

**Human Differences, Social Relationships, Well-Being and Change
Through the Life Course**

Fall 2014

COURSE NUMBER:	SW 500-008
MEETING DATES/TIME:	Wednesdays: 5:00pm – 8:00pm
ROOM:	
INSTRUCTOR:	Laura Sanders, MSW, LMSW Email: lsanders@umich.edu , createcoun333@gmail.com
OFFICE HOURS:	By appointment. 2760 SSWB

Course Description

This course will employ multicultural and critical perspectives to understand individuals, families, and their interpersonal and group relationships, life span development, and theories of well-being, stress, coping, and adaptation. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Students will be introduced to the concepts of risk and protective factors, with relevant examples at the individual and small system levels. Students will also consider the implications of this knowledge for intervening in social problems and supporting rehabilitation once problems have developed. Major components of the course will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems to change. The knowledge presented will include the interrelationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

Course Content

Content will include selected theories of human behavior, human development, families and small groups, and individual and small system change. Students will consider the processes through which relevant concepts have been developed, the types of knowledge and data that inform different theories, and the current gaps and controversies in biological, behavioral, and social science knowledge and theory. Emphasis will be placed on similarities and differences related to human diversity and dynamics of oppression and privilege, including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. In addition, this course will focus on how individual-level and small system-level factors and processes can facilitate attitudes, beliefs, behaviors, family characteristics, and group processes that either promote multicultural human well-being and social justice or help to recreate inequities and problems.

Course Competencies and Practice Behaviors

This course addresses the following competencies and practice behaviors:

COMPETENCY 2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

2.4 apply strategies of ethical reasoning to arrive at principled decisions

COMPETENCY 3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

COMPETENCY 4—Engage diversity and difference in practice. 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. Social workers

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

4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences

COMPETENCY 5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an 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. Social workers

5.1 understand the forms and mechanisms of oppression and discrimination;

COMPETENCY 6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

6.2 use research evidence to inform practice.

COMPETENCY 7—Apply knowledge of human behavior and the social environment.

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. Social workers

- 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 7.2 critique and apply knowledge to understand person and environment.

Course Objectives

Upon completion of the course, students will be able to begin to:

1. Demonstrate knowledge about and be able to critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course emphasizing similarities and differences and the effects of oppression and privilege. (Practice Behaviors 3.1, 4.1, 5.1)
2. Articulate the concepts of risk and protective factors and give examples at the individual, group, and family levels. (Practice Behaviors 3.1, 7.2)
3. Describe the impact of diverse dimensions such as ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation on risk and protective factors, human development, human interactions, and the structures of small social systems. (Practice Behaviors 3.1, 4.1, 4.3, 5.1)
4. Identify the interrelations among smaller and larger social systems and describe how biological factors and larger social and physical environments interact to influence individual and family well-being. (Practice Behaviors 3.1, 7.1, 7.2)
5. Describe how relevant concepts have been socially constructed, what knowledge and empirical evidence support selected theories, some current gaps in knowledge, and key controversies about these theories and related knowledge. (Practice Behaviors 3.1, 4.1, 4.3, 6.2)
6. Conceptualize how individual and small system factors and processes can either promote multicultural human well-being or recreate inequities and problems. (Practice Behaviors 3.1, 5.1, 7.2)
7. Examine theories of individual, family, and group change and their relevance for all types of social work practice towards a multicultural and socially just world. (Practice Behaviors 3.1, 7.1, 7.2)
8. Discuss typical ethical concerns related to human differences, social relationships, well-being, and change through the life course. (Practice Behaviors 2.4)

Course Design:

The instructor for this course will select required and recommended readings. In addition, the instructor will include a range of pedagogical methods, such as participatory discussions, films, written assignments, and experiential exercises related to course materials. Guest speakers may be invited to address special topics.

Theme Relation to	Students will examine the ways in which the diverse dimensions affect
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Multiculturalism & Diversity:	individuals and small social systems. Emphasis will also be placed on the processes of oppression, privilege, and discrimination, as well as the factors that help people and small social systems to change.
Theme Relation to Social Justice:	Students will analyze selected theories in terms of the factors and processes that either promote social justice and change or help to perpetuate inequities and problems.
Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:	Students will learn about social problems, as well as the spectrum of interventions and supportive rehabilitation currently used to alleviate these problems.
Theme Relation to Behavioral and Social Science Research:	Students will critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course. The research supporting these theories will provide a foundation for the content in this course.
Relationship to SW Ethics and Values:	As human development throughout the lifecourse is so profoundly impacted by environmental and social conditions, this course will emphasize the critique and evaluation of various developmental theories from a multicultural perspective and a social justice perspective. This course will also consider potential ethical dilemmas may arise for social workers working with individuals, families, and small groups. The impact of social conditions and social policy and the need for macro and micro intervention to improve the lives of clients will also be addressed.

Faculty Approved: October 17, 2012

Accommodations for Students with Disabilities

If you need an accommodation for a disability, contact me as soon as possible. It is possible that aspects of the course can be modified to facilitate your learning process. There are resources available to help us to meet your needs including Students with Disabilities, the Adaptive Technology Computing Site, etc. If you disclose a disability to me I will treat that information as private and confidential.

The Course Design and Expectations for Students

Most classes will be structured to include a lecture or presentation, and a discussion or activity period. I will utilize small group and class discussions, experiential exercises, audiovisuals, writing exercises, role-plays and guest speakers to facilitate understanding of the course content. Course content will also be outlined and enhanced by handouts provided in class. It may be possible for me to post some of this material on C-tools, before the lecture, but this should not be expected.

Class attendance and participation:

Students are expected to attend all classes, complete assigned reading for each week, participate in class activities and discussions, and complete all assignments on time. You are also expected to be to class on time and to stay through the entire period. You are permitted to miss one class without penalty. Missing more than one class, in part or in total, will result in a 3-point

deduction for a second miss and another 5-point reduction for a third miss class day. Good attendance and participation will help your final grade, particularly if it falls on the margin.

Effective social workers must be self-aware and open to exploring their own issues regarding any given concern or population. Be prepared to explore your own experiences, identity and assumptions regarding all forms of diversity. There will be a variety of ways that students can do this through critical thinking, assignments and active participation in class discussions and activities. You should not feel mandated to share personal information in class discussions, but my hope is to co-create an environment where most, and hopefully all of you, will feel safe enough to take some risks in sharing who you are, and what questions you are grappling with related to the course content.

I expect you to be an honest, sensitive and mature class member in preparation for good social work practice. Please share your opinions and feedback with others in discussions and exercises, and when you do so, try to state them in a respectful and constructive manner. Also, be prepared to hear varying opinions and feedback non-defensively, and to use them constructively. I would like you also to practice tolerance, not expecting yourself or your classmates to be polished in discussions about issues that can be challenging and confusing. Please listen fully to each other with your whole self, so please don't open computers or use cell phones.

Your Grade will be based on:

Assignment 1:Needs Assessment and Change Paper	20%
Assignment 2: Identity Reflection Paper	30%
Assignment 3: Intervention Paper	20%
Assignment 4: Group Project	20%
Class Attendance and Participation	10%

Written Assignments:

All writing assignments are expected to be typed, **double-spaced**, using 12-point font, with 1” margins on each side, using APA style (5th edition) unless you are asked to write something in class. Your written work will be graded on a clear grasp and integration of the course content, completeness, thoroughness, originality and creativity, organization and clarity, format, writing style, grammar and appropriate referencing of sources. It is your responsibility to avoid plagiarism, which can result in severe penalties according to the School of Social Work policies. Please turn in all written work to me **hard-copy at the beginning of the class due date**. See these resources for more comprehensive guidelines on APA style:

<http://www.lib.umich.edu/socwork/rescue/apastyle.html> or
<http://www.lib.umich.edu/handouts/apa.pdf>

Grading Procedure and Scale:

Points from each assignment will be added: the conversion of the total point to final grade is as follows:

A = 100% - 95%

B+ = 89% - 86%

C+ = 79% -76%

A- = 94% - 90%

B = 85% - 83%

C = 75% -73%

B- = 82% - 80%

C- = 72% - 70%

I reserve discretion to give an A+ for excellent work in addition to perfect attendance

Required Text:

Schrivver, Joe, M. (2004). *Human Behavior and the Social Environment: Shifting paradigms in essential knowledge for social work practice* (6th ed.) Pearson, Boston: Allyn & Bacon. (Be sure you get the 6th edition!)

This book can be purchased at Common Language Bookstore on Fourth Avenue (close to the corner of Miller/Catherine) in Braun Court, across from the Kerrytown shops and the farmer's market area.) You can take the free purple Link bus to and from Kerrytown — the store is ½ block from the bus stop. This is an LGBT owned and specific bookstore. Please browse around as your first unofficial assignment for this class. You may be asked to share your observations in class. You can also get the book through other sources if you wish.

Other readings will be assigned through handouts in class, or posted on C-tools with notice from the instructor.

Assignments:

Assignment 1:

Needs Assessment, Change Goals

Choose a target population from the list provided by the instructor. In a four to five page paper, using readings from Schriver and two other professional journal research articles, assess the needs of this human population from a multisystemic perspective using the following format:

Briefly define and describe the population (half pg.). Briefly review the findings of the studies in relation to the needs of this population (1 pg). List in a grid form the potential risk and protective factors affecting this population on the following systemic levels: 1) individual, 2) family, 3) community and organizational 4) institutional, and 4) cultural. Think about risk and protective factors from the biological, psychological, and sociological dimensions. Identify the most important Protective and risk factors to target for change.(1 pg)

Based on your assessment, what needs to change within each systemic level to enhance wellness for this population? Frame at least one "change goal" for each system and briefly suggest intervention approaches from traditional, midrange, and/or alternative social work paradigms being sure to identify how paradigms (or combination) are reflected in the intervention, and why you chose it. Discuss diversity factors that might affect your goals or interventions (1-2 pgs).

See This Example: Population: Depressed Adolescents: (read at least two research articles addressing the needs of depressed adolescents and evidence-based interventions designed to create change)

An example of one change goal on the individual level is: “to enhance the adolescent’s positive coping with negative emotions”. A change intervention for this goal might be to organize a homogeneous, psycho education and support group of depressed adolescents to learn DBT (Dialectical Behavioral Therapy) skills, or more effective coping. This perhaps would reflect a traditional paradigm approach in that it sees the problem as within the individual rather than a social or environmental issue, but also a more alternative wellness model that trusts the individual’s resilience and strength.

On the family level, a change goal might be: “to identify and reduce stress within the family unit”. A change intervention associated with this goal might be to conduct a family meeting, for the purposes of a strength-based assessment, where the family and the adolescent define who is invited and may include any individual they view as significant to the family functioning. At this meeting or meetings, the family identifies what stressors may be impacting the adolescent, and/or other family members and possible solutions. This approach may reflect an alternative paradigm, as it encourages the family to identify the stressor and the solutions to their problems and utilizes the inherent strengths of the family members.

On a community and organizational level a change goal might be: “to enhance community awareness of the signs of adolescent depression”. A change intervention might be the implementation of parent awareness and education program sponsored by mental health programs partnering with schools. What paradigm approach is reflected here? You can be creative, but be sure to back up your ideas with practice methods that maintain some evidence-base and identify your sources in the text.

On a cultural level, a change goal might address the lack of meaningful roles, responsibilities and rites of passage for modern adolescents. How does culture contribute to the epidemic of adolescent depression? How would you frame a change intervention that addresses the issue on a cultural level? A goal might be, “to increase pro-social and meaningful activities for adolescents through free, after school programming”.

Include a discussion of how diversity factors and intersectionalities play a role in the assessment of needs, protective and risk factors, and considerations for interventions. Look at the diversity wheel provided in class and focus on how at least two factors might alter your assessment and interventions based on alternative paradigm thinking. For example, how might your change goals and interventions be impacted if the adolescent was LGBTQ or struggles with a disability in some way?

Use two research articles on your population, and quote from Schriver and any other readings from the course. Include a reference list.

Assignment 2: Identity Reflection

We are all complex individuals made up of intersections of identity, various life experiences and environmental and systemic factors that have affected our development and well-being.

Write a reflection paper applying what you have learned about social work theory involving human development (both traditional and alternative paradigms), identity and standpoint theories, power, privilege and oppression and any other theory addressed in Schriver to the varying intersections of your own identity and development based on age, ethnicity, race (or the construction of race), culture (including language), nationality, environment (i.e. rural, urban, etc.), gender and gender identity, sexual orientation, religion/spirituality, ability and disability, and any other aspects salient to your identity as a whole. What of your identities are you most aware of and why? What of these identities are you less conscious of and why? How do these intersecting identities interface with your personal and professional identity as a social worker? How will your self-awareness of your own development and intersectionality affect your practice as a social worker?

Apply theory from the Schriver book and other course readings to support your ideas. Quote readings at least four times in the paper and provide a list of resources at the end.

Assignment 3: Resource and Intervention Paper

This assignment is designed to help you explore how social work theory regarding human behavior and social systems is applied in social work practice in order to help people and systems change.

1. Choose a practice intervention from the list of options provided by your instructor. The list includes interventions from various modalities that reflect the major foci of social work systems, including individual, family, group, community, and global interventions. (If you are interested in an intervention that is not listed, please confirm its suitability with your instructor before you proceed.)
 2. Research and discuss the origin of the intervention (and its founder, if there is one), its history, and the theory that provides a foundation for the intervention.
 3. Describe the intent of the intervention, what population and social work problems or risk factors it is designed to influence. What are the change goals of the intervention and what systems do they target?
 4. Describe the process of how the intervention would ideally be used with a client or clients. The description should start at the beginning of the social worker's involvement and follow it through to an ending or termination point. How is the intervention currently being used?
 5. Discuss the intervention from a paradigm perspective with a focus on the theory behind it and how its effectiveness has been evaluated. Does this intervention embrace a dominant or traditional paradigm or does it reflect a shift to alternative thinking and other possibilities? Explain how. Be as specific as possible in your analysis.
 6. Analyze the intervention critically for its cultural competence in relation to the influencing factors of race, gender/gender identity, ethnicity, nationality, sexuality/sexual orientation, age, social/economic class, religion/spirituality, health/wellness/ability, and trauma.
- Your paper should be 5 pages long – **double spaced.**

- Cite information from the assigned readings and class content (where appropriate), and include at least three relevant peer-reviewed journal articles or book chapters that you find, outside of the class readings and include a reference list.

Assignment 4: Final Group Project: Immigration of Undocumented Latino Children to the United States

The purpose of this assignment is to investigate a current and universal social work issue and its interaction with individuals, families, communities, and institutions/culture, and to give you a chance to integrate what you have learned about human development, human behavior, social work theory and influencing factors on the human condition across these systems. I also wanted to give you a chance to work in groups and share research. You will focus on the population of recent undocumented, immigrant children from Central and South American Countries who have come over the US border in the last year or more. Reasons for choosing the issue are:

- It is a recent and controversial issue in our culture
- It is relatively easy to find information and to research the lives of these children since there is a great deal of media coverage right now.
- It offers an opportunity for us to understand the needs of this population across the span of the social systems of concern to social work and to analyze human behavior and problems from traditional and alternative paradigm perspectives.
- Our systems for dealing with immigration and the unauthorized population are clearly inadequate, offering multiple levels where social workers might intervene.

The class will split into four groups based on systems focus including individuals and families, communities, institutions, and international/global. Each group will be expected to:

Read all handouts and articles from class.

Read what is relevant from the c-tools resources folder on immigrant youth.

Read assigned chapters from Schriver and integrate this into your analysis.

Include readings from at least 3 additional professional journal articles or reports, and any other specific readings assigned. Everything is to be read by all members of the group.

Create a 20 minute class presentation organized around the specific questions formulated for each group.

Create a two to three page (does not have to be double-spaced) interesting and creatively formatted handout highlighting the major points of your presentation to be turned in at the beginning of class – the instructor will post it or make copies. Include a thorough list of references in your handout.

Group One will look at the interaction of immigration status and issues with these child and adolescent individuals and their families.

Read at least 5 accounts of real stories of unauthorized peoples' lives. You may use media, but also look for interviews and anecdotes in professional journal articles. Also use at least three professional journal articles to explore interventions and practices with individual immigrants and their families.

- Describe the stories of actual families in detail
- What are the risk and protective factors affecting these individuals and families?
- What are the needs and concerns of these individuals and their families?

- What change goals can be formulated for intervention?
- What interventions best address the needs of these individual? Describe the specific interventions and what modalities are being used.
What is the theoretical foundation for the interventions.
- Analyze the interventions from a paradigm perspective on the spectrum from traditional to alternative.
- Address the intersection of other diversity factors by reviewing the diversity wheel and give some examples of how the interventions might be adapted or changed based on other diversity factors
- How will you evaluate the effectiveness of your interventions?
- How might social work ethics support or conflict with the implementation of these interventions.

Group two will focus on Community Organizations that have developed in response to the needs of unauthorized (and authorized) immigrants.

- Explore the needs of this unauthorized, child, immigrant, population from a community perspective
- Give at least three examples of community organizations or projects that focus on the needs of this population. Describe these programs in detail.
- What are the philosophies, missions, and goals of these organizations?
- Theoretically, using Schriver, what organizational models are reflected in these organizations?
- Critique the organizational approach from a traditional to alternative paradigm analysis.
- What are the vulnerabilities, risk and protective factors affecting these organizations?
- What are your recommendations regarding best practices for community level interventions? What methods do they employ?
- How do intersecting diversity factors affect the efficacy of the interventions? How might be they adapted to meet diverse needs?
- How will you evaluate the effectiveness of your program?
- How might social work ethics support or conflict with the implementation of these programs?.

Group three will focus on institutional trends, policies, procedures, and protocols that directly affect these unauthorized youth and their families.

- Explore the needs of this unauthorized, child immigrant population from an institutional perspective
- Focus on at least three possible reforms that would improve the quality of life and well-being of this population. Describe these programs in detail.
- What are the underlying philosophies, missions, and goals of these institutional reforms?
- Using Schriver, what organizational models are reflected in these reforms? Describe the theories.
- How would these reforms be instituted and how would they affect society? What are the possible positive outcomes and problems?

- How do intersecting diversity factors affect the efficacy of these reforms?
How might they be adapted to meet diverse needs?
- How would the efficacy of these reforms be best evaluated? What methods should be used?
- How might social work ethics support or conflict with the implementation of these reforms?.

Group four will focus on international and global trends, policies, and practices impacting the migration of these unauthorized immigrant youth.

- Explore the needs of this unauthorized, immigrant, child population from an international/global perspective
- Focus on at least three possible specific international/global issues, policies, or practices and describe how they impact and exacerbate unauthorized entry into the United States, and/or the well-being of the unauthorized immigrant children once they have arrived. Describe these issues in detail.
- What are the underlying philosophies, missions, and goals of these policies and practices?
- Using Schriver, what social work theories are reflected or opposed in these practices and policies? Describe the theories.
- Critically analyze these policies and practices for their real effect on populations of unauthorized immigrants or those who might potentially become unauthorized immigrants?
- Make recommended changes or reform in international/global practices, policies and procedures on behalf of the unauthorized immigrant population.
- How would these reforms be instituted and how would they affect society?
What are the possible positive outcomes and problems?
- How do intersecting diversity factors affect the efficacy of these reforms?
How might they be adapted to meet diverse needs?
- Recommend how social workers would advocate for these reforms
- How would the efficacy of these reforms be best evaluated? What methods should be used?
- How might social work ethics support or conflict with the implementation of these reforms?

***While exploring the media coverage of this issue, be careful to get your information from credible sources and not from media hype on the issue. Be sure to identify all sources in your handout.

The Course Outline and Readings:

Date	Class	Topic	Readings	Assignment
9/3	1	Social Justice Forum on Ferguson Debriefing in the classroom		Browse in Common Language Bookstore (see above)
9/10	2	Introduction to the instructor, the course and each other. Alternate and Dominant Paradigms & Shifts in SW	Schriver, Ch. – 1 Additional Readings:	

		<p>Research, Theory, and Practice in Relation to Human Behavior and Social Systems. Focus on Traditional, Midrange and Alternative Approaches Diversity wheel and self-identity chart</p>	<p>Davies, Chapter 3 and 4 (needed for your assignment)</p>	
9/17	3	<p>Alternate and Dominant Paradigms & Shifts in SW Research, Theory, and Practice in Relation to Human Behavior and Social Systems Focus on Traditional, Midrange and Alternative Approaches Diversity wheel and self-identity chart Risk and Protective Factors exercise.</p>	<p>Schrive, Ch 2, 3 Additional Readings: -NASW Code of Ethics -Evans: The Environment of Childhood Poverty -Oyserman, et.al.(2012). Self, self-concept, and identity. In M. R. Leary & J. P. Tangney (Eds.), <i>Handbook of Self and Identity</i> (Second ed., pp. 69–104). Guilford Press.</p>	<p>Needs Assessment and Change Goal Paper Introduced.</p>
9/24	4	<p>Alternate and Dominant Paradigms & Shifts in SW Research, Theory, and Practice in Relation to Human Behavior and Social Systems. Focus on Cross Cultural Social Work and Reflexive Awareness Focus on Social Work Ethics</p>	<p>Schrive, Ch 4 Additional Readings: -Yan and Wong: Dialogic Self -Freeberg: Re-examining Empathy -Smedly: Race as Biology is Fiction, Racism as Social Problem is Real</p>	<p>Identity Reflection Paper Introduced</p>
10/1	<u>5</u>	<p>What does biology have to do with it?</p>	<p>-Ashford, Ch 2 – the Biophysical Dimension -Dominguez Race, Racism, and Racial Disparities in Adverse Birth Outcomes -McEwen, et. al. Central Role of Stress in Brain and Adaptation -Jones, et al. African Americans and Genetic Research</p>	
10/8	6	<p>Traditional Paradigm Approaches to Individual Development Focus on attachment</p>	<p>Schrive, Ch 5 -Davies: Chapter 1, Attachment as a Context of Development -Chu, et. al.: Clinical</p>	<p>Assignment 1: Needs Assessment and Change Goal Assignment due</p>

			<p>Implications of Traumatic Stress, Birth to Age Five</p> <p>-Boag, et. al.: Self-reported discrimination and discriminatory behaviour: The role of attachment security.</p>	Intervention paper introduced
10/15	7	<p>Traditional, Midrange and Alternative Paradigm Approaches to Individual Development</p> <p>Focus on child development and Play</p>	<p>Schriver, Ch 6</p> <p>-Myungkook Joo: Long-term effects of Head Start on academic and school outcomes of children in persistent poverty: Girls vs. boys</p>	
10/22	<u>8</u>	<p>Alternative Paradigm Approaches to Individual Development</p> <p>Focus on adolescents and young adults through exploring identity theories of race, sexual orientation and gender identity, and white racial ally development</p>	<p>Required: Choose at least one of these identity readings that best fits your own identity experience and one that fits people that have a different identity experience than your own:</p> <ol style="list-style-type: none"> 1) Hunter and Hickerson (2003), Chapter 4, "Individuals: Coming Out and Identity Development", 2) Lev, (2004), Chapter 7, "Transgender Emergence: A Developmental Process", 3) Tatum, B. (1997) Chapter 4 and 5, "(Racial) Identity Development in Adolescents and Racial Identity in Adulthood", 4) Tatum, B. Chapter 6, "The Development of White Identity", 5) Sue, D., Chapter 5, "Racial/Cultural Minority Identity Development", 6) Diamond, L.,(2007?) 	

			<p>“Was it A Phase? “Young Women’s Relinquishment of Lesbian/Bisexual Identities Over a 5-Year Period. 7) Diamond, L, et.al. (2008) “Questioning Gender and Sexual Identity: Dynamic Links Over Time”,</p>	
10/29	9	<p>Perspectives on Families and Adulthood</p> <p>Focus on Parenting</p>	<p>Schrive, Ch 7</p> <ul style="list-style-type: none"> -Durrant: Physical Punishment, Culture, and Rights: Current Issues for Professionals -Abernethy: Using Prayer in Psychotherapy: Applying Sue’s Differential to Enhance Culturally Competent Care - Baumrind: Differentiating between Confrontive and Coercive Kinds of Parental Power-Assertive Disciplinary Practices 	
11/5	10	<p>Perspectives on Groups</p> <p>Focus on Trauma and Gender</p>	Schrive, Ch 8	<p>Identity paper due. Assignment 4 introduced. Small group work begins</p>
11/12	11	<p>Perspectives on Organizations</p> <p>Focus on Disability, LGBTQ Immigration</p>	Schrive, Ch. 9	<p>Panel presentation Small group work</p>
11/19	12	<p>Perspectives on Community</p> <p>Focus on Aging</p>	Schrive, Ch 10	<p>Possible Guest speakers. Intervention paper due Small group work</p>
11/26		Break!!! No class!! Have Fun!!		
12/3	13	Class presentations	Schrive, Ch. 11	