

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

Memphis Campus

**SW 513 Lifespan and Neurophysiologic Development in a Cultural, Ecological, and
Transactional Framework**

(4 cr)

Fall 2008

Tuesdays 5:30 p.m. – 9:30 p.m.

Instructor:

Dr. Egan

Office Hours:

Mondays: 12:00 p.m. – 1:00 p.m.

&/or 2:00 p.m. -3:00 p.m.

Tuesdays: 1:00 p.m. – 2:30 p.m.

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook. (www.csw.utk.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2222 Dunford (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required Foundation course. Theories, frameworks, and research that address culturally sensitive understanding of human development and behavior. Effects of risk/protective factors, culture, and other environmental effects, such as poverty, on developmental milestones. Includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Includes identification, assessment, and treatment of developmental delays and neuro-developmental disorders. Processes critical to understanding human behavior and community risk and resilience for vulnerable populations are emphasized.

This course examines frameworks, theories, and research that address a culturally sensitive understanding of human development and behavior. Lifespan and neurophysiologic development in an ecological and transactional framework provides a foundation for understanding the processes of human development and how these processes are influenced by culture and the environment. The course examines the effects of risk and protective factors at various ecological levels, such as attachment, poverty, and culture on developmental milestones. It includes neurophysiologic development across the lifespan, starting with early childhood; the profound influence of the environment on these processes; and implications for early prevention, treatment, policies, and services. Typical development will be covered as well as atypical developmental patterns that are consistent with neurodevelopmental disorders. Processes critical to human behavior and risk and resilience for vulnerable populations are emphasized to understand individual or family behavior.

Content in this course will be illustrated and centered around a case study approach in which students read case studies that are paired with theoretical and research material. Class discussion about the theoretical and research material will be linked to case studies, and students will use theory and research to construct hypotheses about individual or family adaptation to the environment. In addition, students will practice forming research questions and going to the literature to assess what is known about their questions.

Course Rationale

To practice accountably and effectively, social workers must be able to understand their clients and their presenting issues within their clients' environmental, cultural, and developmental contexts. In supportive environments, individuals flourish as they progress through developmental stages and stage-salient tasks. Other environments, because of risk factors associated with them, are less supportive of wellbeing. Even so, brain plasticity provides humans with an amazing capacity to adapt to these less supportive and sometimes frankly maladaptive environments, although sometimes at great cost to themselves. Especially for young children, the costs to the developing brain of less adaptive environments are profound because their brains actually become organized around repeated experiences within these less adaptive environments. Neurophysiological changes and behaviors resulting from these earlier less adaptive environments are often conceptualized by clinicians as psychopathology or presenting problems of clients. Understanding human development as a series of processes mediated by the brain within an environment-dependent context profoundly reframes not only our understanding of our clients and their presenting problems, but also how to intervene appropriately with clients and their environments. This different understanding of human development also suggests the critical importance of effective prevention programs and social policies that promote wellbeing, as well as interventions directed at changing the larger environments of individuals. Thus, knowledge gained in this course will allow social workers not only to better understand, contextualize, and assess clients and their presenting problems, but also to develop more appropriate interventions, prevention programs, or policies for working with or for the benefit of clients and for the necessary environments to support human wellbeing.

Course Competencies:

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1. Articulate, critically analyze, and apply an ecological, transactional (risk and resilience) and developmental perspective of adaptive and maladaptive human development and

behavior across the lifespan to the understanding and assessment of client systems and to reciprocal relations among individuals and families. (HBSE-F.1, Pops at-risk & SJ-F.1; Diversity-F.3, F.4; CT/EBP-F.1). (*content: attachment theory and neurophysiology as the major foundations with brief comparisons and contrasts to others; risk and resilience; cultural similarities and differences in development and behavior.*)


2. Assess the validity of historically significant theories of human behavior and development for current social issues and problems that clients experience. (HBSE-F.2; Diversity-F.3, F.4; CT/EBP-F.1, F.2, F.3). (*content: brief comparisons and contrasts of major historical theories as appropriate, including psychoanalytic theory, Piaget, Kohlberg, Erikson, Vygotsky, and others.*)
3. Evaluate and apply [selected] evidence-based theories of human development and behavior that are sensitive to gender, class, race/ethnicity, sexual orientation, family structure, disability status, and worldview. (HBSE-F.3; Pops at-risk & SJ-F.4; Values/ethics-F.1; Diversity-F.3, F.4; CT/EBP-F.1, F.3, F.4) (*content: evidence for application of attachment theory and neurophysiology with specific attention to gender, class, race/ethnicity, sexual orientation, family structure, disability status, and worldview.*)
4. Explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span. (HBSE- F.4; CT/EBP-F.3, F.4, F.5). (*content: basic introduction to Mendelian genetics and the Human Genome Project; epigenesis and gene expression; effects of stress and trauma on hormones, brain development, and gene expression; effects of early deprivation and parenting on brain development and gene expression; Hobfoll's conservation of resources theory; major developmental disabilities across the life span.*)
5. Conduct a scientific review of empirical evidence and theory to address questions about human development and behavior across the lifespan. (Values/ethics-F.3; HBSE-F.7; CT/EBP-F.3, F.4, F.5). (*content: construction and use of theories; how theories are tested; examples and meaning of testing of attachment, neurophysiological theories, and other theories across the lifespan; comparisons and contrast to non-evidence-based theories.*)

Required text:

Gardiner, H., & Kosmitski, C. (2008). *Lives across cultures: Cross-cultural human development*, (4th ed.). Boston: Pearson/Allyn & Bacon. **Noted below in this outline as "G & K"**

***** Readings are available at UT Hodges Library @ utk.lib under Electronic Reserves for this course.**

NOTE: This course outline is *tentative* until our first face to face classroom session

 **Details of Course grading criteria, point distribution, and points and details of assignment, quizzes & discussion boards** can be found at end of Course Sessions section of this course outline & on our course Blackboard website

COURSE SESSIONS

August 26: in the classroom

Topics: Introduction to the course, assignments, grading criteria & policies
 A cross-cultural, transactional perspective
 Critical thinking: What is it and what is it not and why do we use it?
 Theories of human development & "normality"

Terms & concepts of the week:

Culture	Cross cultural psychology	Developmental niche
Ecological systems	Ethnocentrism	Normality
Social construction	Transactional	Theory

Required Readings:

Critical thinking PowerPoint on Blackboard

G & K:

Chapter 1: Introduction

Chapter 2: Theories and methodology

***Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 33-339.

*** García Coll et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*. 67(5), 1891-1914.

September 2: in the classroom

Topics: Genetics & human development: Introduction to the brain & neuroscience
 Stress & trauma effects on brain development in the first three years of life

In class Video: Effective use of library resources

Terms & concepts of the week:

Apoptosis	Differentiation	Disability(ies)	Epigenesis
Gene expression & regulation		Genotype	Homostasis
Human genome	Mendelian	Migration	Morphology
Neurogenesis	Ontogeny vs. phylogeny		Phenotype

Discussion Group #1 Posted September 4th and Completed by September 15th @ 9:00 a.m.

Required Readings:

*** The brain: Images and development. On course Blackboard

*** Hobfoll, S.E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307-324.

*** Shonkoff, J. P. & Phillips, D. A. (2000). Rethinking nature and nurture. From neurons to neighborhoods: The science of early childhood development, (pp. 39-56). Washington, DC: The National Academic Press. Retrieved July 9, 2008 from:
http://www.nap.edu/catalog.php?record_id=9824.

*** Strohman, R.C. (2003). Genetic determinism as a failing paradigm in biology and medicine: Implications for health and wellness. *Journal of Social Work Education*, 39(2), 169-191.

*** http://www.ornl.gov/sci/techresources/Human_Genome/project/about.shtml

September 9: Online: Discussion Group #1 Posted September 5th and Completed by September 15th @ 9:00 a.m.

Terms & concepts:

Collectivism	Cultural variation	Handedness	Human genome	Individualism
Nature	Nurture	Ecological	Environment	Resilience factors
Risk factors	Stress	Trauma		

Required Readings:

G & K: Chapter 4: Cultural aspects of physical growth & development, pages 83-89
Case studies: page 83 & 84

***Sandhu, J. (2006). Nature vs. nurture: A case report. *Delaware Medical Journal*, 413-417.

***Viding, E. (2004). On the nature and nurture of antisocial behavior and violence. *Annals of the New York Academy of Science*, 1036, 267-277.

September 16: in the classroom

Topics: Functions of the brain & human behavior
Influences on prenatal brain development
Nervous system development

CTE #1: DUE by September 19th @ 12:00 p.m. noon

Terms & concepts of the week:

Agonist/antagonists	Central NS	Cerebral	Cerebellum	Cortex	Cortisol
Epigenesis	Fetal alcohol syndrome (FAS)			Frontal lobe	
Fetal alcohol effects (FAE)		Glial cell	Hypothalamus		Kindling
Medulla	Myelin/ation	Neural membrane		Neuron	
Neurotransmitter	Occipital lobe	Ontogenesis		Parietal lobe	
Peripheral NS	Pituitary	Synapse		Temporal lobe	
Thalamus					

Required readings:

*** Brain images on course Blackboard site

*** DiPietro, J. (2000). Baby and the brain: Advances in child development. *Annals Review Public Health*, 21, 455-471.

***Garrett, B. (2003). Communication within the nervous system: *Brain and behavior*, (pp. 32-53). Belmont, CA: Wadsworth/Thompson Learning.

***Garrett, B. (2003). The functions of the nervous system. *Brain and behavior*, (pp. 58-87). Belmont, CA: Wadsworth/Thompson Learning.

*** Waller, R. (2003). Application of the kindling hypothesis to the long-term effects of racism. *Social Work in Mental Health*, 3(3), 81-89.

September 23: Online: Discussion Group #2: Open September 22nd and closed October 1st @ 9:00 a.m.

Topics:

Stress and trauma
Resilience & risk
The brain & emotions & cognitions

Terms & concepts of the week:

Adaptivity	Aggression	Amygdala	Health disparities
Hormones	Hypothalamus	Immunity	
Parasympathetic	Protective factors	Resilience	Risk
Stress	Sympathetic	Stress response	

Required readings:

*** Carroll, G. (1998). Mundane extreme environmental stress and African American families: A case for recognizing different realities. *Journal of Comparative Family Studies*, 29(2), 271-284.

*** Garrett, B. (2003). Emotion and health. *Brain and Behavior*, (pp. 188-211). Belmont, CA: Wadsworth/Thompson Learning

*** Kreiger, N. (2008, Winter). Investigating how racism harms health: New approaches and new findings. Center for Community Health Education, Research, and Service (pp. 3-5) Retrieved on July 9, 2008 from:
http://www.unnaturalcauses.org/assets/uploads/file/08_CCHERS%20Winter%20Newsletter_0206.pdf

*** Taylor, S.E. et al. (2000). Biobehavioral responses to stress in females: Tend-and-befriend, not fight-or-flight. *Psychological Review* 107(3), 411-429.

September 30: in the classroom

Topics:

Pregnancy and the newborn
Cultural variations, worldviews, and health beliefs regarding reproductive & infant well-being

Terms & concepts:

Disparities	Fetal	Infant morbidity	Infant mortality	Neonatal
Pica	Prenatal	Trimester		

Required readings:

G & K: Gardiner & Kosmitzki – Birth across cultures, pages 233-238

*** Azmitia, E.C. (2001). Impact of drugs and alcohol on the brain through the life cycle: Knowledge for social workers. *Journal of Social Work Practice in the Addictions* 1(3), 41-63.

*** David, R. & Collins, J. (2007). Disparities in infant mortality: What's genetics got to do with it? *American Journal of Public Health*, 97, 1191-1197.

*** Domian, E.W. (2001). Cultural practices and social support of pregnant women in a Northern New Mexico Community. *Journal of Nursing Scholarship*, 33(4), 331-336.

Value added:

*** Nguyen, H. T., Clark, M., & Ruiz, R. J. (2007). Effects of acculturation on the reporting of depressive symptoms among Hispanic pregnant women. *Nursing Research*, 56(3), 217-223.

October 7: Quiz #1 Online; timed for 60 minutes covering content/concepts/terms from beginning of the semester to date. Opens October 7th @ 1:00 p.m. and closes October 10th @ 1:00 p.m.

Preparation for Paper: Begin pre-liminary planning for the topic, library research, and the informant you will interview for this assignment. Feel free to discuss your thoughts with me this week.

October 14: in the classroom**Topics**

Attachment theory
 Infancy & parenting
 Cultural variation & worldviews

Terms & concepts of the week:

Attachment	Bonding	Bundling	Co-sleeping	Cognition
Developmental niche	Goodness of fit		Infancy	Object permanence
Parenting worldviews			Scaffolding	

Required Readings:

G & K: Gardiner & Kosmitzki – cases, pages 53 & 54
 Culture & socialization, pages 54-65,
 Culture, language, and cognition, pages 109-115,
 Culture, self, and personality, pages 134-140,
 Culture and social behavior: Infancy, pages 194-200 & SIDS &
 Mental health, pages 275 & 276

*** Perry, B.D. (2002). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3(1), 79-100.

*** Weatherston, D. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69.

Value added:

*** Balbernie, R. (2002). An infant in context: Multiple risks, and a relationship. *Infant Mental Health Journal*, 23(3), 329-341.

*** Siegel, D.J. (2000). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. *Infant Mental Health Journal*, 22(2), 67-94.

October 21: Online Discussion Board # 3; open October 17th and closed October 27th @ 9:00 a.m. HINT: Prepare for this Discussion Board by reading all the Required Readings for last week and for this week; this Discussion Board has multiple parts.

Topics:

Early childhood—Part I
 Language acquisition
 Gender roles & sexuality
 Cultural variations in gender role attribution

Terms & concepts of the week:

Bilingual/ism Environmental hazards Gender Sex Sexuality
 Sexual orientation Socialization

Required Readings:

G & K: Gardiner & Kosmitzki – Infancy and early childhood, pages 89-96,
 Language, pages 115-123,
 Culture and issues of gender and sexuality, pages 164-179
 Cases, page 164

*** Shonkoff, J. P. & Phillips, D. A. (2000). Promoting healthy development through intervention. From neurons to neighborhoods: The science of early childhood development, (pp. 337-380). Washington, DC: The National Academic Press. Retrieved July 9, 2008 from: http://www.nap.edu/catalog.php?record_id=9824

***Fish, B. & Chapman, B. (2004). Mental health risks to infants and toddlers in foster care. *Clinical Social Work Journal*, 32, 121-140.

*** Rogge, M. E. (2000). Children, poverty, and environmental degradation: Protecting current and future generations. *Social Development Issues*, 22(2/3), 46-53.

October 28: in the classroom

Topics:

Early childhood – Part II
 Middle childhood – Part I

Terms & concepts of the week:

Academic success Competence Formal learning Informal learning

Moral development	Obesity	Poverty	Resilience
Risk	Self	Self-concept	Self-efficacy
Self-esteem			

Required Readings:

G & K: Gardiner & Kosmitzki – Cultural variation in socialization of behavior: Childhood, pages 65-70,

Cross cultural variations on physical development: Middle Childhood, pages 96-99 (top),

Cultural views & the person, pages 140-154,

Peer & social relations, pages 200-211

*** Brooks, J. E. (2006). Strengthening resilience in children and youths: Maximizing opportunities through the schools. *Children & Schools*, 28, 69-76.

*** Logue, M. E. (2007) Early childhood learning standards: Tools for promoting social and academic success in kindergarten. *Children & Schools*, 29, 35-43.

*** Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205-220.

November 4: no in-class session:

Completion of ethnographic interview for Paper

Planning for & implementation of library research.

Special office hours for discussions with me concerning this preparation & paper—hours will be posted or use email.

Topics:

Middle childhood – Part II: Risk and Resilience

Terms & concepts of the week:

Attachment Birth order Resilience Risk Sibling(s)

Required Readings:

*** Fraser, M. W., Kirby, L. D., Smokowski, P. R. (2004). Risk and resilience in childhood. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective*, (pp. 13-66) (2nd ed.). Washington, DC: NASW Press.

*** Iwaniec, D., Larkin, E., & Higgins, S. (2005). Research review: Risk and resilience in cases of emotional abuse. *Child and Family Social Work*, 11, 73-82.

*** Levy-Wasser, N. & Katz, S. (2004). The relationship between attachment style, birth order, and adjustment in children who grow up with a sibling with mental retardation. *The British Journal of Developmental Disabilities*, 50, 89-98.

*** Miller, K. M. (2006). The impact of parental incarceration on children: An emerging need for effective interventions. *Child and Adolescent Social Work Journal*, 23, 472-486.

November 11: in the classroom

Topics: Adolescence
Brain development in adolescence & the ecological context

CTE #2: DUE @ 12:00 p.m./noon November 14th**Terms & concepts of the week:**

Anorexia Bulimia Eating disorders Gender Identity
Sexual maturation

Required Readings:

G & K: Gardiner & Kosmitzki –
Adolescence, pages 70-74,
Cross cultural perspectives on physical development:
Adolescence, pages 99-100,
Adolescence: Identity formation, pages 154-158,
Adolescence: Markers of maturation pages 179-182,
Adolescence: Family & peer influences pages 212-215,
Ecological influences on coping: Adolescence, pages 277-284

*** Barrow, F.H., Armstrong, M.I., Vargo, A. & Boothroyd, R.A. (2007). Understanding the findings of resilience-related research for fostering the development of African-American adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 16, 393-413.

*** Eccles, J.S., Wong, C.A. & Peck, S.C. (2006). Ethnicity as a social context for the development of African-American adolescents. *Journal of School Psychology*, (44), 407–426

*** Stanton, B., Cuthill, S. & Amador, C. (2001). Adolescence and poverty. *Adolescent Medicine: State-of-the-Art Reviews* 12(3), 525-538.

Value added:

*** Millstein, S.G. & Halpern-Felsher, B.L. (2001). Perceptions of risk and vulnerability. *Journal of Adolescent Health* 31S, 10-27.

*** Walker, E.F. (2002). Adolescent neurodevelopment and psychopathology. *Current Directions in Psychological Science* 11(1), 24-28.

November 18: Online:

**Discussion Board #4: Up November 15th and completed by November 22nd
@ 5:00 p.m.**

Topics: Young adult development (~18-24 years of age)

Terms & concepts of the week:

Depression Schizophrenia Sexual orientation Somatization

Required Readings:

G & K: Gardiner & Kosmitzki –

Cultural variations in socialization of behavior: Early & middle adulthood, pages 74-76,
Adolescence & early adulthood, pages 123-126,
Early & middle adulthood, pages 285-289

- *** Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.
- *** Bynner, J. (2005). Rethinking the youth phase of the life-course. The case for emerging adulthood? *Journal of Youth Studies*, 8(4), 367-384.
- *** Kenny, M. E. & Barton, C. E. (2003). Attachment theory and research: Contributions for understanding late adolescent and young adult development. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development* (pp. 371-389). New York, NY: Kluwer Academic/Plenum Publishers.
- *** Saltzburg, S. (2004). Learning that an adolescent child is gay or lesbian. *Social Work*, 49, 109-118.

November 25: in the classroom

CTE #3: DUE NO later than November 24th @ 12:00 p.m./noon

Topics: Adulthood (~25-44 years of age)
Older adulthood – Introduction to cultural variations, beliefs and roles

Online Quiz #2: Open November 23rd & closed November 26th @ 12:00 p.m.; timed to 30 minutes; based on terms/concepts since Quiz #1 through this week's readings.

Terms & concepts of the week:

Caregiver Caregiver burden Dementia Racial socialization Social identity

Required Readings:

Adulthood:

G& K: Gardiner & Kosmitzki –
Middle & later adulthood, pages 126-131,
Adulthood & aging, pages 159-161,
Early & Middle adulthood, later adulthood & old age, pages 182-189,
Chapter 9: The family in a cultural context, pages 225-233 & 238-246
Parenting adolescents, pages 247-250,
Grandparenthood, pages 251-258

Adulthood:

- *** Angel, L., Douglas, N., & Angel, J. (2003). Gender, widowhood, and long-term care in the older Mexican-American population. *Journal of Women & Aging*, 15(2/3), 89-105.

- *** Jordan, B. & Dunlap, G. (2001). Construction of adulthood and disability. *Mental Retardation*, 39, 286-296.
- *** Rodriguez, J., McKay, M., & Bannon, W. (2008). The role of racial socialization in relation to parenting practices and youth behavior: An exploratory analysis. *Social Work and Mental Health*, 6(4), 30-54.
- *** Ryff, C.D., & Seltzer, M.M. (1996). The uncharted years of midlife parenting. In C.D. Ryff & M.M. Seltzer (Eds.), *The parental experience in midlife* (pp. 3-23). Chicago: The University of Chicago Press.

Older adulthood:

- *** Hayslip, Jr., B. & Kaminski, P. L. (2005). Grandparents raising their grandchildren: A review of literature and suggestions for practice. *The Gerontologist*, 45, 262-269.

Value added:

- *** Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. *Journal of Women & Aging*, 14(3/4), 189-204.
- *** Sinnott, J. D. (2003). Postformal thought and adult development. In J. Demick & C. Andreoletti (Eds.), *Handbook of adult development* (pp. 221-238). New York: Kluwer Academic/Plenum.
- *** Stewart, A. J., & Torges, C. M. (2006). Social, historical, and developmental influences on the psychology of the baby boomer at midlife. In S. K. Whitbourne & S. L. Willis (Eds.). *Baby boomers grow up: Contemporary perspectives on midlife* (pp. 23 – 43). Mahway, NJ: Lawrence Erlbaum.

December 2: in classroom

Topics: Older adulthood
Oldest older adulthood
Course evaluation

Activity: Small group discussions based on Discussion Board Groups for Discussion Board #5

Required readings:

- G & K:** Gardiner & Kosmitzki –
Early & middle adulthood, pages 100-102,
Adulthood & aging, pages 215-221,
Later adulthood, pages 289-293
- *** Keller-Cohen, D., Fiori, K., Toller, a., & Bybee, D. (2006). Social relations, language, and cognition in the "oldest old." *Aging & Society*, 26, 585-605.
- *** Pinqart, M., & Sorenson, S. (2006). Gender differences in caregiver stressors, social resources and health: An updated meta-analysis. *Journals of Gerontology*, 61B(1), P33-P45.
- *** Pinqart, M., & Sorenson, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: A meta-analysis. *Gerontologist*, 45(1), 90-106.

Written Paper DUE no later than Thursday, December 4th @ 9:00 a.m. CST–NO EXTENSIONS POSSIBLE for this assignment.

****** MUST be submitted via the Blackboard Assignment Manager ******

COURSE EXPECTATIONS and GRADING POLICY

1. Students are expected to participate fully in all online activities and in all classroom sessions.
2. Students are expected to read all assigned readings thoroughly before coming to class.
3. Students are expected to complete and submit out of class written assignments on time & in response to the questions of each assignment as provided and to meet the following criteria:
 - a) Of graduate level quality in writing and organization.
 - (1) Errors in spelling and grammar in a paper written outside of the classroom will result in reductions of ½ point for each error in the overall score for an assignment (does not apply to Discussion Boards)
 - b) Properly citing sources in accordance with the Publication Manual of the American Psychological Association (5th edition) in textual citations & reference lists, and
 - (1) Use 12 fonts, double-spacing, 1" margins on all four sides, and inclusive non-sexist language.
4. An automatic 48 hour extension is allowed for submission of outside the classroom written papers/assignments (does NOT apply to online/Blackboard Discussion Board activities).

* The professor MUST be notified via a message on voicemail OR email AT LEAST 1 HOUR PRIOR TO THE DUE DATE & TIME of the assignment.

Total Point Distribution for Final Course grade; total points for course grades are <u>not</u> rounded— e.g., 81.999 = 81.0 (= C+)	Points for Course Assignments, Quizzes, & Activities		
100 – 95	A	5 Discussion Boards (3 points each)	15 points
94 – 88	B+	3 Critical thinking exercises (5 points each)	15 points
87 – 82	B	Quiz #1	25 points
81 – 76	C+	Quiz #2	15 points
75 – 70	C	Paper	<u>30 points</u>
69 & Below	F	Total points achievable in this course	100 points

Details of course assignments & activities

Discussion Boards & Critical Thinking Essays:

The overall purpose of both Discussion Boards and of Critical Thinking Essays is for students to demonstrate skills and understanding of course topics, concepts, and issues, and the use of critical thinking through analysis of specific course readings, resources, and/or applications to case studies.

Discussion Boards:

Discussion Board Grading: These five Discussion Board activities are worth 3 points each.

Grading of each Discussion Board is as follows:

0-1.0 point = inadequate participation & inadequate content in responses to discussion;

1.1-2.0 points = adequate participation & adequate content in responses to discussions;

2.1-3.0 points = adequate participation & adequate content in response to discussions \pm evidence of critical analysis and critical thinking in responses to discussion.

Discussion Board general descriptions: *note: additional details will be posted for each Discussion Board Group's conversation of the following:*

Discussion Board #1: Discussion & critical thinking about genetics utilizing identified website(s) (e.g., Human Genome Project) in regard to a specific genetic disorder (which will be assigned to each group) of relevance to the first 3 years of life & the psychosocial challenges it presents.

Discussion Board #2: Discussion & critical thinking about stressors/trauma such as social deprivation, poverty, or natural disasters from an ecological & transactional framework linking readings on risk and resilience to your discussion.

Discussion Board #3: Discussion of a case study assigned to each group concerning environmental/iatrogenic elements on brain development & neurophysiology, and critical thinking of the psychosocial and societal challenges presented.

Discussion Board #4: Discussion of gender roles, gender attribution, family structure, and sexual orientation in critical thinking about developmental theories of early and middle adulthood (e.g., attachment, Erikson, Piaget, Vygotsky)

Discussion Board #5: Discussion concerning dementia/Alzheimer's disease and the affect on family & caregivers; this small group discussion board will be implemented in the classroom.

Discussion Board Grading Criteria:

0-1.0 point = inadequate participation & inadequate content in responses to discussion;

1.1-2.0 points = adequate participation & adequate content in responses to discussions;

2.1-3.0 points = adequate participation & adequate content in response to discussions \pm evidence of critical analysis and critical thinking in responses to discussion

Critical thinking essays (CTEs)

Critical thinking essays (CTE): These three written essays involve the critical analysis of one or more research study/ies, a reading/s, and/or a case study/ies concerning a topic of the course. Each CTE is worth 4 points plus 1 point for the follow up in-classroom small group discussion. The 1 point in-class small group discussion is graded CR/NC (presence & participation = 1 point; NO make-up). Grading for the 4 point written essay follows.

CT essay topics:

CTE #1: Nature versus nurture in light of your learning about genetics and brain development: Analysis of the dichotomy, its advantages/disadvantages, applicability, and utility in social work practice.

CTE #2: Analysis of social influences, brain development & behavior in adolescence utilizing reading/s & PBS Frontline "Inside the Teenage Brain."

CTE #3: Analysis of Arnett's theory of emerging adulthood as it applies to women in early adulthood that grew up in rural environments, and without higher education.

CTE Grading Criteria:

There are three CT essays; each is worth 4 points. Completion of each essay demonstrates what you are learning, and is a learning activity in itself. Each CT essay is to be NO MORE than 250 words maximum length plus a Reference List. This is not a suggestion! It is a MAXIMUM limit. Grading occurs at the end of 250 words—anything after that point is not read and not included in assigning points.

Incorporate each of the following in your response to each CTE:

Integration of readings: It is expected that your paper will integrate and utilize at least 3 readings (all from the course or 2 from the course + one you find through library search [website not acceptable]); including appropriate citation---citing readings is NOT in and of itself sufficient---using and incorporating the material in your answer. (1 point)

Synthesis of material: Summarize/synthesize the readings you use and MOST importantly link them together; merely discussing each separately is insufficient. How are the readings different and how are they the same? (1 point)

Critical thinking: Specifically what points in the readings are clearly supported by evidence? Which are culturally salient/relevant? Merely stating, "I agree with X" is not acceptable

Application to social work practice: Lastly, link your discussion/analysis to psychosocial problem/s and social work practice. (1 point)

Quiz #1:

The quiz is a 25 multi-response item (1 point each) quiz covering the terms/concepts (e.g., ecological, transactional, historical theories, genes/genetics, human genome, adaptivity, cultural variations in regard to gender, class, race/ethnicity, family structure, and worldviews, niche, risk and resilience) of the first 6 weeks of the course. The terms/concepts appearing in the quiz are selected from the terms/concepts identified with each course session delineated above in this outline for the first six weeks.

Quiz #2:

The quiz is a 15 multi-response item (1 point each) quiz covering the terms/concepts since Quiz #1 until mid-November, covering terms/concepts from those weeks of the course, such as historical theories, psychosocial challenges and milestones for middle, late and older adults and impact of population trends in aging and diversity across the globe. The terms/concepts appearing in the quiz are selected from the terms/concepts identified with each course session delineated above in this outline after Quiz #1.

Paper

Paper is expected to be from a minimum of 5 to a MAXIMUM of 8 pages in length, double-spaced, 1" margins all four sides, including a Reference List. Grading expectations explicated earlier in this outline (e.g., spelling, grammar) apply. The Paper is worth a total of 30 points of which 25 points apply to content and responses to the questions/items that follow & 5 points apply to the quality of writing, spelling & grammar, and APA citation/referencing format.

Step 1: Choose a stage of development from pregnancy to old age. Choose an issue, condition, or life challenge that is linked to this stage of development.

For example, SIDS would be an issue that affects infants. Lead poisoning can have a particularly important effect in early childhood. Drug abuse frequently affects adolescents. Post-partum depression affects women in middle adulthood. Dementia is an issue that affects people in old age. You may also pick a scenario in which the condition /issue/life challenge is out of sequence for the life stage you select. For example, developing a dementia can have a particularly profound impact when its onset is early, such as at the end of middle adulthood.

Step 2: Find a person who will agree to an ethnographic interview; this person is known as the "informant." This person should either 1) be currently experiencing the issue or condition chosen, 2) have experienced it in the past, 3) be a close family member of someone experiencing

it, or 4) be a caregiver of someone experiencing it. Informants from any age group are appropriate. Do **NOT** interview yourself, a relative, a client, supervisor, or instructor. Assure your "informant" that you will not tape record the interview or use their actual name in anyway; explain the purpose of the interview clearly. **REMEMBER THIS IS NOT A SOCIAL WORK ASSESSMENT OR PROBLEM SOLVING DISCUSSION.**

Step 3: Conduct a library research for empirical evidence and theory about this specific issue or condition. You may also use official internet sources (**not, NOT chat rooms, blogs**) and or/ readings assigned in class, but your paper should reflect your library search.

Step 4: Address clearly and specifically the following in your paper:

- 1) Give a brief biographical sketch of the person you chose to interview with demographics. Do not use the person's real name. **(3 points)**
- 2) Define and describe the issue or condition you have chosen and clearly state which age group is related to this condition/issue/challenge. **(3 points)**
- 3) Discuss the demographics, prevalence, incidence and etiology of the condition/issue/challenge (i.e., what populations does this condition usually affect, and what causes the condition/issue/challenge?) **(4 points)**
- 4) Apply what you have learned about neurophysiology to describe the relevant neurophysiology, genetic, or brain development that the condition/issue/challenge would affect & include how stress and trauma is related to that impact of the condition/issue/challenge. **(4 points)**
- 5) Discuss the ways in which demographics of your informant influence the informant's experience(s) of the condition/issue/challenge. How might that person's experience be different if he/she were a different age, race, gender, etc.? **(3 points)**
- 6) Identify developmental milestones, and the theory (of those studied in this course only) that identifies those milestones & suggests that these are expected for this person's age group. How does the issue/condition/challenge influence the informant's ability to meet those milestones? **(4 points)**
- 7) Explain the role of the informant's ecological system (e.g., family, church, neighborhood, social systems, social service systems) as either risk or protection for your informant. **(3 points)**
- 8) Make sure your paper includes evidence of your library research for the paper by incorporating the concepts, and/or arguments of those resources in your paper and correctly cite the resources in the text and in your Reference list. **(1 points)**

Total points achievable in this paper = 25 points + 5 points for writing, organization, spelling, punctuation, etc. per the grading criteria explicated in this outline. Total points achievable = 30 points.

Additional Readings

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