I. COURSE DESCRIPTION

SWRK 601: Human Behavior and the Social Environment 3.0 units

Prerequisites: CSU, Chico Graduate admission and acceptance to the MSW Program.

This course provides understanding of human behavior and social environment from an eco-systemic and value-based perspective as applicable in social work practice. Content includes theories and knowledge of human, bio-psycho-social development, and that of the range of social systems (families, groups, organizations, institutions and communities) in which individuals live. This course looks at the larger view of the interaction of human behavior and the social environment across the life span from the human ancestor and family genetic inheritance to birth, childhood, youth, young adults, middle age adults, older adults, and death.

II. PURPOSE OF THE COURSE

It is important that social workers have a useful understanding of the reasons why people behave the way they do. Because of social work's emphasis on the person-in-environment, the systems theory is chosen as the most useful framework combined with the ecological perspective for developing this understanding. This course, then, provides understanding of the interactions between and among human, biological, social, psychological, and cultural systems as they affect and are affected by human behavior across the life span, thus providing students with the necessary knowledge and skills needed for conceptualizing and understanding the interaction between developmental processes and social contextual variables. The systems theory, ecological perspective and the psychosocial approach are reviewed because they have provided social workers with the theories for understanding human behavior. Students need to develop a clear understanding of the theoretical perspectives that examine human development and behavior across the life span, and analyze the influence of social, political, historical, and cultural factors. Students must examine the prevailing paradigms with regards to theoretical assumptions, biases and implications for cross-cultural practice with poor, vulnerable, under-served and diverse populations. Processes associated with normative physiological, psychological, cognitive and social development across the life span are very important in order to understand how they influence individuals and social systems, and how those various systems promote or deter people in maintaining or achieving optimal health and well-being. Values and ethical issues, as well as diversity and justice issues related to bio-psychosocial theories, are paramount in understanding the reasons for studying human behavior. To practice competently, and as part of the process of helping, social workers must be able to assess human behavior and social environment factors from a cross-cultural perspective.
III. MAJOR COURSE CONTENT OUTLINE

I. Theoretical Perspective on Human Behavior and Social Environment

1. Why do social workers study human behavior and the social environment?
   - Dimensions of human behavior and the social environment
   - What is social functioning?
   - Social competence models and strengths perspective
   - Person-in-Environment System
   - Life-span versus life-course perspectives
   - The Biopsychosocial interaction

   - Biophysical dimension for Assessing Social Functioning
   - Psychological dimension for Assessing Social Functioning
   - Social dimension for Assessing Social Functioning
   - Difference between Assessment and Diagnosis
   - Differences between Modernism and Postmodernism

II. Individual Development across the Life Span

1. Pregnancy, Birth, and the Newborn
   - Developmental Themes
   - Biophysical Dimension
   - Psychological dimension
   - Social dimension
   - Applying the framework: The Family of a Premature Infant

2. Infancy
   - Developmental Themes
   - Biophysical Dimension
   - Psychological dimension
   - Social dimension
   - Applying the framework: Failure to Thrive

3. Early Childhood
   - Developmental Themes
   - Biophysical Dimension
   - Psychological dimension
   - Social dimension
   - Applying the framework: Developmental Delay in a 4-year-old
     Children with Severe Mental Problems

4. Middle Childhood
   - Developmental Themes
   - Biophysical Dimension
   - Psychological dimension
   - Social dimension
• Applying the framework: Attention Deficit Hyperactivity Disorder; Children in Child Protective Services

5. Adolescence
• Developmental Themes
• Biophysical Dimension
• Psychological dimension
• Social dimension
• Applying the framework: A Depressed Adolescent; Adolescents in Foster care

6. Young Adulthood
• Developmental Themes
• Biophysical Dimension
• Psychological dimension
• Social dimension
• Applying the framework: Schizophrenia

7. Middle Adulthood
• Developmental Themes
• Biophysical Dimension
• Psychological dimension
• Social dimension
• Applying the framework: Domestic Violence/Alcoholism in Middle Age

8. Late Adulthood
• Developmental Themes
• Biophysical Dimension
• Psychological dimension
• Social dimension
• Applying the framework: Depression in an Older Woman

IV. COURSE OBJECTIVES

After completion of the course, students will be able to:

1. Understand the systems and bio-psycho-social approach to human behavior, social issues and problems; including knowledge and theories about the effect of social and economic forces on individuals and social systems, and the range of dynamic, active ongoing relationships among families, groups, organization, institutions and communities in which people live.

2. Utilize evaluative models of theories underlying relationships among human, biological, psychological, cultural and social systems as they affect or are affected by human behavior across the life span; and the ability to critically evaluate these theories and apply them to social work practice situations involving individuals, families, groups, organizations and communities.
3. Understand the interactions between social environment systems and individual behavior, and the ways in which these systems promote or deter people from maintaining and achieving optimal health and well-being across generations.

4. Understand the concepts of the individual/family life cycle course and psychological crises from conception across the life span through older adulthood and death.

5. Understand and appreciate human cultural diversity as manifested by the behavior of racial and ethnic groups, gender, religion, and sexual orientation in the pluralistic nature of society.

6. Apply selected theories and research regarding human behavior and the social environment for understanding individuals and families across the life span and within the broader contexts of culture and community, including forms and mechanisms of oppression and discrimination.

7. Understand social work values and ethical issues, as well as human diversity and (e.g., racial and ethnic groups, gender, sexual orientation, older adult issues, etc.), as related to bio-psychosocial theories, while recognizing and applying course material.

8. Use the dual perspective to demonstrate an understanding of the variety of ways in which populations-at-risk and diverse ages and cultures express the physiological, psychological, spiritual and social dimensions of their lives.

9. Understand the patterns, dynamics and consequences of discrimination, oppression, social and economic deprivation for people of color, women, older adults, gay and lesbian persons, disabled persons, and persons from other populations-at-risk in order to advance social and economic justice for all people.

10. Monitor and evaluate their own personal values, attitudes, and belief systems in relation to social work values and the issues across the life span examined in this course for further understanding and application in the practice courses and internships.

11. Evaluate relevant research findings to further understand human behavior and the social environment, for application to social work practice, social policy analysis, and social change for the betterment of the health and well-being of people of all ages.

12. Understand how personal, neighborhood, community, cultural, and national values affect and are affected by individuals, families, groups, organizations, and institutions within a global social and economic system.

13. Apply human behavior and social environment knowledge to the social, cultural, economic and political context of collaborative social work practice in California North Country, the State of California, the nation, and the world.

V. INTEGRATION WITH OTHER COURSES
This course is designed to utilize previous learning acquired from liberal arts degree coursework completed for the baccalaureate degree. The content of the course enhances and augments the knowledge and skills gained throughout the educational career of the student. The course assists students in connecting the ideas and information they have gained in their previous liberal arts studies, their undergraduate major, their experiences in the field, and their own personal research with the material being presented in this course. Students are encouraged to view learning as a lifelong process of
accumulating and integrating new knowledge and ideas with those understandings that have been acquired previously.

This course provides theoretical and practical knowledge regarding human behavior and the social environment as a fundamental basis for understanding social work practice (SWRK 321, 322, 323), social work practice theory (SWRK 324), social welfare policy (SWRK 315), and social work research (SWRK 317). The course’s focus on the individual system perspective contrasts and complements the larger system perspective of SWRK 344. This knowledge also provides understanding of the fundamental nature of the person-in-environment system as a tool for analyzing and conceptualizing the clients they encounter in their field practicum (SWRK 329). The course lays a foundation for further human behavior and social environment content acquired in the advanced year of the program.

VI. COURSE LEARNING ENVIRONMENT

A. Students with Disabilities or Physical Limitations
   It is the responsibility of students with a disability or physical limitation to initiate requests for services and accommodations at Disability Support Services, University Center, (530) 898-5959 v/t, (530) 898-4411 fax, e-mail dss@csuchico.edu. Students with a disability are encouraged, but not obligated, to register with DSS. After reviewing the student’s records, the DSS adviser will determine eligibility and consult with the instructor to facilitate access.

   If you need assistance in evacuating the building during a fire or other emergency please inform the instructor immediately so that arrangements can be made for your safety.

B. Attendance
   Students are expected to attend all class meetings. Absence from class, whether "excused" or "unexcused," may result in a lowered course grade or, in extreme instances, in the awarding of a failing grade for the course.

C. Academic Honor and Honesty
   It is expected that all students will conduct themselves with honor and honesty regarding their academic work during the course. All academic dishonesty, including cheating, plagiarism, and misrepresentation is prohibited. Please read the university policy regarding academic misconduct located in the University catalog and MSW Student Handbook. It includes taking information, providing information, plagiarism, misrepresentation, and other forms of academic dishonesty. Deliberate failure to properly cite another’s work is cheating.

D. Writing Standards
   All papers are to be double spaced with one-inch margins and 12-point font. After you spell check your papers, be sure to proofread again to ensure that the words you used were the ones that you desired. Watch for homonyms such as there, their, and they’re. American Psychological Association (Fifth Edition) documentation is required. You are required to use the writing guidelines as described by CSUC and professional writing standards. The use of nonsexist language is expected in class discussions and written assignments.

E. Evaluation
   Students’ work will be graded on criteria for each assignment, exam, level of participation, etc. as described for the course as a whole. They are encouraged to meet with the instructor regarding any request to change a particular assignment or requirement to better meet her or his particular goals or learning needs.
Students are encouraged to meet with their instructors to provide feedback regarding relevance of course content, reading assignments, texts, evaluation methods and other learning experiences. This is the best way for students to provide feedback to the instructor for ongoing evaluation and course/curriculum improvement. Students also have the opportunity to provide feedback through the university’s formal Student Evaluation of Teaching (SET) process.

F. Incomplete Grades and Withdrawing from the Course
Incomplete grades are given only in rare instances. To be considered, a student must have a passing grade and be up to date on assignments. All incompletes must be cleared prior to the beginning of the next semester. If incompletes are NOT cleared prior to the beginning of the next semester, students will be prevented from proceeding in the MSW program. Also see the University Catalog for details. University polices also specify the criterion for withdrawing from classes during certain time periods of the semester. Please also consult the catalog for these policies. Late drops are allowed after the official drop date only for medical or other compelling reasons.

G. Cell Phones & Pagers
The classroom is a professional environment; please respect this environment by turning cell phones & pagers off or alternatively, setting them to the ‘vibrate’ mode. If you are expecting to be contacted during class, notify the instructor before the class begins & take a seat near the door where you will be able to leave the room quickly & quietly so as to not to disrupt the learning experience of your colleagues.

H. Confidentiality
Learning products or discussions associated with the class will be treated as privileged; as such, they will not be shared beyond the classroom with three exceptions: 1) those discussions that indicate the likely endangerment or the compromising of the well-being of enrollees or specific persons identified as being targeted for such activity; 2) those discussions related to consultation with faculty regarding classroom conduct and student learning; and 3) those learning products that are referenced by the School of Social Work as one aspect of the instructor’s retention, tenure and promotion (RTP) process and the general education review process. Student learning products included in review processes will be modified in such a way as to safeguard the identity of the student(s) and the identity of his/her/their object of study.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Required Reading

B. Assessment of Student Learning and Grades
The assessment of the objective outcomes will be accomplished via examination, short written assignments, a research paper, oral presentation, and an assessment of the students’ perceptions of their own efficacy in meeting the objectives of the course.
The following accumulated points will determine the final grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-Class Assignment #1-1 &amp; 1-2</td>
<td>0 point</td>
</tr>
<tr>
<td>Assignment #2: <strong>Mid-Term Examination</strong></td>
<td>50 points</td>
</tr>
<tr>
<td>Assignment #3: Part 1</td>
<td>5 points</td>
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<tr>
<td>Part 2</td>
<td>5 points</td>
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<tr>
<td>Part 3</td>
<td>20 points</td>
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<tr>
<td>Part 4</td>
<td>10 points</td>
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<tr>
<td>Attendance/Class Participation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 points</td>
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</tbody>
</table>

Grades are determined by each student’s point totals applied to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>B</td>
<td>84 – 86</td>
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<tr>
<td>C</td>
<td>74 – 76</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C-</td>
<td>70 - 73</td>
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<tr>
<td>F</td>
<td>≤ 70</td>
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</table>

C. Course Assignments and Exams

“All assignments must be completed in order to pass this course.”

Students must receive a grade of B or higher in all practice courses, and in all field education practicum courses, in order to proceed in the MSW program. (MSW practice courses include SWRK 608, 609, 610, 612, 641, 642, and 652.) Please retain a copy of all of your work in the event it is misplaced.

**In-Class Assignment # 1-1 & 1-2: Self-Assessment 1& II**

Non Graded  Date Due: 1st class & last class week 16  1 to 2 single spaced pages

The purpose of this assignment is to encourage students to think about their own experience, beliefs, attitudes, and theories regarding “why people do what they do and how do they develop through their lives.” Students will be given a self-Assessment tool to examine the experience, beliefs, attitudes, and theories they have regarding descriptions and explanations that people behave or act the way they do and how they develop through their lives.

**Examination: Mid-Term**

Graded  (50 points) week 8

The in-class mid-term examination will be held on week 8. Questions will include two short essays (20 points), 20 multiple-choice items (20 points), and 10 True/Fall items (10 points).

**Assignments #2: Human Development Analysis from Interviews and Observation**

Graded  (Total 40 points)

**Analysis of Real Lives**

In order to breathe some life and reality into the course, it will be helpful to try to connect the learning of the course to the real world of human life. This is done through a series of four interviews with adults, parents, and children and youth at various ages and stages of development. The interviews focus on the three dimensions (bio-psycho-social aspects of human development) outlined in the text with an additional dimension of spirituality. The interviews and/or observation are the source of information for
analysis in the context of the course objectives and summarized in various written and verbal reports and assignments that are due throughout the term.

Each student will interview three people who are not members of the student’s family within a specific stage of development. Specifically, each student should interview two people in different cultural groups than the student. The student should interview parents or child or youth or adults depending on the developmental stage chosen for the interview (see Table 1 below).

The student can ask some general questions like; “What has been your greatest challenge?”, “The greatest disappointment?”, “The most difficult problem?”, “How is your life now?”, “What are your plans for the future?”, “If you could change something in your life, what would you change?” and similar sorts of general questions. Students must choose an idea or topic, which you can use as a focus for all the interviews. This will allow exploration of its development across the lifespan. If you find a topic or an idea in the readings, which sparks your interest, develop some questions that will let you explore it with the persons you are interviewing.

When the interviews is over thank the person for helping you, but leave open the possibility of a second meeting to ask more questions.

This written assignment is divided into four parts as follows:

**Part 1: Selection of the Subjects for the Interviews**

**Date Due:** 3rd class

**Graded** (5 points)

All students will inform the instructor about the subjects (three people) they will explore in their interviews. The subject selection should be based on the development stage across life span and age (see Table 1 below). In addition, ethnic-cultural diversity should be considered. For examples, students may select the subjects in such various groups as African Americans, Native American Indians, Chinese Americans, Japanese Americans, Korean Americans, Mexican Americans, Hmong, etc.

**Part 2: Individual Interview Summary Paper**

1 to 2 double spaced page

**Graded** (5 points)

**Date Due:** The student will submit these summaries to the instructor as an appendix of the final paper.

Students will write a brief summary of each interview (total 3 interviews). After the interview go over the notes again and add anything you feel is important. After giving yourself some time to think about the interview, write a brief summary of the interview (less than two double spaced pages) that will be used for the student’s group analysis (Part 3).

**Part 3: Group Summary Paper**

10-15 pages, double-spaced

**Date Due:** week 15

**Graded** (20 points)

**Human Development Stage Analysis:**

Choose a specific stage of human development and select three subjects with specific cultural-ethnic background (for examples, African Americans, Native American Indians, Chinese Americans, Japanese Americans, Korean Americans, Mexican Americans, Hmong, etc.) and interview the three. **A group of four students** will be responsible for analysis of a total of 12 interviews within the context of the material covered in the lectures and the readings. The students will use information from their readings and the interviews to develop a clear understanding of a particular stage of development. The group is responsible for writing a paper that summarizes the information on how the human development model applies or does not apply to them. The general question to answer in the paper is; Does the human
development models as outlined in the textbook apply to the people we have interviewed? Be specific; how does it apply? Where does it fall short?

Part 4: Group Presentation of Discoveries  

Date: Due: as scheduled in last two weeks: weeks 15 & 16 

Graded (10 points)

In the last few weeks of the semester, students will be given 20 minutes to present their discoveries and learning obtained from the interviews. Presentation also includes question & answer in relation to the discoveries.

D. Other category that is specific to your course.

Students will turn in “check in sheet” given each class time. It includes comments and questions that are related to learning topics of each class.

<table>
<thead>
<tr>
<th></th>
<th>Table 1: Generally Accepted Stages of Human Development</th>
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<tbody>
<tr>
<td>1.</td>
<td>Historical and genetic precursors of human development</td>
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<tr>
<td>2.</td>
<td>Maternity and Fetal development</td>
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<td>3.</td>
<td>Infancy</td>
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<td>4.</td>
<td>Toddlerhood</td>
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<tr>
<td>5.</td>
<td>Early School Age</td>
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<tr>
<td>6.</td>
<td>Middle School Age</td>
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<tr>
<td>7.</td>
<td>Early Adolescence - Later School Age</td>
</tr>
<tr>
<td>8.</td>
<td>Later Adolescence - Adult Transition</td>
</tr>
<tr>
<td>9.</td>
<td>Young adulthood</td>
</tr>
<tr>
<td>10.</td>
<td>Middle Adulthood</td>
</tr>
<tr>
<td>11.</td>
<td>Older Adulthood</td>
</tr>
<tr>
<td>12.</td>
<td>Old age</td>
</tr>
</tbody>
</table>
INFORMED CONSENT AND CONFIDENTIALITY

The information, which we are collecting, is of a personal nature. We must clearly inform the individuals being interviewed about the nature of this assignment and how the information will be used.

It is a good idea to keep the interviewee’s names confidential. That means that students do not use the person’s real name when they talk or write about the interviewee’s story. The student can make up a name for them, but it is probably best to refer to them as Person#3M27 (Interview #3 - male, age 27) or Person#5F56 (Interview#5 - female, age 56). Only the students who do the interview will know the true identity of the person interviewed. Do not share it with anyone. In this manner we can keep the information about our interviewees confidential.

We also must make sure we clearly inform our interviewees regarding the nature of the interviews and how the information will be used. This must be done before the interview begins. The interviewee must aware of the nature of the use of the information to be able to clearly decide whether or not they wish to participate. Therefore, each potential interviewee will be given a complete written description of the assignment before any information is collected. To insure complete understanding on the interviewee’s part, the written description will be accompanied by a full verbal explanation of the assignment before any information is collected. (See informed consent form below)

In this manner we will maintain the ethical standards that are very important. Violations of the confidentiality of this information will result in failure of the course.
California State University, Chico  
School of Social Work  

SWRK 301 – Human Behavior and the Social Environment  
Informed Consent Form for Class Assignment Interviewing

This form is to be reviewed with each interviewee before beginning the initial interview. The form is to be given to each interviewee.

My name is _______________________________ and I am a Social Work Master’s degree student at California State University, Chico studying under the guidance of Dr. Kui-Hee Song. I ask that you read this document and ask any questions you may have before agreeing to the interview.

Background: As a class assignment, I am required to interview people regarding the development of their lives. The objective of this interview is to allow MSW students the opportunity to directly ask people about the development of their lives as a means of facilitating their learning about human development across the life span. I am asking you to consent to a one-hour interview regarding the development of your life where it may go in the future. Participation or non-participation, or withdraw from participation will not have any affect on your relationship with California State University, Chico or with the School of Social Work.

Confidentiality: Thank you for agreeing to talk with me. Please be aware that all information that I obtain from you will be held in the strictest confidence. Your name will not be used on any written material produced to give to other persons. Only I will know who you are.

Voluntary Nature of Interview: Be aware that the interview is purely voluntary and you are not required to answer any of the questions asked and may stop the interview at any time.

Procedure: After talking with you, I will write a one-page summary of the information I obtained. In this summary, I will simply refer to you as Person # with a gender and age designation. Example: Person #2 (female, age 45). I will not communicate your name or other specific information that could be used to identify you. The summary will be distributed to my course instructor and may be distributed to other students participating in the class.

Risks and Benefits of the Interview: The interview has the following risks. In thinking about your life you may feel distress regarding unhappy moments or you may feel anxiety about the future. The interview has the following benefits. You may feel good that you have contributed to the education of a MSW social worker.

If you have any questions, you may contact me personally at ______________________. My e-mail address is ______________________. You may also contact my course instructor, Dr. Kui-Hee Song at (530) 898-5590. Her e-mail address is ksong@csuchico.edu.

You will be given a copy of this form to keep for your records.

Statement of Consent:  
I have read the above information. I have asked questions and have received answers. I consent to participate in the interview. Signature___________________________ Date ____________  
For child or youth,  
Parent’s or Legal Guardians’s Signature___________________________ Date ____________  
Signature of Investigator or Person Obtaining Consent___________________________ Date ____________

VI. WEEKLY COURSE SCHEDULE

Weeks 1 & 2  
Overview of the Course  
Aug. 23 &
Aug. 30

I. Theoretical Perspective on Human Behavior and Social Environment

1. Why do social workers study human behavior and the social environment?
   • Dimensions of human behavior and the social environment
   • What is social functioning?
   • Social competence models and strengths perspective
   • Person-in-Environment System
   • Life-span versus life-course perspectives
   • The Biopsychosocial interaction

   • Biophysical dimension for Assessing Social Functioning
   • Psychological dimension for Assessing Social Functioning
   • Social dimension for Assessing Social Functioning
   • Difference between Assessment and Psychiatric Diagnosis
   • Differences between Modernism and Postmodernism

In-Class Assignment # 1: Self-Assessment 1

* Experiential exercise: DSM-IV vs. the Person In Environment (PIE) system. Eco-Map

Required Readings:


II. Individual Development Across The Life Span

Week 3
Sep. 6

1. Pregnancy, Birth, and the Newborn
   • Developmental themes: Abortion: A difficult decision
   • Biophysical dimension
   • Psychological dimension
   • Social dimension
   • Applying the framework: The Family of a Premature Infant
   • Cultural differences in prenatal care

Debate: Human Embryonic Stem Cells Research Issue

   • Guest speaker: Nurse, (Linda, Director of) Women’s Resources Clinic (897-6101) (STDs, Pregnancy, Abortion, Pro-life)
Week 4

Sep. 13  

2.  **Infancy (Birth to age 2)**
- Developmental themes:
- Biophysical dimension
- Psychological dimension
- Social dimension
- Applying the framework: Failure to Thrive

View video: Language Development in Infancy Communication
(Infancy & Early Childhood videotaped in Chico, 2001)

Required Readings:


- Guest speaker: Virginia Eagan, Touchstone Program (332-6090)
- Video: Fetal Alcohol Syndrome (Substance abusing mother)

Week 5

Sep. 20  

3.  **Early Childhood: the Toddler/Preschool Years (age 2 to 5)**
- Developmental themes
- Biophysical dimension
- Psychological dimension
- Social dimension
- Applying the framework: Developmental Delay in a 4-year-old Children with severe mental problems

Required Reading:

- Video: Window of opportunity: Reducing children’s exposure to violence
Weeks 6 & 7: Inter-Professional Class (CPS case processing)
Sep. 27
Oct. 4  
4. Middle Childhood (age 6 to 12)  
- Developmental themes  
- Biophysical dimension  
- Psychological dimension  
- Social dimension  
- Applying the framework: Attention Deficit Hyperactivity Disorder; Children in Child Protective Services

Required Readings:


- Guest speakers: Sue Darrough  Children’s Services: Butte County  
- Video: Sexual Abuse of Children

Weeks 8 & 9: Examimation: Mid-Term (week 8)
Oct. 11 & 18  
5. Adolescence (age 10-12 to age 21-22)  
- Developmental themes  
- Biophysical dimension  
- Psychological dimension  
- Social dimension  
- Applying the framework: A Depressed Adolescent; Adolescents in foster care

Experiential exercise: Change the system not the individual

Required Readings:


View Videos: (1) La Senorita Lee  
A Case study: Multicultural Perspectives on Young Adult development  
(2) The Children Are Watching: The Powerful Influence of Parents’ Behavior on Their Children
Week 10:
Oct. 25  **6. Young Adulthood (age 22 to 34)**
- Developmental themes
- Biophysical dimension
- Psychological dimension
- Social dimension
- Applying the framework: Schizophrenia

Required Readings:


Week s 11 & 12
Nov. 1 & 8  **7. Middle Adulthood (age 35 to 60)**
- Developmental themes
- Biophysical dimension
- Psychological dimension
- Social dimension
- Applying the framework: Alcoholism in Middle Age

Required Readings:


View video: 900 Women (women in prison); when a man loves a woman (co-dependency)
Experiential Exercise: Social Economic Justice issue in Class
- **Guest speaker:** Nikole Hilgeman, Catalyst Community Educator
- Video: Domestic Violence

Week 13
Nov. 15  **8. Late Adulthood (age 60 to death)**
- Developmental themes
- Biophysical dimension
- Psychological dimension
- Social dimension
- Applying the framework: Depression in an Older Woman

- Guest speaker: Senior Nutrition Program for the Community Action Agency of Butte County, Inc. Gail McCann, Site Manager, Dorothy Johnson Center, Chico (343-9605)
Required Readings:


View Video: Cultural Diversity in Late Adult’s Family Relationship.

Week 14  Thanksgiving Vacation (No Class held)
Nov. 22

Weeks 15 & 16  Final paper Presentation (20 minutes for each group)
Nov. 29 & Dec. 6  In-Class Assignment # 1-2: Self-Assessment II
Bibliography


Childhood


Adolescence


**Young and Middle Adulthood**


**Older Adulthood**


**World Wide Web Resources**

National Coalition for the Homeless  
http://nch.ari.net/wwwhome.html

Social Class and Poverty  
http://www.abacon.com/sociology/soclinks/sclass.html

Discrimination  
http://www.runet.edu/~lridener/DSS/race.html

Social Inequality and Classes  
http://www.pscw.uva.nl/sociosite/TOPICS/Inequality.html

Multiculturalism  
http://multicultural.miningco.com/mbody.htm  
http://curry.edu/school.virginia.edu/go/multicultural/

Diversity and Ethnic Studies  
http://www.public.iastate.edu/~savage/divweb2.htm

U. S. Census Bureau Official Statistics  
http://www.census.gov

Social Statistics Briefing Room  
http://www.whitehouse.gov/fsbr/ssbr.html

National Center for Health Statistics  
http://cdc.gov/nchswww/default.htm

Statistical Resources on the Web  
http://www.lib.umich.edu/libhome/Documents.center/stats.html

Resources for Social Workers  
http://pages.nyu.edu/~gh5/gh-w3-f.htm