

**THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA  
COLLEGE OF HEALTH, EDUCATION AND PROFESSIONAL  
STUDIES**

**SOCW 312: Human Behavior and the Social Environment I**

SEMESTER/YEAR: Fall 2006      Tues/Thurs      9:25 – 10:40am

INSTRUCTOR(S) NAME(S): Valerie L. Radu, LCSW

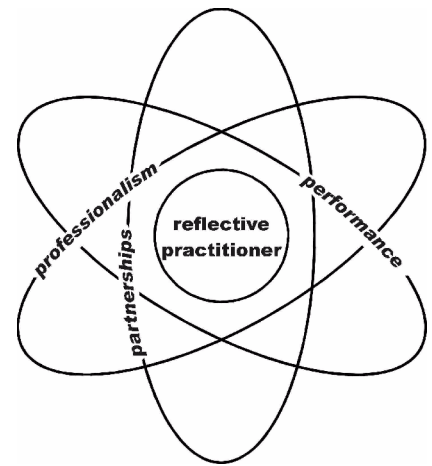
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INSTRUCTOR(S) CONTACT INFORMATION

(LOCATION/PHONE NUMBER/OFFICE HRS, etc.)

Davenport Hall, Room 226 – PHONE: 425-4307

OFFICE HOURS POSTED



*Attention: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities/College Access Program at 425-4006 or come by the office - 110 Frist Hall.*

*If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.*

**PRE-REQUISITES:**                      SOCW 110, SOCW 201, SOCW 207, SOCI 151, PSYC 101, ANTH 208, BIOL 121

**CO-REQUISITES:**                      SOCW 333, SOCW 306, SOCW 308

**REQUIRED TEXTS:**

Rogers, A. T. (2006). *Human Behavior in the Social Environment*. New York: McGraw-Hill.

Snowden, D. (2002). *Aging with grace: What the nun study teaches us about leading longer, healthier, longer, more meaningful lives*. New York: Bantam Doubleday Dell Publishing.

**COURSE DESCRIPTION**

This course is the first of a two semester Human Behavior and the Social Environment sequence that builds on the liberal arts and required social work cognate course knowledge base. This knowledge base provides the groundwork upon which to build the unique bio-psycho-social perspective that characterizes generalist social work practice. A systems, person-in-environment, perspective will be emphasized. Relevant concepts and theories from the behavioral sciences will be explored with the aim of providing students with a holistic view of human behavior.

This contextual emphasis will look at human development in the context of larger social conflicts associated with class, race, ethnicity, gender, sexual orientation, and ability status with underlying themes of diversity, populations at risk, and social and economic justice. An interactional perspective will be emphasized. This two-course sequence provides a broadened assessment foundation upon which the generalist social work practice courses will build. This first course explores different theories for practice, ethnicity, and diversity in the community and the family. Finally, this course will examine the place of genetics and biology in the ecological perspective.

**COURSE OBJECTIVES**

*Upon completion of this course, students will be able to:*

1. Explain individual development and social functioning across the lifespan from a strengths and ecological perspective. (*Program Objectives 2, 3, 6, 8, 9*)
2. Demonstrate understanding of various theoretical explanations of forms of human diversity. (*Program*

*Objectives 1,2, 3, 6,8,9)*

3. Interpret knowledge of contextual bio-psycho-social contributions to human diversity. (*Program Objectives 1,2, 3, 8, 9*)
4. Demonstrate a clarification of personal and professional values within the context of ethical social work practice. (*Program Objectives 1, 2, 6, 7, 8, 9, 10*)
5. Demonstrate a basic comprehension of the nature of global interdependence. (*Program Objectives 1, 4, 5, 6, 7,8, 9, 10*)
6. Demonstrate advanced skills in verbal and written communication including analytical ability and research sophistication. (*Program Objectives 1, 2, 3, 4, 9*)
7. Apply assessment skills within the context of human behavior and diversity across the lifespan with special emphasis given to interpretation of various theoretical perspectives. (*Program Objectives 1, 2, 3, 4, 5, 6, 7, 8*)
8. Apply enhanced analytical and critical thinking skills through the development of an annotated bibliography and literature review. (*Program Objectives 2, 3, 8, 9*)
9. Analyze the impact of a global society on human functioning at all stages of life. (*Program Objectives 1, 6, 8, 9, 10*)
10. Analyze contextual bio-psycho-social variables, which contribute to human behavior across the life-span with special attention to individual and family functioning, and populations at risk. (*Program Objectives 1,2, 3, 8, 9*)
11. Integrate knowledge and skills related to social and economic justice and social change efforts. (*Program Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*)
12. Evaluate various theoretical perspectives in terms of evidence-based practice and culturally competent social work practice. (*Program Objectives 1, 2, 3, 4, 5, 6, 7, 8*)

### **PRIMARY COURSE ASSIGNMENTS: assignment details also available on Blackboard**

**1. Chapter Exercises:** Chapter exercises are listed in the class schedule. These chapter exercises are worth 5 pts. And must be typed.

**2. Writing Sample:** This is an ungraded assignment which gives your instructor an opportunity to review your writing and give you feedback. As part of this assignment, you will meet individually with the instructor. For this assignment discuss the importance of social networks in our society; reference at least four sources which support your argument (2-3 pages, double-spaced). This assignment should adhere to APA guidelines.

**3. Theory Exercise A:** compare and contrast two micro theories of your choosing using the template available on Blackboard. Worth 10 points.

**4. Theory Exercise B:** compare and contrast two macro theories of your choosing using the template available on Blackboard. Worth 10 points

**5. Mentoring Project:** The emphasis in this course is on understanding human development and theory. To assist students with testing and applying the knowledge learned in class, students will participate in a 6-week mentoring experience with students at Brown Academy. For this experience, students will be divided into two groups and after the mid-term break, will go once a week to the school during class time. A final reflective paper will be due at the end of the experience. This final paper should be 3 typed, double-spaced pages in length; students should compare and contrast one micro and one macro theory of their choice by evaluating those theories in the context of the mentoring experience and the individual and social experiences of the students they mentored. This final paper is worth 25 pts and is due

**6. Qualitative Research Interview Project:** This project is a report of an interview with a person who belongs to a traditionally marginalized and/or oppressed population – Aged, African American, Hispanic, Native American, gays and lesbians, women, homeless, mentally or physically disabled, aged, etc. The purpose of this assignment is to extend the student’s knowledge of oppression and the impact on the population (other than your own experience) with which the student has had very little contact - to nurture understanding of that group and to develop interviewing skills with sensitivity to whatever differences are represented. In addition, the student is to gather a developmental life history from the interviewee, which emphasizes a social systems and strengths perspective. Be certain that the interviewee understands the purpose of the interview, and that all the information will be confidential. For accuracy, the interview is to be tape-

recorded and the interviewee is expected to sign a consent form prior to the interview (form available on Blackboard).

**PROJECT REQUIREMENTS** (due dates are in the course schedule):

- Select a population to be interviewed and receive approval from instructor (see approval sheet in the appendix).
- Do a literature review of 8 peer-reviewed, professional journal articles about the interviewee's population - its history, current problems, issues and concerns, services being provided, legislation relating to their situation, etc; complete a draft write-up of Sections A-C (see below) and turn in with 10 interview questions taken from your review of the literature. **Note: Two of the articles used in the literature review must be qualitative in nature.**
- Identify an interviewee and make an appointment.
- Complete the interview, have consent form signed (see appendix) review notes from tape-recording and clarify any questions with the interviewee prior to writing the final project report.

**This final paper is due November 29, 2006 and is worth 75 points. The final exam in this course is a 6-8 minute professional presentation of your project to the class; this presentation is worth 25 pts.** The paper should be no less than 8 double-spaced pages of content (1-inch margins, 12 pt. font) and no more than 10 typewritten pages in length not including a cover page and sources cited page. The instructor will not read beyond 10 pages in the main body of the paper. Include a bibliography and cite used sources in APA format (see Appendix). The format for the paper includes the following and uses the following headings (these headings must be included in the final written paper):

- Introduction:** Discuss the importance of the interview and in a general manner highlight the major points that will be addressed in the paper; relevant statistics which support your rationale for the paper should be presented here along with your proposed research question(s) based on a preliminary look at the literature (10 pts).
- Theoretical perspectives.** Identify two theories (one micro and one macro) which have been utilized in the literature to explain, explore, and define this population. Analyze the strengths and limitations of these theories (10 pts)
- Literature Review:** Analyze the dynamics of oppression based on the information from the journal articles. The major points of the articles need to be discussed. What are the strengths/competencies of this oppressed population expressed in the research? People have amazing abilities to cope with adversity; you need to develop an understanding and be able to recognize these strengths as expressed by literature. Based on the research is the oppression of this population increasing or decreasing? (10 pts)
- Interview:** Analyze the dynamics of oppression based on the information from the interview. Discuss how the experiences of the person interviewed compares and contrasts with the information gathered from the literature review articles, etc. Are the two theories you selected supported or refuted by your interview data: Provide interview data (i.e. statements or comments from the interviewee) to support your conclusions. Discuss the strengths/competencies of this individual (15 pts)
- Recommendations & Conclusion:** Re-state your research question(s) here and provide evidence which either supports or refutes your question(s). Discuss concrete recommendations and implications for social work practice as expressed by the interviewee and in the literature review. What is important to know in working with someone who has been through similar experiences as the interviewee or what was expressed in the research? (10 pts)
- Appendix:** must include your complete transcription of your interview data and the signed consent form here (10 pts)

**NOTE: An additional 10 points will be given for paper presentation including organization, grammar, spelling, correct use of APA style, etc.**

**7. *Aging with Grace* Supplemental Book:** required reading for the class. This book is the fascinating true narrative story about the ongoing nun study which is exploring the effects of aging as a developmental and lifelong process and Alzheimer's disease among a population of nuns in the Midwest. The book emphasizes a strengths perspective of the aging process. *Specific book chapters are assigned in the course outline/schedule. A linkages paper is due after reading each group of assigned chapters; see example in the appendix. Each linkages paper is worth 20 points.*

**8. Research Articles Critiques:** Select two of the articles in your literature review and complete the article critique below. One of these articles must be qualitative research. *See the due dates in the schedule outline.*

1. Reading source and research title
2. A sentence or two summary of the research
3. What type of research methodology was used (quantitative or qualitative)
4. Size and type of sample
5. Results or findings and conclusions
6. Did the research devalue, stigmatize, or stereotype any groups of people based on the following: race or ethnicity, socioeconomic status, gender, sexual orientation, physical or mental ability, religion.
7. If so, which and how?
8. Which social work values or ethics were demonstrated or violated in the research?
9. What did you learn?
10. What are the implications of this research for your future practice?

*Each article summary must be typed, numbered, single-spaced and is worth up to 15 points.*

**9. Quizzes & Exams:** There will be a 2-5 pt. quiz at the beginning of every class period over the assigned reading. These quizzes may not be taken by tardy students or made up by absent students unless the absence is excused. There are two exams in the course. Exam I covers Chapters 1-5 of the textbook and is a multiple-choice format. Exam II is in the form of a presentation and covers Chapters 6-12 in the text and is based on the data from the qualitative interview project.

**EVALUATION/ASSESSMENT (the process is ongoing, uses continuous feedback from multiple sources, reflection, and focuses on connections and application)**

<b>Grading:</b>	<b>A</b>	<b>90-100</b>	<b>Grades are averaged as follows:</b>	
	<b>B</b>	<b>80-89</b>	Assignments & Exercises	25%
	<b>C</b>	<b>70-79</b>	Qualitative Interview Project	30%
	<b>D</b>	<b>60-69</b>	Diversity Experience	10%
	<b>F</b>	<b>Below 60</b>	Bodysong Website Assign.	20%
			Supplemental Book	10%
			Attendance	<u>5%</u>
				100%

Assignments are due at the **beginning** of class. Late assignments may be handed at the end of the class period.

Assignments are considered late 5 minutes after class begins and the grade will be reduced by 10%.

Late assignment grades are reduced by 10% for each part of a day or day that they are late (1 day = 10%; 2 days = 20% etc.). **NO ASSIGNED WORK WILL BE ACCEPTED LATER THAN ONE WEEK AFTER THE DUE DATE.**

#### **ATTENDANCE:**

Promptness and dependability are part of professional life. Each student is expected to attend and to be prompt for class. This policy is designed to encourage and reinforce these professional characteristics. Attendance comprises 5% of the total grade. Three unexcused absences are permitted without penalty. The fourth absence will result in a lowering of the final grade by one letter grade.

- Three tardies equal one unexcused absence (A student is considered tardy once the attendance sheet is taken up by the class instructor).

- Absences are excused for illness, (physician's documentation required) authorized school trips/activities, or emergencies beyond the student's control.

If the student misses a class, it is the responsibility of the student to acquire any missed information from a student in attendance.

**COURSE SCHEDULE (T/TH 9:25 – 10:40am)**

DATE	CHAPTER	ASSIGNMENTS & IN-CLASS ACTIVITIES	DUE
Aug. 22	Introductions & ice-breaker Syllabus review Discussion of social work curriculum sequencing (vertical and horizontal integration)	1. Read Chapter 1 2. Read the Saltman & Greene (1993) article on Blackboard and then respond to the questions on p. 18 of Ch. 1, under “Human Beh. & Social Work”	
Aug. 24	<b>Ch. 1: Theory – Foundation of Social Work</b> <ul style="list-style-type: none"> <li>• Knowledge, theories, and social work</li> <li>• What it means to be eclectic</li> <li>• Evaluating and quality of knowledge and theory</li> <li>• Relating knowledge of human behavior to other social work content areas</li> </ul>	1. Read Ch. 2, pp. 19-29 2. Begin completing chapter exercise using the CD provided: <i>The Sanchez Family System</i>	1. Chapter 1 exercise.
Aug.29	<b>Ch. 2: Lenses for conceptualizing problems and interventions: The person in environment</b> <ul style="list-style-type: none"> <li>• Micro, mezzo, and macro levels of conceptualization</li> <li>• The biopsychosocial approach</li> </ul>	1. Read Ch. 2, pp. 29-47 2. Finish chapter exercise 3. Complete ungraded writing assignment	
Aug. 31	<b>Ch. 2: concluded</b> <ul style="list-style-type: none"> <li>• Systems theory</li> <li>• Ecological theory</li> <li>• Strengths perspective</li> <li>• Other social theories</li> </ul>	1. Read Ch. 3, pp. 49-60 2. Begin completing chapter exercise using the CD provided: <i>Comparing Perspectives (p. 78-79)</i>	1. Ungraded writing assignment DUE. Sign-up to meet with the course instructor individually to review assignment. 2. Chapter 2 exercise
Sept. 5	<b>Ch. 3: Lenses for conceptualizing problems and interventions: Biopsychosocial dimensions</b> <ul style="list-style-type: none"> <li>• The disease model</li> <li>• Applying and critiquing the medical model</li> <li>• Theories of cognitive development</li> <li>• Applying and critiquing Piaget’s theory</li> </ul>	1. Read Ch. 3, pp. 61-78 2. Finish chapter exercise	
Sept. 7	<b>Ch. 3: concluded</b> <ul style="list-style-type: none"> <li>• Psychodynamic theories</li> <li>• Applying &amp; critiquing Freudian theory</li> <li>• Applying &amp; critiquing</li> </ul>	1. Read Ch. 4, pp. 80-98 2. Complete the chapter exercise: <i>Understanding Theory Application (p. 108)</i> 3. Complete Theory Exercise A	1. Ch. 3 exercise

	<p>Erikson's theory</p> <ul style="list-style-type: none"> <li>• Behavioral and learning theories</li> <li>• Humanistic and existential perspectives</li> </ul>		
<b>Sept. 12</b>	<p><b>Ch. 4: Lenses for conceptualizing problems and interventions: sociocultural dimensions</b></p> <ul style="list-style-type: none"> <li>• Conflict theory</li> <li>• Applying conflict theory</li> <li>• Functionalist theory</li> <li>• Symbolic interactionism</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 4, pp. 98-108</li> <li>2. Complete the chapter exercise: <i>Issues of multiculturalism in social work (p. 108)</i>. The article for this exercise is available on Blackboard.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter 4 exercise: <i>Understanding theory application</i></li> <li>2. Theory Exercise A</li> </ol>
<b>Sept. 14</b>	<p><b>Ch. 4: concluded</b></p> <ul style="list-style-type: none"> <li>• Feminist theory</li> <li>• Cultural perspectives</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 5, pp. 109-123</li> <li>2. Complete the chapter exercise: <i>Using social change theories (p. 134)</i></li> <li>3. Complete Theory Exercise B</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter 4 exercise: <i>Issues of multiculturalism</i></li> </ol>
<b>Sept. 19</b>	<p><b>Ch. 5: Lenses for conceptualizing problems and interventions:</b></p> <ul style="list-style-type: none"> <li>• Theories of racism, discrimination and oppression</li> <li>• Discrimination and prejudice</li> <li>• Oppression</li> <li>• Social and economic justice perspectives</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 5, pp. 123-133</li> <li>2. Complete the chapter exercise: <i>Social justice applications (p. 134)</i></li> <li>3. Complete draft of introduction section for qualitative interview project</li> <li>4. Read Ch. 1-4 in supplementary text, <i>Aging with Grace</i>, and complete linkages paper for each chapter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Theory Exercise B</li> </ol>
<b>Sept. 21</b>	<p><b>Ch. 5: concluded</b></p> <ul style="list-style-type: none"> <li>• Social change and social action perspectives</li> <li>• Community organization theory</li> </ul> <p><i>Discussion of supplemental book content in Ch. 1-4</i></p>	<ol style="list-style-type: none"> <li>1. Review for Exam I: Ch. 1-5</li> <li>2. Complete research article critique #1</li> </ol>	<ol style="list-style-type: none"> <li>1. Draft of introduction section of interview project</li> <li>2. Ch. 1-4 supplemental text linkages paper.</li> </ol>
<b>Sept. 26</b>	<p><b>EXAM I: Ch. 1-5</b></p>	<ol style="list-style-type: none"> <li>1. Read Ch. 6, pp. 135-156</li> <li>2. Complete the chapter exercise: <i>Pregnancy (p. 163-164)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Research article critique #1</li> </ol>
<b>Sept. 28</b>	<p><b>Ch. 6: Pre-pregnancy and prenatal issues</b></p> <ul style="list-style-type: none"> <li>• Developmental milestones in the fetus</li> <li>• Pregnancy, birth, and the individual</li> <li>• Pregnancy in later life – fertility issues</li> <li>• Parents' biological, psychological, and emotional health</li> <li>• Hazards to fetal development</li> <li>• Birth defects</li> <li>• Pregnancy, birth, and the family and immediate</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 6, pp. 156-163</li> <li>2. Complete the chapter exercise: <i>Birthing choices (p. 164)</i>. The article for this exercise is available on Blackboard</li> <li>3. Complete draft of theoretical perspective section of qualitative interview project</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter 6 exercise: <i>Pregnancy</i></li> <li>2. Blackboard post.</li> </ol>

	<p>environment</p> <ul style="list-style-type: none"> <li>• Adoption</li> <li>• Access to healthcare</li> <li>• Workplace policies</li> </ul>		
<b>Oct. 3</b>	<p><b>Ch. 6: <i>concluded</i></b></p> <ul style="list-style-type: none"> <li>• Pregnancy, birth, and the larger social environment</li> <li>• Effects of poverty</li> <li>• Social policies related to pregnancy and birth</li> <li>• Environmental issues related to pregnancy and birth</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 7, pp. 165-185</li> <li>2. Complete chapter exercise: <i>Understanding the interaction between development and environment (p. 192-193)</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter 6 exercise: <i>Birth choices</i></li> <li>2. Draft of theoretical perspectives of qualitative interview project</li> </ol>
<b>Oct. 5</b>	<p><b>Ch. 7: <i>Development in infancy and childhood</i></b></p> <ul style="list-style-type: none"> <li>• Developmental milestones in infants and young children</li> <li>• Language acquisition</li> <li>• Emotional development</li> <li>• Motor development</li> <li>• The individual in infancy and childhood</li> <li>• The family and immediate environment in infancy and early childhood</li> <li>• Grandparenting</li> <li>• Birth order</li> <li>• Child abuse and neglect</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 7, pp. 185-192</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter 7 exercise: <i>Understanding the interaction...</i></li> </ol>
<b>Oct. 10</b>	<p><b>GROUP A: <i>Brown Academy</i></b>  <b>GROUP B: <i>in class</i></b>  <b>Ch. 7: <i>concluded</i></b></p> <ul style="list-style-type: none"> <li>• The larger social environment in infancy and early childhood</li> <li>• Foster care, adoption</li> <li>• Healthcare</li> <li>• Educational policy</li> <li>• Headstart</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 8, pp. 194-208</li> </ol>	
<b>Oct. 12</b>	<p><b>GROUP B: <i>Brown Academy</i></b>  <b>GROUP A: <i>in class</i></b>  <b>Ch. 8: <i>Development in middle childhood</i></b></p> <ul style="list-style-type: none"> <li>• Developmental milestones in older children</li> <li>• The individual in middle childhood</li> <li>• Intelligence an intelligence testing</li> <li>• Learning disabilities</li> <li>• The family and immediate environment in middle childhood</li> <li>• Peer groups</li> <li>• Play</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 8, pp. 208-218</li> <li>2. Complete the chapter exercises in the social library section (pp. 218-219); articles for these exercises are found on Blackboard</li> <li>3. Complete draft of lit review section of qualitative interview project.</li> <li>4. Read Ch. 9, pp. 220-242</li> <li>5. Complete the chapter exercise: <i>Gender and sexuality (p. 254)</i>. The article for this exercise is available on Blackboard.</li> </ol>	

	<ul style="list-style-type: none"> <li>• Discipline</li> <li>• Separation, divorce, and alternative family lifestyles</li> <li>• The larger social environment in middle childhood</li> <li>• Mass media and violence</li> <li>• Mass media and physical inactivity</li> <li>• Educational context</li> </ul>		
<b>Oct. 17</b>	<p><b>GROUP A: <i>Class onsite at Brown Academy</i></b>  <b>GROUP B: <i>Ch. 9 (see Oct. 19<sup>th</sup>)</i></b></p>	**SCHEDULE INTERVIEW FOR QUALITATIVE PROJECT; INTERVIEW SHOULD BE SCHEDULED FOR Oct. 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Ch. 8 chapter exercises</li> <li>2. Draft of lit review section of qualitative interview project</li> </ol>
<b>Oct. 19</b>	<p><b>GROUP B: <i>onsite at Brown Academy</i></b>  <b>GROUP A: <i>inclass</i></b>  <b>Ch. 9: <i>Development in adolescence</i></b></p> <ul style="list-style-type: none"> <li>• Development milestones in the teen years</li> <li>• Physical and cognitive development</li> <li>• Theories of moral development</li> <li>• The individual in adolescence</li> <li>• Eating disorders</li> <li>• Sexuality and sexual identity development</li> <li>• STDs, HIV, and AIDS</li> <li>• Substance abuse</li> <li>• Suicide</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 9, pp. 243-253</li> <li>2. Complete draft of interview questions for qualitative project</li> <li>3. Read Ch. 5-8 in supplementary text, <i>Aging with Grace</i>, and complete linkages paper for each chapter.</li> <li>4. Prepare for interview for qualitative project; meet with instructor if needed for consultation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter 9 exercise: <i>Gender and sexuality</i></li> </ol>
<b>Oct 23-24 Fall Break</b>			
<b>Oct. 26</b>	<b><i>No class: interview subject for qualitative project</i></b>		<ol style="list-style-type: none"> <li>1. Draft of interview questions for qualitative project</li> <li>2. Ch. 5-8 supplemental text linkages paper.</li> </ol>
<b>Oct. 31</b>	<p><b>GROUP A: <i>Brown Academy</i></b>  <b>GROUP B: <i>in class</i></b>  <b>Ch. 9: <i>concluded</i></b></p> <ul style="list-style-type: none"> <li>• The larger social environment in adolescence</li> <li>• Deviance, crime, and violence</li> </ul>	1. Complete research article critique #2	

	<ul style="list-style-type: none"> <li>• Sex education</li> <li>• Heterosexism and homophobia</li> </ul> <p><i>Discussion of supplemental book content in Ch. 5-8</i></p>		
Nov. 2	<p><b>GROUP A: Brown Academy</b>  <b>GROUP B: in class</b>  <b>Film: Awakenings</b></p>	<ol style="list-style-type: none"> <li>1. Read Ch. 10, pp. 255-268</li> <li>2. Complete film evaluation handout</li> <li>3. Complete Chapter exercise: <i>Social work with young adults</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Research article critique #2</li> </ol>
Nov. 7	<p><b>GROUP A: in class</b>  <b>GROUP B: Brown Academy</b>  <b>Conclude film</b>  <b>Ch. 10: Development in early adulthood</b></p> <ul style="list-style-type: none"> <li>• Developmental milestones in young adults</li> <li>• The individual in early adulthood</li> <li>• Mental illness</li> <li>• Disability</li> <li>• Spirituality</li> <li>• The family and immediate environment in early adulthood</li> <li>• Domestic violence</li> <li>• Lifestyle choices</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 10, pp. 268-281</li> <li>2. Complete the chapter exercise: <i>Spirituality in social work</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Film evaluation due</li> <li>2. Chapter 10 exercise</li> </ol>
Nov. 9	<p><b>GROUP A: Brown Academy</b>  <b>GROUP B: In class</b>  <b>Ch. 10: concluded</b></p> <ul style="list-style-type: none"> <li>• The larger social environment in early adulthood</li> <li>• Sexism</li> <li>• Sexual harassment</li> <li>• Civil rights laws and affirmative action</li> <li>• Higher education</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 11</li> <li>2. Complete chapter exercises: <i>Working with the Sanchez family</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter exercise on spirituality</li> </ol>
Nov. 14	<p><b>GROUP A: In class</b>  <b>GROUP B: Brown Academy</b>  <b>Ch. 11: Development in middle adulthood</b></p> <ul style="list-style-type: none"> <li>• Developmental milestones in middle age</li> <li>• The individual in middle adulthood</li> <li>• Menopause</li> <li>• Midlife crisis</li> <li>• Chronic illness and disability</li> <li>• Marriage and love</li> <li>• Divorce</li> <li>• Remarriage and other familial patterns</li> <li>• Retirement</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 12, pp. 309-326</li> <li>2. Complete draft of interview data section of qualitative interview project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ch. 11 exercise</li> </ol>

Nov. 16	<p><b>GROUP A: Brown Academy</b>  <b>GROUP B: In class</b>  <b>Ch. 12: Development in late adulthood</b></p> <ul style="list-style-type: none"> <li>• Physical changes in late adulthood</li> <li>• Psychological changes</li> <li>• Psychosocial theories of aging</li> <li>• Spirituality and aging</li> <li>• Sexuality in late adulthood</li> <li>• Gay, lesbian, bisexual, and transgendered older adults</li> </ul>	<ol style="list-style-type: none"> <li>1. Read Ch. 12, pp. 326-345</li> <li>2. Complete chapter exercise: <i>Adapting to older age</i> (p. 346). The article for this exercise is located on Blackboard.</li> <li>3. Read Ch. 9-12 in supplementary text, <i>Aging with Grace</i>, and complete linkages paper for each chapter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Draft of interview data section</li> </ol>
Nov. 21	<p><b>GROUP A: In class</b>  <b>GROUP B: Brown Academy</b>  <b>Ch. 12: concluded</b></p> <ul style="list-style-type: none"> <li>• Grief and loss</li> <li>• Grandparenting issues in late adulthood</li> <li>• Older adults and their caregivers</li> <li>• Elder abuse and neglect</li> <li>• Long-term and alternative care</li> <li>• Poverty and older adults</li> <li>• Policies linked to services for older adults</li> </ul> <p><i>Discussion of supplemental book content in Ch. 9-12</i></p>		<ol style="list-style-type: none"> <li>1. Chapter 12 exercise</li> <li>2. Ch. 9-12 supplemental text linkages paper.</li> </ol>
Nov. 21-26	<b>Thanksgiving Break</b>		
Nov. 28	<b>Film: The Road to Galveston</b>	<ol style="list-style-type: none"> <li>1. Make individual appointments with instructor as needed to review qualitative interview project.</li> <li>2. Complete final draft of qualitative interview project.</li> <li>3. Prepare final reflective paper on mentoring project.</li> </ol>	
Nov. 30	<b>Conclude film</b>	<ol style="list-style-type: none"> <li>1. Prepare for final presentations; meet with instructor for consultation as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Qualitative interview project – final draft</li> <li>2. Mentoring project final paper.</li> </ol>
Dec. 6-12	<b>Final Exams</b>		

**LINKAGES PAPER (Supplemental text)**

NOTE: Please follow this format EXACTLY as points will be taken off if not followed. Must be typed with 12-point font, single-spaced and separate different sections by bold font; no cover page please.

**Student Name**  
**HBSE I (Fall 2006)**  
Aging with Grace  
Chapters 1-4 Summary & Linkages  
9/07/06

**Chapter Summary (half-page):**

**Identify three linkages between the content of the supplemental text and the content of the main text.**

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