



Delaware State
University
SINCE 1891

Department of
Social Work

SCWK 603-60

Human Behavior and the Social Environment I

Semester	Fall 2011
Day/Time	Thursday, 4:30 - 7:15 p.m.
Location	Dover 1200 North DuPont Highway Price Bldg.#204
Professor	Dr. Tina L. Jordan
Office/Phone	1200 North DuPont Highway Room, 227 , Price Bldg; 302-857-6783
E-Mail	tjordan@desu.edu
Office Hours	Monday 5:00-7:00 p.m. Tuesday 4:00- 5:00 p.m. Wednesday 4:00- 7:30 p.m. (Wilmington Only) Thursday 4:30-5:30 p.m.

COURSE DESCRIPTION:

This course is the first of two courses in the HBSE sequence. It provides a framework for studying the person and environment from an ecological perspective. This perspective is also employed to examine human development and social functioning within the context of transactional influences according to the biological, psychological, and socio-cultural domains of growth and development. Recognizing the significance of ethnicity, gender, culture and class on development and how these realities should influence social workers' responses to people and their problems, the course explores a range of traditional and alternative theories for human growth and development. In addition, the course provides a conceptual model for viewing human behavior from a holistic perspective with particular emphasis on utilizing a Black perspective for social work practice, empowerment, the strengths perspective, the rural perspective and the global perspectives for understanding behaviors and applying the change process with individuals, families, communities, groups and organizations. The course focuses on human growth and development from conception to late childhood.

COURSE CREDITS: Three (3) Semester Hours

PREREQUISITE(S): Foundation Year Graduate Students

COURSE RATIONALE:

This course provides conceptual frameworks based on traditional and alternative theories and research studies for a bio-psycho-socio-spiritual perspective of human development and behavior during the life stages of conception through end of life including death and dying. The course examines the influence of the micro, mezzo, and macro systems on diverse populations, including rural and global communities, with an emphasis on human rights, social, economic and political justice and oppressed populations (which may include, but are not limited to groups distinguished by race/ethnicity, culture, class, geographical location-urban/rural, gender, sexual orientation, religion, spirituality, physical condition or mental ability, age, and national origin). It also examines the use of advocacy when applying social work knowledge of human behavior and the social environment and facilitating empowerment that leads to social and economic justice.

REQUIRED TEXTS: [Are used for both HSBE I and HSBE II]

American Psychological Association. (2010). *Publication manual of the American Psychological Association*, (6th ed.). Washington, D.C.: APA.

Schriner, J.M. (2011). *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (5th ed.). Needham Heights, MA: Pearson/Allyn & Bacon.

Zastrow, C. H., & Kirst-Ashman, K. K. (2005). *Understanding human behavior and the social Environment* (7th ed.). Belmont, CA: Thompson-Brooks /Cole.

SUPPLEMENTAL TEXTS:

Glicken, M. D. (2008). *A guide to writing for human services professionals*. NY: Rowman & Littlefield.

BLACKBOARD/ELECTRONIC RESERVES:

This will be a Blackboard-enhanced course. Students must log on to Blackboard for additional assignments. Students are responsible for providing their correct email address to the Blackboard staff. For assistance contact Ms. Marlene Cox at mcox@desu.edu. Supplemental readings will also be available on the DSU Library's Electronic Reserves [ERes]. For assistance contact Ms. Beverly Charlot at bcharlot@desu.edu.

The following Learning Objectives/CSWE EPAS Competencies, Practice Behaviors and Department of Social Work Underpinnings will be assessed in this course, via an

Assessment Rubric, to be distributed during first week of class. The assessment criteria are described on page 6 of the syllabus under University Grading Scale:

HSBE I will specifically address the following three Learning Objectives/Competencies (EP 2.1.4, EP 2.1.5, and EP 2.1.7) and five practice behaviors (PBs 14, 15, 16, 19, and 23). The course will also address three of the Department of Social Work's underpinnings.

Obj. IV: EP 2.1.4 Students will engage diversity and difference in practice.

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

Practice Behaviors:

Social workers will

PB 14: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

PB 15: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

PB 16: recognize and communicate their understanding of the importance of difference in shaping life experiences.

Obj. V EP: 2.1.5 Advance human rights and social and economic justice.

KVS: Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors:

Social workers will

PB 19: advocate for human rights and social and economic justice.

Obj. VII: EP 2.1.7 Apply knowledge of human behavior and the social environment.

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

from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behaviors:

Social workers will

PB 23: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

PB 24: critique and apply knowledge to understand person and environment.

DEPARTMENT OF SOCIAL WORK UNDERPINNINGS:

1. Strengths Perspective
2. Empowerment Perspective
3. A Black Perspective for social work practice

COURSE REQUIREMENTS:

1. Students are expected to complete all reading and home-work assignments before coming to class.
2. Students are expected to actively participate in all Blackboard discussions and class and group assignments. Additionally, students will be expected to engage the class in critical analyses and thought provoking discussions during their individual oral presentations.
3. Students are expected to hand in all class assignments as outlined in syllabus or discussed in class. Formal written assignments must follow the APA manual and be free of plagiarism.
4. Students are expected to present all assignments on time. No assignment is to be emailed to instructor unless agreed upon ahead of time. **No assignment will be accepted late.** Assignments are late fifteen minutes after the start time of class.
5. Students will be expected to make individual and small group presentations throughout the semester on the Illustrative Readings in Schriver and Highlights and Spotlights in Zastrow.

STUDENTS'S RESPONSIBILITY FOR LEARNING:

The instructor is available to meet students during office hours. However, students who need uninterrupted time are encouraged to schedule meetings, in person, via telephone or e-mail, ahead of time. Students are strongly encouraged to meet with the instructor to review their academic progress throughout the semester, but especially around midterm and prior to the final exam. It is each student's responsibility to know when extra help is needed and to seek it from the instructor. It is also each student's responsibility to seek clarification on assignments before they are due and not after they have been graded. In special situations, appointments can be made for times other than scheduled office hours. Finally, students are encouraged to provide an active email address to the instructor and Blackboard office.

STATEMENT ON EQUAL OPPORTUNITY

Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, genetic information or other legally protected classification. This policy is in compliance with Titles III and VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Delaware Code. General Equal Opportunity inquiries/complaints (whether informal or formal) should be directed to: the Assistant Vice President of Human Resources and Legal Affairs, 325 Administration Building, Delaware State University, Dover, Delaware 19901 or to the applicable coordinator listed in the directory.

GRIEVANCE PROCEDURE UNDER TITLE VI AND TITLE IX

Title VI of the Civil Rights Act of 1964 prohibits discrimination against various protected classes by educational institutions. Title IX prohibits discrimination based on gender. The following grievance procedure should be used by any student or other member of the public that believes that Delaware State University or any member of the College Community has engaged in any form of discrimination in violation of these laws, or otherwise violated the University's Statement on Equal Opportunity, in any of its programs and services, with two exceptions. This grievance procedure does not apply to any issues involving employment, and there is a separate procedure regarding discrimination against persons with disabilities. In addition to the Assistant Vice President of Human Resources and Legal Affairs, ADA inquiries and/or issues may be directed to Laura Kurtz, Delaware State University's Director of Academic Support Center and Disability Services, 302-857-6388.

AA/EO GRIEVANCE PROCEDURES are available on line at <http://www.desu.edu> (2008-2009 Undergraduate Student Handbook, p. 2)

AMERICANS WITH DISABILITIES ACT (ADA) AND SECTION 504 OF THE REHABILITATION ACT OF 1973

In accordance with ADA, Title II and Section 504 of the Rehabilitation Act of 1973, programs at the University must be accessible to all persons with disabilities. To provide academic program accessibility, it may be necessary to reschedule classes to accessible facilities. With respect to nonacademic programs, it may be necessary to schedule appointments and activities in accessible facilities. Delaware State University will make reasonable accommodations for persons with disabilities.

Any student with a disability who needs information or assistance with a disability should contact the Office of Disabilities Services in Room 214A of the William C. Jason Library, 857-6388. (2008-2009 Undergraduate Student Handbook, p. 9)

HONESTY POLICY

Integrity must be practiced in all endeavors and relationships. All acts of dishonesty including,

but not limited to, cheating on tests and examinations, plagiarism, unauthorized collaboration, alteration or misuse of college documents, records or identification cards, forgery, misrepresentation, unauthorized use of another's property, lying, theft, or receiving stolen goods will be considered serious misconduct. Any student violating this policy is subject to dismissal from the University. (2008-2009

Undergraduate Student Handbook, p. 20)

UNIVERSITY GRADING SCALE:

90 – 100 = A	A	95-100	Excellent, perfect /without error, clear, readily understandable
80 – 89 = B	A-	90-94	Extremely well done –errors do not detract from clarity
79 – 79 = C	B+	85-89	Very well done, some errors and lacks some clarity
60 – 69 = D	B	80-84	Well done, but amount of errors detract from clarity
0 – 59 = F	C+	75-79	Good: errors & content are substantial distraction
	C-	70-74	Acceptable, but with major errors and lacks clarity

Assessment Criteria for measuring Learning Objectives/EP Competencies, Practice Behaviors and Department of Social Work Underpinnings:

Advanced-Students demonstrated an *outstanding* understanding, *clear* recognition and *sound* application of all dimensions of this practice behavior or underpinning.

Proficient-Students demonstrated an *acceptable* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

Satisfactory- Students demonstrated a *limited* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

Unsatisfactory- Students demonstrated *little to no* understanding, recognition and application of all dimensions of this practice behavior or underpinning.

Course Assignments Weight:

• Test I	Oct. 6, 2011	20%
• Test II Harris Case Study	Nov. 17, 2011	20%
• Home-work Assignments	Continuous	10%
• Group/In Class Assignments	Continuous	10%
• Community Service Project	Nov. 19, 2011	10%
Tenth Annual Community Mental Health Conference (All day commitment) Details will be provided in class		
• Final Exam Project	Dec. 8, 2011	30%
	Total	100%

Your final grade will be calculated based on the above weighing system. Students are encouraged to keep track of their grades throughout the semester to avoid any surprises at the end.

Course Outline:

Unit I-September 1, 2011

Schrivier-Chapter 1 & Zastrow Chapter 1 Objs. IV, V & VII/EP 2.1.4, 2.1.5, 2.1.7

Topic: HSBE and Paradigms

- Introduction / Goals & Concerns
- Review of Learning Objectives/CSWE competencies & practice behaviors
- Review of Department's underpinnings and core principles
- Review of syllabus
 - Paradigm shift, Social Work and social change
 - What is HSBE & why it is important to *Generalist* Social Work Practice
 - Definition of Traditional (Dominant) & Alternative (Possible) Paradigms

Written Assignment 1-Define traditional and alternative paradigms. Explain why social workers should focus on SEHB rather than on HBSE (2 pg. only)-Due Sept. 14th. PB 14 & PB 15. The Purpose of this assignment is to ensure that students recognize and gain sufficient awareness of the importance of difference in shaping life experiences; and that they are able to apply knowledge to understand and eliminate personal biases.

Review the EPAS Competencies/Student Learning Objectives and their definitions and the operational practice behaviors in Table I-Schrivier. Review the underpinnings (UP) on the Department's website at www.desu.edu/socialwork, in the MSW Handbook and in the Field Manual.

Unit II-September 8

Schrivier-Chapter 1 & Zastrow Chapter 1 Obj IV/EP 2.1.4

Topics: Paradigms and Social Work Practice

- Assign illustrative & other readings (individuals/dyads)
- Class discussion on Illustrative Reading I-
- Assign work groups for final projects (children in the context of families, organizations & communities)
- **Paradigms and Social Work**
 - Paradigm Analysis, Critical Thinking & Deconstruction
 - *Poverty Reduction; Poverty & Oppression; A Global Context*
 - *Using a Black Perspective...* to understand other forms of oppression
- Paradigms: Culture, Ethnicity & Race
 - Culture & Society: Multiple Meanings
 - Ethnicity
 - Race: Biology, Culture or both
 - Race, power & Oppression
 - Social Work and Social Competence
 - Paradigms, Power & Empowerment

Illustrative Reading 1.1 - Schriver Chapter 1-In-class discussion. Discuss the extent to which dominant cultural structures and values oppress, marginalize, alienate and create or enhance privilege and power over Native Americans and other oppressed populations. PB 14, PB 15, PB 19 & PB 23; UP 1, 2, and 3.

Note: Take the practice test at end of chapter 1. Log on to www.MySocialWorklab.com to watch videos on the skills & competencies discussed in this unit and to take your chapter exam which will demonstrate your knowledge of the materials covered in Units I & II. An access code is provided with the 5th edition of the Schriver text. If you have an earlier edition or your text did not come bundled, you may purchase access. The chapter tests will prepare you for the major tests and assignments. EP 2.1.4.

Unit III-September 15

Schriver Chapter 2 & Zastrow Chapter 2 EP Obj IV/ EP 2.1.4 & 2.1.5

Topic: Traditional & Alternative Paradigms and Social Work Practice

- Dimensions of Traditional & Dominant Paradigms
- Dimensions of Alternative /Possible Paradigms
- Privilege, ethnocentrism, & Racism
- Systems of Oppression
- Diversities & world views & spirituality
- Spirituality

Illustrative Reading 2.1 - Schriver Chapter 1- In class discussion. Assignment 2

1. Briefly describe the *strengths* of social systems perspective on communities outlined in Zastrow. (Small group presentation). What strategies can be used to engage *marginalized and oppressed* communities? How would you go about assessing, intervening and evaluating /developing and/or enhancing the *professional relationship*? Be sure to include both risk and *protective factors*. PB 16; UP 1.
2. Describe how social workers can recognize and communicate their understanding of the importance of difference in shaping life experiences (small group presentation) in diverse groups. PB 15, 16 & PB 19, UP 1.

Unit IV-September 22

Schriver Chapter 2 & Zastrow Chapter 2 Objs IV & V/EP 2.1.4, EP 2.1.5.

Topic: Traditional & Alternative Paradigms and Social Work Practice-Continued.

Black Board Assignments 3: Discussion topics:

1. How can comprehension of worldviews help social workers better understand the forms and mechanism of oppression and discrimination? (45 mins.) PB 19
2. How can social workers gain sufficient *self-awareness* to reduce and eventually eliminate the influence of personal biases and values when working with *diverse* groups? (45 mins.) PB 15 ; UP 1, 2 and 3.
3. Discuss in what ways Collins's “**interlocking**” systems of oppression impact oppressed and marginalized populations and how social workers can communicate their understanding to help deconstruct those systems. (1 hour). PB 14; UP 1 and 2.

Each student is expected to respond to the other students' answers. You can agree and disagree with what is being said. The instructor will follow your discussions on Blackboard. Please note that the purpose of the assignment is to recognize the extent to which a culture's structure and values may oppress, marginalize, or create or enhance privilege and power.

Note: Take practice test for chapter 2 in Schriver. EP 2.1 4; 2.1.5

- Select theories for presentation during the next two weeks

Unit V-September 29

Schriver Chapter 3 Objs IV, V & VII/EP 2.1.4, EP 2.1 5; EP 2.1.7.

Topic: Thinking and Social Work Knowledge for Practice

Traditional theoretical, midrange and alternative theories & perspectives

- Tools & Terms for Thinking About Thinking
- Tools for Social Workers: Theories for Practice
 - Traditional Stage-Based Theories of Individual Development
 - Human Behavior and the Social Environment (HSBE) & the Social Environment and Human Behavior (SEHB)
 - Social Work and Assessment
 - Traditional Theoretical Approaches
 - Mid-Range Theoretical Approaches
 - Alternative Theoretical Approaches
 - Live Course Theory

Assignment 4: Children and the Influence of their Environment

1. Children are not entities unto themselves. They exist in families and families interact with organizations and live in communities. Briefly describe the *strengths* of social systems perspective on communities outlined in Zastrow and apply it to a fictional case study involving two children (ages 2 years and 6 years) who were born into a poor *immigrant Hispanic* family who live in a *rural community* in Sussex County, DE. [You develop the case study]. Critique and apply your knowledge-base and understanding of personal environment as you develop your case study. What risk and *protective factors* may exist? How would you go about utilizing the *professional relationship*? How would you go about identifying strengths and ensuring *empowerment*? What conceptual frameworks would you use to *inform your practice* decisions and why? Be sure to critique those frameworks chosen and not chosen and how you would use each framework to guide the process of assessment. Describe the developmental milestones and explain why you selected your approaches. (Class exercise.) PB 16, 23, 24, UP 1, 2, & 3.

Assignment 5 Part A:

Social Workers must utilize conceptual frameworks to guide their practice. Explain how you would apply some of the theories that you have been studying during assessment and intervention with children from *diverse* families and communities. Be sure to infuse a *person-in-the* environment context. Each student will present on the theories outlined in chapter 3 of

Schriver in order to utilize the framework to guide assessment, intervention, and evaluation. PB 23; UP1, 2, & 3.

Note: Take practice test at end of chapter 3 Review for Midterm exam

Unit VI-October 6 Test I MIDTERM Objs IV, V & VII/EP 2.1.4, EP 2.1.5 & EP 2.1.7

Students will be tested on material discussed in Units I-V. The test will comprise of multiple choice questions, true /false, fill in the blank and short answers. The purpose of the midterm exam is to test students on engaging diversity in practice, how to incorporate social and economic justice, and how to apply human behavior and the social environment using conceptual frameworks.

Unit VII-October 13

Schriver Chapter 3, Obj VII/EP 2.1.7

Topic: Thinking and Social Work Knowledge for Practice- Continued

Traditional theoretical, midrange and alternative theories & perspectives

Class discussion on Life Course Theory-PB 23

Assignment 5 Part B.:

1. Each student should prepare one question they would like answered about how to effectively apply the traditional developmental theories when working with a particular child or group of children in order to guide the process of assessment.. (no grade credit):
2. (Individual presentations on theories cont'd).-PB 23

Unit VIII-October 20

Schriver Chapter 4 & Zastrow Chapter 3Objs IV & VII/EP 2.1.4 & 2.1.7

Topic: Traditional/Dominant Perspectives on Individuals

- A Critical Perspective on Developmental Journeys: Ladders to Climb?
 - **Traditional/Dominant Developmental Theories**
 - Freud
 - Piaget
 - Kohlberg
 - Erikson
 - Analysis/Criticism -Traditional developmental approaches and people of color. Themes regarding people of color in traditional developmental approaches.

Guest Lecturer will provide an overview on three of the four Traditional/Dominant Developmental Theorists that we will study this semester (Freud, Piaget and Erikson).

Be prepared to engage in discussions with the guest speaker using the questions you submitted.

Unit IX- October 27

Schriver Chapter 4 & Zastrow Chapter 3 Objs IV & VII/EP 2.1.4 & 2.1.7

Topic: Traditional/Dominant Perspectives on Individuals-Continued

Guest Lecturer will provide concrete examples on how you can apply the three Traditional Developmental Theorists to your practice with children (Freud, Piaget & Erikson). Be prepared to engage in discussions with the guest speaker using the questions you submitted and based on the previous week's lecture.

Unit X-November 3

Schraver Chapter 4 & Zastrow Chapter 3

EP 2.1.4 & 2.1.7

Topic: Traditional/Dominant Perspectives on Individuals-Continued

Note: Take practice test at end of Schraver chapter 4

Unit XI-November 10

Week 11-November 9 Take Home **Test II Harris Case Study EP 2.1.4, EP 2.1.5 & EP 2.1.7**
HARRIS CASE STUDY (Due November 17, 2011)

Assignment 6:

Jenna Harris is a 26 year old Caucasian woman who is a single mother of three children; a 16 year old boy named Jimmy, a 10 year old boy named Hector, and a 7 year old girl name Kim. All of the children have different fathers, none of whom Jenna married. Jimmy's father is Caucasian, Hector's father is Mexican, and Kim's father is Korean; Hector and Kim's fathers are both immigrants. Jimmy loves his siblings, but they perceive that he is treated better than them because he is Caucasian. Jimmy is popular in school, enjoys playing on the football team, and works part-time after school at the supermarket. Jenna's new boyfriend of six months, Sean, who is Caucasian, has recently moved in with her and the children into a two bedroom house in a rural community in Sussex County. This has caused a conflict especially for Hector who is bright but has recently been demonstrating negative behaviors in school such as failing to follow directions, talking back to his teacher, and picking fights with his peers. In addition, his grades are beginning to slip. Kim, a quiet child, does not want to go to school because she is often teased on the bus and in school for being "Chinese." Sometimes Hector gets in trouble for defending and protecting his sister from the teasing and taunting. None of the children have a good relationship with their fathers or their fathers' families. And, while Hector's father provides financial support, Kim and Jimmy's father do not. This has provided economic hardship for Jenna who has had to move the family often to find affordable housing. She sees Sean as a hope for some financial stability since he has a good job as a plumber with a local company. Jenna dropped out of high school when she was pregnant with Hector but completed her GED a few years ago. She works at Wal-Mart as an Associate.

Directions-Be sure to appropriately integrate the three underpinnings covered in this course.

1. Clearly identify the social problem(s) outlined in this case study. Use the biopsychosocial-spirituality model to engage family members as informants while outlining clear assessment, intervention and evaluation plans that are well conceptualized

and support the solution(s) that you present to solve the problem(s). Use at least one assessment tool. Provide strong description and analysis throughout your essay. Use informed research to support your plans. PB 14 &15. 0-20 points.

2. Utilize a conceptual framework(s) to guide the processes of assessment, intervention and evaluation. Thoroughly integrate traditional and alternative (including developmental) theories, perspectives in your assessment, intervention and evaluation plans. PB 23. 0-10 points.
3. Demonstrate a clear recognition of the extent to which cultural structures and values may oppress, marginalized, alienate or create or enhance privilege and power in the Harris family. Display an understanding of how ethnicity plays an overarching dimension on the children's development. PB 14. 0-10 points.
4. Demonstrate how your self-awareness has helped you to eliminate the influence of personal biases and values in working with diverse groups like the family outlined in the case study. Provide concrete examples that demonstrate your self-awareness. PB 15. 0-10 points.
5. Provide information that clearly communicates your understanding of the importance of difference in shaping life experiences and diversity while working with others. Provide concrete information for solution(s). PB 16. 0-10 points.
6. Demonstrate a clear understanding of the forms and mechanisms of oppression and discrimination and how they can affect the self-esteem of both the children and adults in the Harris family. PB 14. 0-10 points.
7. Be sure to provide a plan that includes advocacy for human rights and social and economic justice that can help the family become more empowered to resolve their problems and provide safety and security for the children. Be sure to demonstrate the use of the family's strengths. PB 19. 0-10 points.
8. Ensure that your intervention plan demonstrates the ability to engage in practices that advance social and economic justice, not just for the Harris family, but for any individual, family and/or group who may require your service as a social worker. Be sure to incorporate both a strengths perspective and an empowerment perspective for social work practice. PB 19 0-10 points.

Total maximum points=100

Assignment 7:

1. Read Spotlight titled "Ethnic and cultural difference in families: Empowerment through appreciation of strengths." In a three to five page paper, discuss how social workers can

use *strengths, empowerment and a Black perspective for social work practice* to work with all populations that have been oppressed. PB 14 & 19; UP 1, 2 & 3. Clearly explain how social workers can engage in practice that advances and advocates for social and economic justice. [Paper due 11/24.] PBs 19 & 20.

Unit XII-November 17 (Pre Thanksgiving-Happy Turkey Day)

Schrive Chapter 5 & Zastrow Chapter 4

EP 2.1.5 & 2.1.7

Topic: Alternative and Possible Perspectives on Individuals

Focus: Poverty, the social environment and the life course

Focus: Hunger in the United States and Globally (Underpinning)

Assignment 8:

1. How can social workers effectively engage their clients in order to better meet their psychosocial needs, especially those who are poor/oppressed and from marginalized, including immigrant, populations who live in rural communities? How would you go about applying the empowerment perspectives? Demonstrate your ability to critique and apply knowledge to better understand person and environment. (Consider using PIE and/or an eco map.) What risk and protective factors should you be aware of you endeavor to redress social and economic injustice and improve services and resources for clients? How might you go about developing the professional relationship; for example, to ensure trust? PBs 14, 15, 19 & 23; UPs 1, 2, & 3.

Unit XIII-December 1

Schrive Chapter 5 & Zastrow Chapter 4

EP 2.1.5 & 2.1.7

Topic: Alternative and Possible Perspectives on Individuals-Continued

- Focus: People of Color

➤ Developmental perspectives and people of color: Emphasis on children and youth

Note: Take practice test at end of chapter 5 in Schrive to familiarize yourself with several frameworks to guide the process of intervention and assessment. PB.15 & 23.

Unit XIV-December 8

Schrive Chapter 6 & Zastrow Chapter 5

EP 2.1.4; 2.1.5 & 2.1.7

Topic: Perspectives on Families

Focus: The social environment and families

- Traditional and alternative models on family
- Family and global issues: Immigration (Underpinning)
- Life Course Theory and familiness

Assignment 9:

1. Read Nancy Boyd-Franklin Chapters 9 & 10 pps. 158-175 & 176-187. “The Multisystems Approach to the Treatment of Poor Black Families.” ERes. [Small group presentation] Note: 1) Explain how language (Caribbean African Immigrants) relates to marginalization as well as privilege and power, 2) demonstrate your recognition and communicate your understanding of the importance of difference in shaping life experiences for diverse populations such as African Americans or those who speak a language other than English in the United States, 3) explain the forms and mechanisms of oppression and discrimination experienced by poor Black families.
PBs 14, 15, 16 and 19; UPs 1, 2 & 3
2. Take practice test at end of chapter 6 in Schriver.

Unit XV-December 15

Final papers and presentations will be in small groups depending on the number of students in class. Each team will address one of the following client systems:

- Perspectives on Individuals (children from birth through early childhood)
- Perspectives on Families (in the context of children as members of families, groups, organizations and communities)

Assignment 10:

Final papers and presentations: Objs IV, V & VII/EP 2.1.4, EP 2.1.5 & EP 2.1.7

Each group must study and present on the assigned topic (individuals or families) and make thorough and analytical presentations to the class on how the biological, psychological and social systems impact human behavior of children. Presentations must address both the traditional and alternative paradigms/theories and perspectives and models that are relevant to the developmental stages and milestones, from conception through early childhood. Be sure to integrate the three learning objectives/EP competencies and five practice behaviors that were focused on in this class along with the program’s three underpinnings (used in this course) as they relate to generalist practice with systems of all sizes. The presentations must include information from the text, articles, class lectures, supplemental readings and references. There should be handouts for the class. The handouts should be included in the appendix of the paper, which is due at the end of the presentation. Paper must conform to the latest edition of the APA Manual and must include at least 10 academic journals or book sources, and be a minimum 15 pages but no more than 20 pages in length. Each member of the group must participate equally and fully in the preparation and delivery of the presentation and in the writing of the paper. The paper will be judged in its entirety not as individual components. However, each student will be judged individually for his/her presentation.

Please note: While your topic must focus from conception through childhood (not adolescence) of the developmental life cycle, it must also clearly demonstrate the impact of the biological, psychological and social systems at the micro, mezzo and macro levels. PB14, 15, and 16.

Assignment 11:

COMMUNITY PROJECT- You will attend and assist, as scribes and hosts/hostesses with the Tenth Annual Community Mental Health Conference for New Castle County scheduled for Friday, November 11, 2011 at the Double Tree Hotel on King St., from 8 a.m. to 4 p.m. Mr. Norwood Coleman, Jr., (an alumnus), will be our liaison and will meet with the class to outline expectations in September. As students, you will be able to engage in practices that advance social and economic justice that better understand the many forms and mechanisms of oppression and discrimination that you have been studying in you classes and field practicums (PB 19, PB 20).

Please Note: Use the United Nations and National Public Radio websites for additional and up-to-date resources and discussions on poverty and oppression from rural, global and ecological perspectives, www.un.org and www.npr.org. In addition the references include several old but important sources that are paramount to understanding child development.

REFERENCES

- Als, H., Tronick, E., Lester, B. M., & Brazelton, T. B. (1979). Specific neonatal measures: The Brazelton neonate behavioral assessment scale. In J. D. Osofsky (Ed.), *Handbook of infant development*. NY: John Wiley & Sons. CLASSIC.
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Our social behaviors are interpreted in different social scenarios which is purely depended on the social interactions. But it's imperative not to conflate social behavior, which is neutral with respect to the nature of the social interactions. This research is meant to instill the importance of understanding how the culture and human behavior influences in the built environment. The vice-versa effects of the built environment on the users are discussed, reviewing the influence of cultures, Traditions and beliefs in design to provide opportunities for the students, researchers, Designers and decision makers to identify various aspects of psychological, cultural frameworks and sociological influences in architecture and built environment.. Human Behavior in the Social Environment. breaks. As revealed in her journal, the judge instructed the jurors to put aside their biases, and when they did, the jury acquitted the defendant (â€œMurder Trial Thrusts Juror Into Rare Bond With Strangers,â€ 2006). Environment. Their use of the social and physical environments in measuring community attachment supports the content validity of their measurement. are important to fully understanding some aspects of human behaviors and macro issues (Brehm. For some researchers. Various social institutions.