual from infancy through end of life are examined. Both internal dynamics and external opportunities and stresses are considered.

SW 6042 follows the topics and sequence of SW 6041, but focuses on how this information is related to and applies in practice to critical problems or issues and provides the student the opportunity to "connect the dots," that is, to gain a fuller, more meaningful understanding of the

connection and integration between theory and the applied, and visa versa, while ensuring that the CSWE EPAS competencies and addressed.

IV. Student Learning Outcomes and EPAS Coverage

Coverage of Ethics, Diversity, Human Rights and Social and Economic Justice in this Course

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed

practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (CSWE, Educational Policy 2.0, 2015).

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;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (CSWE EPAS, 2015).

This course addresses diversity in the following manner: In this course, at the very least, students will learn about issues related to women, racial minorities, 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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice (CSWE, EPAS, 2015).

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.

2015 CSWE Educational Policy and Accreditation Standards – Competencies

Competency 1: Demonstrate Ethical and Professional Behavior	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 2: Engage Diversity and Difference in Practice	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 5: Engage in Policy Practice	

(https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

V. Required Texts/Readings

Texts:

Zastrow, C.H. & Kirst-Ashman, K.K. (2019). *Understanding human behavior and the social environment* (11th ed.). Boston: Brooks/Cole.

Additional Required Readings:

Additional or substituted required readings may be assigned (posted at Blackboard course site) with reasonable notice from the instructor via e-mail.

VI. Course Requirements and Expectations

1. Students are expected to participate in all Zoom classes and complete assignments on time, and to participate in all class discussions and activities. A student who is not logging in on Blackboard and/or does not turn in assignments on time is at risk of a failing grade.
2. Three (3) 5-7 page papers due at the end of weeks 5, 10, and 15
 - a. 20% each x 3 = 60% of your course grade
 - b. Instructions can be found at the end of this syllabus.
3. Fifteen (15) weekly Blackboard Discussion Board reflection assignments
 - a. 15 assignments are worth 2 points each for a combined 30 points (30% of your course grade)
 - b. Instructions can be found at the end of this syllabus.
4. Actively participate in class and class activities (10% of your course grade)
 - a. Instructions can be found at the end of this syllabus.

Attendance/Participation:

Students are expected to attend all Zoom class sessions, complete all assignments on time, and participate in the class discussions and activities.

Absences and/or Late Arrivals:

Class attendance is expected and required, however, should absences due to illness and/or emergency is acceptable, but for which the student needs to submit proof . However, a fourth (4) missed class session will result in deduction of 10 points (10% of your course grade), and a fifth (5) will result in a failing grade for the course. You are also expected to demonstrate professionalism and courtesy by arriving (logging in) to class early or on-time and remaining (logged in) in class until each class/Zoom session has been completed by the instructor.

Cellphone/computer Use:

Unless being used for our Zoom class sessions, cellphones should be silenced during class time and should not be used for other communication purposes. If use of your cell phone is absolutely necessary (i.e., for an emergency), students are asked to attend to the matter as expeditiously as possible and send a Zoom message to the professor to advise them of the emergency. Laptops (and similar devices) may be used for educational purposes only (such as taking personal notes, accessing material related to this class, etc.). They are not to be used during lectures and class presentations unless it is for an educational purpose. If you use your phone and or laptop for reasons other than educational purpose, you will be given a verbal warning; in-person or via e-mail.

Late Submission of Assignments:

Late work will be discounted 10% if not uploaded to the appropriate Blackboard folder by 11:59 P.M. on the due date (Sunday evening, 11:59 P.M.).

VIII. Assignments and Grade Policy

Breakdown of course assignments and points:

Assignment	%	Points
Paper #1 (due at the end of week 5)	20	20
Paper #2 (due at the end of week 10)	20	20
Paper #3 (due at the end of week 15)	20	20
15 weekly Blackboard Discussion Board reflection assignments (due at the end of each week)	30	30
Class participation	10	10
Total	100%	100

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

Points/ 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

1. **Assignments description:**

There are three (3) writing assignments this semester, each due at the end of weeks 5, 10, and 15 (by/before Sunday, 11:59 P.M.), each worth 25 points (25% of your course grade) for a total of 75 points (75% of your course grade).

Assignment grading:

- 1) 5-7 page paper due at the end of week 5 (20 points)
- 2) 5-7 page paper due at the end of week 10 (20 points)
- 3) 5-7 page paper due at the end of week 15 (20 points)
- 4) 15 weekly Blackboard Discussion Board reflection assignments (30 points)
- 5) Class participation (10 points)

Writing Coach: Writing Coach

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. You can visit the writing coach 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). Francesca can meet with you on campus during her available hours, online (Via Google Hangouts), or by email. While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. All contact information for Francesca is at <http://socialwork.csusb.edu/tutor/index.htm>.

IX. 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](#)). Among the possible consequences for plagiarism and/or cheating is expulsion.

Support for Students with Disabilities

The School of Social Work supports the University 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 Services to Students with Disabilities at (909) 537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt

"In our commitment to the furthering of knowledge and fulfilling our educational mission, this campus seeks a 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". (From the CSU San Bernardino [University Diversity committee Statement of Commitment to Diversity](#), 2010)

Dropping and Adding

It is the student's responsibility to ensure that they have enrolled in their classes, or officially dropped them if they do not intend to attend, by Census Date.

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 is 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.

Emergency Preparedness Checklist for First Class Session Discussion

- Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts)

Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M and wait for instructions. If someone in your class cannot use the stairs, assist the person to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated. Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.

- Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.
- Medical Emergency: Call 911 and report. Use any first aid available if trained.
- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.
 - Definition of “Shelter in Place” and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door. Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.
- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.
- Discuss helping mobility, hearing, or sight impaired classmates.
- Look at the following websites and bookmark on phone:
 - <http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>
 - <http://www.bucks.edu/resources/security/activeshooterprotocol/>
 - <https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

X. Course Calendar (*Subject to change with fair notice*)

Human Behavior and the Social Environment/HBSE and Critical Topics Proposed Outline for Fall 2020 Online Format		
Weeks/Dates	SW 6041 The Lifespan	SW 6042 Critical Topics
	<i>Topics</i>	<i>Critical Topics</i>
Week 1 8/24 – 8/30	Major Social Work Theories: Part I	Ethics in Social Work

		<p>Voshel, E., & Wesala, A. (2015). Social Media & Social Work Ethics: Determining Best Practices in an Ambiguous Reality. <i>Journal of Social Work Values and Ethics</i>, 12(1), 67-76.</p> <p>Mungai, N., Wairire, G., & Rush, E. (2014). The Challenges of Maintaining Social Work Ethics in Kenya. <i>Ethics and Social Welfare: Ethical Challenges & Human Rights in Africa</i>, 8(2), 170-186.</p> <p>Reamer, F. (2018). Evolving standards of care in the age of cybertechnology. <i>Behavioral Sciences & the Law</i>, 36(2), 257-269.</p> <p>Valutis, S. & Rubin, D. (2016). Value conflicts in social work: Categories and correlates. <i>Journal of Social Work Values and Ethics</i>, 13(1). 11-24.</p>
<p>Week 2 8/31 – 9/6</p>	<p>Major Social Work Theories: Part II</p>	<p>Social Work and the Social Justice Concept</p> <p>Gasker, J.A. & Fischer, A.C. (2014). Toward a context-specific definition of social justice for social work: In search of overlapping consensus. <i>Journal of Social Work Values and Ethics</i>, 11(1). 42-53.</p> <p>Ricciardelli, L.A. & Laws, C.B. (2019). Using social work values and ethics to enhance social inclusion in post-secondary education: A value-critical approach. <i>Journal of Social Work Values and Ethics</i>, 16(1), 39-52.</p> <p>Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. <i>Journal of Social Work Values and Ethics</i>, 16(2), 70-80.</p>
<p>Week 3 9/07 – 9/13</p>	<p>Biological Development in Infancy and Childhood</p>	<p>Disabilities in Children</p> <p>Fill, M., Miller, A., Wilkinson, R., Warren, M., Dunn, J., Schaffner, W., & Jones, T. (2018). Educational disabilities among children born with Neonatal Abstinence Syndrome. <i>Pediatrics</i>, 142(3), Pediatrics, September 2018, Vol.142(3).</p> <p>Lee, K., Calkins, A., & Shin, T. (2016). Head Start impact on social–emotional outcomes for children with disabilities. <i>Research on Social Work Practice</i>, 26(7), 790-802.</p> <p>McConnell, D., Savage, A., Breikreuz, R., & Sobsey, D. (2016). Sustainable Family Care for Children with Disabilities. <i>Journal of Child and Family Studies</i>, 25(2), 530-544.</p> <p>Lightfoot, E., Hill, K., & Laliberte, T. (2011). Prevalence of children with disabilities in the child welfare system and out of home placement:</p>

		An examination of administrative records. <i>Children and Youth Services Review</i> , 33(11), 2069-2075.
Week 4 9/14 – 9/20	Psychological Development in Infancy and Childhood	<p>Child Maltreatment (Abuse and Neglect)</p> <p>MacKenzie, M.J., Kotch, J.B., Lee, L-C, Augsberger, A & Hutto, N. (2011). A cumulative ecological-transactional risk model of child maltreatment and behavioral outcomes: Reconceptualizing early maltreatment report as risk factor. <i>Children and Youth Services Review</i>, 33(1). 2392-2398.</p> <p>Infurna, M.R., Reichl, Corinna, Parzer, P., Schimmenti, A., Bifulco, A. & Kaess, M. (2015). Associations between depression and specific childhood experiences of abuse and neglect: A meta-analysis. <i>Journal of Affective Disorders</i>, 190. 47–55.</p> <p>Mandelli, L., Petrelli, C., Serretti, A. (2015). The role of specific early trauma in adult depression: A meta-analysis of published literature. Childhood trauma and adult depression. <i>European Psychiatry</i>, 20, 665-680.</p> <p>Kulinna, P., Ramirez, E., Jahn, J., Cothran, D., Burns, R., & Kloepfel, T. (2017). Predictors of Native American children's perceived status of health and physical shape. <i>Journal of Applied Biobehavioral Research</i>, 22(4), 1-10.</p>
Week 5 9/21 – 9/27 Paper #1 due 10/4/20 @ 11:59 P.M.	Social Development in Infancy and Childhood	<p>Other Adverse Childhood Experiences (ACEs)</p> <p>Benuto, L., Casas, J., Gonzalez, F., & Newlands, R. (2018). Being an undocumented child immigrant. <i>Children and Youth Services Review</i>, 89, 198-204.</p> <p>Eppler, C. (2008). Exploring Themes of Resiliency in Children After the Death of a Parent. <i>Professional School Counseling</i>, 11(3), 189-196.</p> <p>Nikulina, V., Widom, C., & Czaja, S. (2011). The Role of Childhood Neglect and Childhood Poverty in Predicting Mental Health, Academic Achievement and Crime in Adulthood. <i>American Journal of Community Psychology</i>, 48(3-4), 309-321.</p> <p>Cohen, S., Janicki-Deverts, D., Chen, E. & Matthews, K.A. (2010). Childhood socioeconomic status and adult health. <i>Annals of the New York Academic of Sciences</i>, 1186. 37-55. doi: 10.1111/j.1749-6632.2009.05334.x.</p>

<p>Week 6 9/28 – 10/4</p>	<p>Biological Development in Adolescence</p>	<p>Pregnancy, Abortion, and Motherhood During Adolescence</p> <p>Mollborn, S. (2017). Teenage mothers today: What we know and how it matters. <i>Child Development Perspectives, 11</i>(1), 63-69.</p> <p>Trickett, P., Noll, J., & Putnam, F. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. <i>Development and Psychopathology, 23</i>(2), 453-476.</p> <p>Yoshimasu, K., Barbaresi, W., Colligan, R., Voigt, R., Killian, J., Weaver, A., & Katusic, S. (2012). Childhood ADHD Is strongly associated with a broad range of psychiatric disorders during adolescence: A population-based birth cohort study. <i>Journal of Child Psychology and Psychiatry, 53</i>(10), 1036-1043.</p> <p>Hymas, R., & Girard, L. (2019). Predicting postpartum depression among adolescent mothers: A systematic review of risk. <i>Journal of Affective Disorders, 246</i>, 873-885.</p>
<p>Week 7 10/5 – 10/11</p>	<p>Psychological Development in Adolescence</p>	<p>Gender and Sexual Orientation in Adolescence</p> <p>Beckerman, N., & Auerbach, C. (2014). PTSD as aftermath for bullied LGBT adolescents: The case for comprehensive assessment. <i>Social Work in Mental Health, 12</i>(3), 195-211.</p> <p>Gonzales-Backen, M. (2013). An application of ecological theory to ethnic identity formation among biethnic adolescents. <i>Family Relations, 62</i>(1), 92-108.</p> <p>Vanbronghorst, S., Edwards, E., Roberts, D., Kist, K., Evans, D., Mahdasian, A., & Blankenship, K. (2017). 4.21 Depression, suicidality, substance use, and abuse history among lesbian, gay, bisexual, transgender, queer (LGBTQ) adolescents who are psychiatrically hospitalized. <i>Journal of the American Academy of Child & Adolescent Psychiatry, 56</i>(10), S235.</p> <p>Eitle, Tamela McNulty, & Eitle, David. (2014). Race, coping strategies, and substance use behaviors: A preliminary analysis examining white and American Indian adolescents. <i>Substance Use & Misuse, 49</i>(3), 315-325.</p>
<p>Week 8 10/12 – 10/18</p>	<p>Social Development in Adolescence</p>	<p>Adolescence Risk and Protective Factors</p> <p>Schelbe, L. (2018). Struggles, successes, and setbacks: Youth aging out of child welfare in a subsidized housing program. <i>Children and Youth Services Review 89</i>. 298–308</p>

		<p>Beduna, K., & Perrone-McGovern, K. (2019). Recalled childhood bullying victimization and shame in adulthood: The influence of attachment security, self-compassion, and emotion regulation. <i>Traumatology</i>, 25(1), 21-32.</p> <p>Tang, C., Koh, Y., & Gan, Y. (2017). Addiction to Internet Use, Online Gaming, and Online Social Networking Among Young Adults in China, Singapore, and the United States. <i>Asia Pacific Journal of Public Health</i>, 29(8), 673-682.</p> <p>O’driscoll, C., Heary, C., Hennessy, E., & Mckeague, L. (2015). Adolescents’ explanations for the exclusion of peers with mental health problems: An insight into stigma. <i>Journal of Adolescent Research</i>, 30(6), 710-728.</p>
Week 9 10/19 – 10/25	Biological Aspects of Young and Middle Adulthood	<p>Families and Groups: Formation and Evolution</p> <p>Physiological changes and their effects on young/middle adults’ biopsychosocial status, health, sense of well-being, etc.</p> <p><i>(articles 2, 3, and 4 go here)</i></p>
Week 10 10/26 – 11/1 Paper #2 due 10/25/20 @ 11:59 P.M.	Psychological Aspects of Young and Middle Adulthood	<p>Defense Mechanisms and Coping Strategies for Families and Groups</p> <p>Cho, D., Park, C., & Blank, T. (2013). Emotional approach coping: Gender differences on psychological adjustment in young to middle-aged cancer survivors. <i>Psychology & Health</i>, 28(8), 874-894.</p> <p>Mauro, P., Canham, S., Martins, S., & Spira, A. (2015). Substance-use coping and self-rated health among US middle-aged and older adults. <i>Addictive Behaviors</i>, 42, 96-100.</p> <p>Greer, T., & Cavalhieri, K. (2019). The role of coping strategies in understanding the effects of institutional racism on mental health outcomes for African American men. <i>Journal of Black Psychology</i>, 45(5), 405-433.</p> <p>Sun, C., Bridges, A., Johnson, J., & Ezzell, A. (2016). Pornography and the male sexual script: An analysis of consumption and sexual relations. <i>Archives of Sexual Behavior</i>, 45(4), 983-994.</p> <p>Ntouros, E., Ntoumanis, A., Bozikas, V., Donias, S., Giouzepas, I., & Garyfalos, G. (2010). Koro-like symptoms in two Greek men. <i>BMJ Case Reports</i>, 2010(Mar15 1), Bcr0820080679-bcr0820080679.</p>
Week 11 11/2 – 11/8	Sociological Aspects of Young	Contemporary Social Issues Facing Families and Groups

	and Middle Adulthood	<p>Suitor, J., Gilligan, M., Rurka, M., Con, G., Peng, S., & Pillemer, K. (2018). Conflict with mothers and siblings during caregiving: Differential costs for black and white adult children. <i>The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences</i>, 73(7), E86-e97.</p> <p>Amy Przeworski & Alexandra Piedra (2020) The Role of the Family for Sexual Minority Latinx Individuals: A Systematic Review and Recommendations for Clinical Practice, <i>Journal of GLBT Family Studies</i>, 16:2, 211-240, DOI: 10.1080/1550428X.2020.1724109</p> <p>Sharpe, T. (2015). Understanding the sociocultural context of coping for African American family members of homicide victims: A conceptual model. <i>Trauma, Violence, & Abuse</i>, 16(1), 48-59.</p> <p>Chapin, M. (2011). Family resilience and the fortunes of war. <i>Social Work in Health Care: Social Work with the Military: Current Practice Challenges and Approaches to Care</i>, 50(7), 527-542.</p> <p>Stotzer, R. (2014). Law enforcement and criminal justice personnel interactions with transgender people in the United States: A literature review. <i>Aggression and Violent Behavior</i>, 19(3), 263-277.</p>
Week 12 11/9 – 11/15	Biological Aspects of Later Adulthood	<p>Gerontological Social Work: Assessing Needs and Services for Older Adults</p> <p>Adams, D., Kern, D., Wroblewski, K., McClintock, M., Dale, W., & Pinto, J. (2018). Olfactory dysfunction predicts subsequent dementia in older U.S. adults. <i>Journal of the American Geriatrics Society</i>, 66(1), 140-144.</p> <p>Ambrose, A., Paul, G., & Hausdorff, J. (2013). Risk factors for falls among older adults: A review of the literature. <i>Maturitas</i>, 75(1), 51-61.</p> <p>Burns, R., Browning, C., & Kendig, H. (2017). Living well with chronic disease for those older adults living in the community. 29(5), 835-843.</p> <p>Scharlach, A., Lehning, A., Warburton, J., Ng, S., & Shardlow, S. (2013). Ageing-friendly communities and social inclusion in the United States of America. 33(1), 110-136.</p>
Week 13 11/16 – 11/22	Psychological Aspects of Later Adulthood	<p>The Epidemic of Loneliness in Older Adults</p> <p>Fokkema, T., De Jong Gierveld, J., & Dykstra, P. (2012). Cross-national differences in older adult loneliness. <i>The Journal of Psychology: Loneliness Updated</i>, 146(1-2), 201-228.</p>

		<p>Winningham, R., & Pike, N. (2007). A cognitive intervention to enhance institutionalized older adults' social support networks and decrease loneliness. <i>Aging & Mental Health</i>, 11(6), 716-721.</p> <p>Zink, T., Jacobson, C., Pabst, S., Regan S., & Fisher, B. (2006). A lifetime of intimate partner violence: Coping strategies of older women. <i>Journal of Interpersonal Violence</i>, 21(5), 634-351.</p> <p>Angner, E., Ray, M., Saag, K., & Allison, J. (2009). Health and happiness among older adults: A community-based study. <i>Journal of Health Psychology</i>, 14(4), 503-512.</p>
Week 14 11/23 – 11/29	Thanksgiving Recess/No Assignments	Thanksgiving Recess/No Assignments
Week 15 11/30 – 12/6 Paper #3 due 12/6/20 @ 11:59 P.M.	Sociological Aspects of Later Adulthood	<p>Aging and Human Rights</p> <p>Cox, C., & Pardasani, M. (2017). Aging and human rights: A rights-based approach to social work with older adults. <i>Journal of Human Rights and Social Work</i>, 2(3), 98-106.</p> <p>Kim, H., Shin, S. & Zurlo, K.A. (2015). Sequential patterns of health conditions and financial outcomes in late life: Evidence from the Health and Retirement Study. <i>The International Journal of Aging and Human Development</i> 2015, 81(1–2), 54–82.</p> <p>Ferris, R., Glicksman, A., & Kleban, M. (2016). Environmental predictors of unmet home-and community-based service needs of older adults. <i>Journal of Applied Gerontology</i>, 35(2), 179-208.</p> <p>Adams, M., & Tax, A. (2017). Assessing and meeting the needs of LGBT older adults via the Older Americans Act. <i>LGBT Health</i>, 4(6), 389-393.</p>
Week 16 12/7 – 12/13	Final Examinations Week	(No Final Examination) Review of Course Topics, Materials,

**XI. Course Assignment Detailed Instructions and
XII. Grading Rubrics**

- 1. Instructions for the 3 5-7 page papers, each due at the end of weeks 5, 10, and 15 by Sunday, 11:59 P.M. in their proper folder at Blackboard**

Each paper is worth 20 points (20% of your course grade)

You write a total of 3 papers this semester, for weeks 1-5, weeks 6-10, and weeks 11-15.

For each paper, you will choose 1 critical topic to write about more extensively from those found in weeks 1-5, 6-10, 11-15.

For example, for paper #1, you may choose 1 topic from any of the five (5) critical topics found in weeks 1-5:

- a. Ethics in Social Work,
- b. Social Work and the Social Justice Concept,
- c. Disabilities in Children,
- d. Child Maltreatment (Abuse and Neglect), or
- e. Other Adverse Childhood Experiences (ACEs)

In each paper:

- You are expected to write 7-10 pages,
- You must include a minimum of three (3) references to write each of your papers
- You may use a maximum of 1 article from the assigned articles on that critical topic.
- Regarding formatting, your paper should:
 - be double-spaced,
 - in 12-point [New] Times Roman or Ariel font,
 - have 1" margins (left/right and top/bottom),
 - follow correct APA 7th ed. formatting guidelines,
 - be expected to be free from spelling, grammatical, and punctuation errors, will be in keeping with proper use of citations, and include a references page in correct APA 7th ed. format.

So, for example, for paper #1 if you choose to write about Social Work and the Social Justice Concept, you could (but do not have to) use one of the articles that your professor provided you, but then you would also need to include an additional two (2) articles- at minimum - into your paper.

All papers will include the following at the graduate level of critical thinking, depth of understanding and written communication, ability to synthesize information into coherent arguments/statements to make your paper and point of view compelling to the reader:

1. a statement of the problem/issue and its scope (**5 points**)
2. a discussion of its effects on people (or a particular group(s) of people) (include statistics as appropriate) (**5 points**)
3. a discussion of its importance and why it is - or needs to be [better] - addressed by social workers, the social work profession, organizations, the community and/or other individuals and/or groups, including politicians, special interest groups, etc. (**5 points**)
4. a discussion of your recommendations for social work practice at the micro (individuals and families), mezzo (groups), and macro (agencies and communities) levels to confront/remediate this problem/issue (**5 points**)

Each paper is worth **20 points (20% of your course grade)**

2. Instructions for the 15 weekly Blackboard Discussion Board reflection assignments due at the end of each week by Sunday, 11:59 P.M.

At the end of each week, visit the Blackboard Discussion Board for that week to identify and discuss 3 key points from that week’s article readings that you found particularly interesting, informative, provocative, personally and professionally useful, or which caused you cognitive dissonance and relate these to the SW 6042 critical topic for that week.

Grading for each week’s Blackboard Discussion Group’s entries is as follows:

1. Your 3 key points are presented/discussed with clarity and purpose (**50%**)
2. Your 3 key points reflect connection/integration with some aspects/issues from that week’s special topic (**50%**)

Your 15 reflection assignments are worth a combined **30 points (30% of your course grade) (2 points each)**. Each assignment may receive a fraction of a point where necessary. For example: 1.9 points equal 95%, 1.8 points equal 90%, 1.7 points equal 85%, etc.

3. Class Participation: 10 points (10%) was be graded by the following rubric:

	10 points	7.5 points	5 points	2.5 points
Student’s Level of Engagement and Participation in Class	Student proactively contributes to class by offering ideas and/or asks questions almost always or always (75%+) per class and/or works consistently on class/group assignment the entire time.	Student proactively contributes to class by offering ideas and/or asks questions sometimes (~50% to 75%) per class and/or works on class/group assignment for most of the allotted time.	Student rarely (~ 25% to < 50%) contributes to class by offering ideas and asking questions and/or works on class/group assignment only some of the allotted time.	Student almost never or never (0%- 25%) contributes to class by offering ideas and asking questions and/or has trouble staying on task during class/group assignment time.