

ORIGINATOR'S SECTION:		
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016	
2. Current Course abbreviation and Number: MSW 501 HBSE II		

TYPE OF CHANGE(S). Check \checkmark all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input checked="" type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (\checkmark) above.

NEW INFORMATION:

CURRENT INFORMATION:			NEW INFORMATION:		
3. Title: Human Behavior & Social Environment II			Course abbreviation and Number: MSW 501 HBSE		
4. Abbreviated Title for Banner (no more than 25 characters): HBSE II			Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Human Behavior and the Social Environment		
5. Number of Units: 3			Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) HBSE		
6. Catalog Description: Applies macro theories of human behavior, including ecological perspectives, to groups, organizations, and communities. Influence of human diversity in these groups, organizations, and communities, and the impact of discrimination for individuals within these systems.			Number of Units: Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.) Addresses human development across the lifespan. Multiple theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, biosocial, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity and the social environment on lifespan development.		
7. Mode of Instruction* (See pages 17-23 at http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf for definitions of the Course Classification Numbers)					
Type of Instruction		Number of Credit Units	Instructional Mode (Course Classification Number)		
Lecture					
Activity					
Lab					
8. Grading Method:*			8. Grading Method:*		
<input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s): MSW 500	Prerequisite(s): None, remove prerequisite
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 Required course for MSW program only

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

 Discipline _____ Signature _____ Date _____ Support _____ Oppose _____

18. Reason(s) for changing this course:
 Revised description is more representative for what is being taught in the course.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Blake Beecher 3-30-16
 1. Originator (Please Print) Date

Nancy Chernig 4/15/16
 2. Program Director/Chair Date

Shaw 4/15/16
 3. College Curriculum Committee Date

4. College Dean (or Designee) Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date



CALIFORNIA STATE UNIVERSITY SAN MARCOS

MSW 501: Human Behavior & Social Environment (3 Units)

Spring Semester

Instructor:	Days:
Office Hours:	Time:
E-mail:	Phone:
	Location:

CATALOG DESCRIPTION

MSW 501 Human Behavior & Social Environment (3) Human development across the lifespan. Multiple theoretical perspectives, including psychodynamic, cognitive, psychosocial, systems, biosocial, and ecological theories. Emphasis on the application of these theories to social work practice. Impact of human diversity and the social environment on lifespan development.

Enrollment restricted to students enrolled in the Master of Social Work program.

Course Overview

Course designed to provide a conceptual framework to view and interpret human development for social work practice. This framework includes the biological, psychological, sociological, and cultural perspectives, their reciprocal interaction, and their cumulative effect on human functioning. Human development is conceptualized as following a sequence with stage-specific characteristics, demands, and needs. Selected theories will be applied to the young adult through later adult life cycle stages. In each stage, specific attention is given to the impact of oppression, gender, race, ethnicity, socioeconomic status, and sexual orientation on development.

Course Objectives/Student Learning Outcomes

Students successfully completing this course will be able to:

#	CSWE Core Competency Practice Behaviors	Outcome Measure
6	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	
11	use practice experience and theory to inform scientific inquiry and research	
17	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	
20	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	
24	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with	

clients and constituencies	
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REQUIRED TEXTS AND READINGS

Required Texts

Zastrow, C., & Kirst-Ashman, K. K. (2013). *Understanding human behavior and the social environment* (9th ed.). Belmont, CA: Brooks/Cole.

Recommended Texts

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

Required Supplementary Readings

Supplemental reading materials are available on Cougar Courses. Please be advised that these reading assignments are subject to change. Please consult Cougar Courses often to keep up-to-date.

Murphy, B.C. and Dillon, C. (2008). *Interviewing in action in a multicultural world* (3rd ed.). Belmont, CA: Thompson

Van Wormer, K., Kaplan, L. and Juby, C. (2012). *Confronting oppression, restoring justice* (2nd ed.). Alexandria, Virginia: CSWE Press.

Required Material and Equipment

Students will be expected to have access to a personal computer with Internet and web browsing capabilities. Access to Cougar Courses is required. There are many resources available on campus for students to utilize. Please make yourself aware of these.

COURSE REQUIREMENTS

Course Format

Material will be presented in a variety of formats including: lectures, videos, discussions, and small group and individual in-class assignments. The instructor will help students engage with the material and practice new skills. Students are required to prepare for class by completing readings and other assignments.

Course Policies

- Students are expected to arrive on time to class and be prepared to discuss the required readings assigned for each session.
- Class attendance is mandatory, and it is the student's responsibility to sign in at the beginning of class. If you fail to sign in before the instructor collects the sign in sheet, your attendance in class will not be recorded to count towards your attendance/participation grade.
- Unexcused absences, chronic tardiness, and early departures will adversely affect your

final grade. Petitioning for an excused absence, tardy, or early departure is subject to the instructor's discretion. Students can submit documentation to support the excuse. It is the student's responsibility to communicate with the instructor regarding any extenuating circumstances.

- While you can ask questions of the instructor during office hours, you will be responsible for any material covered, information provided, and/or assignments given during any missed instruction time.
- Scholarly, in-class discussions are a vital part of graduate education. This civil discourse is essential to academic and professional development and fosters intellectual engagement and discussion. As part of becoming aware of and respecting laws, ethics, and values in social work, ***all disclosures made by classmates during this course are considered confidential***, and should only be discussed within the context and duration of this course.
- As a social work graduate student, you are expected to know and adhere to the most current NASW Code of Ethics. This is essential to becoming a professional social worker. Please refer to the NASW website: www.naswdc.org.
- Distracting activities, such as side conversations, using phones (including texting), tablets, or laptops (unless given instructor's permission), or other inappropriate behaviors are not allowed in the professional classroom. *If urgent circumstances require use of your cell phone, please inform the instructor before the start of class.*

CSUSM Academic Honesty Policy

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the CSUSM University Catalog section on Academic Honesty

http://www.csusm.edu/policies/active/documents/academic_honesty.html. All written assignments and oral presentations must be original work. All ideas/materials borrowed from other sources must have appropriate citations/references to the original sources, according to APA style format. Any quoted material should give credit to the source and be punctuated accordingly. Please consult with the instructor if you have any questions concerning the completion of course requirements.

Students are responsible for honest completion and representation of their work. The CSUSM University Catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring this to the instructor's attention. The instructor reserves the right to apply the academic honesty policy in accordance with the general rules and regulations of CSUSM. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an assignment or the entire course. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University Level may include suspension or expulsion from the University.

Plagiarism

Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students web site: <<http://library.csusm.edu/plagiarism/index.html>>. If there are questions about academic honesty, please consult the University catalog and the instructor.

Credit Hour Policy

Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of course credit (i.e. a minimum of 6 hours of outside of class weekly effort for a 3 credit hour class).

Writing Criteria

All written assignments must be in APA style (e.g. double-spaced, typed with 12-point, Times New Roman font, have 1-inch margins) and adhere to page number limits. These requirements, along with the quality of the writing, are factored into grading of the assignment. Written work must be comprised of student's own words. Ideas, information, and concepts that originated with any other source must always be noted as such based on APA format. The written assignments meet the All-University Writing Requirement as described in the CSUSM University Catalog. ***Material that is not correctly cited will be considered plagiarized and provides grounds for academic discipline.*** Students can utilize the Writing Center on campus for additional support.

Policy on Late Assignments

Falling behind on readings or other assignments can be detrimental for academic success. Late assignments will result in what is equivalent to a letter grade deduction and an additional letter grade deduction for each subsequent day (including weekends) that the assignment is late. Please notify the instructor of extenuating circumstances. If the student is granted an extension, this policy on late assignments will apply to the new deadline.

Submission of Assignments

Assignments must be ***received*** by the instructor (not simply sent by the student) by the due date and time or it will be considered late. Written assignments should be either emailed as a Word document to akeeney@csusm.edu or turned in on Cougar Courses. The instructor will inform students where to send electronic assignments (either email or Cougar Courses) prior to the due date. Please include student(s) last name(s) and assignment title in the Word file name (e.g. Keeney – Theory Paper). Students should always keep a copy of every assignment submitted in case of loss due to electronic malfunction or other unforeseen event. In addition, it is the student's responsibility to ensure that the instructor receives your assignments. The instructor will send grades to students via Cougar Courses or email, if you do not receive a grade for an assignment, please check with the instructor. It is also the responsibility of the student to know their status in the course according to the grades earned.

Students can consult with the instructor prior to the due date regarding questions on written assignments. **However, incorporating feedback or ideas given by the instructor does not guarantee a particular grade. Once an assignment is formally submitted, no rewrites will be allowed.**

ADA Statement

Students with disabilities who require reasonable accommodations must be approved for services

by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with the instructor within the first two weeks of the semester to provide enough time to make the arrangements for the accommodation. Meeting during office hours will ensure confidentiality for the student.

Course Assignments

Each assignment is designed to enable students to integrate and apply course content. The assignments are structured to facilitate sequential understanding of the subject matter. Written assignments will be graded for content as well as for grammar and syntax.

- 1. Quizzes: 2 quizzes (10 points):** Students will be assessed on their understanding of the material through two short quizzes during the semester. Quiz dates are listed on the course calendar.
- 2. Group Presentation/Lecture (30 points):** Students will be assigned to groups of 4-5 to give a 40-minute class presentation on a community, social problem, or social movement and applicable theories. The first 20 minutes will be an oral presentation about a current community, social problem, or social movement that fits within the age range this course studies (e.g. aging LBGTQ community, refugees, poverty). The presentation will include background information on the community/problem/movement, two theoretical perspectives that inform differing views of the community/problem/movement, and the implications of the community/problem/movement for social work practice. Your group should read enough scholarly articles (4-5) to be well informed on the topic and provide a bibliography of the references to your classmates. Select the most useful article, and send a PDF to the instructor at least 1.5 weeks prior to the presentation date so the article can be uploaded onto Cougar Courses for the class to read prior to your presentation. Each group will also prepare a list of 2-4 issues to discuss regarding your topic. The last 20 minutes of the presentation the group will lead a class discussion (of the issues you prepared). Class presentations should incorporate various methods of teaching (e.g. PowerPoint, video, and/or an application activity). **Each student is expected to participate equally in preparation and delivery of the lecture.** This assignment measures Student Learning Outcomes 3 and 7. The presentation grade will be based on the following rubric:

5 points	Background of community/problem/movement
10 points	Description and application of theories
5 points	Implications for social work practice
5 points	Quality of issues proposed & discussed; quality of references *Scholarly readings are from journals or scholarly books, rather than popular press books or websites *Scholarly readings are CURRENT (not older than 5 years)

5 points	Group member contribution (your group members will evaluate the contributions you made to the group using a 5-point scale. An average will be taken for your group participation points).
Total Points Possible:	30

3. **Developmental Interview Project (35 points):** The purpose of the Developmental Interview is to provide students an opportunity to use psychosocial and developmental theories and apply them in particular circumstances. This interview will allow a student to think about how theoretical models are applied in real life situations.

Due to the scope of this assignment it has been broken down into the following parts:

Part 1: Identify Topic- DUE FEBRUARY 23rd

- a. Choose a segment of the life span from young adulthood to later adulthood that interests you.
- b. Next identify a person who you will interview that meets all the criteria below:
 - An individual currently from or who has experienced the lifespan segment you identified.
 - An individual who represents a social category (e.g. gender, ethnicity, social class, sexual orientation or life span segment) different from your own. Secure the permission of this individual and explain that you will keep their identity confidential.

You will submit to the instructor an APA style paper (no longer than a paragraph or two) explaining the segment of the life span, the developmental theory that you will be researching (**HINT: THIS WILL NEED TO BE REFERENCED**) and who you will be interviewing (identity to be kept confidential). Depending on class size and interest in the topic, you may be asked or assigned a different topic.

Part 2: Literature Review & Interview Questions (10 points) DUE MARCH 15th

- a. Find 4 scholarly articles related to development of the life span and/or the social category of your interviewee. Prepare an annotated bibliography in APA format that is a total of 2 to 3 pages. The annotated bibliography must include a one paragraph summary for each article and have correct APA citations.
- b. Using your research, develop a list of questions for your interviewee. Each question must include a reference/citation from your literature search (i.e. what article triggered you to want to ask that specific question to your interviewee?)

You will submit the annotated bibliography and at least one page of interview questions that will help you assess how well the interviewee fits into the developmental theory you have selected. See Appendix A for more detail.

Part 3: Theory Paper: (20 points) DUE APRIL 12TH

- a. Submit your list of questions to your interviewee ahead of time so that they can reflect on them and also identify questions they may not be comfortable answering. Eliminate any questions that they would not like to discuss.
- b. Interview your client for a one hour in order to obtain the information you need to apply their experiences in the segment of the life span that you have chosen.
- c. Write a 6-7 page APA style paper using the following outline:
 - Introduction
 - Developmental theory
 - Interview
 - Theory Application
 - Conclusion

See Appendix A for more detail.

Part 4: Final Presentation: (5 points) DUE APRIL 26TH or MAY 3RD

The class presentation is an opportunity to disseminate information about your experience and knowledge of the developmental theory to your colleagues in a professional setting. Based on the previous interview and literature review, be prepared to discuss the developmental theory you chose with its strengths and limitations and current research related to your theory. Be prepared to discuss the level of cultural competency of the theory as well. For more detailed information see Appendix A.

The Developmental Interview assignment measures Student Learning Outcomes 1-3 and 5-7. Point breakdown of Development Interview assignment is:

10 points	Literature Review & Interview Questions
20 points	Theory Paper
5 points	Presentation
Total Possible Points:	35

4. **Final Exam (15 points):** This is an opportunity for a student to assess the knowledge they have learned through a final exam. The exam will cover the entire semester of material and will be in a multiple choice, short answer and essay questions.
5. **Class Participation (10 points):** The success of graduate classes depends upon the active engagement of students. Lack of participation will not only adversely affect your grade, but will lessen the overall learning experience for everyone else in the course. Attendance

is a form of participation. **Attendance at all classes is required.** Absences will adversely affect your final grade. Quiet students will not be penalized if they have consistent attendance. The instructor recognizes that there will be an occasional emergency that will keep you from class. You ought to inform the instructor when these emergencies occur so that your absence is not taken as a sign of disinterest. Absences will adversely affect your final grade.

Course Assignments:

1. Quizzes	10
2. Group Presentation/Lecture	30
3. Developmental Interview Project	35
4. Final Exam	15
5. Class Participation	10
Total =	100

Evaluation Matrix:

Student Learning Outcome	EPAS Competencies	Practice Behaviors	Measurement/Assignment
1	2.1.7	24	3
2	2.1.4	14	3
3	2.1.4, 2.1.7, 2.1.10(b)	16, 24, 33	2, 3
4			
5	2.1.3, 2.1.9	13, 27	3
6	2.1.9, 2.1.10(b)	27, 32, 33	3
7	2.1.4, 2.1.5, 2.1.10(b)	14, 18, 33	2, 3

Grading Policy for the Course:

A final letter grade for this course and grades for course requirements will adhere to letter grade standards as specified in the CSUSM University Catalog section on Grading System and Policies. Your papers will be evaluated for conceptualization, conciseness, and organization, as well as proper grammar, word usage, punctuation, spelling, and APA style.

Grading Scale:

The following plus/minus grading system will be used, based on a 100 point scale:

A = 93% - 100%	A- = 90% - 92%	B+ = 87% - 89%
B = 83% - 86%	B- = 80% - 82%	C+ = 77% - 79%
C = 73% - 76%	C- = 70% - 72%	D+ = 67% - 69%
D = 63% - 66%	D- = 60% - 62%	
F = <59%		

A grade of C or better is required for satisfactory completion of the course.

Course Calendar

Week	Topic(s)	Assigned Readings & Assignments Due
Session 1 JAN. 26th	Course Introduction and Overview APA Theory Overview	Syllabus Worksheet
Session 2 FEB. 2nd	The Meaning of Race & Culture: Understanding Multiculturalism & Oppression: the impacts on middle, young and later adulthood	An open mind for thoughtful discussions!!!
Session 3 FEB. 9th	Gender, Gender Identity, Gender Expression, and Sexism Significant Issues & Events in the Lives of Women	Zastrow and Kirst-Ashman (2013) Ch. 9 Van Wormer et. al (2012) p. 214-225
Session 4 FEB. 16th	Psychological Aspects Young & Middle Adulthood Examination of contemporary theories and models for assessing human behavior in young and middle adulthood. Course Feedback & Review	Zastrow and Kirst-Ashman (2013) Ch. 11, pp. 467-490.
Session 5 FEB. 23rd	Psychological Aspects Young & Middle Adulthood <ul style="list-style-type: none"> • Examine the issue of substance abuse and support systems Techniques of Exploration &	Zastrow and Kirst-Ashman (2013) Ch. 11, pp. 490-513. DEVELOPMENTAL TOPIC DUE GROUP PRESENTATION (1) Murphy and Dillon (2008) p. 151-165

	Elaboration (i.e. interview questions) Quiz Prep	
Session 6 MAR. 1st	Sexual Orientation <ul style="list-style-type: none"> • Discussion about various aspects of homosexuality, lesbian and gay lifestyles, relationships, sexual interaction, lesbian and gay pride, empowerment and sense of community. Discussion of dimensions of group structure and composition, inclusion vs. exclusion, cohesiveness. Theories of group processes, development and dynamics in various communities. 	Zastrow and Kirst-Ashman (2013), Ch. 13 Van Wormer et. al (2012) p. 105-113 GROUP PRESENTATION (2) QUIZ
Session 7 MAR. 8th	Sociological Aspects of Young Adulthood & Middle Adulthood <ul style="list-style-type: none"> • Examination of sociological theories of human behavior, families, social structures, institutions and the family. 	Zastrow and Kirst-Ashman (2013) Ch. 12, pp. 516-556 GROUP PRESENTATION (3)
Session 8 MAR. 15th	Sociological Aspects of Young Adulthood & Middle Adulthood <ul style="list-style-type: none"> • Assessing and intervening with the family. Understanding human service organizations 	Zastrow and Kirst-Ashman (2013) Ch. 12: pp. 556-576 LITERATURE REVIEW & INTERVIEW QUESTIONS DUE GROUP PRESENTATION (4)
Session 9 MAR. 29th	Biological Aspects of Young & Middle Adulthood <ul style="list-style-type: none"> • Examination of the human biological subsystems in middle adulthood and how they affect people's lives. Quiz Prep	Zastrow and Kirst-Ashman (2013) Ch. 10 GROUP PRESENTATION (5)
Session	Biological Aspects of Later Adulthood <ul style="list-style-type: none"> • Biological changes and physical 	Zastrow and Kirst-Ashman (2013) Ch. 14

10 APR. 5th	wellbeing in older adults. Examination of contemporary theories on the causes of the aging process.	GROUP PRESENTATION (6)
Session 11 APR. 12th	Psychological Aspects of Later Adulthood • Psychological adjustments to aging, biopsychosocial assessments, interventions, substance abuse, and suicide prevention in older adults	Zastrow and Kirst-Ashman (2013) Ch. 15 THEORY PAPER DUE
Session 12 APR. 19th	Sociological Aspects of Later Adulthood • Exploration of social problems encountered by older people. Income programs, health insurance, and support services for older adults.	Zastrow and Kirst-Ashman (2013), Ch. 16 GROUP PRESENTATION (7)
Session 13 APR. 26th	Ageism, Ableism, & Other Issues Interview Project Final Presentations	Van Wormer et. al (2012) p. 149-150; 156-160 FINAL PRESENTATIONS
Session 14 MAY 3rd	Interview Project Final Presentations Final Exam Prep	FINAL PRESENTATIONS
Session 15 MAY 10th	FINAL EXAM Course Evaluations	FINAL EXAM

APPENDIX A

Developmental Interview

The purpose of the Developmental Interview is to give students an opportunity to use psychosocial and developmental theories and apply them to particular circumstances. This interview will allow students to critically think about how theoretical models can be applied in real life situations. This project will also provide students with an end of the year review of the theories discussed in class and their application. Due to the scope of this assignment it has been broken down into the following parts.

Part 1: Identify Topic - Due February 23rd

In order to start your project you will be turning in an APA style paper (no longer than a paragraph or two) explaining the segment of the life span, the developmental theory that you will be researching, (**HINT: THIS WILL NEED TO BE REFERENCED**) and who you will be interviewing (identity to be kept confidential).

In order to ensure that a variety of developmental models and segments of the life span are reviewed, the first assignments completed and turned in will get priority for that topic. (Based on submission dates and students interest in specific topics, the instructor for the course may ask a student to change or may assign a specific topic).

- A. Choose a segment of the life span from young adulthood to later adulthood that interests you:
- Young adulthood (18 years through about 25 years)
 - Adulthood (26 years through about 39 years)
 - Middle adulthood (40 years through about 65 years)
 - Older adulthood (65 years through death)
- B. Choose a developmental theory to apply to your interviewee and the segment of the lifespan. Using the textbook and research articles, you can view the developmental theories that we will examine this semester. It may also be useful to find out how much research is available on each theory as you will be required to complete research in the next part of this assignment. Some examples of developmental theories that you can choose from are listed below: Please note some may not be found in the course text. Refer to page 23 in your textbook.
- Peck's theories of psychological development
 - Levinson's theory of life structure, life eras, and transitions for men
 - Erikson's Stages of development
 - Glasser's choice theory
 - Interactionist theory in sociology

- Strengths perspective of successful aging (activity, disengagement and social reconstruction theories)
- Grieving process: Kubler-Ross Model
- Grieving process: Westberg Model
- Arnett's Emerging Adulthood
- Jung and Levinson's theories of Finding Balance
- Life-Span Theory

C. Next identify a person you will interview who meets all the criteria below:

- an individual currently from or who has experienced the lifespan segment you identified.
- an individual who represents a social category (e.g., gender, ethnicity, social class, sexual orientation or life span segment) different from your own.

Secure the permission of this individual and explain that you will keep their identity confidential and will change their name in all papers produced. This individual cannot be a CSUSM student. Choose an interviewee who appears content, happy, well adjusted, and successful. Do not select someone who has serious personal issues. This assignment is about applying a developmental theory to a "typical" functioning person it is not about explaining problems. If the model we choose cannot explain the ordinary then how can we expect it to explain the extraordinary.

Part 2: Literature Review and Interview Questions – Due March 15th (10 points)

This part will help you identify the theoretical lens for your interview.

- A. Read the chapter of the textbook that corresponds to the life span segment identified and find 4 scholarly articles related to development and/or the social category of your interviewee. Read each article and prepare an annotated bibliography in APA format. Your literature search must extend beyond the required readings and recommended readings for this course. The annotated bibliography must give at least a one-paragraph summary for each article and will be 2 to 3 pages in length.
- B. Using your research, construct at least one page of questions that you will ask your interviewee that will help you identify how closely the interviewee fits into the developmental theory. Each question must include a reference/citation from your literature search (i.e. what article triggered you to want to ask that specific question to your interviewee?) Consider your interviewee's background such as gender, ethnicity, social class, sexual orientation and how that has impacted their development through the life span. Construct questions that will address how development may have been different if the person was not from one of the social categories listed above. Consider using open ended questions opposed to close ended questions to obtain rich narrative.

You will submit a Literature Review of 2-3 pages and at least one page of interview questions for a total of 3-4 pages.

Part 3: Theory Paper- Due April 12th (20 points)

- A. Submit your list of questions to your interviewee ahead of time so that they can reflect on them and also identify questions they may not be comfortable answering. Have them eliminate questions that they would not like to discuss
- B. Interview your client for an hour in order to obtain the information you need to apply their experiences in the segment of the life span that you have chosen.
- C. Write a 6-7 APA style paper. Use the main topics as section titles (introduction, developmental theory, interview, theory application, conclusion) and follow the outline below:
 - i. Introduction
 - State the purpose of your paper (i.e. what will you be discussing?)
 - ii. Developmental Theory
 - Using the research you completed, explain in detail the theory you are applying to your interviewee.
 - iii. Interview
 - Based on your questions and observations during the interview process, critically evaluate how your client progressed through this particular segment of the life span.
 - Discuss the extent to which cultural structures and values related to power and privilege shaped life experiences.
 - What successes did they have in this segment of the life-span and what might they be attributed to? What resources did they have available?
 - Identify the client's developmental strengths and limitations related to this segment of the lifespan.
 - Discuss any client reflections on their past successes and failures.
 - iv. Theory & Application
 - Using the theory chosen, explain how it fits with the experiences of your interviewee.
 - How does the theory explain what they experienced?
 - What limitations does the theory have in explaining their development or growth?
 - In your opinion what parts of this theory are useful in understanding human development and growth and what parts are not applicable to this individual.
 - v. Conclusion
 - Briefly summarize your findings (e.g. links between developmental theory and interviewee)
 - What did you learn from this process?

Part 4: Final Presentation and Handout: (5 points) Due April 26th or May 3rd

The final presentation is an opportunity to disseminate information about your experience and knowledge of the developmental theory to your colleagues in a professional setting. Based on the interview and annotated bibliography, be prepared to provide a quick summary of your project. Be prepared to discuss the level of cultural competency of the theory as well.

For this brief presentation (5 minutes) **provide a handout** that summarizes your project/developmental theory (bullet points, no lengthy text) for the class to reference while you present. On the handout, **include a bibliography of your references as well.** Provide copies of this handout for each classmate and the instructor.

APPENDIX B: Grading Rubrics

Table 1: Group Project Grading Rubric (25 points)

ELEMENT	EXCELLENT	GOOD	POOR	POINTS
TOTAL of 30 points 25 points: Presentation 5 points: Member evaluation	Exceeds expectations for MSW level professional	Meets expectations for MSW professional	Needs improvement in order to meet expectations for MSW level professional	
BACKGROUND Identify the specific type of community, problem/movement, which is the focus of the group project and article search.	Clear, focused, concise description of the social movement, social problem or community	Adequate description: may lack focus or depth but this does not detract	Lacking clarity & focus so that the target social movement, social problem or community is unclear	(5)
DESCRIPTION & APPLICATION OF THEORIES Group presents on two theoretical perspectives that inform differing views of the community/problem/movement	Clear, thorough, summary of information gathered. Thoughtful analysis.	Minimally sufficient summary. Analysis is inconsistent or lacks some depth.	Inadequate summary. Content of articles is unclear.	(10)
IMPLICATIONS FOR SOCIAL WORK PRACTICE	Thorough linkages between theory models &	Some linkages between theory	Theoretical perspective missing	(5)

	professional practice	models & professional practice		
<p>CLASS DISCUSSION</p> <p>REFERENCES (4-5 articles)</p> <p>One article is chosen and PDF is sent to instructor one week prior to group presentation. A bibliography of all articles used to inform your project is provided to classmates and instructor.</p>	<p>Issues proposed are well thought out and class discussion is engaging.</p> <p>Scholarly readings are from journals or scholarly books, rather than popular press books or websites and are current (not older than 5 years).</p>	<p>Some of the issues proposed are thoughtful; class discussion lacks depth.</p> <p>Only some of the articles are from scholarly sources.</p>	<p>Issues proposed are superficial and not thought provoking for MSW level professional.</p> <p>Articles chosen are not of scholar quality; does not meet minimum article requirement.</p>	(5)

Table 2: Group Project Peer Evaluation Form (5 points)

Complete one evaluation for each of your peers about their contribution to your group project. Write your name and the name of the peer being evaluated. Circle the most accurate answer for every question. These forms must be submitted by end of the class meeting when your group presents.

What was the quality of this group member's contribution to your group presentation?	Did not attend discussions	Poor	Fair	Adequate	Good	Excellent
What was the quality of this group member's written work for your group project (e.g. powerpoint, handout etc.)	Never submitted work	Poor	Fair	Adequate	Good	Excellent
How well did this group member adhere to agreed upon time frames for submitting work for your project?	Never submitted work	Poor	Fair	Adequate	Good	Excellent
How well did this group member respond to feedback throughout your group project?	Was never available for feedback	Poor	Fair	Adequate	Good	Excellent
What was the quality of this group members overall contribution to your group project?	Never contributed	Poor	Fair	Adequate	Good	Excellent

Table 3: Literature Review and Interview Questions Grading Rubric (10 POINTS)

Criteria	5	4	3	2	1
Content	<p>The paper is complete and addresses all-important aspects of the assignment:</p> <ul style="list-style-type: none"> *4 scholarly articles *Annotated bibliography (paragraph summary for each citation) *Interview questions are referenced (i.e. linked to your literature review) <p>Includes a thoughtful, complete discussion of the important aspects related to the topic. The information is relevant, accurate, and necessary.</p>	<p>Includes a good discussion of the important aspects related to the topic (i.e. how relevant the articles/questions are to the development/social category of your interviewee).</p>	<p>Includes an adequate discussion of the important aspects related to the topic (i.e. how relevant the articles are to the development/social category of your interviewee).</p>	<p>Discussion is limited in regards to how relevant the articles are to the development/social category of your interviewee.</p>	<p>Includes a very limited discussion of the important aspects related to the topic.</p>
Writing Quality	<p>Very well written, no errors in grammar, spelling, punctuation, and APA style. Paragraphs and sentences are well developed and clear.</p>	<p>Well written, very few errors in grammar, spelling, punctuation, and APA style. Paragraphs and sentences are well developed.</p>	<p>Generally well written with no more than a few problems with grammar, spelling, punctuation, and APA. Some lack of clarity.</p>	<p>Not very well written. Many problems with grammar, spelling, punctuation, and APA style.</p>	<p>Poorly written, more than 4 errors in grammar, spelling, punctuation, or APA style.</p>

Total: (10 points)					
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Table 4: Theory Paper Grading Rubric (20 points)

Criteria	5	4	3	2	1
Content	Includes a full discussion of the key points related to the topic (e.g., developmental theory; interviewee perceptions; & review of the literature)	Includes a good discussion of the key points related to the topic	Includes a discussion of 75% of the key points related to the topic	Includes a discussion of 70% or less of the key points related to the topic	Includes a discussion of 60% or less of the key points related to the topic
Application of Theory	Includes a thoughtful, complete discussion of the theory identified and how it relates to interviewee experiences. Includes limitations and usefulness of theory	Includes a good discussion of theory identified and how it relates to client experiences.	Includes an adequate discussion of theory identified and how it relates to client experiences.	Includes a limited discussion of theory identified and how it relates to client experiences.	Includes very little discussion of theory identified and how it relates to client experiences.
Organization	Is well organized, professionally presented, uses headings, citations & references in APA style, & has a title page	Is adequately organized and uses headings, APA style is utilized	Is adequately organized, APA style utilized with some errors	Some aspects are organized, APA style utilized with many errors	No organizational system is evident

Writing Quality	Very well written, no errors in grammar, spelling, punctuation, and APA style. Paragraphs and sentences are well developed and clear.	Well written, very few errors in grammar, spelling, punctuation, and APA style. Paragraphs and sentences are well developed.	Generally well written with no more than a few problems with grammar, spelling, punctuation, and APA. Some lack of clarity.	Not very well written. Many problems with grammar, spelling, punctuation, and APA style.	Poorly written, more than 4 errors in grammar, spelling, punctuation, or APA style.
Total: (20 points)					