



**University of Pennsylvania
School of Social Policy & Practice
SWRK 602
Human Behavior in the Social Environment**

Fall Semester 2018

I. Course Overview

SWRK 602 builds on a liberal arts background, and is designed to provide an understanding of key behavioral and social science knowledge based on social, psychological, neuro-scientific, biological, and cultural factors associated with individual development, as applied to social work practice. The purpose of this course is to strengthen students' theoretical understandings of individuals, families, groups, and other client systems as they exist within a social environment. The course presents knowledge on theories of human development and human relations while demonstrating the interrelatedness of theoretical (e.g. developmental-ecological theory), empirical (research), neuroscience, and experiential (practice) knowledge. Such understanding is an essential element for accurately understanding and assessing human needs and problems. Emphasis is placed on: (a) critical thinking; (b) the intersection of neuro-scientific, social, biological, psychological, and cultural facets of human behavior; (c) the interrelationship between person and environment; and (d) challenges and risk factors for optimal human development.

II. Educational and Learning Objectives

By the end of the course students are expected to demonstrate:

1. mastery of classic and contemporary theories of human behavior emphasizing the effects that social environmental factors, have on the social, physical, biological and psychological development and functioning of client systems across the human life-span;
2. knowledge and understanding of neuro-scientific, social, biological, psychological, cultural and spiritual factors that impact "normative" human development and functioning;
3. an understanding of the interaction between the person and the environment as it applies to clients and to oneself as a developing social work professional;
4. knowledge of key concepts and frameworks of developmental theories over the life span;

5. the ability to critically analyze theories and constructs and to relate these to the value system of social work;
6. the ability to apply these concepts and theories to systems and contexts of human and social interaction;
7. the ability to accurately explain and critically assess the impact of social constructions of human differences, e.g. race/ethnicity, social class, gender, sexual orientation, on the development and functioning of client systems;
8. an understanding of how inequities in the distribution of social and economic resources affect the ability of at-risk populations to achieve their optimal developmental potential (risk factors);
9. an understanding of client strengths and resilience in the face of environmental and other challenges to optimal development (protective factors);
10. the ability to communicate one's understanding of the theoretical components of social work knowledge and the relationship of this theoretical knowledge to empirical and practice knowledge.

III. Course Expectations

Classroom learning is a fundamental component of your professional education. Students are therefore expected to attend each class in its entirety, to arrive on time, complete the assigned readings, and be focused and prepared for discussion. In the event that you are unable to attend class for any reason, you must notify your instructor in advance and learn how you are to make up the content that was missed.

Excessive absenteeism (i.e., defined as missing two or more classes) is considered a serious academic problem that instructors will handle by meeting with the student and educational advisor as per School policies. Absenteeism, lateness to class, and/or lateness in submitting papers will be considered when assigning final grades and/or may result in course failure.

****Course Grading and Assignments****

You will do well and maximize your learning experience in the class if you:

(A) **Participate substantively in class discussions.** Students are expected to contribute to the development of a positive learning environment. Actively participate in class discussions each week, including being prepared to discuss the readings and course content for that week and to generate appropriate/relevant questions. When participating in class discussions, instructors will be looking for your capacity to apply the concepts and human behavior theories that you are learning to social work practice; Particular in-class exercises will be the choice of individual instructors. **Participation will be continually assessed throughout the semester. At the end of the syllabus you will find a form for self-evaluation of participation to be completed during WEEK 14.**

(B) **Read** on a weekly basis and come to class prepared and engaged to discuss and critique the reading assignments. Plan and organize your academic reading time during the week.

(C) **Submit** written assignments by the **due date and in accordance with the specified format.** **A late assignment will be downgraded by one-half grade for each day it is late (e.g. A to A- to B+ to B etc...).**

Final Course Grade is based on the following ASSIGNMENTS:

Specific instructions for completing each assignment start on page 12 of this syllabus.

(A) **Two Brief Self-Reflective Written Assignments**

Assignment 1 (Due **Week 5**) = 15% of final grade

Assignment 2 (Due **Week 10**) = 15% of final grade

(B) **In-Class MIDTERM EXAM (WEEK 8)** = 20% of final grade

Written answer format (based on the initial 7 weeks of text chapters, required readings, class lectures). No books or notes are allowed for the exam, except a one page, self-written summary sheet.

(C) **Final Paper (Due WEEK 14)** = 40% of final grade

(D) **Class Participation and Engagement** = 10% of final grade

*Go to the end of the syllabus for a **participation self-evaluation form to be completed during WEEK 14**. This is part of the grade and is mandatory.

Student Performance

Student performance both in class and on all assignments determines the final course grade. Please refer to the MSW Student Handbook for the School's grading policy. Students who perform at a minimal or failing level at midterm, will be notified in writing by the instructor with a copy provided to their educational advisor. Further action may be taken as needed. The following anchors are used for grading assignments:

- A+: Rare, consistently exceptional work, only given occasionally
- A: Outstanding work with success beyond the minimal requirements
- A-: Excellent work beyond minimal requirements
- B+: Very Good work beyond minimal requirements
- B: Good work that meets minimal requirements
- B-: Meets most but not all minimal requirements.
- C+: Success in some but not all minimal requirements
- C: Meets some minimal requirements
- D: Meets some minimal requirements, barely enough to 'pass'
- F: Does not meet minimal requirements (failure)

Required Texts: (Available at University of Pennsylvania Bookstore)

1. Haight, W.L., & Taylor, E.H. (2013). *Human behavior for social work practice: A developmental, ecological framework*. Chicago, IL: Lyceum Books.
2. Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking: Concepts & tools*. Santa Rosa: Foundation for Critical Thinking. (This is a brief paperback)

All **other required readings** will be posted on-line via the **CANVAS** course website platform at:

<http://www.library.upenn.edu/courseware/canvas/canvaslogin.html>

Recommended Text

American Psychological Association (APA). (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association. (paperback)

The APA manual listed above can be found in our library and is available on-line. It is critical that you consult the APA manual for your assignments – this includes not only how to cite authors but also guidelines regarding references, headings and general essay formatting.

WEEKLY CLASS SCHEDULE OF TOPICS AND REQUIRED READINGS

SECTION I: INTRODUCTION & CRITICAL THINKING

Week 1: Course overview; human behavior theory—August 28

Review of the syllabus, course requirements and assignments.

Concepts: *What is theory and why is it relevant to social work practice? What informs our understanding of human behavior? Introduce - development models; critical thinking framework and a template for reviewing readings throughout the course; PIE; the relationship between theory and practice; bio-psycho-social-spiritual model. The **developmental-ecological-systems approach** is an overarching social work practice framework reviewed in this course.*

READING:

1. Haight & Taylor, Chapter 1: *Thinking Developmentally about Social Work Practice*

Week 2: Critical Thinking—September 4

Concepts: *Applying critical thinking frameworks to theoretical models, the social construction of theories, understanding assumptions, and using theory in social work practice. There is no theory that is not beset with problems. Social science evidence and social work values—(1) ‘a social work lens’, (2) empowerment, (3) culture, (4) ‘a critical lens’ - as tools in practice.*

READINGS:

1. Haight & Taylor, Chapter 4: *Using Social Science Evidence to Understand Human Development and Enhance Social Work Practice*
2. Paul, R., & Elder, L. (2008). *The miniature guide to critical thinking: Concepts & tools*. Santa Rosa: Foundation for Critical Thinking.
{Read the entire brief booklet and use as a guide in your coursework and assignments.}

SECTION II: NEUROSCIENCE & META-THEORIES **of HUMAN BEHAVIOR**

Critique these theories, discuss application to social work, and the fit with social work values.

Week 3: Developmental-Ecological Theory—September 11

Concepts: *Overview of theories comprising the developmental, ecological-systems framework for understanding human behavior, focusing on development and ecology this week; includes: bio-psycho-social factors as they change over time within sociocultural-historical systems; ecomaps.*

READINGS:

1. **Haight & Taylor, Chapter 2:** *The Developmental, Ecological Systems Framework*
2. Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1: Theoretical models of human development* (pp. 993-1028). New York: Wiley.
3. Brower, A. (1988). Can the Ecological Model Guide Social Work Practice? *Social Service Review*, 62 (3), 411-429.
4. Nguyen, H. N., Grafsky, E. L., & Munoz, M. (2016). The Use of Ecomaps to Explore Sexual and Gender Diversity in Couples. *Journal of Family Psychotherapy*, 27(4), 308-314.

Week 4: Systems Theory—Life Span Model in Later Life—Sept. 18

Concepts: *Systems frameworks for understanding human behavior; life-span model related to medical social work practice with older adults*

READINGS:

1. **Haight & Taylor, Chapter 12:** *Medical Social Work with Older Adults: Alzheimer's Disease*
Consider the Developmental, Ecological-Systems framework analysis of Alzheimer's Disease.
2. von Bertalanffy, L. (1950). An outline of general systems theory. *British Journal for the Philosophy of Science*, 1(2), 134-165.

Week 5: A Neuroscience Framework for Social Work Practice—Sept. 25

*****Assignment #1 Due—Please email WORD.doc file to instructor*****

Concepts: *A neuroscience lens provides the social work student with new scientific insights into the synergistic links between brain sciences, human behavior, and social services. Trauma and substance use disorders are used as examples to highlight the value of neuroscientific information to social work practice.*

READINGS:

1. **Haight & Taylor, Chapter 3:** Brain Function and Development
2. Farmer, R.L. (2009). Linking to the neuroscientific revolution. In R.L. Farmer (ed.), *Neuroscience and Social Work Practice*. (pp.1-18). Washington, DC: Sage.
3. Humphreys, K., & Bickel, W. K. (2018). Toward a Neuroscience of Long-term Recovery From Addiction. *JAMA psychiatry*, E1-E2.
4. **Pages 377-382 only**→ Zaleski, K. L., Johnson, D. K., & Klein, J. T. (2016). Grounding Judith Herman’s trauma theory within interpersonal neuroscience and evidence-based practice modalities for trauma treatment. *Smith College Studies in Social Work*, 86(4), 377-393.
**** (Pages 377-382 only; remainder of article is optional) ****

SECTION III: INTERVENTION THEORIES & LIFE SPAN MODEL

Critique these theories, discuss application to social work, and the fit with social work values.

Week 6: Psychodynamic Theory—October 2

Concepts: *Developmental milestones in young children; neuroscience and psychodynamic theory; relevance to social work highlighted by the psychodynamic social work practice framework for understanding human behavior.*

READINGS:

1. **Haight & Taylor, Chapter 6:**
Social Work with Young Children: Expanding Relationships and Developmental Contexts
2. Cooper, A. (2008). Doing psychodynamic social work: A basic introduction. (1-17). Adapted from: K. Wilson, M. Lymbery, G. Ruch, & A. Cooper (Eds.), *Introduction to Social Work*. CA: Pearson Education.
3. Freud, A. (1947). Aggression in relation to emotional development; normal and pathological. *The psychoanalytic study of the child*, 3(1), 37-42.
4. Montgomery, A. (2013). Toward the integration of neuroscience and clinical social work. *Journal of Social Work Practice*, 27(3), 333-339.

Recommended:

Mishna, F., Van Wert, M., & Asakura, K. (2013). The best kept secret in social work: Empirical support for contemporary psychodynamic social work practice. *Journal of Social Work Practice*, 27(3), 289-303.

Week 7: Behavioral Theory—October 9

Concepts: Behavioral social work for understanding human behavior; social learning theory; self-efficacy; developmental milestones in young adults

READINGS:

1. **Haight & Taylor: Chapter 9, pages 228-244 only**
Social Work with Young Adults
2. Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive Therapy and Research*, 1(4), 287–310.
3. Bronson, D. (2009). A behavioral approach to social work treatment. In A.R. Roberts (ed.) *Social Worker's Desk Reference*, 2nd edition, (pp.288-293). New York: Oxford.

Recommended Readings:

Reid, W. J. (2004). Contribution of operant theory to social work practice and research. In H. E. Briggs & T. L. Rzepnicki (Eds.). *Using evidence in social work practice: Behavioral perspectives*. Chicago: Lyceum.

Skinner, B. F. (1953). Behaviorism. *Science and Human Behavior* (pp. 1-16). New York: The Free Press.

Week 8: Middle Childhood—October 16

***** MIDTERM EXAM is this week *****

Optional Reading:

1. Haight & Taylor, Chapter 7:
Social Work and Children in Middle Childhood

Week 9: Cognitive Theory—October 23

Concepts: *Cognitive behavioral social work framework; developmental theory and midlife adults*

READINGS:

1. Haight & Taylor, Chapter 11:
Social Work with Midlife Adults in Mental Health Contexts: Understanding & Treating Depression
2. Beck, A.T., & Dozois, D. (2011). Cognitive Therapy: Current status and future directions. *Annual Review of Medicine*, 62, 397-409.
3. Gonzalez-Prendes, A., & Brisebois, K. (2012). Cognitive behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics*, 9(2), 21-33.

Week 10: Attachment theory—October 30

***** Assignment #2 Due—Please email WORD.doc file to instructor*****

Concepts: Attachment in infancy; prevention interventions; foundation for adult relational behavior, emotion regulation, & view of self and other; attachment and culture.

READINGS:

1. **Haight & Taylor, Chapter 5:**
Social Work with Infants: Preventive Interventions to Support Attachment Relationships in the Family
2. Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. *American journal of Orthopsychiatry*, 52(4), 664-676.
3. Farmer, R.L. (2009). Linking to social work: Attaching and bonding. In R.L. Farmer (ed.), *Neuroscience and Social Work Practice* (pp.51-79). New York: Sage.

Recommended:

Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*, 44(2), 175-194

SECTION IV: SELECTED ISSUES OVER THE LIFESPAN
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Week 11: Special Joint Lecture: Transgender Identity

***Regularly scheduled classes will NOT meet.

*** **All sections will meet Monday November 5th @ 6:30 PM.**

*** **Location: To be announced**

***Read the following in preparation:

1. Austin, A. (2016). "There I am": A grounded theory study of young adults navigating a transgender or gender nonconforming identity within a context of oppression and invisibility. *Sex Roles*, 75(5-6), 215-230.
2. Fausto-Sterling, A. (2012). The dynamic development of gender variability. *Journal of homosexuality*, 59(3), 398-421.

3. Stieglitz, K. A. (2010). Development, risk, and resilience of transgender youth. *Journal of the Association of Nurses in AIDS Care*, 21(3), 192-206.

Week 12: Discuss Transgender Presentation and the Readings From Last Week & Women/Gender Across the Life Span—November 13

Concepts: *Women and gender issues of importance across the life span.*

READINGS: *(last week's readings plus...)*

1. Haight & Taylor, Chapter 13: Women and Gender Across the Life Span
2. Nawaz, F., & McLaren, H. J. (2016). Silencing the hardship: Bangladeshi women, microfinance and reproductive work. *Social Alternatives*, 35(1), 19-25.
3. Tiggemann, M. (2015). Considerations of positive body image across various social identities and special populations. *Body Image*, 14, 168-176.

Video available for class discussion per the instructor discretion:

OPTIONAL: (a) Dark Matter Poets: Moving Past Trans and Gender Nonconforming Stereotypes <https://www.youtube.com/watch?v=kT_pNzqxDZI>

Week 13: Social Work and Adolescence: Resilience, Risk & Protective Factors—November 27

Concepts: *Conceptual framework on resilience, risk and protective factors in adolescence.*

READINGS:

1. Haight & Taylor, Chapter 8
Social Work with Adolescents: Mentoring in the Schools
2. Fergus, S., & Zimmerman, M. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 26, 399-419.

3. Henderson, D. X., DeCuir-Gunby, J., & Gill, V. (2016). "It Really Takes a Village": A Socio-Ecological Model of Resilience for Prevention Among Economically Disadvantaged Ethnic Minority Youth. *The journal of primary prevention*, 37(5), 469-485.

**SECTION V:
REVIEW OF DEVELOPMENTAL-ECOLOGICAL-SYSTEMS**

Week 14: Review and Summary—December 4

*****FINAL PAPER DUE—EMAIL IN WORD.DOC FILE**

This is review week on the developmental ecological systems framework for social work.

READING:

1. **Haight & Taylor, Chapter 14**
A Developmental Ecological-Systems Framework Guides

In class, **complete the Student Participation Form** (see pages 18-20) and hand in to instructor.

COURSE ASSIGNMENTS & EXPECTATIONS

Introduction

This course focuses on human behavior theoretical knowledge and the ability to critically evaluate this knowledge in light of what we know from practice, research, and neuroscientific findings. It is important to note that when studying human behavior we rely on knowledge derived from thinking (theoretical), observing (empirical), and doing (experiential/practice). As social work practitioners we must be able to utilize all three knowledge-generating activities, in an iterative process, to improve our understanding of social problems and human behavior, thus enhancing social work practice. In this course, we focus on the theoretical side of knowledge and it's interconnection with empirical and experiential knowledge. (Think of a circle of knowledge where you can jump in at any point, theory, research or practice.) Theoretical knowledge is derived from critical thinking about a problem or issue. All theories rely on assumptions about a particular problem, the population involved and the targets for change. It is essential within social

work practice to be constantly critiquing and finding support for the theories we may use in practice. This is where empirical knowledge comes in. Empirical knowledge is derived through systematic observation of social phenomenon (i.e. scientific research). Such research is used to support (demonstrate proof of) or refute particular theories or constructs within those theories. We also apply both theoretical and empirical knowledge to the work we do with our clients (experiential/practice knowledge) and that work generates new insight that may lead to additional theorizing or research to further our understanding and to evaluate our impact on clients. Thus social work practice involves a circular or iterative process of thinking, observing, and doing. Each assignment will be graded separately and you will receive instructor feedback.

Format (Please follow these directions below)

(I) All papers must be typewritten, in 12-point Times New Roman font, double-spaced, page-numbered, with 1" margins at the left, right, top and bottom. The cover page (not included in the page limits) should include the title of the paper, student's name, course number, assignment number, instructor's name and date submitted. Papers **must be proofread** carefully for clarity, organization, spelling, punctuation, and other potential errors before email submission to your instructor.

(II) *****Please email the assignment to your instructor as a WORD.doc file only, by the weekly due date session as noted in the course syllabus. Late papers will be downgraded based on the course policy on page 2.**

(III) **In-text citations following APA style guidelines are required** for all written assignments, with the specific source including authors' last names and year of publication, regardless of whether you are paraphrasing or using specific quotes. Direct quotes must have the specific source as above but with page number(s). **A list of references cited used for your assignment must be included at the end of each paper in proper APA bibliographic form.** Footnotes may be used where appropriate to further explicate a concept or issue.

(IV) Please save a copy of each paper submitted. The instructor will gladly answer any questions regarding format, citing or organization in class.

(V) Papers written for other classes may not be submitted as written assignments in this course. Direct substitution of papers between courses will result in a failing grade for that assignment. As per university policy, the educational advisor will be notified and a notice will be placed in the student's academic file. Further academic action may also be taken by the School, based on the context and situation.

Plagiarism***

The work you submit in this class must be your own. All ideas of others must be properly cited using APA style guidelines regardless of whether you paraphrase or directly quote the ideas. If you submit work that has been copied without attribution from some published or unpublished source, or that has been prepared by someone other than you, or that in any way misrepresents somebody else's work as your own, you are committing plagiarism. Plagiarism is an ethical violation within the profession of social work and of the University's Academic Integrity Code. Such acts will face severe discipline by the school/university, including a failing grade for the course and possible dismissal from the School.

Evaluation Criteria

1. Clear and concisely written
2. Logically organized
3. Follows instructions including use of proper APA style
4. Includes all required assignment elements
5. Demonstrates ability to incorporate course concepts using a critical analysis framework
6. Demonstrates ability to critically appraise and evaluate theoretical knowledge
7. Demonstrates ability to critically evaluate empirical knowledge
8. Demonstrates ability to apply theory and research within social work practice framework
9. Demonstrates an understanding of the diverse nature of life-span development
10. Demonstrates an understanding of the developmental-ecological framework

COURSE ASSIGNMENTS

Self-Reflective Assignment 1 (six typed pages not including cover page & references)
(15% of Grade)

Due: WEEK 5 (Email WORD.doc assignment to instructor)

1. Identify one positive or negative event or biological factor that has helped to shape you into the person you are today. Please keep in mind that the selected event does not have to be negative or traumatic! Positive forces play important roles in shaping our lives. Do not disclose any personal issues that may cause personal embarrassment or distress. Please note, you will examine the same event in the next assignment using other theories.
2. Use **developmental-ecological-systems** human behavior theoretical concepts (found in the Haight & Taylor textbook) for assessing, explaining, and illustrating how the identified event or factor significantly impacted your development and behavior. **For this assignment you are to use only developmental-ecological-systems theory.** However, you may want to illustrate how factors other than ecology interacted with the environment and social systems. Nonetheless, the major task for this assignment is to examine how ecological forces may have played a major role in shaping who you are. Please note that while this assignment applies mostly to the material covered by the Haight & Taylor textbook you are free to use concepts from all assigned readings and any outside academic sources that are appropriate. All reference material must be appropriately documented (see APA style manual).

****Please Note: This description provides general guidelines for this assignment for all of the**

sections of HBSE. Check with your instructor for any modifications he/she/they might require.

Self-Reflective Assignment 2 (six typed pages not including cover page & references)
(15% of Grade)

Due: WEEK 10 (Email WORD.doc assignment to instructor by class #10)

1. Please use the same life event or factor identified in assignment #1 for assignment #2.
2. Again use the Haight & Taylor textbook and other academic sources to apply **social learning, behavioral, and cognitive** concepts and/or **information processing** terms for assessing, explaining, and illustrating how the event of factor identified in assignment #1 significantly impacted your development and behavior. For this assignment you are to use only social learning theory/behavioral and/or information processing concepts. If a biological factor was identified in assignment #1, address how social learning and information processing may have interacted and played a role in creating a final developmental outcome. You may use information from all assigned readings, and any additional appropriate academic sources.

****Please Note: This description provides general guidelines for this assignment for all of the sections of HBSE. Check with your instructor for any modifications he/she/they might require.**

Expectations For Writing Self-Reflective Assignments

- Technical information for the papers may come directly from the textbooks and class notes. Please use citations.
- Outside academic sources are not required for the self-reflective papers. Extra credit may be given if a paper critically reflects additional peer-reviewed academic journal readings that are not found in the assigned textbook or syllabus.
- Information from the textbook, class notes, or other sources are to be documented using APA style for article writing. If you are uncertain about APA writing style, please avail yourself of the excellent Penn library resources.

WEEK 8	In-Class MIDTERM EXAM = 20% of final grade
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This time-limited (**2 hours and 15 minutes**) in-class exam will be a test designed to assess the student's comprehension of the relevant materials reviewed through the course midpoint. Questions will include written answers drawn from the assigned textbook and journal readings and lectures. A study guide for the exam will not be provided by the instructor. **You are allowed to bring in one sheet of paper with your self-written/typed notes on it (double-sided)**. The exam will take place in the classroom only. You will be able to use your personal laptop (if you choose) or Penn "Blue Book" exam writing booklets only. Further information is provided to you on the CANVAS course site and by the instructor.

The exam you submit must be your own. Instructors will be in the classroom during the exam as proctors. If you communicate with other students about the exam, or submit work that has been copied or that has been prepared by someone other than you, or that has been aided by notes in some way, you are committing cheating. Cheating is an ethical and serious violation within the profession of social work and of the University's Academic Integrity Code. Such acts will face severe discipline by the school/university, including a failing grade for the course and possible dismissal from the School.

HBSE SWRK 602

FINAL PAPER

(12 typed pages only)

Human Behavior Theory Application Paper

DUE WEEK 14

This final course paper is intended for the student to integrate their learning of human behavior theories, knowledge of person in environment and neuroscience & social work concepts, and social, psychological, biological, gender, lifespan, and human systems factors. Thus, the paper requires a comprehensive knowledge base that is offered in this course.

Assignment DESCRIPTION:

In addition to entertaining us, books offer detailed examples of human behavior in the social environment. The student's task in this assignment is to analyze behaviors, environments, and events depicted in a **biography or autobiography chosen from the book list (in the syllabus) below** and approved by your instructor. Please note: Students are not being asked to critique the book in terms of its value as a piece of literature or as entertainment.

Rather, students should think critically about human behavior, developmental phases, actions, and events portrayed in the chosen book. Thus, to make sense of the book material, students are expected to apply what has been learned in the course regarding the factors that predict and explain human behavior in the social environment.

The aim of the assignment is to be comprehensive. Students are expected to bring any/all concepts reviewed in the course that relate to the issues, interactions, behaviors, and the environment portrayed in your book choice. Students will identify theories about human development that help in understanding or predicting functioning within societal and family contexts, with a special focus on the life cycle of the individual from young to later adulthood. Students should also explore how gender, age, ethnicity, ability, sexual orientation, socioeconomic status, lifestyle, marginality, and oppression may effect human development and social functioning.

Carefully follow the instructions below:

1. Choose a paperback book (from the list below). The final paper should be no more than 12 pages in length (not including the title page, one-page summary, or references).
2. Title page should have a descriptive title, student name, course/section, instructor and date.
3. Initially, provide a one-page summary introduction of the chosen book and the key individual, all-in-all, supplying sufficient detail for the reader.
4. Based on the key individual of interest, present a developmental history, normative and/or non-normative life events and any risk-factors impacting development and social functioning. Identify and critically analyze how key racial, cultural, ethnic, and/or gender factors (if any) may have played a role in development across the life span. Be sure to justify your logic.
5. Present and critically appraise home/environmental factors and a biological perspective,
6. Present a comparative theoretical critical analysis of at least two meta-theories (cognitive, behavioral, or psychodynamic) for the key individual under review.

****Please Note: This description provides general guidelines for this assignment for all sections of HBSE. Check with your instructor for any modifications he/she/they might require.**

Paper Formatting

7. All papers must be typewritten, in 12-point Times New Roman font, double-spaced, page-numbered, with 1" margins at the left, right, top and bottom. The cover page (not included in the page limit) should include the title of the paper, student's name, course number, assignment number, professor's name and date submitted. Papers **must be proofread** carefully for clarity, organization, spelling, punctuation, and other potential errors before email submission.

*****Please email the assignment to your instructor as a WORD.doc file only, by the weekly due date session as noted in the course syllabus.**

In-text citations following APA style guidelines are required for all written assignments, with the specific source including authors' last names and year of publication, regardless of whether you are paraphrasing or using specific quotes. Direct quotes must have the specific source as above but with page number(s). **A list of references cited or consulted must be included at the end of each paper in proper APA bibliographic form.** Footnotes may be used where appropriate to further explicate a concept or issue.

Book List (Choose **one** book from the list for your final assignment)

1. Becoming Maria: Love and Chaos in the South Bronx by Maria Manzano
2. Men We Reaped by Jesmyn Ward
3. Dirty River: A Queer Femme of Color Dreaming Her Way Home by Leah Lakshmi Piepzna-Samarsinna
4. A Cup of Water Under My Bed by Daisy Hernández
5. Redefining Realness by Janet Mock
6. Wave by Sonali Deraniyagala
7. Tell Me Everything You Don't Remember by Christine Hyung-Oak Lee
8. The Best We Could Do by Thi Bui
9. Nine Years Under: Coming of Age in an Inner-City Funeral Home by Sheri Booker
10. Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran by Azadeh Moaveni
11. The Complete Persepolis by Marjane Satrapi
12. Beautiful Boy: A Father's Journey through his Son's Addiction by David Sheff
13. The Road of Lost Innocence by Somaly Mam
14. Night by Elie Wiesel (Nobel Prize winner)
15. Superfly: The True Untold Story of Frank Lucas American Gangster by Ron Chepesiuk & Anthony Gonzalez
16. An Unquiet Mind: A Memoir of Moods & Madness by Kay Redfield Jamison
17. Not My Father's Son: A Memoir by Alan Cumming
18. Recollection: An Autobiography by Viktor Frankl
19. Nora 102 ½: A Lesson on Aging Well by June Shaw
20. Unforgettable: A Son, a Mother and the Lessons of a Lifetime by Scott Simon
21. A Beautiful Mind by Sylvie Nasar
22. My Own Country: A Doctor's Story of a Town and Its People in the Age of AIDS by Abraham Verghese
23. Measure of the Heart: A Father's Alzheimer's, A Daughter's Return by Mary Ellen Geist
24. My Father's Keeper: The Story of a Gay Son and His Aging Parents by Jonathan G. Silin
25. Gifted Hands: The Ben Carson Story by Ben Carson
26. Lucky Man: A Memoir by Michael J. Fox
27. Somewhere Toward the End: A Memoir by Diana Athill
28. The Strange Ways of Providence in My Life: A Holocaust Survivor Story by Krystyna Carmi
29. Welfare Brat: A Memoir by Mary Childers
30. Prayers for Bobby: A Mother's Coming to Terms with the Suicide of Her Gay Son by Leroy Aarons
31. Among the White Moon Faces: An Asian American Memoir of Homelands by Shirley Geok-Lin Lim

****CLASS PARTICIPATION RESPONSIBILITY SECTION*****
(To Be Completed By Student in Week 14)**

Class responsibility allows students to participate in this component of the evaluation by completing a self-evaluation relative to their class attendance, preparation, and participation. Becoming a social worker professional requires that one becomes sensitized to being “present and focused” with the client as well as being aware of being “present and focused” in the classroom. **Complete at the end of class in Week 14.**

Please do not complete prior to this time.

Please respond candidly when evaluating your engagement in this course.

STUDENT NAME: _____ **Date:** _____

START HERE:

A. Attendance: It is expected that students attend each class session. In the event that a student is unable to attend a session due to illness, emergency or special circumstances, he or she is expected to notify the instructor. If at all possible, notification should occur prior to the particular class session the student will be missing. Students should arrive to class on time. Arriving and departing early is disruptive to the class.

- 1) How many class sessions have you been absent? _____
- a) In how many of these sessions did you notify the instructor prior to the session in which you were absent? _____
- 2) How many sessions did you arrive late for class? _____
- 3) How many sessions did you depart early from class? _____

B. Preparation: It is expected that students will complete reading assignments and be sufficiently prepared to discuss readings in class. Students are encouraged to discuss readings with classmates and instructor. Students are encouraged to consult additional readings and read recommended articles.

- 4) I completed all of the assigned readings prior to each session approximately (check one): _____ 100% of time _____ 90-99% of time _____ 80-89% of time _____ 70-79% of time _____ less than 70% of time

5) I felt prepared to discuss the readings at each session (check one):

_____ all of the time _____ most of the time _____ some of the time _____ rarely _____ never

6) In order to prepare for class sessions, I typically (check all that apply):

_____ Reread required materials more than once
 _____ Read recommended materials;
 _____ Identify materials: _____

_____ Read supplemental materials other than recommended ones;
 _____ Identify materials: _____

_____ Read notes from prior class sessions
 _____ Made written notes of any questions I had

7) Consulted with instructor:

_____ about every week _____ about 5-10 times _____ about 3-4 times _____ 2-3 times _____ never

8) Approached consultation with instructor in a prepared manner. I prepared an outline or made notes in advance of questions and possible resolutions to questions.

_____ all of the time _____ most of the time _____ some of the time _____ rarely _____ never _____ not applicable

C. Participation: It is expected that students will contribute to the maintenance of a positive learning environment. It is expected that all course participants (students and instructor) would respect the dignity of one another. It is expected that students actively participate in class discussions and/or exercises.

9) I actively participated in classroom discussions (check one):

_____ all of the time _____ most of the time _____ some of the time _____ rarely _____ never

Briefly describe your classroom discussion participation efforts: _____

10) I was respectful and supportive of the rights of participation of my student peers in the class:

_____ always _____ almost always _____ occasionally _____ rarely

11) I was respectful and supportive of the rights of participation of the instructor in the class:

_____ always _____ almost always _____ occasionally _____ rarely

12) I believe that I contributed to a positive classroom learning environment (check one):

_____ yes _____ no

Briefly provide some key examples that provide evidence for your response:

On at least one occasion, I detracted from a positive learning environment (check one):

_____ yes _____ no

If yes, briefly describe how you detracted (on at least one occasion) from a positive learning environment:

Thank you for completing a self-evaluation of your classroom participation.
This evaluation will be considered for part of the course grade.

Please give this evaluation to your instructor in Week 14.