

University of Texas at Arlington  
School of Social Work  
Social Work 3302- 01  
Autumn 2013

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Class time: Mondays/Wednesday 5:30 - 6:50 p.m.

Class location: Preston Hall 306

## **I. CSWE, EPAS Content Policy: Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. EPAS core competencies and practice behaviors addressed in this course are:

### **Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;

- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### **Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

#### **Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

#### **Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply

theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

### **Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

## **II. Course Description**

**Undergraduate Catalog:** One of three required human behavior courses that explores, within the context of a strengths and empowerment perspective, knowledge of the bio-psycho-social development of persons and families from birth through death.

## **III. Competency-based Performance Outcomes:**

By the end of the semester, students should be able to demonstrate the following practice behaviors, comprised of knowledge, values, and skills

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions

among individuals and between individuals and families, groups, organizations, and communities.

8. Graduates will engage in life-long learning and activities to update and improve professional knowledge and skills.

This course relates to and advances the program objectives by providing HBSE course content in the knowledge base and theories on human development of persons and families across the life span and across diverse environmental contexts.

- A. Apply biopsychosocial development of individuals across the life course and as they live in families, groups, organizations, social institutions, and communities.
- B. Apply evidence and theoretical frameworks for understanding human development and the interactions among various systems and between individuals and social systems.
- C. Analyze the effect of social systems on human behavior as well as the impact of human behavior on various social systems.
- D. Recognize ways social systems promote or block the achievement and maintenance of optimal health and well-being. Strength's based and empowerment-based approaches will be emphasized for the promotion of these goals.
- E. Synthesize ways of evaluating theories, and their application to client situations. This will include identification of traditional and alternative assessment approaches and application of course content to practice, including clinical, community, and social welfare policy and services.
- F. Recognize content on the promotion of social and economic justice (understanding the dynamics and consequences of human oppression and discrimination across the life span).
- G. Recognize populations-at-risk (patterns and dynamics of discrimination, economic deprivation, and oppression on groups distinguished by age, ethnicity, class, sexual orientation, religion, and physical or mental ability and the impact of discrimination, economic deprivation, and oppression upon biopsychosocial development in members of these groups).
- H. Apply content on diversity, including the differences and similarities in experiences, needs, and beliefs in groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

- I. Apply values and ethics regarding biopsychosocial theories and developmental evidence. Students are to develop awareness of their personal values and clarify conflicting values and ethical dilemmas about course content.

### **III. Performance Measures**

By the end of the semester, the student will have achieved the following:

- A. Articulate in writing assignments, class discussions, and examination experiences knowledge of selected theories of the biopsychosocial development of individuals.
- B. Articulate in writing assignments, class discussions, and examination experiences knowledge and understanding of the range of social systems, interactions among them, and interactions among individuals and social systems. Demonstrate the capacity to apply social systems and ecological theoretical approaches to case situations.
- C. Articulate in class discussion, writing assignments, and examination experiences knowledge of strengths based and empowerment based approaches and their implications for achievement and maintenance of optimal health and well-being.
- D. Articulate in class discussions and written assignments the capacity to assess practice situations from the perspective of diversity, and the similarities and differences in experiences, needs, and beliefs among diverse groups.
- E. Demonstrate, through written work, the capacity to assess practice situations in terms of social and economic oppression, and discrimination in populations-at-risk.
- F. Articulate in class discussions, and in written work, potential sources of conflict in values and ethics regarding the course content. Demonstrate self-awareness in identifying personal conflicts regarding persons from diverse populations and willingness to rethink biased or otherwise negative views in respect to professional contacts and experiences, and rethink discriminatory behaviors. Commit to appreciation of human diversity

### **IV. Course Requirements and Grading**

#### **1. Types of Instruction**

- A variety of teaching methods will be used in this course including: lectures, discussions, movies, multi-media, learning-based assignments, readings, and small group activities.
- Students will be engaged with materials and activities presented through Blackboard as well as materials presented during our scheduled class period

and in the course of completing assigned readings.

## 2. Learning Environment

- Our in-class learning environment will be based on three values that are central to the Social Work Code of Ethics:
  - *Dignity & Worth of the Person*—Each person in this class brings a unique set of skills, perspectives, and life experiences that enrich the learning environment. The learning process requires a certain degree of risk taking, and although each of us assumes responsibility for our own learning, we support and respect one another's efforts at experimentation with new ideas and learning challenges.
  - *Importance of Human Relationships*—Mutual respect is a cornerstone of healthy social interactions and working relationships. As members of this class we will treat one another respectfully, even though our values and opinions may differ.
  - *Confidentiality and Privacy*—Self-disclosure will be minimized in the classroom in order to respect the privacy rights of significant others in our lives; when we share information about ourselves, we also (incidentally or intentionally) share information about our family and friends.

## 3. Performance Expectations

### A. Due dates and Deadlines

Students are expected to complete assignments prior to each deadline. Late assignments will be assigned a five (5) point penalty for each day late. Late assignments will be accepted *up to* five (5) days after the scheduled due. Arrangements extending deadlines for individual students are made only on the basis of unusual circumstances generally considered to be outside of an individual's control, and only at the instructor's discretion. See specific assignment guidelines on Blackboard for details regarding due dates.

### B. Grading and Assignments

The final course grade will be based on timely completion of each activity or assignment. Please see the **details and grading rubrics on each assignment** posted on Blackboard.

Assignment	Points
Exam #1	20
Exam #2	20
"Babies" response	5
"Caregivers" response	5
Final Cumulative Exam	20
Final Integrative Essay	20
Attendance/participation	10
<b>TOTAL POINTS: 100</b>	

The planned course grading scale is as follows, but there may be modifications (curving upwards only) based on overall class performance indices:

A = 90-100  
 B = 80-89  
 C = 70-79  
 D = 60-69  
 F = 59 and below

### **Required Text & Readings**

Ashford, J.B., & LeCroy, C.W. (2010) *Human behavior in the social environment: A multidimensional perspective* (4<sup>th</sup> ed.) Belmont, CA: Brooks/Cole, CENGAGE Learning. ISBN-10: 0495601691 or ISBN-13: 9780495601692

**Other required readings are listed weekly on the syllabus. Copies of these readings are available on Blackboard and e-reserve.**

### **C. Use of Blackboard**

The use of Blackboard will be a central feature in our class. Some key things to note:

- The "content" section of the Blackboard system will include the syllabus, details on all assignments, Powerpoint® slides, and more.
- Announcements will be made routinely using the Blackboard "announcements" system. It is each student's responsibility to check for announcements on a routine basis (**at least once** between Monday and Friday class meetings).

- The instructor will post lecture OUTLINES on Blackboard. *These **OUTLINES do not take the place of lecture and discussion participation.** Many additional details and learning experiences will be included in each class period other than are available in these lecture OUTLINES.*
- **An individual's difficulties with Blackboard will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.**

#### **D. Attendance and class participation**

Due to the format and content of this course, regular and punctual attendance is imperative and expected. Attendance is part of your final grade. As a matter of fairness and equity, **anyone missing more than three (3) scheduled class sessions will lose 5 points off his/her attendance- participation grade per day absent (unless emergency/extenuating circumstances as approved by instructor).** Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final attendance- participation grade.

**You will be required to sign in on the attendance sheet that will circulate through class, half way through the class period. You are expected to be in class the entire class time.** If it is necessary for you to be late or leave class early, please let me know in advance.

Participation is considered a crucial aspect of learning course material. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of such with personal and professional experiences, and the desire to broaden one's professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we might share throughout the semester.

The impact on your grade in this area will be a response to respecting and encouraging the opinions of peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; and being prepared to work with colleagues.

### **E. Professionalism and Courtesy**

Please show your professionalism by turning off cell phones and/or putting them on “silent” mode before class begins; by not checking your email or texting during class; by not reading the newspaper or your iPad; by not sleeping, dozing, or taking a cat-nap in class.

## **4. UTA Policies**

### **A. Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://web.uta.edu/aao/faol/>).

### **B. Policy on Incompletes**

An Incomplete (“I”) grade may be assigned only in relation to (1 )an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

### C. Academic Integrity

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**The instructor reserves the right to give a grade of "F" for the course as a whole to any student found guilty by the Office of Student Conduct of plagiarism of any assignment.**

### D. Americans with Disabilities Act (ADA)

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

### **E. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

#### **Librarian to Contact:**

John Dillard in our Social Work Electronic Library, room A-111. He also has a webpage <http://libraries.uta.edu/dillard/> with very helpful information and resources.

### **F. Electronic communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

### **G. Student feedback survey**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

### **H. Final review week**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this

week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

#### **I. Emergency exit and procedures**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

## COURSE OUTLINE AND SCHEDULED ACTIVITIES

**Note:** Required textbook readings and journal articles are listed for each week related to that week's topic.

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

–Noelle L. Fields

<b><u>Week 1: Monday, Aug. 26</u></b>	<p><b><i>Topic: Introduction; Review of Syllabus; Review of Key Constructs</i></b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>➤ Syllabus on Blackboard</li> <li>➤ Assignment Details on Blackboard</li> </ul>
<b><u>Week 1: Wednesday, Aug. 28</u></b>	<p><b><i>Topic: Life Course Perspective, overview of theories</i></b></p> <p>Readings: Chapter 1</p>
<b><u>Week 2: Monday, Sept. 2</u></b>	<p>➤ <b>LABOR DAY HOLIDAY – NO CLASS</b></p>
<b><u>Week 2: Wednesday, Sept. 4</u></b>	<p><b><i>Topic: Key theories, psychological, social, biophysical</i></b></p> <p>A. Reading on e-reserve through the library:</p> <p style="padding-left: 40px;">The Nature of Theories, in Robbins, P., Chatterjee, P., &amp; Canda, E.R. (2012). <i>Contemporary human behavior theory: A critical perspective for social work</i> (3rd ed.) Boston: Allyn and Bacon.</p>
<b><u>Week 3: Monday, Sept. 9</u></b>	<p><b><i>Topic: Key theories, psychological, social, biophysical (continued)</i></b></p> <p>Readings: No new readings.</p>
<b><u>Week 3: Wednesday, Sept. 11</u></b>	<p><b><i>Topic: Conception, pregnancy, childbirth</i></b></p> <p>Readings: Chapter 2</p>
<b><u>Week 4: Monday, Sept. 16</u></b>	<p><b><i>Topic: Infancy and toddlerhood</i></b></p> <p>Readings: Chapter 3</p>

<p><b><u>Week 4: Wednesday, Sept. 18</u></b></p>	<p><b><i>Topic: Infancy and toddlerhood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Lieberman, F. A., &amp; Knorr, K. (2007). The impact of trauma: A developmental framework for infancy and early childhood. <i>Psychiatric Annals</i>, 37-6, 416-422</p> <p>Carlson, V.J., Feng, X., &amp; Harwood, R.L. (2004). The “Ideal Baby”: A Look at the Intersection of Temperament and Culture. <i>Zero to Three</i>, 24(4), 22-28.</p> <p><b>***ASSIGNMENT DUE: Exam #1 to be completed on Blackboard by 11:59 p.m. on Sunday, September 22</b></p>
<p><b><u>Week 5: Monday, Sept. 23</u></b></p>	<p><b><i>Topic: Infancy and toddlerhood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Dozier, M., Lindhiem, O., Lewis, E., Bick, J., Bernard, K., &amp; Peloso, E. (2009). Effects of a foster parent training program on young children’s attachment behaviors: Preliminary evidence from a randomized clinical trial. <i>Child &amp; Adolescent Social Work Journal</i>, 26, 321–332</p>
<p><b><u>Week 5: Wednesday, Sept. 25</u></b></p>	<p><b><i>Topic: Watch in class the documentary film: “Babies” (Thomas Balmès)</i></b></p> <p><b>**Note: This video takes 78 minutes to watch and our class session is 78 minutes long—be on time or be early!</b></p> <p>Readings: No new readings</p> <p><b>ASSIGNMENT DUE: Your “Babies” response paper is due by 11:59 p.m. on Sunday, September 29<sup>th</sup> to Blackboard</b></p>
<p><b><u>Week 6: Monday, Sept. 30</u></b></p>	<p><b><i>Topic: Early childhood</i></b></p> <p>Readings: Chapter 4</p>

<p><b><u>Week 6: Wednesday, Oct. 2</u></b></p>	<p><b><i>Topic: Early childhood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Hansen, C., &amp; Zambo, D. (2007). Loving and Learning with Wemberly and David: Fostering Emotional Development in Early Childhood Education. <i>Early Childhood Education Journal</i>, 34(4), 273-278</p> <p>Coley, R., Lewin-Bizan, S., &amp; Carrano, J. (2011). Does Early Paternal Parenting Promote Low-Income Children's Long-Term Cognitive Skills?. <i>Journal of Family Issues</i>, 32(11), 1522-1542</p>
<p><b><u>Week 7: Monday, Oct. 7</u></b></p>	<p><b><i>Topic: Early childhood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Arsenio, W.F., &amp; Gold, J. (2006). The effects of social injustice and inequality on children's moral judgements and behavior: Towards a theoretical model. <i>Cognitive Development</i>, 21(4), 388-400.</p> <p>Haight, W.L. (1998) "Gathering the Spirit" at First Baptist Church: Spirituality as a protective factor in the lives of African American child <i>Social Work</i>, 43(3) 213-222.</p>
<p><b><u>Week 7: Wednesday, Oct. 9</u></b></p>	<p><b><i>Topic: Middle childhood</i></b></p> <p>Readings: Chapter 5</p>
<p><b><u>Week 8: Monday, Oct. 14</u></b></p>	<p><b><i>Topic: Middle childhood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Mishna, F., Saini, M., &amp; Solomon, S. (2009). Ongoing and online: Children and youth's perceptions of cyber bullying. <i>Children and Youth Services Review</i>, 31(12), 1222-1228.</p>
<p><b><u>Week 8: Wednesday, Oct. 16</u></b></p>	<p><b><i>Topic: Adolescence</i></b></p> <p>Readings: Chapter 6</p>
<p><b><u>Week 9: Monday, Oct. 21</u></b></p>	<p><b><i>Topic: Adolescence, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Zimmer-Gembeck, M., &amp; Skinner, E. (2008). Adolescents coping with stress: development and diversity. <i>Prevention Researcher</i>, 15(4), 3-7.</p>

<p><b><u>Week 9: Wednesday, Oct. 23</u></b></p>	<p><b><i>Topic: Adolescence, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Schofield, G., &amp; Beek, M. (2009). Growing up in foster care: providing a secure base through adolescence. <i>Child &amp; Family Social Work</i>, 14(3), 255-266</p> <p>Saltzburg, S. (2004). Learning That an Adolescent Child Is Gay or Lesbian: The Parent Experience. <i>Social Work</i>, 49(1), 109-118.</p> <p><b>ASSIGNMENT DUE: EXAM #2 due by 11:59 p.m. on Sunday, October 27</b></p>
<p><b><u>Week 10: Monday, Oct. 28</u></b></p>	<p><b><i>Topic: Young adulthood</i></b></p> <p>Readings: Chapter 7</p>
<p><b><u>Week 10: Wednesday, Oct. 30</u></b></p>	<p><b><i>Topic: Young adulthood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Arnett, J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i>, 55(5), 469-480.</p>
<p><b><u>Week 11: Monday, Nov. 4</u></b></p>	<p><b><i>Topic: Young adulthood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Settersten Jr., R. A., &amp; Ray, B. (2010). What's Going on with Young People Today? The Long and Twisting Path to Adulthood. <i>Future Of Children</i>, 20(1), 19-41.</p>
<p><b><u>Week 11: Wednesday, Nov. 6</u></b></p>	<p><b><i>Topic: Middle adulthood</i></b></p> <p>Readings: Chapter 8</p>
<p><b><u>Week 12: Monday, Nov. 11</u></b></p>	<p><b><i>Topic: Middle adulthood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Umberson, D., Pudrovska, T., &amp; Reczek, C. (2010). Parenthood, childlessness, and well-being: A life course perspective. <i>Journal of Marriage and Family</i>, 72(3), 612-629.</p> <p>Riley, L.D., &amp; Bowen, C. (2005). The sandwich generation: Challenges and coping strategies of multigenerational families. <i>The Family Journal</i>, 13, 52-58</p>

<p><b><u>Week 12: Wednesday, Nov. 13</u></b></p>	<p><b><i>Topic: Late adulthood</i></b></p> <p>Readings: Chapter 9</p>
<p><b><u>Week 13: Monday, Nov. 18</u></b></p>	<p><b><i>Topic: Late adulthood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Stelle, C., Fruhauf, C.A., Orel, N., &amp; Landry-Meyer, L. (2010). Grandparenting in the 21st century: Issues of diversity in grandparent–grandchild relationships, <i>Journal of Gerontological Social Work</i>, 53(8), 682-701.</p> <p>Knight, B.G., &amp; Sayegh, P. (2010). Cultural values and caregiving: the updated sociocultural stress and coping model. <i>Journal of Gerontology: Psychological Sciences</i>, 65B(1), 5–13,</p>
<p><b><u>Week 13: Wednesday, Nov. 20</u></b></p>	<p><b><i>Topic: Late Adulthood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Hrostowski, S., &amp; Rehner, T. (2012) Five years later: Resiliency among older adult survivors of hurricane Katrina, <i>Journal of Gerontological Social Work</i>, 55(4), 337-351.</p>
<p><b><u>Week 14: Monday, Nov. 25</u></b></p>	<p><b><i>Topic: Very late adulthood</i></b></p> <p>Readings: Chapter 10</p>
<p><b><u>*Week 14: Wednesday, Nov. 27- VIRTUAL CLASS AND ASSIGNMENT</u></b></p>	<p><b><i>*Topic: Very late adulthood, continued *VIRTUAL CLASS</i></b></p> <p>Readings: No new readings (review Chapter 10)</p> <p><i>Please click the following link and watch the entire “Caregivers” film via HBO. It is free and can be streamed and viewed online. The film is approximately 48 minutes in length.</i></p> <p><a href="http://www.hbo.com/alzheimers/caregivers.html">http://www.hbo.com/alzheimers/caregivers.html</a></p> <p><b><i>NO FACE TO FACE CLASS! This is a VIRTUAL CLASS and you also have REQUIRED assignment due no later than <u>Sunday, December 1<sup>st</sup> at midnight</u>. You will need to upload your assignment to Blackboard. (see “Caregivers response” assignment guidelines on Blackboard).</i></b></p>

<p><b><u>Week 15: Monday, Dec. 2</u></b></p>	<p><b><i>Topic: Very late adulthood, continued</i></b></p> <p>Readings: (on Blackboard)</p> <p>Schroepfer, T. A. (2007). Critical events in the dying process: The potential for physical and psychosocial suffering. <i>Journal of Palliative Medicine</i>, 10, 136-147</p> <p>Fenge, L. (2013): Developing understanding of same sex partner bereavement for older lesbian and gay people: Implications for social work practice, <i>Journal of Gerontological Social Work</i>. Advanced online publication. doi: 10.1080/01634372.2013.825360</p> <p><b><i>ASSIGNMENT DUE: Final integrative essay due by 11:59 p.m. on Sunday December 1. Upload your paper to Blackboard.</i></b></p>
<p><b><u>Week 15: Wednesday, Dec. 4</u></b></p>	<p><b><i>Topic: Course wrap up</i></b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>➤ No new readings ☺</li> <li>➤ <b>Your final exam is December 9<sup>th</sup> from 5:30 – 8:00 p.m.</b> (taken online through Blackboard)</li> </ul>