

# CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

## MSW PROGRAM

### **SW 501 - Human Behavior and the Social Environment 1**

Instructor: Moshe ben Asher, Ph.D.

Time: Tuesdays, 5:00-7:40 p.m.

**Fall 2006**

3 Units

Sierra Hall 293

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**Course Description:** This course provides information on human behavior and the social environment, with particular emphasis on smaller systems such as individuals, couples, and families. The course content includes theories about human behavior from the ecological and strengths perspectives and systems theory as well biological, social, and psychological perspectives. The course focuses on the development of the human being from birth through death and also examines the interaction of human behavior with the social environment and the effects of the environment on people as well as the roles people play in shaping the social environment.

**Course Objectives:** To help students:

1. Understand the ecological, strengths-based, biological, social, and psychological systems approach to human behavior including knowledge and theories about the effect of social and economic forces on individuals and social systems, as well as the range of dynamic, active ongoing relationships among families, groups, organizations, and communities in which people live, with a particular emphasis on the individual, couples, and families.
2. Understand the interactions between the social environment and individual behavior and the ways in which those systems promote or deter people from maintaining and achieving optimal health and well-being.
3. Understand the concepts of the individual life cycle and psychological crises from time of birth through old age and death.
4. Understand and appreciate human cultural diversity as manifested by the differential behavior of color and ethnic groups, genders, religions, spiritual convictions, and sexual orientations.

**Course Expectations:** Upon successful completion of course, students will

1. Be able to demonstrate an understanding of the stages, processes, and milestones of physical, cognitive, social and emotional development of infancy, childhood, adolescence, adulthood, and family development.
2. Be able to demonstrate the ability to identify and assess the associated precursors,

indicators, and potential effects of poverty, substance use/dependence, neglect, and physical/sexual abuse on various stages of human development.

3. Be able to apply selected theories and research regarding human behavior and the social environment for understanding individuals and families within the broader contexts of culture and community, including forms and mechanisms of oppression and discrimination.
4. Be able to understand the patterns, dynamics and consequences of discrimination, oppression, social, and economic deprivation for people of color, women, gay men, bisexual persons, lesbian women, persons with disabilities, and those from other populations-at-risk in order to advance social and economic justice for all people.

### **REQUIRED READING:**

1. Textbook: Zastrow, C. & Kirst-Ashman, K. K. (2004). Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed.). Chicago, IL: Nelson-Hall Publishers.
2. Articles and handouts supplementing the text will be distributed in class during the semester.

### **COURSE REQUIREMENTS AND GRADING:**

- |                                                                 |           |
|-----------------------------------------------------------------|-----------|
| 1. Attendance and Participation                                 | 30 points |
| 2. Discussion Questions (2 chapters)                            | 50 points |
| 3. Observation and reflection- 9/26/05                          | 15 points |
| 4. Scholarly literature and human development - 10/10/05        | 25 points |
| 5. Integrating observations and scholarly literature - 10/31/05 | 25 points |
| 6. Final paper - 11/28/05                                       | 35 points |
| 7. Group presentation and handout                               | 50 points |

<b>Total</b>	<b>230 points</b>
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### **Letter Grade:**

A = 230 - 219	A- = 218 - 208	
B+ = 207 - 200	B = 199 - 192	B- = 191 - 185
C+ = 184 - 177	C = 176 - 170	C- = 169 - 162
D+ = 161 - 154	D = 153 - 147	D- = 146 - 140
F = 140 or less		

### **PROVISIONAL COURSE SCHEDULE**

**Week 1 – 9/12/2006 Introduction to the course**  
**Chapter and group assignments**

Framework for analysis of social behavior  
Social and familial forces that shape human behavior including those that are associated with abuse and neglect

Social systems, familial dynamics, and developmental stages (including the impact of poverty, familial constellation, substance abuse, intra-familial violence and discrimination inherent in some social service systems on human development)

**Reading:** Zastrow, Chap. 1

**Supplemental Reading:**

ben Asher, Moshe (2003). "Micro and Macro Tensions in Generalist Practice": The New Social Worker, 10 (4):

Saleebey, Dennis (2004). "The Power of Place": Another Look at the Environment. Families in Society: The Journal of Contemporary Social Services, 85 (1), pp. 7-16.

Brief Related Introduction to Major Theorists in readings as follows---  
These theorists will not be discussed in class today but rather explored more extensively later in the semester. The following readings are offered here merely as initial references for your group assignments.

Zastrow, pp. 88-92, Freud, Psychosexual Development

Zastrow, pp. 100-106, Piaget, Cognitive Development

Zastrow, pp. 254-259, Erikson, Psychosocial Development

Zastrow, pp. 260-262, Kohlberg, Moral Development and

Zastrow, pp. 262-264, Gilligan, Moral Development and Women

Zastrow, pp. 262-266, Fowler's Theory of Faith Development

**Week 2**

September 19

**Ethnocentrism and Racism**

Aspects of Social and Economic Forces

Racial and Ethnic Stereotypes

Race is a Social Concept

Religion and "Spiritual Culture"

Strengths to Promote Social and Economic Justice as well as those strengths that act to preserve the family and protect at risk family members (including children)

**Reading:** Zastrow, Chap. 5

**Supplemental Reading:**

McMillen, J. Curtis, Morris, Lisa, and Sherraden, Michael (2004). Ending Social Work's Grudge Match: Problems Versus Strengths. Families in Society, 85(3), pp. 317-325.

**Week 3**

September 26

**Gender Roles and Sexism & Sexual Orientation**

Gender Role Stereotypes

Significant Issues and Events in the Lives of Women  
Economic Inequality, Sexual Harassment, Rape  
Battered Women, Working with Women  
Homosexuality and Bisexuality  
Lesbian and Gay Lifestyles and Significant Issues

**Reading: Zastrow, Chaps. 9 & 13**

**Supplemental Reading:**

Klein, Jonathan (2005). Adolescent Pregnancy: Current Trends and Issues. Pediatrics, 116 (1), pp. 281-286.

**Week 4**  
October 3  
&  
**Week 5**  
Oct. 10

**Infancy and Childhood**

Biological Systems and their Impacts  
Psychological Systems and their Impacts  
Social Systems and their Impacts including child welfare systems:  
attachment, separation, and placement: influences on child and family, physical,  
cognitive, social, and emotional development.

**Reading: Zastrow, Chaps. 2, 3, and 4**

**Supplemental Reading:**

Laible, Deboarh (2005) Measuring Attachment in Middle Childhood:  
Challenges and Future Directions. Human Development, 48, pp. 183-187.

Weinfield, Nancy (2005) Assessment of Attachment in Middle Childhood:  
A Return Theory. Human Development, 48, pp. 188-194.

**Week 6**  
October 17  
&  
**Week 7**  
October 24

**Adolescence and Young Adulthood**

Biological Systems and their Impacts  
Psychological Systems and their Impacts  
Social Systems and their Impacts

**Reading: Zastrow, Chap. 6, 7, and 8**

**Supplemental Reading:**

Morrow, Deana. (2004). Social Work Practice With Gay, Lesbian,  
Bisexual, and Transgender Adolescents. Families in Society, 85 (1), pp.  
91-99.

Derezotes, D.S, Ashton, D, & Hoffman, T.L. (2004). The voices project.  
Child & Adolescent Social Work Journal, 21 (3), pp. 237-264.

**Week 8**

**Middle Adulthood**

October 31  
&  
**Week 9**  
Nov. 7

Biological Systems and their Impacts  
Psychological Systems and their Impacts  
Social Systems and their Impacts

**Reading: Zastrow, Chap. 10, 11, and 12**

**Supplemental Reading:**

Strug, David and Wilmore-Schaeffer (2003). Fathers in the Social Work Literature: Policy and Practice Implications. Families in Society. 84 (4), pp. 503-511.

Pinderhughes, Elaine (2002). African American Marriage in the 20<sup>th</sup> Century. Family Process. 41 (2), pp. 269-282.

**Week 10**  
November 14

**Later Adulthood**

Biological Systems and their Impacts  
Psychological Systems and their Impacts  
Social Systems and their Impacts  
Reading: Zastrow, Chap 14, 15, and 16

**Supplemental Reading:**

McDaniel, Patrick (2005). Divorce in the Golden Years: Legal and Psycho-Social Issues. American Journal of Family Law, 19 (2), pp.103-109.

Emlet, Charles and Poindexter, Cynthia (2004). Unserved, Unseen, and Unheard: integrating Programs for HIV-Infected and HIV-Affected Older Adults. Health and Social Work, 29 (2), pp. 86-96.

**Week 11**  
November 21

**Group Presentation 1**

**Readings:**

Piaget (2004) Cognitive development. In Zastrow, C. & Kirst-Ashman, K. K., eds. Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed.). Chicago, IL: Nelson-Hall Publishers. pp. 100-106.

Winters, Loretta and DeBose, Herman (2003). New Faces in a Changing America: Multiracial Identity in the 21<sup>st</sup> Century. Thousand Oaks, CA: Sage Publications.

**Week 12**  
November 28

**Group Presentation 2**

**Readings:**

Derezotes, D. & Hoffman, T.L. (2000). Spiritual issues in practice with vulnerable children. In A. L. Sallee, H.A. Lawson, & K. Briar-Lawson (Eds). Innovative practices with vulnerable children and families. Dubuque, Iowa; Eddie Bowers Publishing Company, pp. 189-207.

Fowler (2004). Theory of faith development. In Zastrow, C. & Kirst-Ashman, K. K., eds. Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed.). Chicago, IL: Nelson-Hall Publishers. pp. 262---266.

**Week 13**  
December 5

**Group Presentation 3**

**Readings:**

Gilligan, (2004). Moral Development in women. In Zastrow, C. & Kirst-Ashman, K. K., eds. Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed.). Chicago, IL: Nelson-Hall Publishers. pp. 262-264.

Hoffman, T.L. (2000). Mental health assessment and environmentally inclusive treatment for abused children and low-income multiethnic and/or multiproblem families. In A. L. Sallee, H.A. Lawson & K. Briar-Lawson (Eds). Innovative practices with vulnerable children and families. Dubuque, Iowa; Eddie Bowers Publishing Company, pp. 53-89.

Kohlberg (2004). Moral Development. In Zastrow, C. & Kirst-Ashman, K. K., eds. Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed.). Chicago, IL: Nelson-Hall Publishers. pp. 260-262.

**Week 14**  
December 12

**Group Presentation 4**

**Readings:**

Erikson, E. (2004) Psychosocial Development. In Zastrow, C. & Kirst-Ashman, K. K., eds. Understanding Human Behavior and the Social Environment (6<sup>th</sup> ed.). Chicago, IL: Nelson-Hall Publishers. pp. 254-259.

Black, Helen and Rubinstein, Robert (2004). Themes of Suffering in Later Life. The Journal of Gerontology, 59B (1), pp. S17-S24.

Thomas, Norma (2001). The Importance of Culture throughout All of Life and Beyond. Holistic Nursing Practice, 15 (2), pp.40-46.

**EXPECTATIONS AND GRADING**

1. **Attendance and Participation:** As much of students learning can come from hearing guest speakers and participating in class discussions, attendance and participation in all class sessions is required. More than two absences will have some impact on your final grade.

2. **Questions:** Each student will be responsible for leading class discussion on two days, assigned at the beginning of the course. You will receive a zero for the assignment if you miss class the day we discuss your reading. Sometimes readings are rescheduled so be sure to check changes. You must bring enough copies of your discussion questions for each member of the class. Each week, assigned students will be required to prepare two discussion questions for the class, based on that week's reading assignment. The questions should address key concepts from the week's reading. They should also provide an opportunity for students to apply those concepts to relevant experiences and observations at their work sites. Each week, several assigned students will be selected to facilitate a discussion with the class using their prepared questions. Students will be able to demonstrate strong oral communication skills in a variety of groups. Please be sure to develop intriguing, open-ended questions that will invite participation as well as diverse ideas and responses related to the assigned reading and the "curriculum competency objectives." The grading criteria for discussion questions are: (1) Quality of questions: were all of the reading's main points covered? (2) Type of questions: were they provocative of discussion or did they simply elicit factual, brief answers? Delivery of questions: was the student assertive, comfortable with material, not wedded to his/her notes? (4) Facilitation of discussion: was effort made to get everyone involved, call on people, and bring people back to the topic? (5) Do questions address at least one of the "curriculum competency objectives?" (All questions must be typed with the student's name and chapter the questions address.)

3. **Assignment One Due September 26, 2006**

**Observation and reflection of a life span segment. (15 points)**

A. Choose a segment of the life span from pregnancy to older adulthood that interests you:

- Pregnancy (anytime during the 9 months)
- Infancy (birth through about 18 months)
- Toddler years (18 months through about 3 years)
- Early childhood (4 years through about 6 years)
- Middle childhood (7 years through about 12 years)
- Adolescence (13 years through about 17 years)
- Young adulthood (18 years through about 25 years)
- Adulthood (26 years through about 39 years)
- Middle adulthood (40 years through about 59 years)
- Older adulthood (60 years through death)

B. Create an opportunity for yourself to observe and interact with a group of people who are in the age phase you chose. Arrange to spend one hour interacting with and observing this group. In research methods, this process is called participant observation.

- C. After your participant observation, type two double-spaced pages that:
- Describe the group you observed and interacted with in terms of: age(s), ethnicities, sexual orientation, social classes, education, and genders. (4 points)
  - Describe your experience of being with this group and one new thing you learned from this experience. (4 points)
  - Describe your impressions of this group in terms of what they do and say and how they express themselves. (4 points)
- D. Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts. (3 points)

**4. Assignment two Due on October 10, 2006**

**Exploring the professional literature on human development. (25 points)**

Locate six (6) scholarly articles from professional journals (this excludes magazines, newspapers, web sites) that discuss the life span segment you chose for assignment one. If you have trouble locating professional journals see the reference librarian in the library.

Two (2) of the articles should discuss the biological issues related to the age group you chose in assignment one. Two (2) of the articles should discuss cognitive issues related to the group you chose in assignment one. Two (2) of the articles should discuss psychological or emotional issues related to the age group you chose.

Read each article and prepare an annotated bibliography. (20 points)

Use APA style to reference the articles you chose. (2 points)

Use correct grammar, punctuation, and spelling and coherent logically arranged thoughts. (3 points)

**5. Assignment three due October 31, 2006**

**Integrating observation, experiences, and the professional literature. (25 points)**

Based on your observations and interactions from assignment one and your readings from assignment two, describe what you would say are the five most important issues facing the age group you chose. Be sure to support your choice of each of the five issues with evidence from your interactions, observations, and readings. (20 points)

Papers must be typed, double-spaced, use 12-point font and be no longer than five pages. Use APA style citation and referencing. (2 points)

Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts. (3 points)



**6. Assignment four due November 28, 2006  
Final paper on theory (35 points)**

- A. Choose two theories that we have learned about during the semester.
- B. Write a paper (no more than 10 pages doubled spaced, 12 point font) in which you discuss the following items:
  - Describe each theory in terms of its major assumptions. Describe what the theory is supposed to explain about human behavior. (6 points)
  - Describe the strengths and limitations of each theory. (6 points)
  - Explain how each theory does or does not account for the influence of social privileges and social oppressions. (6 points)
  - Discuss how these two theories would influence your social work practice. Be sure to indicate under what circumstances each theory would be useful and the kinds of questions each theory might cause you to ask about a client's challenges. (6 points)
- C. Be sure to use the literature to support what you write in your paper. (6 points)
- D. Use APA style citation and referring of sources. (2 points)
- E. Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts. (3 points)

**7. GROUP PRESENTATION GUIDELINES (Handouts and Presentations due on assigned dates during the last 4 class sessions)**

**The group presentation is worth 50 points (or 22% of your total grade in the course). On the handout (worth 25 points), you will be graded by the instructor on an individual basis. On the active presentation (worth 25 points), you will be graded as a group**

**I. GENERAL LOGISTICAL INFORMATION ABOUT YOUR HANDOUTS AND PRESENTATIONS:**

- A. Each handout is worth 25 points (or 11 % of your total course grade). 15 points will be based on completeness, how thoroughly you covered the material, and the inclusion of references. Be sure to cite ideas and quotes that are derived from the literature. As in all of your papers, to neglect to do so constitutes plagiarism and qualifies the student for failure of the paper and/or the course. If you present a list of a theorist's ideas, be sure to credit the theorist, especially if you are using exact quotes, but even when you are paraphrasing and include the exact citation. 10 points will be based on the presentation of your handout that should be phrased in such a way as to be understandable to the reader and should contain useful information. The handout can be in outline form. However, what you should not do is merely put, "Introduction" and then fail to include, in a complete sentence(s), what you are going to introduce. All information should be in

complete sentences. The reader should be able to refer to your materials and easily remember what you were talking about.

- B. Each handout need be no longer is necessary to cover the material (typically from 2-3 pages).
- C. There are three main areas that the three respective handouts (and companion presentation) should cover. (In doing the math, based on class enrollment numbers, there will be several groups that will have four members. In these four member groups, the three main areas will be expanded from the original three areas to adaptively consist of four main areas as explained in the next section. In both three and four person groups, each group member need only produce one comprehensive, clear handout.
- D. This assignment is largely designed to help you develop your “social work voice” (an extremely important “tool” to hone in advocating for your clients, yourself, and your profession). Thus, a substantial portion of your total assignment (50% of this assignment, 11 % of your total course grade) will be graded on your interactive presentation based upon the following: the creative manner in which you present the essential information required (this also includes the interest/impact factor of your presentation---that is, how interesting is your presentation [do your fellow class member stay awake during your presentation? Is your presentation delivered in such a way as to create an impact upon the class in a memorable manner geared toward retention of the material), as well as your interactive involvement of the class along with your active evaluation of class learning. The group presentation will be graded collectively by the instructor--that is, all group members will receive the same grade for their active group presentation within each group.

## **II. The following are the areas that your presentation and companion handouts should cover.**

**Groups:** For each area, the members of your group should coordinate delegated responsibilities to cover all of the four areas articulated below. Group members should individually or collaboratively (depending on how responsibilities are dispersed) generate a handout related to one of the areas below This handout should be copied and 3 hole punched for every member of the class as well as for the instructor. Class members should compile a notebook and/or filing system, composed of said handouts, toward the goal of having an organized reference resource for present and future use.

- A. The first area of your presentation involves the covering of the biological aspects of developmental stage that your group has been assigned. In relation to this stage, one handout should be developed by a designated member of your group. A minimum of three references (APA) per individual and/or handout collaborator should be included and cited throughout your individually generated handout.

- B. A second portion of your group presentation should deal with the way in which your assigned theorist deals with your developmental stage as well as other developmental stages throughout the life span. One handout should be devoted to this stage by a designated member of your group. A minimum of three references (APA) should be included and cited throughout your individually generated handout. Again, your handout should be anchored by at least three cited APA references for each individual and/or handout collaborator.
- C. One portion of your presentation should be devoted to a hypothetical deviation from your theorist's prescribed development including diversity (in child welfare related concerns, sexual orientation, religion, culture, ethnicity, biological and psycho/social maturation, adult protective concerns, socioeconomic status, etc.) inherent in the assigned scenario for your presentation, along with at least three APA references for each individual and/or handout collaborator.
- D. The final component of your presentation will deal with the ethical issues involved in the application of your developmental model within the assigned scenario. One handout should be devoted to ethical issues with at least three APA references for each individual and/or handout collaborator cited throughout.

### III. SAMPLE ITEMIZED GRADING CRITERIA SHEET FOR CLASS PRESENTATION

#### 1. Handouts: Will be graded individually by the instructor.

Your handout should be comprehensively informative, with citations anchored with at least 3 APA references for each individual and/or handout collaborator. Your handouts should include complete sentences and presented in a format that could be readily understood by anyone who had not actually been in attendance for your presentation. In other words, your handout should be a useful document which stands on its own, prepared with the goal of allowing fellow class members to later reflect on your words and fully comprehend what you stated. Please also format your handout in a manner that is conducive to allowing your classmates to review your document easily: That is, please organize your information with page numbers, headings, and subheadings.

- a. Completeness 15 points      b. Self-Explanatory 10 points

Handout 1:

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Handout 2:

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Handout 3:

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Handout 4:

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#### 2. Active Participation Portion: You will be graded as a group by the instructor.

**Involving the class: (5 points)** This University, CSUN, has been specified as a "learning-focused" institution. That is, in your role as a presenter, it is not adequate to simply "teach" information: you need to also do all you can to create an environment in which your

student audience actually “learns”. Learning focused literature routinely emphasizes the importance of involving the student, actively, with the material being presented. Therefore, you need to think of creative ways in which to empower your fellow students to actively participate in all aspects of your presentation.

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**Interest/Impact Factor & Creativity: (9 points)** Your handouts should provide the bulk of the didactic information. Thus, as your handouts will be self-explanatory, your need to focus on the clear understanding of the material and data presented can be incorporated into a creative, high impact presentation. In your activities, you should integrate didactic information into dynamic, interesting presentation. Learning focused theories are also geared toward retention and retention of information is linked to how effectively the presented material relates to the students own experience.

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**Informativeness/Clarity: (7 points)** Your presentation should creatively reinforce the information in your handouts. The active presentation should be an interesting, compelling “coming to life” of your handout content. As with your handouts, your presentation should be very clear and easy to comprehend. Learning focused strategies are geared toward making complex information as readily understandable

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**Evaluation of Class Learning: (4 points)** As it is important to make certain that you have not only “taught” but also that your classmates have “learned”, you should develop a tool to evaluate the degree to which your fellow students have understood, remembered, and assimilated your information. There are a variety of ways in which to do this. A learning focused quiz game is but one way.

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On the day on which you present, additional relevant articles have been assigned for class discussion. You and all of your classmates are expected to have read this material before class and all students should be prepared to participate in an instructor facilitated discussion which will involve the level and specificity of verbal dialogue commensurate with that which is articulated in your “discussion preparation guide” (as articulated in the next section). Student participation points will be affected by students’ level of preparation for these discussions.

## **GROUP SCENARIO**

**Scenario 1 for Group 1:** The child is the biological offspring of an indigenous Kenyan woman and a Caucasian American man. The child’s parents met while the father was a volunteer with The Peace Corps in Kenya. Within one year of meeting, the child’s parents married and relocated to Los Angeles as the father had been accepted to Medical School in California. The child was born six months after the family came to The United States. The mother hoped to help aid with her family’s finances, but with only the equivalent of a sixth grade education, available jobs were did not pay well. The family, therefore, survived on student loans and whatever limited public assistance was available. Initially, the child appeared to be developing normally but, at approximately 2 years of age, he began to show signs of having developmental delays. By the age of 4, the child remained nonverbal and was failing to meet other developmental expectations. Concerns relating to his atypical maturation continued throughout his childhood. A neighbor, who had little contact with the family, was confused by the family dynamics and (though, in

actuality, there was no child neglect in the child's home) reported suspected neglect to The Department of Child and Family Services. Please critically review this child's maturation, as detailed in your syllabus, from Piaget's Cognitive Developmental model.

**Scenario 2 for Group 2:** An adolescent female was kidnapped while living in The Former Soviet Union. She was enslaved, "trafficked" through Mexico into the Hollywood area, and then "sold" to a wealthy Iranian man as "sexual property." She was "kept" with this man until throughout her adolescence. She was largely isolated and was not permitted to leave her house. Though he had a wife and family in Iran with whom he had frequent contact and to whom he made many month long trips, the young woman's "owner" claimed that the young woman was his mentally retarded daughter who only spoke in jibberish. The owner frequently beat her and limited her awareness of outside events (by, for example, preventing her from watching T.V. and/or listening to the radio, forbidding her to learn English, etc.). While her owner was on one of his many extended visits to Iran, the young woman (then 16 ½ years old) was contacted by missionaries from The Jehovah's Witnesses. Interestingly, one of the missionaries spoke fluent Russian. The young woman was very receptive to these missionaries and invited them back from many subsequent lessons about their faith. Her owner had never specifically forbid her from having company (as his home was isolated, the couple had no friends, and the young woman previously had been too shy to respond to the intercom that opened the gate which permitted admittance to visitors). Still, the young woman told the missionaries about her fears about her "owner's" return from Iran---and specifically about her concerns about his wrath regarding her communicating with anyone other than her owner. These missionaries became suspicious of her described circumstances and contacted The Department of Child and Family Services. Please discuss this young woman's maturation Fowler's Theory of Faith Development.

**Scenario 3 for Group 3:** A 55 year-old practicing catholic Hispanic female who has been married for 30 years makes a life-changing announcement during the family therapy session. She has been on her job for the past twenty years, received several promotions, and is currently head of the accounting department. Her husband has operated his own successful auto mechanic business for the past fifteen years and is very happy with his marital and family situation. They have four children, ranging in age from 20 to 29 years old. Their three older children are all college graduates and live on their own. Their 20-year-old son is dependent on his parents and still lives at home. Two years ago, he was diagnosed as having a borderline personality disorder. His behavior has caused problems for the entire family during the last couple of years and the family has been in therapy trying to learn how to cope with his behavior. During the last family session, the mother announced to her family, especially her husband, that she has been involved in an extra martial affair for the last five years and wanted a divorce. She also stated that the affair has been with one of her female colleagues who makes her feel like a person again and very happy. Her husband is lost for words and her children are surprised by the announcement. Please evaluate her situation using Kohlberg's Moral development Model and/or Gilligan's female Moral Developmental model.

**Scenario 4 for Group 4:** An ailing elderly Armenian man, confined to a wheelchair, had been widowed for over ten years. He became acquainted with his caretaker, a woman of 58 who was born and raised in Japan until she moved to the United States at the age of 30. The two found comfort in each other's company, fell in love, and planned to marry. The Armenian male has four living children who objected to this proposed union. Thus, they sought to obtain conservator

ship over their father's actions and affairs. The children claimed they felt that their father's behavior indicated mental deterioration and argued that his intended bride was a "gold digger" who was taking advantage of his condition. The children contacted Adult Protective Services regarding this matter. Please evaluate this man's development from Erikson's Psychosocial Developmental Model.

## **CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

### **SOCIAL WORK PROGRAM**

#### Discussion Preparation Guide for Student-led Discussions

Name \_\_\_\_\_ Date \_\_\_\_\_

Chapter (Title and number) \_\_\_\_\_

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- A. You must fill out this discussion preparation guide and turn in one week prior to your discussion leadership role. No exceptions will be made for late papers. The guide will count towards half of your student led discussion grade.
- B. Use this guide to help you formulate the issues you would like to bring up during the discussion.
- C. Remember that your role as a discussion leader is to act as moderator. Thus, in addition to having particular issues that you want to address during discussion, your role as moderator also includes making sure you do this within the class time and that the discussion moves along.
  - 1. State the topic of the reading in one or two sentences. What is this chapter(s) about?
  - 2. What ideas seem significant or puzzling to you? Prepare questions about these to ask during discussion.
    - a.
    - b.
    - c.
  - 3. Note words that are unfamiliar or are used in a specific way in the reading. Define the word in the context of the phrase where you first saw it and in relation to the main points of the reading.
    - a.
    - b.
    - c.
  - 4. How does the reading relate to other materials you have read in this class and or in other classes?

5. How does the reading relate to things you have experienced in other organizational settings?
6. What is your opinion of the reading? Provide a reason for your opinion.
7. What did you learn from the reading? Please be specific.

### **GUIDELINES FOR SUCCESSFUL COMPLETION OF ASSIGNMENTS:**

**Documentation Requisites and Other General Writing Regulations:** Please be sure to ground all of your assigned papers, handouts, and other written work with APA citations and references, respective to *each* included quotations, paraphrased or rearranged wording or another(s)' work, facts, theories, statistics, etc. Grammar, spelling, appropriate graduate level American Psychological Association (APA) writing protocols, along with any instructor generated assignment composition/formatting instructions, will also be assessed in grading your work. In relation to all of assignment criteria, please remember: Be sure to cite ideas and quotes that are derived from the literature and/or another source. As in all of your work, to neglect to do so constitutes plagiarism and would subject the student to associated penalties (including, but not limited failure of the assignment, the course and/or expulsion). For example, if you present a list of a theorist's ideas, be sure to credit the theorist and reference the source of related information, especially if you are using exact quotes, but even when you are paraphrasing. If one were to paraphrase from another's work, (e.g., if the original work states, "Life begins at fifty and is fabulously fulfilling and wonderful thereafter" and you write "At fifty, life begins and is fabulously fulfilling and wonderful thereafter" and you don't specifically, immediately thereafter cite the original author, date, and page number, your omission would constitute plagiarism. Also, if you simply change a few words in the author's original work (for example, if the author's original work states, "adolescents likely to commit suicide due to psychosocial stress in their environments and families" and you write "adolescents are likely to kill themselves due to psychosocial stress in their environments and families") and you don't specifically, immediately thereafter cite the original author, date, and page number, your omission would constitute plagiarism. In addition, you need to ground each fact, statistic, and/or theory, respectively. Also, with *ALL* of the involved instructors' express consent(s), you can build upon work assigned in other courses. However, it is considered academic dishonesty (without permission from all involved professors) if one "turns in" work and/or substantial verbatim segments from one class assignment to "get credit" for another assignment in another class.

**Citing Credible References:** Please use The American Psychological Association (APA) writing, citation, and reference regulations in composing written assignments. As a general rule, recent publications, data, research, quotations, and other sources are valued over "older" cited references. When composing a historical context for your work, older primary source data citation can be very appropriate and/or even imperative inclusions. However, compositions and/or presentations based on "outdated" sources are often presumed to be, by logical definition, "outdated" as well. Thus, you will be wise to *largely* cite the most recent, credible sources available. When you cite a credible reference obtained on "The Internet", you must include all of the information specified in **both a and b** as follows: **a)** the author, date (of when the

information was actually written or itemized---you do not put the date of when you retrieved the information until after you include the link), title, and sponsoring publisher or organization endorsing the legitimacy of the source. **b)** Then, additionally, you must also put in the affiliated hyperlink from which you obtained the information and the date on which you retrieved the information. The instructor must be able to verify all of the data obtained on “The Net”. (*Of Note:* As “The Internet” is a public forum, the accuracy and/or integrity of much retrieved information is inherently dubious. Sources such as Wikipedia, Google, etc., are not considered appropriate scholarly references. Information from recent, established Scientific Journals; data from reputable foundations, organizations, and government entities; quotes obtained through verified personal correspondence with recognized experts, are some examples of citation sources which are generally considered appropriate in graduate scholarship.) Your grade will be based, in part, on the quality (as determined by the afore mentioned considerations) of your chosen citations and references. Of course, all regulations related to academic dishonesty and appropriate citation/referencing, apply to Internet source materials. The topic of academic dishonesty regulations has become a priority at CSUN as evidenced by the new mandate for instructors to include the relevant University statement in all syllabi. You will find the official statement articulated in the body of this syllabus under the heading of “CLASSROOM AND UNIVERSITY POLICIES” just prior to “THE OUTLINE OF COURSE INSTRUCTION” Section in this syllabus. I have also included official university statement regarding penalties for violations of this policy as well. Please, for your protection, carefully review this articulated information and consider the content among your most important academic priorities.

**Organization and Formatting of Written Assignment Composition** It is important to adhere to instructor specified instructions regarding the organization and formatting of assignments. All written submissions should include the student name, page number, and an assignment title in the running header on every page. It is also extremely important, within the body of your written work, to adhere to any and all instructions (that your professor may elect to specify) regarding the assignment-specific inclusion of headings and subheadings, as well as any required section(s) identification specifications and/or content sequence mapping (e.g. Section I, Part b). Please rigorously adhere to any and all of your professor’s instructions that specify exactly how each paper, handout, etc. should be organized. Adherence to instructor specified formatting helps the student to organize assignments and comprehensively fulfill all required components. Such formatting also helps the instructor in objectively grading student submissions and in locating requisite content components. Also, *UNLESS OTHERWISE EXPRESSLY SPECIFIED (IN VERY RARE CIRCUMSTANCES), YOUR WRITTEN SUBMISSIONS SHOULD UTILIZE COMPLETE SENTENCES THAT ARE SELF EXPLANATORY* (and, of course, appropriately cited as well as referenced). *ABBREVIATIONS, TERMS, AND ACRONYMS SHOULD BE FULLY EXPLAINED*. Clear formatting and self-explanatory content are particularly important in handouts to fellow classmates. The exchange of student-to-student handouts ideally results in the compilation of a durable collaborative database from and for each member of the class. It is important that class members can later reflect upon handouts and be able to easily understand handout content as well as to be able to readily locate the source of citations and references. For all of the aforementioned reasons, the formatting, information sequencing, and overall organization of Written Assignments should precisely correspond with articulated assignment specifications. Depending on your individual instructor’s assessment strategies, the formatting and organization of your work may constitute a heavily weighted aspect of your assignment grade. In this class, earned points for each written assignment will reflect your appropriate use of citations and



credible references (as well as the requisite specified number of credible references), proper grammar, as well as adherence to prescribed formatting directions and prescribed assignment-length parameters.

**General Instructions for all class assignments and activities.** These instructions are those that you should remember to incorporate into ALL of your work in this class. These general instructions relate to all course requirements and, thus, will not be redundantly repeated in the specific criteria related to each respective assignment in this syllabus. It will be *your* responsibility to remember to include the relevant considerations (stated as follows) into all of your class endeavors: PLEASE BE SURE TO INCLUDE ALL RELEVANT CONSIDERATIONS RELATED TO CHILD/ELDER ABUSE AND/OR NEGLECT, ETHNICITY, CULTURE, SEXUAL ORIENTATION, RELIGIO-SPIRITUAL AFFILIATION, SUBSTANCE MISUSE, DOMESTIC VIOLENCE, SOCIOECONOMIC STATUS, DISCRIMINATION, and OPPRESSION. Also, in preparing for all of your assignments, please review ALL COURSE OBJECTIVES (listed at the beginning of this syllabus) and specify how you are addressing any and/or all of those objectives that are RELEVANT TO YOUR SPECIFIC ASSIGNMENT(S). The determination of your respective assignments grades, as well as your overall final grade, will include an assessment of your specific efforts to fulfill course objectives.

**Confidentiality and Other Social-Work-Specific Assignment Standards:** In social work assignments, whenever you refer (in writing or orally) to a client, you need to adhere to strict confidentiality standards (for example, use pseudonyms instead of the client's name, do not include information which could clearly identify the client, [*such as, "this client is the current U.S. democratic senator from California"*] etc). In other words, please be sure to "cloak" the client's identity for the purposes of confidentiality (unless you have the client's official, entirely voluntary, signed release of information specific to the purposes of such release). Also, when you document an incident in which a mandated reporter would be required to make a report (including incidents of. child abuse, elder abuse, a threat to harm self and/ or \*an other or others\* [\*Tarasoff Warning\*], please indicate (without specific identifying information) whether or not a requisite report was filed with the appropriate agency, individuals, and or officials within relevant legal time limits. If such reports were not completed, please explain (without identifying specific client information) why the legal mandate was not fulfilled. Your grade will reflect your application of appropriate social work *protocols* (such as maintaining confidentiality, mandated report documentation, etc.) as well as the degree to which your work integrates relevant social work *perspectives, ethics, and values* (such as unconditional positive regard, client self-determination, the promotion of social justice, adherence to the NASW code of Ethics, etc.)

**Please Note:** Assigning an "Incomplete" as a temporary final grade rarely occurs and only in highly unusual circumstances. The student must have successfully completed 80% of expected course requirements in order to be eligible to request an instructor to even consider awarding an "Incomplete" end-of-term mark.

### **CLASSROOM AND UNIVERSITY POLICIES:**

#### **Equal Opportunities and Requesting Accommodating Services for Specialized Learning Needs:**

The university does not discriminate against persons on the basis of age, disability, disabled veteran or Vietnam-era veteran status, gender, marital status, national origin, race, religion, or

sexual orientation. Please Note: Students with educational challenges sufficient to require substantial assistance and/or alteration of routine course fulfillment resources may benefit from officially applying for special services. Such students are encouraged to consider the benefits of registering with The Student Resource Center to assure the provision of tailored academic considerations.

**E-Mail:** @csun.edu is the official Cal State Northridge communication method. It's the student's responsibility to monitor his/ her University email. Not checking email is not an acceptable reason for missing deadlines and important news. Students are expected to check their @csun.edu email regularly or have their university email forwarded to another personal account. CSUN provides all students with a free email account. Students can call the University Help Desk at 677-1400 for assistance. In other words, you are responsible to monitor your e-mail in order to receive updates on assignments, changes in course times/places, etc. **HOWEVER**, unless you obtain exceptional permission or instructions from your professor, **written assignments must be submitted on paper.**

**Cell Phones and Laptops:** **Cell Phones:** Please silence your cell-phone ringer while in class. Occasionally, extreme emergency calls are understandably unavoidable but routine calls should not occur during class. If you are anticipating a rare serious emergency call, please turn your ringer to "vibrate" and discretely, quietly leave the classroom before talking into the receiver. **Laptop Use:** This instructor does not allow students to engage in Internet activities while in class (unless, in extremely rare circumstances, such activities are EXPRESSLY permitted by this professor for specifically specified class session educational enhancement). As recently noted by many pupils and instructors, unauthorized in-class Internet activities are distracting to other students and disrespectful to class participants. Also, as earning credit for class attendance requires you to be physically *and mentally* present, in-class. Internet Activities may constitute a form of academic dishonesty, as your attention is not fully "attending" to class interactions. If you feel that it is essential for you to take class notes on a laptop, please promptly send the instructor your comprehensive notes (via e-mail) as verification of your appropriate classroom computer utilization.

**New "Academic Dishonesty Policy" Inclusion Requirement:** All California State University, Northridge (CSUN) syllabi must now include the CSUN Policy regarding academic dishonesty. *With the exception of comments that I expressly indicate that I have added (in italicized Print),* the following articulated policy is cited verbatim from the CSUN Catalogue, 2000-2002. This statement continues to itemize the currently valid statement regarding Academic Dishonesty at CSUN. Please carefully review and the entire statement as "a student committing any act of academic dishonesty will run a serious risk of harming his or her future educational or employment opportunities" (as articulated in The PENALITIES Section within the following policy). Also note that faculty members are obligated to pursue the enforcement of penalties for student dishonesty: "(if) there is evidence of academic dishonesty on the part of a student, it is the faculty member's responsibility to take action against the student" (as articulated in The FACULTY POLICY ON ACADEMIC DISHONESTY section within the related CSUN policy statement).

## **ACADEMIC DISHONESTY**

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in

connection with an academic program at a campus is listed in Section 41301, Title 5, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction.

Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

#### **A. CHEATING**

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Comments:

1. Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorized by the instructor.
3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
4. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

#### **B. FABRICATION**

Intentional falsification or invention of any information or citation in an academic exercise. Comments:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses.
2. One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

#### **C. FACILITATING ACADEMIC DISHONESTY**

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Comments: For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

*Another example would include a student "covering" for another student (such as signing another student's name to an attendance list when the other student, in fact, is not in attendance) and/or asking another student to engage in such "covering".*

#### **D. PLAGIARISM**

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise. Comments:

1. Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the MLA Style Sheet or K. L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. (*Note from this instructor: In the CSUN MSW program, APA composition and referencing are routinely expected.*) These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.

2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment . . ." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

3. Borrowed Facts or Information: Information obtained in one's reading or research . . . must be acknowledged. . . . When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment is required.

### **PENALTIES**

Section 41301, Title 5, California Code of Regulations, as published in the University Catalog, provides that a student may be expelled, suspended, placed on probation or given a lesser sanction for a proven violation of the Student Conduct Code. Among the violations listed in Section 41301 cheating or plagiarism in connection with an academic program is specifically included. Disciplinary records of any action of academic dishonesty are retained in the Office of the Vice President for Student Affairs for at least five years from the date of final adjudication. These records may be available to prospective employers and other educational institutions, in accordance with federal and state regulations. In short, a student committing any act of academic dishonesty will run a serious risk of harming his or her future educational or employment opportunities.