

**San Diego State University**  
**School of Social Work**  
**Seminar: Human Behavior in the Social Environment**  
**Direct Practice**

**Professor: Rosalind Corbett, MS, RAS, Psy. D (abd)**

Wednesdays 12:30 p. m. – 3:10 p. m. **Classroom:** HH 134

Wednesdays 4:00 p. m. – 6:40 p. m. **Classroom:** BA 442

**Phone: 619-594-5500**

**Office hours: Wednesdays 10:30-11:30 a. m.**

By appointment; please call

Email- rcorbett@mail.sdsu.edu

## **I. Course Description:**

SW620A is the second of a three semester course designed to provide an understanding of human behavior in the environment. The purpose of the course is to give a conceptual framework to view and interpret behavior for Direct Practice students. This framework includes the biological, psychological, sociological, and cultural perspectives, their reciprocal interaction, and their cumulative effect on human functioning. Human Behavior is conceptualized in Western Cultures as following a developmental sequence with stage-specific characteristics and needs. In order to present this vast knowledge base in a manageable framework, selected theories will be applied to each of the life cycle stages. In each stage, specific attention is given to the impact of oppression, and the consequences of gender, socioeconomic status, sexual orientation, culture, and minority group difference. Systems theory with an ecological focus presented in SW619, Human Behavior in the Social Environment, provides the organizing framework.

## **II. Readings and Text:**

Required: Newman, Barbara & Newman, Phillip (2005, 9<sup>th</sup> Edition).

**Development Through Life: A Psychosocial Approach.** New York: Brooks/Cole Publishing Company.

## **III. OBJECTIVES**

*A. Knowledge*

1. Develop the ability to compare and contrast selected theories of human behavior, assumptions, implicit in them and their import on our ways of viewing human beings and human problems.
2. Establish a beginning understanding of individuals as they develop over the life span with particular focus on transactions that occur within an ecological context.
3. Develop an understanding of the transactional relationships among biological, social, psychology, and cultural systems as they influence human behavior.
4. Develop understanding of the environmental, physiological, cultural, and social factors which facilitate or interfere with optimal development throughout the life span.
5. Understand the impact of racial, ethnic, social class, and gender membership on human development.
6. Acquire knowledge of the life stages with appreciation of age specific needs and tasks.
7. Acquire knowledge of the transitions and stresses that occur between each of the stages.

*B. Skill*

1. Ability to develop an ecologically based assessment which draws upon specific theories presented in the course.
2. Analyze the impact of cultural, ethnic, socioeconomic, racial, and gender factors on developmental opportunities.
3. Use research findings to support conclusions and hypothesis.
4. Assess micro functioning (individuals and families) and their connectedness to the social environment.
5. Identify the influence of mesosystems and exosystems (family, peer groups, neighborhoods, and social institutions) on human development.
6. Describe the domains, concepts, main hypotheses of each theory of behavior presented.
7. Identify the tasks and optimal social and psychological environments associated with each psychosocial stage relevant to child and adolescent development.
8. Identify patterns of behavior including child maltreatment that indicate risk to child and adolescent development.

### *C. Value Objectives*

1. Understand and apply the core social work values to differences in the human condition.
2. Analyze the ways in the social environment can hinder optimal human development across the life cycle.
3. Describe strategies to assist individuals in combating oppression.

### *D. Outcome Objectives*

1. Complete an ecologically based assessment
2. Demonstrate an understanding of diversity through the study of the similarities and differences in development and social organization that a major ethnic group has with the majority culture.
3. Demonstrate your understanding of the domains and hypothesis of the theories presented, as well as major course concepts, through successful completion of ecological assessments.
4. Demonstrate engagement with the course content through class participation.

## **IV. Evaluation--Basis for Grading**

### *Common Assignments (Three)*

Students must complete an ecological assessment that demonstrates an understanding of stage based developmental tasks. The students must take into account the impact of culture, ethnicity, gender, class, and sexual orientation, as appropriate, in this assessment. Through this assessment student must demonstrate understanding of relevant theories presented in this course.

Two other assignments are required for this course. The assignments must address issues of human development and diversity.

1. Assignment #1. Due March 5, 2008.

### **Option A**

#### Ecological Developmental Assessment of a Child or Adolescent

This assignment is designed to give students an opportunity to observe and evaluate a child at a specific developmental stage (between infancy and early adolescence, 0-16). The observation should contain both naturalistic observation, such as observing a child at play in the classroom, and possible use of a structured or semi-structured instrument(s). The student should conduct more than one observation and collect other supporting data (i.e., interviews with a parent/caregiver or teacher, or use of a case record). From the information and data collected the student is to analyze and support their findings with ecological and developmental theories from the

course and assigned readings. Is this child developmentally where you would expect the child to be? Find at least one reading from the recent empirically based article that would help you understand the development of the observed child.

### **Option B**

View the film or read the book *Antwone Fisher* (by Antwone Fisher). Fisher, a sailor in the Navy, is ordered into therapy after an ill-advised fight with fellow-sailor. The book is called Finding Fish. In his relationship with his therapist we learn much about Antwone. Identify what events and developmental experiences in childhood are complicating Antwone's coping with adult tasks. Identify the risk factors that the boy faces, and how these risks can potentially affect development. Discuss the meaning of family for Antwone and how that meaning changes in the course of the story.

### **Option C**

Answer the questions attached to the vignettes at the end of the syllabus.

### **Option D**

This final option is a research paper. Choose one of the risks to development in childhood and describe how the risk affects development either through the life cycle, or development within a specific stage from neonatal through adolescence. Can you find factors that would ameliorate the risk? What should a social worker do about the risk? You may choose more than one risk, but you must describe how the risks are conceptually linked together. Your research should be weighted toward empirical work, and focus on recent works.

## 2. Assignment #2: Student Presentations

Individual Presentation: Each student will have an opportunity to individually present a synopsis of a subject chosen from the list of readings provided either through Blackboard or ECR Readings, available on-line. This individual presentation should be 15 to 20 minutes in length, with an opportunity for class discussion. These presentations will take place throughout the semester. A Sign-up Sheet will be passed out for your date reservation. You are urged to sign up as soon as possible. Choose a topic that is of interest to you. Be sure to include relevant personal experience that guides your interest and expertise as you critique the reading for usefulness in social work practice.

Group Presentation: The first half of the last five classes (beginning 4/9/08) has been reserved for student group presentations on the subject of Human Diversity. There are three purposes for this assignment. First, you will learn about development in a specific group. Second, you will get an opportunity to develop your presentation skills that are essential for social workers. Finally, you will have an opportunity to increase your fellow students' knowledge through presentation.

You are expected to self-select into presentation groups by 3/9. If you have not done so by that

date, I will make assignments. You will have the opportunity to meet for 45 minutes at the end of each class period, beginning 3/9/08. During this 45 minute in class sessions, your group will meet with the instructor to discuss the topic your group has selected. Topics and presentation dates will be assigned on a first come--first served basis.

Your research should include library work, and ethnographic means of data gathering (observation & interviewing key informants). Each presentation will involve approximately a one hour presentation, and a 15 minute discussion. You may go over the allotted time if you so choose, but you may go no longer than 30 minutes over. Students will: (a) develop a bibliography, (b) a group outline of the presentation, (c) and an individual one page assessment done by each member of the group on their contribution to the presentation.

Students have a choice in the definition of topics. These choices are:

**Choose a group based on some aspect of diversity (such as but not limited too: ethnicity, sexual orientation, religion, and disability) found in the State of California. You may also choose some aspect of risk to define a group (for example, SES, mental illness, single parenting, etc.).**

Some of the questions may have to be adapted if you choose a group based on risk. This adaptation should be discussed with your instructor.

- 1) How do the stages, processes, milestones of normal physical, cognitive, social and emotional development vary from the dominant culture in the context of the group's environment?
- 2) What are the traditional culturally based discipline and child rearing practices of the group?
- 3) What variation in adult developmental themes would you expect to see in this group?
- 4) Describe courtship and marriage patterns within the group.
- 5) Describe aging and the view of the aged within this group.
- 6) What is the impact of this group's contact with the dominant culture (as well as other? environmental factors) on individual development? How has the nature of this contact affected human development, family life, identity and the individual's world view?

3. Assignment #3: Final Take Home Exam due May 14, 2008. You have a number of options listed below.

### **Option A**

#### **Ecological Developmental Assessment of an Adult**

Students will develop an ecologically based developmental assessment for an adult. Students will assess developmental and ecological context of the adult, addressing an understanding of risk, and protective factors as they impact the achievement of developmental adult tasks in intimacy, work, and family. You must link your observations to course theories and concepts, and critically assess development in context. This assignment is due 5/14. If you are presenting on that date

you may turn in your paper, via email, by 5/16.

### Option B

**Introduction:** The following list is a series of films which focus on a particular stage of late adolescent and/or adult development. Choose one of these films and demonstrate your acquisition of learning by linking course concepts to the situation described in the film. Use of concepts should contribute to an understanding of development of the characters within the film.

1. View the film *American Beauty*. This film tells the story of Lester Burnhum's mid-life crisis and its effect on his wife Carolyn and daughter Jane. In your analysis of developmental themes, please address the following questions.

Describe and discuss the major developmental tasks and issues identified in the film for Lester and Carolyn. How do they face and resolve adult issues of work, intimacy, and parenting? Identify and discuss adolescent developmental themes and issues for Jane. How does she resolve issues of identity, friendship, and sexuality? Comment on the family dynamics and how this impacts Jane's emotional development. The film presents many issues of morality. Choose Ricky or Colonel Fitts to explore their level of moral development. What developmental factors and incidents may have shaped their view of morality? Cite theory and provide examples from the film to support your analysis. Describe the role homophobia plays in the film.

2. View the film *Double Happiness*. The film tells the story of Jade Li, a 22 year old daughter of Chinese immigrants struggling to balance the traditional expectations of her Chinese parents and her own aspirations. Identify and discuss what developmental issues of early adulthood are evident in this film. Comment on the family dynamics and how these complicate her efforts. Discuss the issue of acculturation as presented in the movie. What dilemma is suggested by Jade's situation for young first generation Asian youth? Discuss how Jade's resolution of her dilemma might impact on her future development.

3. Your next choice is *Real Women Have Curves*. This film covers much many of the same issues as *Double Happiness*, but the character in this film is a young Hispanic Woman named Ana. The difference with the *Double Happiness* is not just that the protagonist in this film is Hispanic, but she comes from a low income background in which her desires for education are not appreciated by her mother. What does her mother fear about upward mobility for her daughter? How does Ana resolve the desire for upward mobility, and the need to stay true to her roots? What is the meaning of the title of the movie for development? In addition to examining the questions covered in *Double Happiness*, how are the options/choices she faces as a young adult complicated by this low-income status?

4. See *Bend it Like Beckham*. This film covers the same material as in #2 and #3. This film is about an Indian girl growing up in an immigrant family in England. Eighteen year old Jesse wants to play football and eventually become a female Beckham,\* but her parents want her to be a nice traditional Indian girl. Jesse's aspiration causes much aggravation at home. She faces

some of the same challenges of the female characters in the last 2 choices. She also shares with Jade's a problem of resolving Western courtship rituals with her parents more traditional view of such matters. What are these differences in courtship, and what do they represent to the individuals involved? Choose the questions from the last two films you would think relevant to understanding her development.

\*This movie may also open you to some of the oddities of American culture if you do not know who Beckham is or the sport the rest of the world calls football. He now plays for the American Soccer Team!

5. *All About Schmidt*. This movie is about moving from later middle aged into old age. This film is unusual because senior citizens are not viewed as interesting or sexy by the culture so their stories are missing from the screen. Warren Schmidt is a 66 year old actuary entering retirement and unexpectedly becomes a widow. Despite these dour themes this movie is a family comedy with themes relevant to understanding families and aging. Identify the developmental issues you can find in this film that would help you understand this character. What is the male mid-life (or late mid life) crisis in this film? How well do you think Schmidt is prepared for this new age of life? What do you think he could have done to have prepared for more successful aging? This film may also be an every man's story that is perhaps a warning to all of us who are short of, but will eventually enter old age. What do you think this warning is?

6. *The Big Chill*. This film, made in 1983, is the oldest film in your list of choices. This is a movie about moving into the beginning of middle age, and looking back at a person's youth with some regret. What is the Big Chill? What developmental issues are apparent here that would help you understand the character's dilemma? What dilemmas are posed about friendships, intimacy, and career choice? We discussed cohort theory in class. How are these people different from former and subsequent generations in America?

7. *Born Rich* is a different from your other choices because it is a documentary. The Director (Jamie Johnson) coaxed the camera shy young adult children of old fortunes and newly minted ones to discuss what he calls "the voodoo of inherited health." They describe this voodoo with candor, wry humor, and at times touching insight. What is the voodoo or dilemmas that these young adults face? What developmental concepts might you use to understand these youth? What is different about the domains of career, intimacy, and their own parenting for this group when compared to other groups?

8. *Maria Full of Grace*. This movie is the only one in your list that could be described as a thriller. Maria is a seventeen year old young girl growing up in rural Columbia. She takes desperate measures to free herself from a restrictive oppressive environment. What developmental concepts and environmental factors are useful for understanding her choices in this movie? What do you think of your choices? What lessons does this movie have for you about immigrants? What do you think her prognosis is for the future?

9. *Sideways*. Like American beauty this is film about middle age crisis. The characters have reached early middle age and are coping with the shortfalls in their youthful dreams. What developmental concepts might you use to understand the characters situations? How are they

doing in the domains of career, and intimacy?

10. *The Bucket List*. This film is about two terminally ill cancer patients who decide to break out of the hospital and live their last days to the fullest. Edward Cole is a corporate billionaire who is currently sharing a hospital room with blue-collar mechanic Carter Chambers. Though initially the pair seems to have nothing in common, conversation gradually reveals that both men have a long list of goals they wish to accomplish before they kick the bucket, and an unrealized desire to discover what kind of men they really are. But one can't accomplish such lofty objectives from the confines of a hospital bed, so now; in order to live their lives to the absolute fullest, Edward and Carter will have to make a break for it. With a checklist that includes playing the poker tables in Monte Carlo, consuming copious amounts of caviar, racing the fastest machines on four wheels, and much more, these two terminally ill men will do their best to fit a lifetime of experience into their last remaining days while forging an unlikely, but truly remarkable, friendship. Define and describe the developmental concepts you use to understand the characters' crisis situations. How are they doing in the domains relevant to later adulthood; very old age and death, dying and bereavement?

### ***For Assignment #1 and #3 –The Take Home Options***

Keep your response to 10 to 15 double-spaced pages, properly referenced. You want to demonstrate you have integrated course readings and lecture material. Therefore, use readings and lectures to support your responses. These readings are heavily research based. One of the objectives of this course is that you use research findings to support your observations. Be sure to use course concepts to demonstrate your understanding of the readings. You may choose additional readings from recent literature to better understand the specific situation in the film/book/case, but that extra effort is not required. Cite theory and provide examples from the film to support your analysis. **It is required is that you read the assigned readings.** The written assignments must be properly referenced.

### **Participation**

Participation is a factor in grading. Quiet students will not be penalized if their attendance is good. Attendance at all classes is required. Absences will adversely affect your final grade. The instructor recognizes that there will be an occasional emergency that will keep you from class. You ought to inform the instructor when these emergencies occur so that your absence is not taken as a sign of disinterest. Students who are active contributors to the class can expect to be rewarded.

# NOTES AND QUESTIONS

## B. Student Evaluation and Grading

### 1. General grading policies

a) Late papers are not accepted unless the student can demonstrate that circumstances that could not be anticipated were the reason for lateness. The instructor must be informed in advance of lateness. Students who do not inform the instructor in advance, and skip the class on the date the assignment is due, will not have the opportunity to make the case of unanticipated circumstances. If a student is granted an extension the extension will not become "official" until the student submits in writing a plan and date for the completed work.

b) All papers will be typed, double spaced, and properly referenced. This requirement includes the take-home exam.

c) You want to demonstrate to the instructor that you are doing the readings. Therefore it is to your advantage to cite readings in all written work, and to actively take part in class discussions. The assessment of whether you have done the readings will be worth approximately 20% of any grade.

d) See Class Etiquette section for additional policies.

### 2. Assignments of Grades.

a) Grades are assigned in the following manner

Grade	Expectations	Specifics
A	Superior performance. Demonstrates mastery of content. Paper is without flaw.	Shows creativity and a high level of critical thinking. Creativity refers to the student's ability to approach the material in a unique, but valid manner that demonstrates thoughtfulness and engagement with the material. Critical thinking means student is able to go beyond description to analysis. The student is clearly able to express and defend ideas. The student links ideas to course concepts and demonstrates they have done the required reading. Paper was delivered on time without a request for extension. The paper is well written and properly referenced.
A-		Shows high level of critical thinking in the analysis of material. Student is clearly able to express and defend ideas. The student links ideas to course concepts and demonstrates they have done the required reading. The paper is well written and properly referenced.
B+	More than satisfactory performance, Demonstrates understanding of content without major flaws.	Exceeds expectations for assignment. Student provides a balance of description and analysis. Student does an adequate job of expressing and defending ideas. The student more often than not links ideas to course concepts and demonstrates they have done most of the reading. A B+ is normally the ceiling grade for a late paper (with

		extension) unless the extension is given to the entire class. The student's writing style is adequate for a graduate student. The paper is properly reference.
B	Satisfactory performance. Demonstrates understanding of content, but needs improvement in at least one major area.	<b>Meets expectations for assignment.</b> Paper is probably more descriptive than analytical, but the student demonstrates they understand most course concepts. Student does an adequate job of expressing and defending ideas. The student sometimes links ideas to course concepts and demonstrates they have at least read the text, but minimal attention given to other readings. The student's writing style is adequate for a graduate student. Some problems may be noted in referencing style.
B-	Less than satisfactory performance, but demonstrates understanding of some areas of content.	Below expectations for assignment. Several areas need significant improvement. At least one area has serious deficiencies. Student has trouble expressing ideas. The student's writing skills may need improvement. The student makes minimal use of course concepts and readings. The student may not have followed directions for the assignment or used an acceptable format.
C	Minimal grasp of content	Several significant areas are deficient. Paper is probably poorly written. Student is not using course concepts, and does not provide evidence of reading. Formatting is unacceptable.
C- > F	Minimal to no grasp of content	Serious deficiencies in most areas. Student does not understand course concepts, and does not provide evidence of reading. Paper is probably poorly written.

c. Students will earn points according to the grade distribution for each assignment described below. The Final Grade will be assigned according to the students total points on all assignments. The letter grade on each assignment will be divided by its assigned percentage to determine how many points the student has earned. Total points from all assignments will be cumulated and grades will be assigned in the following manner:

A+ = 4.00; A = 3.70; A- = 3.50,  
 B+ = 3.20; B = 3.00; B- = 2.49;  
 C+ = 2.24; C = 1.99; C- = 1.74;  
 D+ = 1.49; D = 1.24; D- = 1.00;  
 F = 1.00

Final Grades will be tabulated as:

Assignment	% Final
Take Home #1	___ X 30% =
Presentation Group	___ X 20% =
Presentation Individual	___ X 05% =
Take Home #2	___ X 30% =
Participation	___ X 15% =
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Course Grade	

**V. Class Etiquette.** Students are expected to be on time and remain until the end of class. Roll will be taken at the beginning of each class. A fifteen minute break will be given at the mid-point. The break will be canceled if students take longer than 15 minutes to return to class. Unless it is an emergency please reserve the break for leaving class. A student who leaves at the break will be marked absent for the entire class unless excused by instructor. **Leaving at the break without informing the instructor communicates dishonesty and disinterest to the instructor, and will result in a grade of "0" for participation for the entire course.** Also the break will be canceled if students treat the break as the end of class. Cell phones and beepers should be turned off prior to class.

**VI. Professional standards & confidentiality:**

Students are expected to know and abide by SDSU policies regarding academic and nonacademic misconduct, and by the Social Work Code of Ethics. Students are expected to safeguard the confidentiality of all clients and to adhere to all ethical principles and legal responsibilities of our profession. Students are encouraged to participate actively in class and to treat all questions and shared information with respect and confidentiality. **Sidebar conversations, passing notes, and working on other assignments during class time are unprofessional and disrespectful and should be conducted outside of class.**

**VII. Course Outline**

**1. Jan. 23: Introduction/ Overview/Contracting**

- Introductions and overview of course – purpose, format, expectations, assignments
- Ecological/Systems and Person-in-Environment perspective
- Lifespan: development throughout life; life stages and developmental lines
- Discussion: Nature vs. nurture; biological givens, psychological processes, and social learning

Reading:

Newman, B. & Newman, P. (2005, 9<sup>th</sup> Edition). **Development Through Life: A**

**Psychosocial Approach**, pp. 2-59. Chapter 1, The Development Through Life Perspective, Chapter 2, The Research Process.

**2. Jan. 30: Theories of development - history, culture and values**

- Historical and cultural perspectives on childhood: our concepts of childhood and our expectations of children are historically and culturally determined
- Classic Western theories of development: Freud's psychosexual stages; Anna Freud's developmental lines and developmental tasks, Erikson's psychosocial crises and adaptive qualities; concepts of linear development
- Contemporary ideas: attachment and relational theories; non-linear development
- The biopsychosocial approach

Reading:

- Newman and Newman, pp 60-89. Chapter 3, Psychosocial Theory, Chapter 4, Major Theories for Understanding Human Development

**3. Feb. 6: The Context of birth; the role of parents**

- Biopsychosocial approach - the interaction of biology, psychology, and social environment
- The role of the gene pool; what goes right and what can go wrong
- The context of birth: The multiple systems affecting human development from conception to birth: impact of the historical setting; cultural practices; socioeconomic factors; psychological factors: parents' personal histories and current states of mind; biological heritage and health issues; the meaning of the pregnancy to the family; the "fit" of baby and parents
- Normal prenatal development; risks during pregnancy and delivery
- The arrival of the baby: birth process and welcome – how the child is received

Reading:

- Newman and Newman, pp 90-133. Chapter 5, The Period of Pregnancy and Prenatal Development

**4. Feb. 13: Infancy (0-1); Earliest development**

- The sensorimotor stage of development
- Developmental tasks and milestones
- Learning from the senses
- Earliest cognitive development
- Temperament: Genes vs. environment

Reading:

- Newman and Newman, pp 134-179. Chapter 6, Infancy (First 24 Months)

**5. Feb. 20: Infancy (0-2); Importance of the earliest relationships; attachment**

Attachment: biological and social factors, temperament and environment

- Types of attachment; how it shows up in infancy and throughout life
- Psychological “fit” with parents; how parents’ reactions shape our self-image; how we develop successful coping
- Consequences of inadequate attachment
- Object constancy, transitional objects, and the holding environment
- Separations – normal and traumatic
- **Psychosocial crisis: trust vs. mistrust**

Reading:

**Nelson**, The Meaning of Crying Based on Attachment Theory  
**Scheper-Hughes**,

**6. Feb. 27: Toddlerhood (2-3)**

- Developmental tasks and progress along developmental lines: motor, conceptual, relational development
- Emotional object constancy and early fantasy play; early signs of “empathy”
- Separation/individuation developmental issues
- Developmental challenges for parents; self object needs and separation issues
- What contributes to resilience?
- **Crisis: Autonomy vs. shame and doubt**

Reading:

- Newman and Newman, pp 180-219. Chapter 7, Toddlerhood

**7. Mar. 5: Preschool/Early Childhood (3-5) ----- ASSIGNMENT # 1 - DUE**

- Developmental tasks; progress along developmental lines – motor development, concepts, socialization and peer awareness
- Entering preschool – meanings, challenges, milestones for parent and child
- Cognitive development; Piaget’s concepts
- Relational issues: separation; learning and behavioral issues; reinforcement of behaviors
- Issues in parenting
  
- **Crisis; autonomy vs. shame; initiative vs. guilt**
- Obstacles to development; ways of coping with trauma

Reading:

- Newman and Newman, pp 220-261. Chapter 8, Early School Age

### 8. Mar. 12: Early School Years (5-6)

- Developmental tasks and progress
- Social development: peers, play, and the “work” of school
- The importance of play; the significance of elaboration of fantasy and what it tells us about conceptual levels, relationships, and sense of self
- The impact of trauma; how it shows up; the role of play as therapy
- Cultural issues; race, religion, poverty
- What is the appeal of fairy tales and cartoons? What functions do they serve?
- **Crisis: initiative vs. guilt**
- Problems and obstacles; the impact of abuse, poverty, the environment
- TV, war, and exposure to violence

#### Reading:

- **Bettelheim**, The Importance of Play;

### 9. March 19: Middle Childhood (6-12)

- Developmental tasks of school-age children and parents
- Progress along developmental lines- motor, conceptual
- Rules and the sense of mastery; the role of games
- Peer relationships and the sense of self
- Cliques; queen bees and bullies
- Gender identity; core gender identity, gender role identity
- **Crisis: industry vs. inferiority**
- The Harry Potter phenomenon: why such a success?

#### Reading:

- Newman and Newman, pp 262-299. Chapter 9, Middle Childhood.

### 10. March 26: Early Adolescence (12-18)

- Developmental tasks of adolescents and their parents
- Peer pressure and identity formation
- Challenges of children with atypical development
- Coming of age rituals
- The problem of bullying; school shootings
- Prejudice and persecution
- **Crisis: Identity vs. Role Confusion (Erikson) or Group identity vs. alienation (Newman)**

#### Reading:

- Newman and Newman, pp 300-345. Chapter 10, Early Adolescence

## **APRIL 2: SPRING BREAK**

### **PRESENTATION # 1 - DUE**

#### **11. April 9: Later Adolescence (18-24)**

- Developmental tasks and milestones
- Sexual development and identity
- Cultural issues in identity consolidation
- Transitioning to adulthood; the new “rules”
- The capacity for intimacy – attachment issues revisited
- Addictions - origins and impact
- **Crisis: Individual identity vs. Identity confusion**

#### Reading:

- Newman and Newman, pp 346-383. Chapter 11, Later Adolescence

### **PRESENTATION # 2 - DUE**

#### **12. April 16: Early Adulthood (24-34)**

- Developmental tasks and milestones
- A healthy life: work, play and relationships
- Jobs vs. Careers
- Mental health and mental illness; obstacles to development; sources of strength
- Cultural differences; the need to “fit in”
- Continuing identity consolidation – work, community and affiliations
- **Crisis: Intimacy vs. Isolation**

#### Reading:

- Newman and Newman, pp 384-429. Chapter 12, Early Adulthood

### **PRESENTATION # 3 - DUE**

#### **13. April 23: Middle Adulthood (34-60)**

- Picking partners: the new peer pressures, the search for soul mates vs. commitment phobias
- Attachment revisited
- Intimacy and its challenges: making, breaking, and maintaining relationships
- The legacy of divorce
- Hormonal challenges: infertility, menopause, male menopause
- **Crisis: Intimacy vs. isolation**

#### Reading:

- Newman and Newman, pp 430-467. Chapter 13, Middle Adulthood (34-60)

## PRESENTATION # 4 - DUE

### 14. April 30: Later Adulthood (60-75)

- Developmental tasks and milestones; occupations and preoccupations
- The next generation: hopes and fears; becoming parents/grandparents
- Generativity in work and family; parenting and step-parenting
- Age and self-image: are you “as old as you feel?”
- Aging and illness; facing mortality
- **Crisis: generativity vs. stagnation;** “Mid-life crisis” and how it shows up

#### Reading:

- Newman and Newman, pp 468-501. Chapter 14, Later Adulthood;
- Newman and Newman, pp 536-555. Chapter 16, Understanding Death, Dying and Bereavement

## PRESENTATION # 5 - DUE

### 15. May 7: Very old age: completing the life cycle (75+-); (*Papers and grades handed out*)

- Developmental tasks and changes
- Aging and retirement; myths and realities
- Special health issues – menopause, cancer, heart problems, strokes, and dementia; stress
- Aging and the family; new milestones, such as grandparenthood
- Maintaining integrity; facing changes positively (Jesse’s quote)
- Death and the life cycle
- **Crisis: Integrity vs. despair (Erikson, Newman) + immortality vs. extinction (Newman)**
- Lifespan re-visited; stress and the aging process

#### Reading:

- Newman and Newman, pp 502-535. Chapter 15, Very Old Age;
- Bombeck, If I had my Life to Live Over

### 16. May 14: **Wrap up. Evaluation** **Turn in Final Assignment**

**HBSE 620A-Option C**  
**Vignette Based Assignment #1**  
**Due March 5, 2008**

1. The attached exam contains case vignettes and questions. Respond to all questions and label your responses by vignette. Limit your responses to 10 to 15 double spaced pages. You may distribute the number of pages you assign to each vignette as you see fit.
2. Identify the theorists that guided your responses. The idea is to let the instructor know you have done the readings, and can apply the theory to a practical situation. The citing of references is required.
3. Answer the vignettes labeled: Ann and Diane and Emily.
4. Answer either the vignette labeled Keisha or the one labeled Jane. Make sure in your response you clearly label which one you are answering.
5. Return the vignettes with your responses. You may not make copies of the vignettes.
6. You are required to work alone on this project.

## **Keisha**

Keisha is a 5 year old African American child who is living with her maternal aunt. Keisha lives here with her 9 year old sister and her Aunt's 4 children. The Department of Social Services has approved a relative foster placement for Keisha with this aunt. Keisha's mother was addicted to crack cocaine and severely abused and neglected Keisha. Keisha was frequently beaten with belts and other objects, and was locked up in closets for long periods. Keisha was often left alone for as long as 2 days at a time. The aunt provides a stable loving home and wishes to keep Keisha permanently. The aunt is divorced and works as an LPN. Other extended family members are supportive of the aunt's plans, and are willing to provide what help they can.

The following data was gathered from a social worker's social study and from a psychological evaluation.

- \*Keisha is of average height but is underweight. She is also very clumsy. She often appears as if she is about to fall and frequently drops objects.

- \*She is using language to communicate but has difficulties with verbs, prepositions, and pronunciations.

- \*She plays alongside other children, but not with them. She is unable to share, and usually she argues over toys. Frequently she will engage in hitting or biting to get her way.

- \*Keisha is in a day treatment program for children who have had similar experiences as her. The staff reports the same problems with Keisha's play there. They also report that she has at least 6 temper tantrums a day while there. She is very demanding of getting her own way. The staff reports she carefully watches the adults around her and appears poised to fight at all times.

- \*She does not know how to play imaginatively. She broke a doll that was given her by throwing it against the wall.

- \*The aunt reports Keisha follows her around all day. When the aunt leaves the home for any reason Keisha can get hysterical.

- \*She has been observed hoarding food at both the program and at home.

- \*Her overall demeanor is of tenseness and aggressiveness.

- \*The aunt reports that Keisha even appears tense in her sleep.

### Questions for Keisha.

Assess the child's development in all 4 domains (physical, cognitive, social, and emotional). How does the child's behavior reflect resolved or unresolved developmental issues? What environmental risks has she been subjected too? Use theorists from readings and lectures to support observations. Whenever possible identify the empirical indicators that you used in making conclusions or inferences.

## Jane

Jane, 9 years old, was born to a seventeen year old Caucasian girl who abandoned her at her mother's when the child was one. Shortly thereafter the grandmother turned the child over to the Department of Social Services (DSS). The mother voluntarily relinquished her parental rights. The initial evaluation done by DSS showed the child to be lagging 4 to 6 months behind in development. There was no evidence of physical abuse but Jane was severely neglected during her first year of life.

Jane did well her first year in foster care and closed most developmental gaps. She was then adopted out but that adoption disrupted. Her adoptive parents said they could "never get close to Jane." She has lived in 4 foster homes since then. The first foster home did not go well and disrupted after 5 months. The second placement was the longest and went very well, but placement ended when the foster family was transferred out of state. The third placement ended at the foster parents' request.

Jane is now placed with one of the agency's best foster homes in an attempt to provide some stability. This foster parent (FP) is caring, competent, and has a proven ability to work with difficult children. Jane has been in this home 6 months. The foster parent appears distressed at Jane's behavior. She admits to not understanding Jane. The FP reports Jane's teacher has just called to report Jane is very difficult. These calls are ongoing.

The following data was gathered from the social study, case files, interviews with the FP and teachers.

- \*FP reports she is sneaky. She promises to obey but goes behind their backs to do what she wants.

- \*Jane hoards food. Even after the food has become rancid. She has done this despite discussions of the behavior.

- \*Jane does not sleep well. She has nightmares and sleepwalks.

- \*She is enuretic. She often forgets to change her bedding and will pull the covers over wet sheets.

- \*She has a low stress tolerance level. She wants to be involved in activities, but is easily discouraged and gives up when things do not go right. She seems to lose interest in activities quickly.

- \*Minor events can send her into temper tantrums where she can react violently against persons and property.

- \*Jane steals from other people and when caught denies it.

- \*Jane fights constantly with her foster siblings and classmates. She has trouble playing with peers. She demands to be the center of attention. When she is not she disrupts the game.

- \*She favors playing with younger children who she attempts to boss around.

- \*Her peers do not like her referring to her as "weird, a pest", and "trouble who messes things up".

- \*She is disruptive in class also. She is frequently out of her seat without permission, she

persistently approaches the teacher for attention, she races to volunteer for any and all projects, and she bothers other children who are trying to work.

\*She is of average intelligence. A school evaluation reveals no evidence of a learning disability or attention deficit disorder. She does her school work, but it is messy and carelessly done. Jane reports she does not like school.

\*The teacher and FP describe Jane as needy and clingy. She told the teacher that her foster parents prefer their own children over her. She reported that her current foster parent brought the other children in the home a t-shirt, but did not buy her one. The teacher bought a small gift to make up for this shortcoming. The FP said Jane's account was not true.

\*Jane is indiscriminate in affection with adults. She wants to kiss and hug the teacher every day, and she becomes upset when the teacher shows attention to other children. The FP says similar behavior occurs at home. Her newest social worker reported that on their first meeting Jane climbed up on his lap and said she "was glad that he was her social worker."

Questions for Jane.

Assess the child's development in all 4 domains (physical, cognitive, social, and emotional). How do the child's behaviors reflect resolved, unresolved, or poorly resolved developmental issues? What environmental risks has she been subjected too? Use theorists from readings and lectures to support observations. Whenever possible identify the empirical indicators that you used in making conclusions or inferences.

## Ann

Ann is a 15 year old white female who is about 2 months pregnant by her boyfriend, a Mexican American named Santos. She has not seen a physician but has confirmed her suspicions through a home pregnancy test. Other than a girlfriend, she has told no one of her condition. Ann and Santos have been seeing one another without her parent's knowledge for 6 months. They know her parents would not approve of their relationship because of Santo's race and religion. He is a Catholic. Santos is a 17 year old high school student who works part-time at a fast food restaurant. He is a better than average student and is considered quite responsible. Ann is a good student, and is mature for her age. She is the oldest of 4 children. She provides her parents with much help with housework and child care. She frequently babysits for families in her neighborhood.

Ann's parents love her, but they belong to a Christian fundamentalist denomination who believes premarital sex is a grievous sin. An out-of-wedlock pregnancy would be seen by the church congregation as a scandalous condition carrying much stigma. She thinks her parents may wish to punish her in some way when they find out. She feels there is even the possibility they would disown her. The family's ties to the church are very close, and the members of the close knit congregation are aware of one another's personal business.

Ann's father is a laid off manufacturing worker. The family survives on unemployment payment which will soon run out, and the mother's part-time job at a convenience store. They do not have health insurance. Both parents believe children ought to obey them without question, and Ann's mother defers to her husband. Ann's mother has always been very proud of her daughter. Her mother puts a great deal of importance on respectability and self-improvement. She had hoped that Ann would be the first in her family to go to college.

Ann does not know how Santos will react. She assumes he will be supportive, but she knows of girls who have been in similar situations whose boyfriends have deserted them. They had discussed marriage at one point, but she knows she is too young for that step. A teacher told her because of her grades she might be able to get a scholarship to college. She fears that the pregnancy may eliminate this possibility.

She is ambivalent about the pregnancy, but her religion has instilled in her values about abortion, so she will have the baby. The full impact of the pregnancy has just begun to hit her.

### Questions for Ann

1. In what ways is Ann's pregnancy at risk? What could be done to improve the outcome of the pregnancy?
2. Identify at least 3 issues you see in this recording that are related to adolescence. Briefly discuss how these are being dealt with or could be dealt with in order that there is a proper resolution of the issues.

## Diane and Emily

Diane is the 16 year old white mother of 9 month old Emily. Diane was referred to the therapist because of a CPS initiated request for services. CPS was concerned about Diane's ability to parent. Diane lives with Emily and her 19 year old boyfriend. The boyfriend initially refused to have anything to do with counseling. Both are high school dropouts. Diane is unemployed and the boyfriend works intermittently in construction. Diane comes from a family known to social agencies in the community for 3 generations due to child neglect and abuse, poverty and AFDC receipt, mental illness, and criminal and delinquent behavior. Diane represented the third generation of parents in her family who abandoned either physically or psychologically their children. Diane's father died when she was 5 years old. Her stepfather was alcoholic and abusive and possibly psychotic.

At the first office visit, Diane's therapists found Emily to be solemn and irritable without making eye contact with the mother. Emily seemed to lack curiosity or awareness of her environment. Diane was found to be unresponsive to Emily. Diane's face was described as a "mask" except for controlled rage. Diane was resistant to most queries from the therapist. At session six, she did make one comment about how as a child her father cut off all her hair as a punishment for something she did. She spoke of the pain and embarrassment this incident caused her. Shortly, after this communication she reacted to some fussiness by her child by exclaiming to Emily that she should shut up or she would beat her. She repeated this threat several times. She told the therapist that sometimes she felt like killing the baby. Immediately after the session, the therapist, called for an immediate staffing of her colleagues and CPS worker to discuss her concerns and receive consultations.

At session 8 Diane began the session with the following narrative. She said her boyfriend frightened her because he would frequently drink and drive. She was afraid something would happen to him. This behavior concerned her because she said Emily needs a father. Diane said she felt abandoned after her father died since no one ever paid attention to her. There were 6 children in Diane's family born to 4 different fathers. Diane reported sadistic beatings by her step-father. Finally, Diane discussed how her mother left her with an older woman shortly after her father died. Diane ended by telling how the older woman would lock her out of the house in the freezing cold as punishment. The therapist responded empathetically, speaking of the deep unhappiness, loneliness, and lack of protection in Diane's childhood. Diane thanked her for listening stating "no one ever does."

Following this session Diane missed almost 2 months of sessions. The therapist made numerous follow-up calls with Diane and her boyfriend to express her concern. In one of these contacts the boyfriend requested help with job training. A referral was made on his behalf to a suitable program. The CPS worker reported that Diane was developing phobic symptoms and Emily was looking neglected. The boyfriend's parents reported that Diane was playing rough games with Emily, swinging her from her ankles.

The CPS worker was considering taking Diane to court if she did not resume with the therapist. The CPS worker thought placing the child in foster care might be the only solution. Reluctantly, with some anger and fear, Diane began seeing the therapist again. Diane came to the return session with the boyfriend. She expressed her skepticism of treatment by saying "What is the use of talking? I always kept things to myself. I don't want to think. Besides why talk, you social workers are always coming and going. Every 3 months I have a new worker."... After this session the resistance seems to dissipate. Themes of future sessions included "I was hurt, and abused. I don't want to hurt Emily. "Diane requested parenting classes and a GED course, both of which she previously refused.

### Questions for Diane and Emily

1. What would attachment theory tell you about Diane's capacity to parent? Make reference to developmental experiences which may affect her ability to parent. Based on these experiences how does Diane view attachments?
2. What would attachment theory tell you about Emily? What is the feel or match between parent and child?
3. What can you say about Emily's development in the 4 domains?

**NOTES, QUESTIONS, COMMENTS  
CLARIFICATIONS**