CALIFORNIA STATE UNIVERSITY, LONG BEACH

SW 503A: Human Behavior and the Social Environment: Focus on Prenatal through Adolescence

Instructor: **Telephone:**
Office: **E-mail:**

Office Hours:

Catalog Description:
This course provides an examination of human behavior and development utilizing a bio-psycho-social-spiritual perspective. Theoretical perspectives on development within the social environment from perinatal through late adolescence are critically reviewed for bias and potential for multicultural application. Letter grade only (A-F).

Course Overview:
This course reviews key theoretical frameworks, including psychodynamic, bio-psycho-social, cognitive, systems, learning and role theories for their application to assessment, diagnosis and treatment of individuals and families. Focus is also on the impact of poverty, conflict and socio-cultural factors in pre-natal to adolescent development.
This course is the first of a two course sequence designed to provide an intensive examination of human behavior and development through the life span utilizing an ecosytems perspective. Major theoretical perspectives on human development are reviewed for their underlying assumptions, biases and potential for multicultural application. An examination of the early part of the life span will consider major biological changes, cognitive, social and emotional aspects of growth and functioning. A number of theories are reviewed and compared and particular emphasis is given to how culture, ethnicity, and other aspects of human diversity such as age, gender, and sexual orientation affect functioning. The course includes an examination of cultural, spiritual and ethnic identity as key determinants of behavior. Adaptive and maladaptive behavior as influenced by family, groups, communities, schools, discrimination and oppression are explored.

Course Objectives:
Upon successful completion of the course, the student will be able to:

1. Assess the strengths and limitations of several major theories of human development with emphasis on the underlying assumptions, implicit values and applicability to diverse populations.

2. Examine the ways individuals are influenced by biological changes, cognitive stages and psychosocial phases of development in childhood and adolescence.

3. Analyze the ways individuals reciprocally interact with a social environment which may facilitate or hinder early development.

4. Analyze the impact of poverty and discrimination on early development on childhood and adolescent behavior.

5. Evaluate methods used to assess behavior in early development with an awareness of possible biases inherent in these methods.

6. Evaluate the imperative that exists for the social worker to promote a professional and ethical value system encompassing a multicultural perspective in understanding and assessing behavior in childhood and adolescent behavior.

Course Format:
Class format will consist of lectures, class discussions, audio-visual materials and experiential exercises. A variety of examples of child development may be discussed as they apply to course material. All course materials will be posted on BeachBoard for access. Please contact BeachBoard Support to manage any needs around accessing the course (https://www.csulb.edu/beachboard-support).

Required Textbooks:
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Required articles may be found online via the CSULB library website. If you have difficulties obtaining articles from the CSULB library website please see the CSULB library webpage to chat with a librarian or contact the reference desk.

Course Schedule

Date	Week	Topic	Assignment
	1	Review course syllabus, assignments and schedule, introduction to theory and eco-systems perspective	**Discussion Board Assignment - reviewed in class**
	2	Introduction to Critical Race Theory to establishing a critical social work lens and strength-based perspective in social work practice	
	3	Infancy and Childhood: Biological Development	**Discussion Board Assignment - reviewed in class**

	4	Infancy and Childhood: Psychological Development **Article #1 Group Presentation**	
	5	Infancy and Childhood: Psychological Development **Article #2 Group Presentation**	
	6	Infancy and Childhood: Social Development	
	7		**Exam #1**
	8	Critical Race Theory, Intersectionality & Ethnocentrism **Article #3 Group Presentation**	**Discussion Board Assignment - reviewed in class**
	9	Research Paper In-Class Student- Professor Consultation	
	10	Adolescence: Biological Development	
	11	Adolescence: Psychological Development	**Research Paper Due (upload version to DropBox)**
	12	Adolescence:Psychological Development **Article #4 Group Presentation**	
	13	Adolescence: Social Development	
	14	Part I – Feminist theory, Sexual Orientation, Gender Identity, Gender Expression & Sexism **Article #5 Group Presentation**	**Discussion Board Assignment - reviewed in class**

	15	Part II- Feminist theory, Sexual Orientation, Gender Identity, Gender Expression & Sexism Course Wrap-up	
		FINALS WEEK - no class	**Exam #2**

Assignments and Examinations:
The course grade will be based on the student's performance on three assignments (2 exams and a research paper) and class participation. Each assignment is designed to promote the student's skills in critical thinking, synthesizing, and application of course content. The assignments are structured to promote an understanding of the subject matter and to assess social work practice behaviors. The midterm and final exams, and research paper will be graded for content, critical thinking, and clarity, as well as for grammar and syntax. Edit, organize, and revise your materials before submitting or presenting work to the professor. Students needing help with editing should seek the no-cost assistance provided by the University Writing Resource Center on campus. All assignments have specific due dates and they must be turned in at the beginning of class unless otherwise specified by the instructor. *Late submission policies are noted in the instructor policy section of this syllabus.*

The maximum amount of points that you can earn in this class is 100. The final semester grade is based on a total of 100 points.

Assignment	**Points**	**Weight**
Class participation -The expectation is that each student comes to each scheduled class on time. Class participation is more than attendance. It involves coming to class prepared to engage in meaningful discussion based on having read the weekly-required readings. Participation also involves such activities as raising meaningful questions for discussions, clarification, offering critical thinking regarding issues under discussion, or extending the discussion to related material from other social work courses.	**10**	**10%**
Exam #1 will enable the student to organize, conceptualize and integrate information from the assigned readings, lectures and class discussions with a special emphasis on assessment of infants and children. The student will have to apply knowledge of theories (psychodynamic, life-span, systems, behaviorism, social learning & exchange) and the effects of biology, psychology, and social-cultural influences on infancy and childhood. The exam may include: objective short answer questions, case vignettes or essays focusing on assessment of infants and children.	**25**	**25%**
Exam #2 will enable the student to organize, conceptualize and	**25**	**25%**

Assignment	Points	Weight
integrate information from the assigned readings, lectures and class discussions with a special emphasis on assessment of adolescent development including strengths and limitations. The student will have to apply knowledge of theories (assimilation, acculturation, bicultural socialization, minority identity, cognitive, moral & empowerment) and the effects of biology, psychology, and social-cultural influences on adolescent development. The exam may include: objective short answer questions, case vignettes or essays focusing on assessment of adolescents.		
A research paper assessing a developmental challenge experienced in infancy, childhood or adolescences (e. g. a child diagnosed with a physical or mental disability, an adolescent living in foster care, a child with cancer or diabetes, etc.). More detail provided in a complete assignment instruction document. The paper (approximately 10 pages) will be APA formatted and will have the required use of citations from the research literature to support the presented ideas.	**30**	**30%**
Article Critique- Group Presentations: *The objective of this assignment is to*: **1)** Gain a deeper understanding of the factors that affect adaptive and maladaptive behavior in the life course through review and critical analysis of a current research based-article from a peer reviewed journal along with integration from the classroom reading assignments on the topic**; 2)** Enhance skills in the dissemination of information through a presentation of ideas rooted in analysis, theory, and scholarly research.	**10**	**10%**

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies

The School of Social Work is accredited by the Council on Social Work Education (CSWE). Below are the specific Educational Policies and Behaviors that are covered in this course (SW503 A) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Covered in this Course*

Competencies Addressed	Behaviors	Assignments
C 2 Engage diversity and difference in practice	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Research paper & Exams Article Critique Presentations Discussion Board Posts
C 3 Advance human rights and social and economic justice.	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Research paper & Exams Discussion Board Posts
C 6 Engage with Individuals, Families, Groups, Organizations, and Communities .	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Research paper & Exams Article Critique Presentations
C 7 Assess Individuals, Families, Groups, Organizations, and Communities**.**	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Research paper & Exams Article Critique Presentations

Detailed Course Schedule and Reading Assignments

SSW PE 1.1 INTRODUCED
SSW PE 2.2 INTRODUCED
SSW PE 10.1 INTRODUCED

Weeks 1 & 2:
Weeks 1 & 2: Introduction to theory, course syllabus, assignments and schedule
Objective: Describe the concepts for understanding human behavior that include human diversity, cultural competency, oppression, strengths perspective, resiliency, and critical thinking to support the application of social work code of ethics in practice

- Use of theory in understanding human behavior
- Review of Ecosystems theory
- Introduction to Critical Race Theory to develop a critical social work lens and strength-based perspective in social work practice

Required Reading (complete for week 2):
Chapter (Ch.) 1 -Introduction to human behavior and the environment, pp.1- 44
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Berzoff, J. (2011). Why We Need a Biopsychosocial Perspective with Vulnerable, Oppressed, and At-Risk Clients. *Smith College Studies in Social Work, 81*(2-3), 132-166.

Week 3: Infancy and Childhood: Biological Development
Objective: Explain typical biological developmental milestones for infants and children

Required Reading:
Ch. 2 - Biological development in infancy & childhood, pp. 45-94
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Miller, C.M. (2017). How to Raise a Feminist Son: We raise our girls to fight stereotypes and pursue their dreams, but we don't do the same for our boys. New York Times.

Recommended Reading:
Braveman, P. A., Heck, K., Egerter, S., Marchi, K. S., Dominguez, T. P., Cubbin, C., ... & Curtis, M. (2015). The role of socioeconomic factors in black–white disparities in preterm birth. *American journal of public health*, *105*(4), 694-702.

Ravindran, N., & Myers, B. J. (2012). Cultural influences on perceptions of health, illness, and

disability: A review and focus on autism. *Journal of Child and Family Studies*, *21*(2), 311-319.

Weeks 4 & 5 : Infancy and Childhood: Psychological Development
Objective:

- Summarize psychological theories relating to personality and cognitive development while critically examining applicability to current practice approaches and relationship to human diversity.
- Discuss intelligence and intelligence testing while acknowledging biases in approaches to IQ tests
- Examine intellectual and learning disabilities and importance of empowerment based practice

Required Reading:
Ch. 3. Psychological development in infancy & childhood, pp. 95- 158.
Ch. 12. Sociological aspects of Young and Middle Adulthood, pp. 579 – 586 (Eco Map and Genogram review)
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Reading:
Feldman, J. B. (2012). Best practice for adolescent prenatal care: Application of an attachment theory perspective to enhance prenatal care and diminish birth risks. *Child and Adolescent Social Work Journal, 29*(2), 151-166. doi:10.1007/s10560-011-0250-0

Huang, K. Y., Calzada, E., Cheng, S., Barajas-Gonzalez, R. G., & Brotman, L. M. (2017). Cultural Adaptation, Parenting and Child Mental Health Among English Speaking Asian American Immigrant Families. *Child psychiatry and human development*, *48*(4), 572–583. doi:10.1007/s10578-016-0683-y

Smith, T.J. & Wallace, S. (2011). Social skills of children in the U.S. with comorbid learning disabilities and AD/HD. *International Journal of Special Education, 26*(3), 238-246.

Yoshikawa, H., Aber, J.L., & Beardslee, W.R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist, 67*(4), 272-284. doi: 10.1037/a0028015.

SSW PE 1.4 INTRODUCED

Week 6: Infancy and Childhood: Social Development
Objective:

- Understand socialization and common life events in childhood while accounting for diversity in the family experience
- Analyze family environments and apply systems theory to family assessment

- Explain diverse perspectives on the Family Life Cycle
- Review learning theory concepts as they relate to social work practice
- Examine child maltreatment and intervention approaches associated with trauma informed care

Required Reading:
Ch. 4. Social development in infancy & childhood, pp. 159 - 232.
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Reading:
Brooks-Gunn, J., MacKenzie, M.J., Nicklas, E., & Waldfogel, J. (2011). Who spanks infants and toddlers: Evidence from the fragile families and child well-being study. *Children and Youth Services Review, 33*(8), 1364-1373.

Burkett, K., Morris, E., Manning-Courtney, P., Anthony, J., & Shambley-Ebron, D. (2015). African American families on autism diagnosis and treatment: The influence of culture. *Journal of Autism and Developmental Disorders*, *45*(10), 3244-3254.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health*, *29*(1), 1-16.

Rodriguez-JenKins, J. (2014). Complex inequality: A contextual parenting framework for Latino infants. *Children and youth services review*, *44*, 317-327.

SSW PE 1.1 ASSESSED
SSW PE 1.4 ASSESSED
SSW PE 2.1 ASSESSED
SSW PE 2.2 ASSESSED
SSW PE 7.1 ASSESSED

Week 7: Exam #1
Week 7: Exam #1
Week 7: Exam #1

SSW PE 2.1 INTRODUCED

Week 8: Critical Race Theory, Intersectionality & Ethnocentrism
Objective: Define, describe, and apply critical theoretical approaches to social work practice that include Critical Race Theory and Intersectionality.

- Summarize the effects and costs of discrimination and oppression on human growth and development, specifically adolescent identity formation
- Outline guidelines for social work practice that support anti-racist and anti-oppressive practice and challenge frameworks rooted in discriminatory

ideologies.

Required Reading:

Delgado, R., Stefancic, J., & Liendo, E. Critical America : Critical Race Theory : An Introduction (Chapter 1), Second Edition (2). New York, US: NYU Press, 2012. ProQuest ebrary.

Ch. 5. Ethnocentrism & racism, pp.233 - 281.

Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Reading:

Caraves, J. (2018). Straddling the school-to-prison pipeline and gender non-conforming microaggressions as a Latina lesbian. *Journal of LGBT youth*, *15*(1), 52-69.

Torres, S. A., Santiago, C. D., Walts, K. K., & Richards, M. H. (2018). Immigration policy, practices, and procedures: The impact on the mental health of Mexican and Central American youth and families. *American Psychologist*, *73*(7), 843-854.

Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., & Seaton, E. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child development*, *85*(1), 21-39. doi:10.1111/cdev.12196

Way, N., Hernández, M. G., Rogers, L. & Hughes, D. L. (2013). "I'm not going to become no rapper": Stereotypes as a context of ethnic and racial identity development. *Journal of Adolescent Research*, *28*(4), 407-430. doi:10.1177/0743558413480836

Week 9: In-Class Paper Consultation

Week 10: Adolescence: Biological development

Objective:

- Review adolescent biological development and psychological reactions to that experience.
- Discuss sexual activity and sexual education as it relates to empowerment in the adolescent development experience

Required Reading:

Ch. 6. Biological development in adolescence, pp. 282 - 319.

Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Weeks 11: Adolescence: Psychological Development

Objective: Examine identity formation in adolescence and the role of race, culture, ethnicity, sexuality, and gender in that experience.

Required Reading:
Ch. 7. Psychological development in adolescence, pp. 320 - 360.
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Readings:
Bauman, S., Toomey, R. B., & Walker, J. L. (2013). Associations among bullying, cyberbullying, and suicide in high school students. *Journal of Adolescence, 36*(2), 341-350.

Córdova, D., Heinze, J. E., Mistry, R., Salas-Wright, C. P., & Zimmerman, M. A. (2016). Ecodevelopmental trajectories of family functioning: Links with HIV/STI risk behaviors and STI among Black adolescents. *Developmental Psychology*, *52*(7), 1115.

Luk, J. W., King, K. M., McCarty, C. A., McCauley, E., & Stoep, A. V. (2017). Prospective effects of parenting on substance use and problems across Asian/Pacific Islander and European American youth: Tests of moderated mediation. *Journal of Studies on Alcohol and Drugs*, *78*(4), 521-530.

Shelton, J., Wagaman, M. A., Small, L., & Abramovich, A. (2018). I'm more driven now: Resilience and resistance among transgender and gender expansive youth and young adults experiencing homelessness. *International Journal of Transgenderism*, *19*(2), 144-157.

SSW PE 7.1 INTRODUCED

Weeks 12: **Adolescence: Psychological Development**
Objective:

- Understand substance abuse and risk taking behaviors as it relates to brain development in adolescence
- Explore moral and faith development over the life course
- Review of Emotional Intelligence and interpersonal skill building in adolescence
- Summarize risk factors and points of intervention for suicide in adolescence

Required Reading:
Ch. 11. Psychological aspects of young and middle adulthood - Review sections on Erikson (LO1), Maslow (LO4), Social and Emotional Development (LO5), and Substance Misuse and Abuse (LO9).
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Reading:
Marsiglia, F. F., Ayers, S. L., Baldwin-White, A., & Booth, J. (2016). Changing Latino adolescents' substance use norms and behaviors: The effects of synchronized youth and parent drug use prevention interventions. *Prevention Science*, *17*(1), 1-12.

Niolon, P. H., Vivolo-Kantor, A. M., Latzman, N. E., Valle, L. A., Kuoh, H., Burton, T., ... & Tharp, A. T. (2015). Prevalence of teen dating violence and co-occurring risk factors among middle school youth in high-risk urban communities. *Journal of Adolescent Health*, *56*(2), S5-S13.

Romero, A. J., Wiggs, C. B., Valencia, C., & Bauman, S. (2013). Latina teen suicide and bullying. *Hispanic Journal of Behavioral Sciences*, *35*(2), 159-173.

Week 13: Adolescence: Social Development
Objective: Describe and understand major social developmental markers in adolescence and the role of social work to support these issues that include emotional and behavioral stressors, delinquency, sexual assault, and experience with eating disorders.

Required Reading:
Ch. 8. Social development in adolescence, pp. 361- 409.
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Reading:
Allen, K. L., Byrne, S. M., Crosby, R. D., & Oddy, W. H. (2013). DSM-IV-TR and DSM-5 eating disorders in adolescents: Prevalence, stability, and psychosocial correlates in a population-based sample of male and female adolescents. *Journal of Abnormal Psychology*, *122*(3), 720-732. doi:10.1037/a0034004

Crosby, S. D., Hsu, H. T., Jones, K., & Rice, E. (2018). Factors that contribute to help-seeking among homeless, trauma-exposed youth: A social-ecological perspective. *Children and Youth Services Review*, *93*, 126-134.

Week 14: Part 1- Sexual Orientation, Gender Identity, Gender Expression & Sexism
Objective: Using a critical lens rooted in Feminist theory, examine the complexities of gender, gender identity, and gender expression among adolescents while evaluating discriminatory practices that promote inequity and disempowerment.

Required Reading:
Ch. 9. Gender, gender identity, gender expression, & sexism, pp. 410 - 454.
Ch. 13 Sexual orientation, pp. 604 - 639
Zastrow, C. H. , Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Understanding human behavior and the social environment.* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Recommended Reading:
Al Wazni, A. B. (2015). Muslim Women in America and Hijab: A Study of Empowerment, Feminist Identity, and Body Image. *Social Work, 60*(4), 325–333.

Birkett, M., Newcomb, M. E., & Mustanski, B. (2015). Does it get better? A longitudinal analysis of psychological distress and victimization in lesbian, gay, bisexual, transgender, and questioning youth. *Journal of Adolescent Health, 56*(3), 280-285. doi:https://doi.org/10.1016/j.jadohealth.2014.10.275

Rosario, M., Schrimshaw, E. W., & Hunter, J., (2012). Risk factors for homelessness among lesbian, gay, and bisexual youths: A developmental milestone approach. *Children and Youth Services Review*, *34*, (1), 186-193.

Week 15: Part II- Sexual Orientation, Gender Identity, Gender Expression & Sexism and Course Wrap-Up

Objective: Introduction of Queer and Feminist theory to review dimensions of sexuality and sexual identity through a trauma informed lens to support social work practice rooted in empowerment and community building for adolescents and young adults.

Required Reading:

Ch.4.Theories of empowerment, pp. 85-106 & Ch.5- Feminist theory, pp. 107-133.

Robbins, S., Chatterjee, P., Canada, E., & Leibowitz, G.S. (2019). *Contemporary human behavior theory: A critical perspective for social work.* (4th ed.), Boston, MA: Allyn & Bacon.

SSW PE 1.1 ASSESSED
SSW PE 1.4 ASSESSED
SSW PE 2.1 ASSESSED
SSW PE 2.2 ASSESSED
SSW PE 7.1 ASSESSED

Final Exam Week – Exam #2
Final Exam Week – Exam #2
Final Exam Week – Exam #2

CSULB University Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19 and in need of general support services. A full list of student support services is also available on the Programs and Services website http://web.csulb.edu/divisions/students/. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Housing and Food Insecurity:
Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

College of Health and Human Services - Covid-19:
Please check out the CHHS introduction to the semester website with important information on the University and ways available to support your experience this Fall including updates to Covid-19 specific resources available for students via the College and University: https://www.csulb.edu/college-of-health-human-services/students/fall-2020 and http://www.csulb.edu/covid-19.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking:
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Undocumented Student Services Support - Dream Center:
The Dream Success Center provides services, resources, and support to undocumented students on our campus. Our mission is to empower scholars who are undocumented in their pursuit of higher education and foster a supportive campus community dedicated to their educational and personal success. https://web.csulb.edu/divisions/students/dream/

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- 2020-2021

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may Use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail (Outlook) account within the campus Single Sign-On (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).
Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.
Students who require additional time or other accommodation for assignments must secure verification/assistance from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.
Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.
The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.
To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations
All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior
It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism

Definition of Plagiarism
Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through

appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

a. Review – no action.
b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
c. A requirement that the work be repeated;
d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance
http://catalog.csulb.edu/content.php?catoid=2&navoid=30

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences
Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

a. Illness or injury to the student
b. Death, injury, or serious illness of an immediate family member or the like
c. Religious reasons (California Education Code section 89320)
d. Jury duty or government obligation
e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences
Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences
Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)
http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb

Cancellation of Registration or Withdrawal from CSULB
Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.
Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)
Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:
Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:
Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:
Withdrawal during the final three weeks of instruction are not permitted except in cases such as

accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
   and
b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An “Incomplete” grade (“I”) signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an “I” is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule unless other arrangements are made in advance with the instructor. Late assignments will automatically receive a 5 point reduction for each day they are late until submitted if no prior arrangements were made with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

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CALIFORNIA STATE UNIVERSITY, LONG BEACH

SCHOOL OF SOCIAL WORK — COLLEGE OF HEALTH & HUMAN SERVICES

SW 503B: Human Behavior and the Social Environment:
Focus on Young Adulthood through Late Life

Instructor: **Telephone:**

Office: **E-mail:**

Office Hours:

Catalog Description
Prerequisite: SW 503A. 503B provides an examination of human behavior and development utilizing a bio-psycho-social-spiritual perspective. Theoretical perspectives on development within the social environment from young adulthood through end of life are critically reviewed for bias and potential for multicultural application. Letter grade only (A-F).

Course Description
This is the second of a two-course sequence designed to provide an examination of adult behavior and development utilizing the ecosystems and multicultural perspectives. Focus is on an examination of major biological, cognitive, socio-cultural, and emotional aspects of development during adulthood and their individual and collective effects on human behavior. A number of theories are reviewed and compared and particular emphasis is given to how culture, ethnicity, and other aspects of human diversity such as age, gender, sexual orientation, religion, and spirituality affect human functioning. The effects of discrimination and oppression on behavior are also examined.

Course Objectives
Upon successful completion of the course, the student will be able to:

1. Identify major theories of adult development and behavior and appraise their applicability to diverse populations.
2. Differentiate the strengths and limitations of several major theories of human development with emphasis on the underlying assumptions, implicit values, and applicability to multicultural and ethnically diverse populations.
3. Examine the ways human diversity in race, culture, gender, sexual orientation, disability, and religion are expressed in patterns of adult development.
4. Analyze the impact of poverty, oppression, and discrimination on adult development and behavior.
5. Appraise behavioral assessment methods in adult development with an awareness of possible biases inherent in these methods.

Course Format
Class format will consist of lectures, class discussions, audio-visual materials, guest speakers, and experiential exercises. A variety of examples of adult development will be discussed as they apply to course material. All course materials will be posted on

BeachBoard for access. Please contact BeachBoard Support to manage any needs around accessing the course (https://www.csulb.edu/beachboard-support).

Textbook

Zastrow, C. H. & Kirst-Ashman, K. K. (2019). *Understanding human behavior and the social environment*. (11th ed.). Belmont, CA: Thomson-Brooks/Cole. ISBN-10: 0495603740

Required articles may be found online via the CSULB library website. If you have difficulties obtaining articles from the CSULB library website please see the CSULB library webpage to chat with a librarian or contact the reference desk.

Course Schedule

Date	Week	Topic	Assignment
1/25	**1**	Introduction, course syllabus, assignments, review of critical social work perspectives - Framing adult development with a critical social work lens - Review of relevant sociocultural and political contexts that impact development over the life course	
2/1	**2**	Health & Wellness: Biological, psychological and social aspects of young adulthood	**Group and article selection for Article Critique assignment (in-class group time provided)**
2/8	**3**	Psychological and Personal Identity Development in Young Adulthood: Self-care, occupation, work, and self-actualization	**Discussion Board #1 available to post** **In-class group time for Article Critique assignment prep**
2/15	**4**	Social Development Part 1: Kinship, Partnerships, and Family: A discussion of marriage, LGBTQ Partnerships, Co-habitation, Interpersonal Violence, Divorce/Separation, Blended Families as part of adult development	**Group Presentation 1**

2/22	**5**	Social Development Part 2: Extending the application of feminist, empowerment, and queer theory to kinship, partnerships, and family in adult development	**Group Presentation 2**
3/1	**6**	Mental Health and Adulthood: Substance misuse; Mental health prevalence and disparities; Mental health stigma in adult populations	
3/8	**7**	**Exam #1**	
3/15	**8**	Health & Wellness: Biological development in middle adulthood and risk factors for cumulative disadvantage	**Discussion Board #2 available to post**
3/22	**9**	Identity Development and Shifts: Psychological & social development in middle adulthood	**Group Presentation 3**
3/29		**Spring break; No class**	
4/5	**10**	Health & Wellness: Biological aspects of later adulthood; Homelessness & impact of poverty	**Older Adult Life History Paper Due**
4/12	**11**	Psychological aspects of later adulthood: Role changes and identity through a critical lens	
4/19	**12**	Sociological aspects of later adulthood	**Group Presentation 4** **Discussion Board #3 available to post**
4/26	**13**	Cognition in late adulthood: Trends, risk factors, and considerations for care	**Group Presentation 5**
5/3	**14**	Death, dying and cultural differences in grief expression Course Wrap-up	
		Final Exam Period - Exam #2	

Assignments and Examinations

The course grade will be based on the student's performance on: (a) Exam 1, (b) Exam 2, (c) a Life History Project, and (d) Article Critique Group Presentation (e) Class Participation and Discussion Boards

Each assignment is designed to promote the student's skills in critical thinking, synthesizing, and application of course content. The assignments are structured to promote an understanding of the subject matter and to assess social work practice behaviors. Exam #1 and #2, life history project (developmental analysis), and group presentation, will be graded for content, critical thinking, clarity, as well as for grammar and syntax. Edit, organize, and revise your materials before submitting to the professor and presenting in class. All submitted papers must be typed in 12 point font, include page numbers, be divided into sections with different sub-headings, be double-spaced. The paper on an older adult's life history must have appropriate citing and references in APA style. Students needing help with editing, etc. should seek the FREE assistance provided by the University Writing Resource Center on campus.

The objectives of the assignments are to enable the student to organize, conceptualize and integrate information from the assigned readings, class discussions, and additional literature and research. All assignments have specific due dates and they must be turned in at the beginning of class unless otherwise specified by the instructor. *Late submission policies are noted in the instructor policy section of this syllabus.*

Assignment	**Points**	**Weight**
Exam 1: This exam will enable the student to organize, conceptualize and integrate information from the assigned readings, lectures and class discussions. The student will have to apply theory and knowledge including the effects of biology, psychology, and social-cultural influences to assess young adult development.	**25**	**25%**
Exam 2: This exam will enable the student to organize, conceptualize and integrate information from the assigned readings, lectures and class discussions with a special emphasis on assessment of middle and older/later adult development including strengths and limitations.	**25**	**25%**
Older Adult Intersectional Analysis & Life History: Designed to enable the student to conduct an assessment of an older adult and apply **the human developmental and critical theories discussed in this course using an intersectional identity and critical social work frameworks**. An older individual between the ages of 60 to 100+ will be interviewed to gain an understanding of older adult development; however, the interview should cover the	**30**	**30%**

Assignment	Points	Weight
individual's entire lifespan with an emphasis on developmental strengths & limitations, identity development, and the influence of oppression, discrimination and culture on their development.		
Article critique group assignment: The objective of this assignment is to: **1)** Gain a deeper understanding of human behavior over the life course through review and critical analysis of a current research based-article from a peer reviewed journal along with integration from the classroom reading assignments on the topic**; 2)** Enhance skills of application to real world considerations in the lived experiences of adult and older adult populations through a strengths based and critical understanding of individual needs rooted in person-centered analysis, theory, and scholarly research.	**10**	**10%**
Class Participation: Class attendance and participation is expected. The expectation is that each student comes to class on time. Class participation is more than attendance and involves coming to class prepared to engage in meaningful discussion based on having read the weekly required readings and completing discussion board assignments. Participation also involves presentation and discussion of case vignettes, raising meaningful questions for discussion and or clarification, offering critical thinking regarding issues under discussion, or extending the discussion to related material from other social work courses (10 points).	**10**	**10%**

Grading Scale

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW503B) that meet the Council's Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Practice Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assessments/ Assignments
C2. Engage diversity and difference in practice	1, 2	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Older adult life history project, Discussion Board, Article critique, & Exams
C3. Advance human rights and social and economic justice.	2, 3, 4	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Older adult life history project, Article Critique, & Exams
C6. Engage with individuals, families, groups, organizations, and communities	3, 5	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Older adult life history project, Article Critique, & Exams
C7. Assess individuals, families, groups, organizations, and communities	1, 3, 5	Collect and organize data and apply critical thinking to interpret information from clients and constituencies; Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Older adult life history project & Exams

*Includes knowledge, values, skills, and cognitive and affective processes.

Detailed Course Schedule and Reading Assignments

Week 1:
Introduction, Course Syllabus, Assignments, Review of Critical Social Work Perspective

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 1: Introduction to human behavior and the social environment (*pp. 1-44, Review from SW503A*).

Corley, N. A., & Young, S. M. (2018). Is social work still racist? A content analysis of recent literature. *Social Work*, *63*(4), 317-326.

Week 2:
Health & Wellness: Biological, psychological and social aspects of young adulthood

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, SL. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 10: Biological Aspects of Young and Middle Adulthood (pp. 455-463 and 479-481); Chapter 12: Sociological Aspects of Young and Middle Adulthood (pp. 536-549).

Fortuna, L. R., Tolou-Shams, M., Robles-Ramamurthy, B., & Porche, M. V. (2020, in press). Inequity and the disproportionate impact of COVID-19 on communities of color in the United States: The need for a trauma-informed social justice response. *Psychological Trauma: Theory, Research, Practice, and Policy*.

Supplemental Readings:

Sudhinaraset, M., Ling, I., To, T. M., Melo, J., & Quach, T. (2017). Dreams deferred: Contextualizing the health and psychosocial needs of undocumented Asian and Pacific Islander young adults in Northern California. *Social Science & Medicine*, *184*, 144-152.

Week 3:
Psychological and Personal Identity Development in Young Adulthood: Self-Care, occupation, work, and self-actualization

Required Readings:

Zastrow, C.H, Kirst-Ashman, K.K. & Hessenauer, S.L (2019) *Understanding human*

*behavior and the social environment (*11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 11: Psychological Aspects of Young and Middle Adulthood (pp. 485-511).

Tay, L., & Diener, E. (2011). Needs and subjective well-being around the world. *Journal of personality and social psychology*, *101*(2), 354 - 364.

Hernández, R. J., & Villodas, M. T. (2019). Overcoming racial battle fatigue: The associations between racial microaggressions, coping, and mental health among Chicana/o and Latina/o college students. *Cultural Diversity and Ethnic Minority Psychology*. *26*(3), 399–411.

Supplemental Readings:

Butler, L. D., Mercer, K. A., McClain-Meeder, K., Horne, D. M., & Dudley, M. (2019). Six domains of self-care: Attending to the whole person. *Journal of Human Behavior in the Social Environment*, *29*(1), 107-124.

Weeks 4 and 5:

Social Development: Kinship, Partnerships, and Family: A discussion of marriage, LGBTQ Partnerships, Co-habitation, Interpersonal Violence as part of adult development through a critical lens (feminist, empowerment, and queer theory application)

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L.(2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. *Review from SW503A -- Chapter 9: Gender, Gender Identity, Gender Expression, Sexism (pp. 410-454)*

Edwards, K. M., Sylaska, K. M., & Neal, A. M. (2015). Intimate partner violence among sexual minority populations: A critical review of the literature and agenda for future research. *Psychology of Violence*, *5*(2), 112-121.

Hicks, S., & Jeyasingham, D. (2016). Social work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work*, *46*(8), 2357-2373.

St. Vil, N.M, St. Vil C. & Nichols Fairfax, C. Posttraumatic slave syndrome, the patriarchal nuclear family structure, and African American male-female r elationships. *Social Work. 64*(2), 139-146.

Turner, S. G., & Maschi, T. M. (2015). Feminist and empowerment theory and social

work practice. *Journal of Social Work Practice*, *29*(2), 151-162.

Week 6:
Mental Health and Adulthood: Substance misuse; Mental health prevalence and disparities; Mental health stigma in adult populations

Required readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L.(2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. pp.

Chapter 11: Psychological Aspects of Young Adulthood and Middle Adulthood (510-534).

Howard, H. (2016). Experiences of opioid-dependent women in their prenatal and postpartum care: Implications for social workers in health care. Social Work in Health Care, 55(1), 61–85.

Supplemental Readings:

Hall, J. C. (2018). It is tough being a Black woman: Intergenerational stress and coping. *Journal of Black Studies*, *49*(5), 481-501.

Hughto, J. M. W., Reisner, S. L., & Pachankis, J. E. (2015). Transgender stigma and
health: A critical review of stigma determinants, mechanisms, and interventions. *Social Science & Medicine*, *147*, 222-231.

Week 7: <u>Exam #1</u>

Week 8:
Health & Wellness: Biological development in middle adulthood and risk factors for cumulative disadvantage

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 10: Biological Aspects of Young and Middle Adulthood (pp. 464-484) and Chapter 12: Sociological aspects of Middle Adulthood (pp. 577-603).

Darling, C. A., & Coccia, C., & Senatore, N. (2012). Women in midlife: Stress, health and life satisfaction. *Stress & Health: Journal of the International Society for the Investigation of Stress, 28*(1), 31-40.

Supplemental Readings:

Fahmy, V., Hatch, S. L., Hotopf, M., & Stewart, R. (2012). Prevalence of illicit drug use in people aged 50 years and over from two surveys. *Age & Ageing*, *41*(4), 553-556.

Sangaramoorthy, T., Jamison, A., & Dyer, T. (2017). Intersectional stigma among midlife and older Black women living with HIV. *Culture, Health & Sexuality*, *19*(12), 1329-1343.

Weeks 9:
Identity Development and Shifts: Psychological & social development in middle adulthood with discussion of generational trauma

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, SL. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 12: Sociological Aspects of Young and Middle Adulthood (pp. 550-576).

Widom, C. S., Czaja, S., & Dutton, M. A. (2014). Child abuse and neglect and intimate partner violence victimization and perpetration: A prospective investigation. *Child Abuse & Neglect*, *38*(4), 650-663.

Nguyen, A. W., Chatters, L. M., Taylor, R. J., Aranda, M. P., Lincoln, K. D., & Thomas, C. S. (2018). Discrimination, serious psychological distress, and church-based emotional support among African American men across the life span. *The Journals of Gerontology: Series B*, *73*(2), 198-207.

Schultz, K., Walters, K. L., Beltran, R., Stroud, S., & Johnson-Jennings, M. (2016). "I'm stronger than I thought": Native women reconnecting to body, health, and place. *Health & Place, 40*, 21-28.

Week 10:
Health & Wellness: Biological aspects of later adulthood

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 14: Biological Aspects of Late Adulthood (pp. 640-671)

Chatters, L. M., Taylor, H. O., & Taylor, R. J. (2020). Older Black Americans during COVID-19: Race and age double jeopardy. *Health Education & Behavior*, *47*(6), 855-860.

Supplemental Readings:

Molton, I. R., & Yorkston, K. M. (2017). Growing older with a physical disability: A special application of the successful aging paradigm. *The Journals of Gerontology: Series B*, *72*(2), 290-299.

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, *57*(2-4), 80-107.

Week 11:

Psychological aspects of later adulthood: Role changes and identity through a critical lens

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 15: Psychological Aspects of Later Adulthood (pp. 672-691).

Katz, S., & Calasanti, T. (2015). Critical perspectives on successful aging: Does it appeal more than it illuminates"?. *The Gerontologist*, *55*(1), 26-33.

Olson, M. D. (2020). The influence of social exclusion on posttraumatic stress reactions in older adult veterans. *Social Work, 65*(2), 123-130.

Supplemental Readings:

Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., & Sullivan, K. (2014). Social work practice with LGBT seniors. *Journal of Gerontological Social Work*, *57*(8), 889-907.

Xu, L., Tang, F., Li, L. W., & Dong, X. Q. (2017). Grandparent caregiving and psychological well-being among Chinese American older adults—The roles of caregiving burden and pressure. *Journals of Gerontology Series A: Biomedical Sciences and Medical Sciences*, *72*(suppl_1), S56-S62.

Week 12:

Sociological aspects of later adulthood: Special focus on elder abuse, homelessness & the impact of poverty

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA:

Thomson-Brooks/Cole. Chapter 16: Sociological Aspects of Later Adulthood (pp.703-728).

Dong, X., Simon, M., & Evans, D. (2012). Decline in physical function and risk of elder abuse reported to social services in a community-dwelling population of older adults. *Journal of the American Geriatrics Society, 60*(10), 1922-1928.

Supplemental Readings:

Henwood, B. F., Lahey, J., Rhoades, H., Pitts, D. B., Pynoos, J., & Brown, R. T. (2019).
Geriatric conditions among formerly homeless older adults living in permanent supportive housing. *Journal of General Internal Medicine*, *34*(6), 802-803.

Ogle, C. M., Rubin, D. C., & Siegler, I. C. (2014). Cumulative exposure to traumatic events in older adults. *Aging & Mental Health*, *18*(3), 316-325.

Week 13:
Cognition in late adulthood: Trends, risk factors, and considerations for care

Required Readings:

Chen, C., & Zissimopoulos, J. M. (2018). Racial and ethnic differences in trends in dementia prevalence and risk factors in the United States. *Alzheimer's & Dementia: Translational Research & Clinical Interventions*, *4*, 510-520.

Ornstein, K. A., Wolff, J. L., Bollens-Lund, E., Rahman, O. K., & Kelley, A. S. (2019). Spousal caregivers are caregiving alone in the last years of life. *Health Affairs*, *38*(6), 964-972.

Supplemental Readings:

Regan, J. L. (2014). Redefining dementia care barriers for ethnic minorities: The religion–culture distinction. *Mental Health, Religion & Culture*, *17*(4), 345-353. doi:10.1080/13674676.2013.805404

Rote, S., Angel, J., & Hinton, L. (2019). Characteristics and consequences of family support in Latino dementia care. *Journal of Cross-Cultural Gerontology*, *34*(4), 337-354.

Week 14:
Death, Dying and Cultural Differences in Grief Expression

Required Readings:

Zastrow, C. H., Kirst-Ashman, K. K. & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment* (11th ed.). Belmont, CA: Thomson-Brooks/Cole. Chapter 15: Psychological Aspects of Late Adulthood (pp. 692-702).

Carrion, I. V., & Nedjat-Haiem, F. R. (2013). Caregiving for older Latinos at end of life: perspectives from paid and family (unpaid) caregivers. *American Journal of Hospice and Palliative Medicine*, *30*(2), 183-191.

Gordon, T. A. (2013). Good grief: Exploring the dimensionality of grief experiences and social work support. *Journal of Social Work in End-of-Life & Palliative Care*, *9*(1), 27-42.

Final's Week - Exam #2

CSULB University Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19 and in need of general support services. A full list of student support services is also available on the Programs and Services website http://web.csulb.edu/divisions/students/. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Housing and Food Insecurity:
Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

College of Health and Human Services - Covid-19:
Please check out the CHHS introduction to the semester website with important information on the University and ways available to support your experience this Fall including updates to Covid-19 specific resources available for students via the College and University: https://www.csulb.edu/college-of-health-human-services/students/fall-2020 and http://www.csulb.edu/covid-19.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking:
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Undocumented Student Services Support - Dream Center:
The Dream Success Center provides services, resources, and support to undocumented students on our campus. Our mission is to empower scholars who are undocumented in their pursuit of higher education and foster a supportive campus community dedicated to their educational and personal success. https://web.csulb.edu/divisions/students/dream/

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- 2020-2021

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may Use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail (Outlook) account within the campus Single Sign-On (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of

a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).
Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.
Students who require additional time or other accommodation for assignments must secure verification/assistance from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.
Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.
The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.
To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.
Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others.
(Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain

courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)

http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use

of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faulty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.

a. Review – no action.
b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
c. A requirement that the work be repeated;
d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
e. Assignment of a failing final grade;
f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance

http://catalog.csulb.edu/content.php?catoid=2&navoid=30

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class

work insofar as this is possible. Excused absences include, but are not limited to:

a. Illness or injury to the student
b. Death, injury, or serious illness of an immediate family member or the like
c. Religious reasons (California Education Code section 89320)
d. Jury duty or government obligation
e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog
http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate – Attendance Policy, Policy Statement 01-01
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the Enrollment Services website.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the

appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
and

b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule unless other arrangements are made in advance with the instructor. Late assignments will automatically receive a 5 point reduction for each day they are late until submitted if no prior arrangements were made with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

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Activities

These are case studies used throughout the semester to allow students the ability to proactive different PPSC Performance Expectations through small and large group classroom discussions.

SSW PE 1.1 PRACTICED

Case Study: Nguyen Family

Mr. And Mrs. Nguyen and their four children left Vietnam in a boat with 36 other people. Several days later they were attacked by Thai pirates and robbed of their belongings. Some were killed, including two of the Nguyen's children. Nearly all the women were raped repeatedly. The trauma of this event is still very much with the Nguyen family who are now living in Garden Grove, CA. The events of the flight from Vietnam were most disturbing for Mr. Nguyen, who watched two of his children drown and his wife raped. He has deep feelings of guilt and is experiencing PTSD, including flashbacks and bouts of rage. The Nguyen family came to the attention of the school and social service agencies because of suspected child abuse. The oldest child, Phuoc (age 12), came to school one day with bruises on his back and down the spinal area. In addition, scars from past injuries were observed on the child's upper and lower torso. When his gym teacher noticed the scars and bruises, he reported it to the school counselor who, in turn, reported it to the school nurse. A conference was then held with Phuoc who denied that his parents had hit him. When pressed by the school nurse to remove his shirt, he refused and became frightened and almost hysterical. Rather than pursuing the issue, the school counselor and nurse decided to drop the issue for the moment but alerted school personnel to watch Phuoc more closely. Several weeks later, Phuoc was absent from school for four days. When he returned to school his homeroom teacher noticed bruises on Phuoc's forehead and on the bridge of his nose. At this point, Child Protective Services was immediately notified. A case worker from Protective Services visited the family late in the afternoon and Mrs. Nguyen greeted her at the door. Mrs. Nguyen appeared tense, nervous and frightened. Her English skills were poor and the case worker found it difficult to communicate with her. When she asked to see Mr. Nguyen, Mrs. Nguyen indicated that her husband was in a room downstairs and was having

a “bad day.” He was not feeling well and had not been able to sleep for the past few nights. The case worker asked Mrs. Nguyen about the bruises on Phuoc’s back, but she didn’t seem to understand the questions. The case worker expressed concern about the scars on his back and Mrs. Nguyen told her that the scars were from the beatings he received from the pirates while fleeing Vietnam. While talking about their escape from Vietnam, Mrs. Nguyen broke into tears. After Mrs. Nguyen stopped crying, the case worker asked about the new bruises on her son that were observed at school. Mrs. Nguyen seemed confused about any new bruises and denied that there were any new injuries. She said that they would never do anything to hurt Phuoc. The case worker continued to question her about the bruises on his forehead, nose, back and spine, when Mrs. Nguyen suddenly looked up and said something in Vietnamese. It appeared that she now understood what the case worker was asking. She pointed to a white cloth that was wrapped around some coins. It looked like a blackjack (a small, easily concealed club weapon) to the case worker. Mrs. Nguyen then pointed downstairs in the direction of her husband’s room. Based on Mrs. Nguyen’s gestures, it was obvious to the case worker that her husband had used the wrapped coins to beat Phuoc.

SSW PE 1.4 PRACTICED

Case Study: Bowman Family

You are a social worker at a family-counseling agency. The Bowen family has been referred to your agency by the local Child Protective Services (CPS) Agency because their 4.5-year-old son (John III) presented at his Transitional Kindergarten daycare with visible bruises to his arms and legs. Due to mandatory reporting laws, the teacher reported her observations to CPS. CPS substantiated physical abuse, and family counseling was mandated as one component of the treatment plan. The parents (John II and Sandy) have expressed a strong desire to preserve their family and were compliant and cooperative during the CPS investigation. Identifying information: John (29 years old) and Sandy (26 years old) both identify as male and female respectively, African-American, and openly discuss their strong Christian affiliations. They are originally from Los Angeles, report graduating high school, and currently live in the same community in which they grew up in.

John II (29 yo) and Sandy (26 yo) were married in 2014. John was laid off of his job in April 2020as a store sales manager due to Covid-19 business closures and he has obtained odd jobs since then along with collecting unemployment to help maintain the family income. What he is earning is a significantly reduced amount compared to his previously earned income so the family is using savings and credit cards to cover the gap. John II continues to look for permanent work. John was earning a good living prior to the Covid-19 pandemic and reported being able to support the family’s needs well. Sandy has been a stay-at-home mom. They have 2 children: John III who is 4-years-old and Cindy, 2 years old; and Sandy is currently 5 months pregnant. In 2018, John’s (II) father (John, Sr.) died suddenly at age 65 of a massive heart attack. John II’s mother, Ann (62 yo), resides in close proximity to John II and his family. John, Sr. physically abused his wife throughout their 30-year marriage and battled addiction. Although Ann was the primary disciplinarian of John II, John, Sr. did inflict corporal punishment upon John II, sometimes at extreme severity. Since John, Sr.’s death, John II has experienced difficulty managing his emotions, especially anger. He admits to 3 accidents when he has pushed and slapped his wife, Sandy. The pattern of physical abuse escalated last month when John II struck Sandy, who fell to the floor and sprained her wrist. John III witnessed this incident and yelled at his father to stop. John II then physically disciplined

John III for being disrespectful. This is how John III sustained the bruises observed by his teacher. According to John II and Sandy, he has never hit Cindy, the youngest child.

SSW PE 2.1 PRACTICED
SSW PE 7.1 PRACTICED
SSW PE 10.1 PRACTICED

Case Study: Minas
Case Study: Minas

Minas is a seven-year-old male who attends Washington Elementary School in Los Angeles. He and his parents are first generation Armenian immigrants to the United States. They currently reside in a small one-bedroom apartment in East Hollywood. As a school social worker, you just began working with Minas and learned from his teacher that he has a very good command of the English language and has strong math skills. During a playground observation you notice that he has has difficulty getting along with his friends. He throws a tantrum in the middle of a game as he struggles with balance and is unable to catch and throw a ball. He hits himself and others; while the other kids make fun of him. You notice that when he was removed from the situation and given some table activities he was able to engage with other children. A little while later, when you engage Minas in a story, he has a difficult time picking out the emotion depicted in the story but when prompted with help from his teacher, he is able to understand some concepts.

During the same week, you meet with Minas' mother, Melina for a developmental intake. Minas' mother stated that the family sacrificed a great deal to come to the U.S., and is frustrated and angry that he acts out in school. Melina mentioned that she had a difficult pregnancy with him and that he has, "always caused her problems." She mentioned that the family was separated from each other for some time as they migrated to the U.S. Her concerns are that Minas often becomes irritable and cries uncontrollably when his father is away for work. She worries about his behavior and at times feels hopeless because she cannot deal with his tantrums; especially being that she is a single mother when her spouse is away.

1) What developmental issues (not theories) can you identify that would present concern for Minas at his current developmental stage? These can be associated with physiological, cognitive, psychological, &/or social domains of development.

2) In thinking of the developmental theories reviewed in class, apply the assigned theory to inform the assessment of Minas and his family: a) Identify at least 2 developmental considerations using associated key terms of the selected theory to support the linkage b) Indicate one strength and one limitation in applying the assigned theory to the case

3) Using a system perspective, identify one micro, one mezzo, and one macro level factor contributing to the concerns surrounding Minas and his mother.

4) What strengths can you identify that would be important to incorporate into the work with this family to assure your practice supports a culturally competent approach? Identify at least 2.

SSW PE 2.1 PRACTICED

SSW PE 5.1 PRACTICED
SSW PE 7.1 PRACTICED
SSW PE 10.1 PRACTICED

Case Study: Sandra
Case Study: Sandra
Case Study: Sandra
Case Study: Sandra

Presenting Problem: Sandra is a 16-year-old Mexican-American female, who self-identifies as gay. She recently transferred to Jordan High School in Long Beach. Sandra lives with two older siblings (Martha, 18 and Jose Jr., 21), her mother, and maternal grandparents live in a working class area of North Long Beach. Sandra's 18 year-old sister, Martha, "outed her" (disclosed her sexual identity without consent) to her mother and Sandra freaked out. She states that her mother and grandparents are extremely strict and controlling and she is fearful of not being not accepted for who she is as her family is religious and conservative. Sandra's mother experiences severe anxiety and works part-time. Sandra's brother, Jose, 21, experiences symptoms of depression due to grief related to the loss of their father who passed away in January. Sandra's grandparents, Jose Sr. and Rosa Maria, are immigrants who migrated to the U.S. from Mexico during the 1950's. There is currently some strain on their relationship as Jose Sr. has been dealing with alcoholism. Sandra was referred to meet with you (a school social worker) by her teacher due to truancy, isolating behavior, self-harm (cutting) and symptoms of depression. Her teacher reports that Sandra "dresses like a boy, seems to be going through an identity crisis, and thinks she needs to get over it." Upon meeting with Sandra, she reluctantly shared that she thinks a lot about how she does not feel like she belongs at the school she attends and feels isolated. She states that she does enjoy school, but prefers art, music, and sports - rather than math and science. Sandra stated that she thinks negative thoughts which makes her feel so depressed sometimes that she often does not feel like getting out of bed and misses school. She has few friends and states that, overall, she feels like she doesn't fit in. She also shares, "on days that I don't feel like getting up, however, staying in bed makes just makes me feel worse." Sandra shared that she does not believe in therapy and is just meeting with you so that her mom and teachers will stop annoying her and does not know who to turn to. In your group: 1) Provide a review of relevant developmental considerations presenting for Sandra (not theories). Highlight physiological, cognitive (highlight relevant terms associated with Piaget's stages/key concepts), psychological, or social domains of development. 2) Using Erikson's Psychosocial Theory, analyze Sandra's current development and connect to behaviors she is presenting. Make sure to describe what Erikson suggests are the challenges and strengths of the developmental stage you identify she is experiencing. What are the unique experiences during this stage for youth identifying as LGBTQ as they move through adolescents?3) Using Marcia's Theory on Categories of Coping with Identity, analyze and describe Sandra's current coping approach to her developing identity based on behaviors she is presenting. As the school social worker, how might you assist Sandra with this developmental challenge within Marcia's framework? 4) How might you as a social worker go about employing a culturally-sensitive approach in working with Sandra and her family? Being

informed by Howard-Hamilton & Frazier's Racial/Cultural Identity Model and Norton's Dual perspective, think about topics previously discussed in class around identity, intersectionality, feminist theory, and privilege and discuss how to support Sandra in this challenge. 5)How can communities, schools, social service agencies foster and strengthen identity development for adolescents? Are you aware of any ways in which scho

Case Study: Julie

You are an intern at Western Youth Services, you recently started seeing a new client, Julie Monroe– a 16-year-old, biracial female who attends Marshall High in Compton. Julie and her family were referred to your agency by Los Angeles Department of Children Youth and Families (DCFS) due to a substantiated allegation of physical and emotional abuse. The Monroe's have an open CPS case which requires them to attend family therapy, individual therapy (for Julie), parenting classes and meet with a DCFS worker monthly for 6 months with the goal of enhancing family functioning. Through the assessment, you learn that Julie experienced severe physical and emotional abuse by her stepfather, Mike who shared that he disciplined Julie due to getting suspended from school for coming to school high. In addition, Julie and her friends were arrested for shoplifting at a local liquor store. Mike states that physical discipline was "necessary to correct her ridiculous behavior." Julie's mother, Linda feels "at a loss" for what to do with her and allows Mike complete control when it comes to discipline. Linda reports experiencing some mild depression herself. You were fortunate to obtain information from the school (who happened to be the mandated reporter) and learned that Julie has had some learning difficulties. Her science teacher stated that Julie is more of a concrete thinker and has noticed that she has trouble conceptualizing more abstract concepts and has noticed her grades decline recently. During your first session with Julie, she stated that she feels annoyed with everyone. She stated that she does not get along with her parents and avoids her step-father especially. She states that she wants to be left alone and have more freedom like her friends who have their own car and a late curfew. Julie shared that the shoplifting thing was not a big deal; she was just doing what her friends told her and realizes it was a mistake. In terms of Julie's mental health, Julie reveals that she experiences "highs and lows" often throughout the day. She states that at times she feels great and gets along with her friends; and then the next minute, she has a "low" where she experiences moodiness and doesn't want to be around anyone. Regarding school, Julie also discussed having difficulties with some material at school but just thinks school is not for her and overall, is upset that someone called CPS on her family. During your second session, Julie shares that she has continued to experience moodiness and depression and at times feels like her parents and friends don't understand her and feels hopeless. She confides in you that she has begun cutting herself because she says it "numbs the pain." Julie asks you to not tell anyone as she does not want anyone else in her business. You are very worried by Julie's self-harming behavior and are not sure how to proceed as you are worried about impacting the trust that you have built with her, thus far.

SSW PE 2.1 PRACTICED
SSW PE 2.2 PRACTICED
SSW PE 7.1 PRACTICED
SSW PE 10.1 PRACTICED

Case Study: Mario

Case Study: Mario
Case Study: Mario

Mario is a 15 year-old male. He was brought to the U.S. from Belize by his parents when he was four years old. He is serving an on-campus suspension for being caught under the influence. The Dean tells you, the school social worker, that he has been in the office for being high before and that he is running with the wrong crowd and is not sure he belongs at this school. The Dean seems annoyed because he can't get ahold of his parents and tells you to deal with it. Upon meeting Mario, he does not say much. How might you be feeling during the first session and how might you approach this session?

1) What power dynamics might be at play between you as the social worker, the principal, the school system, and Mario? Are there any other systems at play and how might they impact the outcome of your work with Mario and/or his family?

2) What might Mario's ascribed identity be at the school?

3) What aspects of institutional racism or discrimination might be at play?

4) Do you recognize any aspects of implicit bias, if so, please describe in detail.

5) How can utilizing an intersectional approach be applied in micro and macro social work practice with Mario? What would practice **rooted in critical social work and cultural humility** look like?

Assignments

EXAM #1

SSW PE 10.1 ASSESSED

SW503A – Fall 2019 - Mid-term Exam (30 points total)

Name: _____

Directions: Complete each question as directed. DO NOT consult with others. This exam should reflect your own independent and thoughtful work.

By taking this mid-term, I agree to adhere to standards of academic integrity. I understand this includes not sharing any information presented on this exam to any other individual. Violating this agreement could result in dismissal from the Social Work Master's program at CSULB. _____ (initial)

Multiple Choice and True and False: 10 points (1 point each)

1. Sigmund Freud argued that the superego
   a. emerged out of the ego around 3-5 years of age

b. is present at birth but in an immature form
c. and ego function in the same way
d. has major responsibility in the development of need to meet immediate needs

2. Baumrind's approaches to parenting states that a parent who is easy going with little boundaries but maintains a warm and responsive approach to their child is described as:
a. Authoritarian
b. Permissive indulgent
c. Authoritative
d. Permissive neglectful

3. Which of the following are NOT considered central qualities for attachment?
a. Significant amount of time the child and primary caregiver spend together
b. Being unavailable over short periods of time in a child's life
c. Alert reactions to child's needs and provision of attentive care
d. Caregiver's emotional responsiveness and depth of commitment to the child

4. Most frequent type of child maltreatment reported to Child Protective Services is:
a. Physical abuse
b. Psychological Abuse
c. Neglect
d. Sexual abuse

5. _____ is the process whereby children acquire knowledge about the language, values, etiquette, rules, behaviors, social expectations necessary to get along and thrive in a particular society
a. Homeostasis
b. Socialization
c. Emotional Intelligence
d. Interdependence

6. A child is typically able to sit without support at what age:
a. 4 months
b. 6 months
c. 8 months
d. 1 year

7. A central belief associated with the strengths-based perspective is:
a. people have the ability to change by hearing about the life experiences of the professional experts who are helping them
b. people have an inherent capacity to transform themselves by building on their own natural resources
c. the importance of moving a client into problem-solving phase of treatment first
d. None of the above

8. The physiological reflex that captures the reaction of when an infant's cheek is stroked or side of mouth is touched is called:
a. Sucking reflex

b. Rooting reflex
c. Moro reflex
d. Grasping reflex

9. Negative entropy is the natural tendency of a system to progress toward disorganization, depletion, and, in essence, death. _____ True _____ False

10. Ecosystem theory is used to describe and analyze people and other living systems and their transactions, which are characterized as interdependent and adaptive in nature.
_____ True
_____ False

Short Answer Question (8 points total) – Write in complete sentences

1. Family Life Cycle –Using your knowledge of the Family Life Cycle (McGoldrick & Garcia-Preto, 2011), identify and describe one example of a disruption or stressor to the life cycle for a family and how this can affect a child's development (physical, social, or psychological development). Be sure to explain which stage (s) of the life cycle is disrupted and why you think the developmental domain discussed is specifically impacted. (4 points)
2. While observing Sophia, a 5-year-old child in an after-school child-care program, you notice that she is not talking with anyone (peers, teacher, staff, etc.), and has difficulty mastering games such as: hide-and-seek, jump rope and tag. Her teacher shares that she is doing all right in school. She reports that she has a vocabulary of approximately 25 words. During a brief family meeting at school, her mom states that she has difficulty dressing herself at home. Describe how Sophia is meeting her developmental milestones in the areas of a) socialization, b) cognitive-language acquisition, and c) physical/motor activity (state why or why not for each and if applicable, state where she should be developmentally for her age – provide one sentence for each area). (4 points)

Case Study Application

Read the provided case study (Case of John) and answer the following questions as they apply using the details provided. Please be sure your responses are clearly and concisely written and using full sentences. (12 points total)

1. a. How would you define the focus of the case for John and his mother - identify at least 3 presenting concerns (not service needs)? Provide support for each item based on detail provided in the vignette and describe the concerns using a systems framework (i.e. indicate what system the concerns represents; micro, mezzo, and/or macro level factors affecting John and the family). (2 points)

a. (Question 1 cont'd) - Draw a genogram of the family representing the family history and associated stressors presented in the case study. Include a key of the symbols used in the genogram. (1 point)

2. Referencing 2 distinct developmental theories reviewed in class (Piaget's Theory of Cognitive Development, Freud's Psychodynamic Conceptual Framework, Attachment Theory, Vygotsky's Theory of Cognitive Development, or Sternberg's Triarchic Theory of Intelligence): Explain how the selected theory guides your work as a social work practitioner assessing John and the family and what limitation it presents in your application. You should include at least 2 key terms or concepts of each theory to explain the application (your presentation of ideas should be linked to issues outlined in question #1). (6 points)

3. Using a strengths-based perspective and associated terminology, what community, family, and/or individual characteristics would you build into your treatment plan with John and his mother to ensure social work values are maintained in your work with the family? Note at least 3 characteristics. Provide support of how each are relevant based on what is included in the case study summary and to which social work value each characteristic aligns. (3 points)

Extra Credit –2 points - What is one thing that you have learned in this class that has challenged or enriched your beliefs about human behavior and the social environment? Say why or how it served as a challenge.

Case Study: John
You are a social worker working with Jessica and her son John who is currently receiving supportive services through the school district. John, a 6-year old, was referred to the Educational Supportive Services Center at your agency for an interdisciplinary team evaluation due to developmental and behavioral concerns. John's mother, Jessica, accompanied him to the assessment and was interviewed by the social worker. Jessica stated that she wanted to know what was wrong with John and what she could do to help him.

Background
The social worker interviewed his mother and during the interview she provided the following information about:
Home Life
School
Mother's Concerns
Home Life

John lives with his mother Jessica and his aunt Sue. John's mother has a high school diploma but did not attend college.
Jessica works as a nurse's aid in a nursing home approximately thirty-five miles from where they live. Prior to getting this job, Jessica received Temporary Assistance for Needy Families (TANF - CalWORKS). She got this job through the required work program and has been working there for three years. She reports that her job is stressful, but is glad that she has a job and is no longer receiving CalWorks. Jessica makes $13 an hour.

Jessica works the second shift so she is not home when John gets home from school. Her sister,
Sue, is Jessica's day care provider. Sue does not have a steady job, but does odd jobs during the day. Jessica reports that she trusts Sue to take care of her son and that she is grateful to have her because she could not afford to pay a day care provider. Sue has an on and off again boyfriend. Jessica reports that Sue's boyfriend has a criminal history and seems to hang out with a rough crowd. Jessica reports that she always worries about money. The cost of gas has really affected her because she has a long commute to work. She also reports that her car is unreliable, and that there is no bus line that serves her area.

Jessica said she divorced John's father because he was emotionally abusive to her and physically abusive to John. She said he still lives two blocks away and watches her home to see who comes and goes. Jessica said she is concerned about John having contact with his father because of the abuse history. She reports that prior to this relationship she was in a physically abusive relationship with another man. She also reported a history of sexual abuse as a child. Jessica explained talking about her ex-husband makes her very anxious.

School
John attends an elementary school in his neighborhood and receives special education services. He is in a self-contained, all-day kindergarten class for children with developmental delays. He receives speech therapy and occupational therapy as part of his educational program. Jessica said she is concerned that John is not receiving enough speech therapy in his school program because he is not making progress.
Mother's Concerns
Jessica described her son's behavior problems. She said she first became concerned when he was not talking by age two. She said he has always been fascinated with trains and spends hours lining them up. Jessica said John becomes angry when she changes his routine or when she tells him it's time for bed. She said he gets in other children's space at school and bites or scratches his classmates when he is frustrated or agitated. Jessica mentioned that John occasionally licks doorknobs and playground equipment. She said he will throw a temper tantrum in a store when he wants something he cannot have. He will also throw a temper tantrum when he wants something but cannot express himself. John's mother reported that sometimes it seems like he just can't get the words out to say what he wants.

John's mother said he is somewhat behind other 6-year olds in self-help skills. However, she reported that he has had some recent success in toilet training. While toilet training has taken a long time, he is now staying dry most days and asking to go to the bathroom. However, he still has accidents at night. John is learning how to dress himself, but is still having some trouble. He puts his clothes on inside out or backwards. On a positive note, Jessica reports that John will stay in the house when told and does not wander off into the neighborhood. She tries to keep John at home because some of the neighborhood boys

pick on him. Also, she is concerned that these boys will be a bad influence on John. She thinks that one of the neighborhood boy's parents is doing drugs.

Jessica admitted that she doesn't understand John's behavior. Jessica said her mother thinks that John's behavior is due to her bad parenting. She said her mother adamantly believes that spanking should work. She said she has tried spanking him, but it doesn't seem to work. Jessica said she is frustrated and wants to find a way to address John's behavior.

During the interview, Jessica's affect was flat and she appeared to have a depressed mood. When asked if she felt depressed she admitted that she has attempted to have a mental health evaluation for herself in the past, but had a difficult time following through because of time conflicts with taking care of John and having to drive across town for the appointments.

EXAM #2

SW503A – Fall 2019 - Exam #2 (30 points total)

Name: _____

Directions: Complete each question as directed. DO NOT consult with others. This exam should reflect your own independent and thoughtful work.

By taking this exam, I agree to adhere to standards of academic integrity. I understand this includes not sharing any information presented on this exam to any other individual. Violating this agreement could result in dismissal from the Social Work Master's program at CSULB. _____ (initial)

Multiple Choice, True – False, and Fill in the blank: 10 points (1 point each)

1. According to Erikson, the society in which one lives makes certain psychological demands at each stage of development, and he calls these demands
a. Requirements
b. Crises
c. Transitions
d. Trust vs. Mistrust

2. Cognitive development in early adolescence is identified with:
a. Piaget's formal operational stage but at the level of relativism in thinking
b. Piaget's formal operational stage which leads to hypothetical-deductive reasoning
c. Piaget's concrete operational stage and logical reasoning
d. Block and Moore's community-norm theory

3. Parents/Caregivers who are raise children with a low level of controls and standards of behavior reflect which type of parenting style:
a. Authoritarian
b. Authoritative
c. Passive
d. Rejecting-neglecting

4. An example of a psychological reaction to physical changes in adolescence related to hormonal influenced brain development of the prefrontal cortex is:
a. Puberty
b. Increased motivation for risk-seeking behavior
c. Herd mentality
d. Psychosocial moratorium

5. The following is true about Erikson's stage entitled "initiative versus guilt":
a. Mastering academic skills is very important during this stage
b. Children in this stage often are desperately seeking intimate relationships
c. Comparison with the productivity of peers becomes very important
d. This stage relates to preschoolers aged 3 to 6 years

6. _____ refers to the biological distinction between being female and being male, usually categorized on the basis of the reproductive organs and genetic makeup.
a. Sex
b. Gender
c. Androgyny
d. Gender identity

7. Within Marcia's categories for coping with identity crisis, the concept of foreclosure within identity development includes:
a. Complex thinking process used to focus on more personal decision making and moves to less self-centered behavior
b. Experiencing a lack of direction having difficulty in making clear decisions and commitment to a path in life
c. An intense decision-making phase to develop a personalized set of values and a career choice
d. A passive involvement in developing opportunities to grow with others often deciding identity for them

8. Norton's Dual Perspectives asserts that the adverse consequences of an oppressive society on the self-concept of a person of color or any minority group can be partially offset by the _____ system (fill in the blank).

9. Individuative-reflective faith, assuming responsibility for one's own attitudes and beliefs around faith characterizes which stage of Fowler's Theory of Faith Development.
a. Stage 2: ages 2 to 6 years, school aged children
b. Stage 3: ages 6 to 12 years, adolescence

c. Stage 4: early adulthood and beyond
d. Stage 5: midlife and beyond

10. Emotional intelligence includes (select one):
a. the ability to monitor one's own feelings and emotions
b. the ability to regulate one's mood and control impulses
c. the ability to successfully respond correctly to intra-personal and inter-personal emotions
d. all of the above

Short Answer Question (5 points total)

Compare and contrast 2 theories of moral development, outlining major contributions of each and how each differs in understanding the process in which individuals form capacity around moral based decision making. Identify key phases or terms in your review as applicable.

SSW PE 5.1 ASSESSED
Case Study Application
Read the provided case study (Case of Jason) and answer the following questions. Please be sure your responses are clearly and concisely written and use complete sentences. (15 points total)

1. Identify 3 developmental issues using relevant terms (not theory) that Jason is facing as an adolescent. Provide support for each item based on detail provided in the vignette. (5 points)

2. Referencing 2 developmental theories reviewed in class relevant to adolescent psychosocial identity development and/or cognitive development explain how the selected theory guides your work as a social work practitioner assessing Jason's presenting experience. You must include at least 2 key terms or concepts of each theory to explain the application (note – it is not sufficient to broadly identify a theory without specific reference to relevant concepts or stages that apply to understanding the case based on details provided). (6 points)

3. In your assessment process, you should consider how systems interact to create complicated experiences for how Jason manages his emotional distress and adolescent development. To do this, address the following (4 points):
a. Describe 3 ways in which you see micro (individual), mezzo (community/neighborhood), and/or macro level (policy) considerations affecting Jason in his current struggles. You can reference more than one consideration from the same system but only report 3 total. Note that this is to reflect considerations relevant to assessment and not treatment planning.
b. Define 2 ways you would incorporate an approach rooted in a strengths-based perspective and cultural/ethnic-humility in your treatment recommendations with Jason and his family to ensure it is effective and rooted in the social work code ethics. Base these suggestions on the systems you reference in part a (above).

Extra Credit Opportunity –1 point -
• Discuss one critique of Social Learning Theory as it relates to human development

Case Vignette Exam II
You are a social worker at Pacific Mental Health (a community clinic) that provides clinical therapy services to individuals and families.

As an MSW Intern at Pacific Mental Health Clinic, you receive a new referral for individual therapy. Jason was referred to meet with you by his school counselor after he admitted to his parents that he had thoughts of hurting himself. Jason is a Filipino, 17-year old high school senior who self-identifies as male (pronouns he/ him/ his) and gay. Jason had been caught using substances in his room at home by his stepfather and in the verbal altercation that followed, Jason told his mother and stepfather that he "didn't care anymore and wanted to die." Jason's stepfather, Tony became very angry and threw him out of the house for being disrespectful and untrustworthy. During that evening, Jason stayed over at his older sister, Paula's apartment. His stepfather allowed Jason to return home after that evening away.

During the initial intake session, Jason admitted to feeling depressed for several months prior to this episode. Jason's depressive symptoms included sad mood, decreased motivation, a lack of energy, decreased concentration, and sleep difficulty. Jason stated that his depression intensified after breaking up with his partner. He began dating his former partner a year ago, right after he became open about his sexuality. At the time of break-up, Jason reported having fleeting thoughts of suicide and self-harm. Jason shared that he has been battling ongoing pressure from his parents about what to do after graduation. He states that he is clueless about what to do after graduation and said that he did not see the point of studying or going to school. He tried working part time at the local movie theater, though was laid off. Although
Jason did well academically in the 9th and 10th grade, his grades declined significantly in 11th grade to the point in which he became ineligible to participate in extracurricular activities that he enjoyed such as art club and music/band. Jason is not aware of why his grades have declined, but noted, "school all of a sudden became really hard for me in the 11th grade." Jason also reported that he has had difficulty getting along with people at his school. He states there are a lot of conservative kids and teachers at his school and reports experiencing some negative comments from peers on social media due to the way he expresses his gender identity. Jason reports having only a couple of friends. In a follow-up assessment interview with Jason's mother Cecilia, she shared that, "Jason only associates with kids who skip class and use drugs."

Jason's family dynamics. Jason's family consists of his mother, Cecilia, stepfather, Tony, and his 19-year-old sister, Paula. Jason's biological parents divorced when he was two years old and his mother remarried when he was six. His mother reported that his biological father was abusive toward her, but not the children. Jason had little contact with his biological father since the divorce, but contacted him recently because he wanted to

leave his current family and live with him in another state. To Jason's disappointment, his biological father's response was noncommittal.

Jason has always had a distanced relationship with his stepfather. Jason's stepfather, Tony, is a retired police officer who highly values order and discipline. He does not agree with Jason's long hairstyle, sexuality, or passion for music and art. He forced Jason to cut his hair and change his style of clothes after he was caught smoking. Jason admitted that sometimes he fears his stepfather's temper. Jason's stepfather is generally suspicious of mental health providers and views psychiatric symptoms as an excuse or a weakness. Jason's mother, Cecilia, is supportive of him seeking mental health services.

In developing your case plan, you are wondering how to proceed with this case. Jason is ambivalent about staying in school and finds that while art and music usually help him cope – these days, marijuana is one of the only things that helps him deal with stress.

SW503A- Fall 2020 Human Behavior in the Social Environment Research Paper (30-points)

Purpose: To complete a research paper referencing developmental theory and academic research that examines a developmental challenge experienced in infancy, childhood or adolescences (e.g. a child diagnosed with a physical or mental disability, an adolescent living in foster care, a child with cancer or diabetes, etc.).

The research paper contains 5 sections. Please follow the outline carefully. Clearly title each section using headers and sub headers as needed and adhere to page limits. Papers should be 8- 10 pages in length, excluding the cover and reference page(s). Pages beyond the 10h page will not be read. Use APA format for paper, references and citations. Papers will be graded according to overall mastery of the covered material. Writing is expected to be clear, grammatically correct, of graduate level quality, and consistent with professional standards of communication with APA guidelines applied throughout.

Section 1. Introduction (1 paragraph):
• Briefly introduce and define for the reader the developmental stage and condition you will be reviewing in the paper. Use citations to support the review as applicable.

Section 2. Life Stage (2-3 pages):
First, choose a particular age period between the age of 0 to 17 years (identify the age range of the selected stage as it relates to infancy, childhood, or adolescents). Briefly describe the chosen life stage discussing the typical points of development for each of the following:

- relevant physiological developmental markers
- cognitive developmental markers
- social developmental markers
- psychological developmental markers (including applicable psychosocial crisis for
- the selected life stage as applicable).

**You should include 2 of the following theorists in your review:
i. Piaget ii. Freud
iii. Erikson iv. Vygotsky
v. Bowlby/Ainsworth
vi. Norton (Dual Perspective)
vii. Other theorists can be used that include Critical Race Theory, Feminist Theory, Queer Theory, and others you may feel relevant to the review
Use the theoretical frameworks presented in the course text and reviewed in class as applicable. Add additional reference material on human development from other sources as needed to develop your review.

Section 3. Disability, Stigma, Stressor, Problematic Condition (3-pages):
Select only ONE of the following stressors and provide a brief description noting any ways the stressors presents uniquely in the age group selected.

- A particular chronic illness or challenge/ disability OR
- Minority/stigmatized status due to gender, race, ethnicity or sexual orientation OR
- Other stressful condition (poverty, addiction, victimization, trauma, mental illness, etc.)

Present a discussion on the impact of the stressor on the development and functioning during the specific life stage (age group) you selected in section 2. For example, how does the diagnosis of diabetes in childhood potentially impact development across physiological and psychosocial domains for the child now and as they grow older.
o If applicable, you must include considerations around Family Life Cycle Theory (2012-revised version) and/or Baumrind's parenting theories to the selected condition
In your discussion, describe how the developmental theories described in section 2, contributes to and limits the understanding of the selected stressor for the infant, child, or adolescent.

Citations from the research literature are required for this section. The course text should only be used as supplement in this review.

Section 4. Application of the Systems Perspectives: Family, community, institutional and broader ecological influences (2-3 pages):

- As applicable, discuss the impact of family / social networks, community, broaderinstitutional, policy, and ecological influences relevant to your particular topic (for example: schools, community, health care system, historical experiences with oppression, state or federal policy, etc.) on the developmental tasks and psychosocial crisis of this stage.
- How do the above identified entities contribute to, support, and/ or inhibit management of the condition for a person within the reviewed developmental stage? **Review at least 2 entities in your discussion and cite as applicable research support for this review, using research literature and the course text to guide your discussion.**
- In your discussion, describe short and long-term impacts on the child or adolescent as a result of the systems linkages reviewed. These can include contributing and inhibiting linkages in the child's growth/coping based on your review of the literature.

Citations from the research literature are required for this section. The course text should only be used as supplement in this review.

Section 5. Conclusion and Summary of Meaning (1-page):

- Conclude with a summary of the meaning this written assignment has had for your developing knowledge base on human behavior in the social environment and your orientation toward social work using a critical lens to your practice. Specify what knowledge has been expanded or perspectives changed given your review of developmental theory and the research literature on the selected condition. In this effort, note any limitations or strengths you found in the process of critically reviewing the literature and/or application of theory as you move forward as a practicing social worker.

Required Formatting and References:

Format and Length: Required length is 8-10 type-written pages (excluding cover and references pages). Write using APA formatting guidelines, Times New Roman font, 1-inch margins, double spaced, and use of headers and sub-headers. Please carefully proofread your papers. The quality of writing for these papers is expected to meet graduate school standards and be free to typos and grammatical errors. Do not write in the first person, except in the last part, the "Summary of Meaning" section.

References: You are required to use at least 6 scholarly references. These references should come from peer reviewed academic/ research journal articles.
- The course textbook if used does not count as one of required reference/source but should be used in the paper to support the theory application, along with other texts as applicable.
- Appropriate professional internet sources are allowable but do not count towards the required 6 references.
- Please follow the APA format for citations and references. Departures from APA format will result in lowered grades.

See the assignment rubric posted on BeachBoard for guidance on how the paper will be evaluated

Note: Submit to Dropbox on due date prior to the start of class, November 9, 2020 (see syllabus for course schedule)

Any papers not submitted by the due date/time are subject to a 5 point reduction for each day as a penalty if prior arrangements were not made with the instructor on the late submission
(see policy outlined in course syllabus).

You are welcome to upload copies to Beachboard in advance of due date.