ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 15, 2009

1. ACADEMIC UNIT: School of Social Work

2. COURSE PROPOSED: SWU 303 Micro Human Behavior in the Social Environment 3

   (prefix)  (number)  (title)  (semester hours)

3. CONTACT PERSON: Name: Teri Kennedy  Phone: 602-496-0076

   Mail Code: 3920  E-Mail: terikennedy@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L ☒
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas
   Global Awareness—G ☐
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ___________________________

   Is this a multisection course?: ☐ No ☒ Yes; is it governed by a common syllabus? yes

Mandatory Review

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Teri Kennedy, Chair, BSW Program Committee

Chair/Director  (Print or Type)  
Date:  04/15/09  

Chair/Director  (Signature)  

[Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse—as evidenced by the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

- **CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

  - Syllabus: IV; Evaluation of Student Performance; Assignments; Textbook

  1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

  2. Also:

    - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

- **CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

  - Syllabus: IV, VI, VII, VIII, IX; Assignments

  1. Please describe the way(s) in which this criterion is addressed in the course design

  2. Also:

    - Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

- **CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

  - Assignments: Discussion Boards, Group Wikipedia Assignment, Cumulative Essays, & Final Cumulative Essay

  1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
<table>
<thead>
<tr>
<th>ASU - [L] CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Also:</td>
</tr>
<tr>
<td>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information &quot;C-3&quot;.</td>
</tr>
</tbody>
</table>

C-3
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
<th>Weekly Outline; Assignments; Writing Feedback Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>☐</td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
<td></td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: At least 50% of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.</td>
<td>Course Description (IV) notes that at least 50% of the grade depends upon writing; Evaluation of Student Performance demonstrates that 50% of the final grade is based upon essays, 10% is based on written Discussion Boards, and 20% is based on a written Wikipedia assignment</td>
<td>Syllabus and Assignments; Textbook: Publication Manual of the American Psychological Association (5th ed.)</td>
</tr>
<tr>
<td>Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.</td>
<td>Students must demonstrate an understanding of critical inquiry and empirically-based skills appropriate for social work knowledge-building, practice and assessment, and demonstrate the ability to critically evaluate and utilize scholarly sources while conducting research.</td>
<td>Syllabus: VI. 7 &amp; 10; VII. Unit VII; VIII. Key Concepts; Research/Writing; Assignments: Discussion Boards, Group Wikipedia Assignment, Cumulative Essays, &amp; Final Cumulative Essay</td>
</tr>
<tr>
<td>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</td>
<td>Students 80% of the course grade is based upon written assignments: 10% written discussion boards; 20% a group Wikipedia assignment; 30% cumulative essays; and 20% a final cumulative essay.</td>
<td>Syllabus and Assignments</td>
</tr>
<tr>
<td>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</td>
<td>Weekly Outline demonstrates spacing of essay and other written assignments; Assignments provide clear details of expectations; a Writing Feedback Rubric demonstrates the way in which students will receive feedback on their writing; the cumulative essays build upon each other, with the final essay combining previously written essays.</td>
<td>Weekly Outline; Assignments; Writing Feedback Rubric;</td>
</tr>
</tbody>
</table>
Arizona State University
School of Social Work
Master Syllabus
2008

Lead Instructor: Dr. Teri Kennedy

I. Course and Number of Course: SWU 303 Micro Human Behavior in the Social Environment

II. Program Level: BSW: 300

III. Course Requirements: 3 credit hours
Required: All BSW Students
Prerequisites: PGS 101 or SOC 101
Pre- or corequisites: SWU 171, 291, and 295

IV. Course Description:

Human behavior in the social environment throughout the life cycle, analyzing theories of human development within an integrative multidimensional framework.

NOTE: SWU 303 is a literacy and critical inquiry upper division class, therefore, at least 50% of the grade in the course should depend on writing, including prepared essays or speeches, and in-class essay exams.

V. Course Rationale:

This course supports the social work profession’s focus on person-in-environment transactions by examining biopsychosocial/spiritual development from infancy through late adulthood and membership in families, groups, and communities, with special attention to diversity in a pluralistic society. This examination is guided by ecological/systems, empowerment, strengths, and life span/life course perspectives. It supports the profession’s commitment to critical analysis of existing theories of human development in the context of race, class, gender, age, ability, sexual orientation, culture, and spiritual orientation, with special emphasis upon populations of the southwest. It provides a foundation for generalist social work practice guided by the NASW Code of Ethics and committed to the vision of social and economic justice.

VI. Course Objectives:

Upon completion of this course, you should be able to:

1
1. Define and discuss the reciprocal interactions between biopsychosocial/spiritual systems and their consequences for social functioning.

2. Link human developmental stages and life stage-related biopsychosocial/spiritual hazards with prevention and harm reduction at the micro level.

3. Identify the effects of variations in social structure, life events, social conditions, economic conditions, and abilities on key developmental transitions, with particular attention to issues of stability and change in behavior and personality over time.

4. Critique existing models and theories of development drawn primarily from the fields of biology and psychology, and compare to empowerment, ethnic identity, strengths, systems, life span/life course, and critical analytical perspectives.

5. Discuss assumptions, values, and ethical considerations (including the Mission of the School of Social Work and the NASW Code of Ethics) as they relate to the normative and non-normative pathways of development.

6. Analyze the role of diversity with particular attention to gender, age, ability, sexual orientation, ethnicity, culture, race, religion, and social class and the importance of person-environment fit, with special emphasis upon populations of the southwest.

7. [Demonstrate understanding of critical inquiry and empirically-based skills appropriate for social work knowledge-building, practice, and assessment, C-2]

8. Demonstrate application of the American Psychological Association (APA) format through written work.

9. [Demonstrate improvement in writing skills through written work, C-4]

10. [Demonstrate ability to critically evaluate and utilize scholarly sources, C-2]

11. Demonstrate ability to effectively utilize web-based technology.

VII. Course Units:

Unit I A Multidimensional Framework for Assessing Social Functioning
Unit II The Biophysical Dimension for Assessing Social Functioning
Unit III The Psychological Dimension for Assessing Social Functioning
Unit IV The Social Dimension for Assessing Social Functioning
Unit V The Spiritual Dimension for Assessing Social Functioning
Unit VI Overview of Human Behavior Theories
Unit VII Conducting Research/Evaluating Scholarly Sources, C-2
Unit VIII  Writing Papers According to American Psychological Association (APA) Format
Unit IX    Pregnancy, Birth, and the Newborn
Unit X     Infancy
Unit XI    Early Childhood
Unit XII   Middle Childhood
Unit XIII  Adolescence
Unit XIV   Young Adulthood
Unit XV    Middle Adulthood
Unit XVI   Late Adulthood

VIII. **Key Concepts:**

**Development:**
- biopsychosocial/spiritual framework
- ability/disability
- biological development
- adaptation
- cognitive development
- human/social capital
- ethnic identity development
- non-normative/normative events
- gender identity development
- risk/protective factors
- moral development
- resiliency
- multidimensional framework
- rites of passage
- person-in-environment (PIE)
- poverty/economy, impact on development
- psychological development
- socialization
- social development
- well-being
- spiritual development

**Diversity/Oppression:**
- colonialism
- “isms”: able-ism, age-ism, classism, racism, sexism
- economic influences
- non-dominant/dominant groups
- economic justice
- populations of the southwest
- ethnocentrism
- religious oppression
- historical oppression
- social justice
- intersections of diversity

**Practice:**
- generalist social work practice
- NASW Code of Ethics
- harm reduction
- prevention
- intervention

**Research/Writing:**
- APA format
- critical inquiry skills
- plagiarism
- scholarly sources

\[ \ell_n \geq c-2 \]
Theory:
assimilation, acculturation, bicultural socialization, and ethnic minority identity theories
behaviorism, social learning, and exchange theory
cognitive development theory
conflict theories
constructivism
ecological systems theory
empowerment theories
life span development theories
moral development theory
phenomenology, social constructionism, and hermeneutics
psychodynamic theory
strengths perspective
symbolic interaction theory
transpersonal theory

IX. Required Texts:


X. ASU Policies:

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm
Student Code of Conduct:
http://www.asu.edu/studentaffairs/studentlife/judicial/
Computer, Internet, and Electronic Communications Policy:
https://techbase.asu.edu/wiki/index.php/Computer_Internet_and_ElectronicCommunications
School of Social Work Student Academic Integrity Policy:
http://ssw.asu.edu/portal/filelib/students/PlagiarismPolicy.pdf
Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:
http://www.socialworkers.org/pubs/code/code.asp
Grading Guidelines for Undergraduate Courses

An “A+” grade at the undergraduate level means that a student is doing exceptional work. The student participates online regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work. The student participates online regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An “A-“ grade at the undergraduate level means that a student is doing excellent work. The student participates online regularly, submits all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A “B+” grade at the undergraduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student participates online regularly, submits all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “B” grade at the undergraduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student participates online regularly, submits all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.

A “B-“ grade at the undergraduate level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student participates online regularly, submits all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.
A “C+” grade at the undergraduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.

A “C” grade at the undergraduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or an “E” at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Grading Standards

Regular participation is critical to maximize comprehension and learning. Participation, which is online participation, is monitored regularly by your instructor. This is easy for your instructor to do, because Blackboard, without error, tracks your activity and use of the system. This is akin to taking role, and tracking participation, during a face-to-face course. Please refer to page four of this document for additional information.

Timely online submission of assignments is expected. Late assignments will be penalized 10% of the grade for the first week that they are late. After 1 week, late assignments will not be accepted. All written assignments are to follow the format of the American Psychological Association (APA format). Papers must be typed, double-spaced, with 1-inch margins, using 10-12 point font. Writing quality (grammar, punctuation, spelling, organization, etc.) and timeliness of submission will be considered in grading your work.

Grade of Incomplete

The grade of “I” (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond the student’s control. Unfinished work must be completed with the same instructor except under extenuating circumstances.

The student has one calendar year from the date the mark of “I” is recorded—or less if indicated by the instructor—to complete the course. If work is not completed within the stated time frame, the grade will become an “E”. Requests for a grade of “Incomplete” must be discussed with and approved by the instructor. A completed “Request for Grade of Incomplete” must be provided to the instructor by the final class session.

In Person Consultation

Your instructor typically is on campus and available for in person and telephone consultations on Tuesday and Thursdays. To schedule a consultation please email your instructor at docpeck@asu.edu or telephone him at 602.496.0073.

During the term, your instructor also will schedule at least one optional synchronous chat session. This will be a time when you hear your instructor’s voice on your computer as he responds to questions and comments that you type to him while he is talking. The details about this will be explained further during the term. If possible, your instructor will record this session; however, members of your team for the group Wikipedia assignment can inform you of what occurs during this time if you cannot attend.
Clarification of Assignments

1. **Discussion Board and Task Participation**
   10% of total grade
   0-10 points possible

   Learning occurs collectively; we do this in class via active thoughtful discussion, using critical thinking while reading, and writing in response to what you read and experienced. Your thoughtful contributions to discussion boards and other assignments will be monitored throughout the term. During the semester, we share the responsibility for maintaining a safe environment for sharing and exploring our values and beliefs, free of the judgments of others; this is addressed in the issues of netiquette. For a list of Core Rules of Netiquette, please visit: [www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html).

   During the early weeks of this term, your instructor will provide models thoughtful responses to discussion board prompts. Remember, responses like “Dude, I like totally agree” and “Hey Bud, that sucks” fail to demonstrate thoughtful participation.

2. **Quizzes (every other week)**
   20% of total grade
   0-20 points possible (2.5 points possible per quiz)

   During every even-numbered week (weeks 2, 4, 6, 8, 10, 12, 14, and 16; see weekly outline after this section) students will complete graded short quizzes based upon readings. These quizzes will be posted on Thursday morning of that week, and will be available to complete for 24-hours. However, during Thanksgiving week (week 14), the quiz will occur on Tuesday 11/25. If a student does not complete the quiz during that time period, the quiz will no longer be available and will receive a score of zero points. These quizzes will include objective (e.g. multiple choice) and short answer questions.

3. **Group Wikipedia Assignments (2, due 10/4 and 11/22)**
   20% of total grade
   0-20 points of total grade (0-10 points possible each assignment)

   During the second week of the term, students will be divided into working groups. Each group will design a Wikipedia page based upon a specific controversial human behavior topic. For example, students may be building a Wiki based upon a topic such as genetic modification and cloning. Whether developmental the
tories are relevant for diverse groups, students may be asked to “take a stand” and defend one side of an argument in their Wiki page. This will require communication between group members and research to support opinions.

   When students are given this assignment, they will receive a link to their group’s Wiki page. This link will include directions for developing a Wiki page. Essentially, a Wiki page allows for collective editing of content; all group members contribute to content. Students will be able to practice APA citations and referencing in their Wiki pages.

4. **Cumulative Essays (2, due 9/26 and 11/1)**
   10% of total grade
   0-30 points of total grade (0-15 points possible each assignment)

   Essays provide an opportunity to master and integrate course content, improve your writing skills, and practice APA formatting. By writing essays, you will further develop critical thinking and critical inquiry skills, evaluate and respond to ideas presented in course readings and class activities, reflect upon your values and beliefs, and consider practical application of course content to real-life situations.
The essays assigned this semester will be cumulative. Content in the first essay will be revised and resubmitted in the next essay. By the end of the term, students will have prepared one significant research-based paper that outlines multidimensional aspects of human behavior, the life span effects of a significant life event, and descriptions of coping and resilience. Success on these first two essays will prepare you for success on the final essay.

Specific details about each essay will be provided online, including a sample of the grading rubric. Papers will be submitted electronically, and are required to adhere to APA formatting requirements.

Grading criteria will include content, writing style, APA format, writing quality (grammar, punctuation, spelling, organization, etc.), and timeliness of submission.

5. Final Cumulative Essay (due 12/14)
20% of total grade
0-20 points possible

In this final essay assignment, you will revise and resubmit the first two essays as the lead into this final essay. You will integrate comments from your instructor (remember, he will have electronic copies of his comments to you) and complete new sections of the paper which ask you to examine coping and resilience across the life span relative to the effects of the life event you have examined in the previous essay.

Specific details about each essay will be provided online, including a sample of the grading rubric. Papers will be submitted electronically, and are required to adhere to APA formatting requirements.

Grading criteria will include content, writing style, APA format, writing quality (grammar, punctuation, spelling, organization, etc.), and timeliness of submission.
Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus
http://www.asu.edu/studentaffairs/ed/drc/
480-965-1234 (Voice)
480-965-9000 (TTY)

Polytechnic Campus
http://www.asu.edu/studentaffairs/ed/drc/
480.727.1165 (Voice)
480.727.1009 (TTY)

West Campus
http://www.west.asu.edu/drc/
University Center Building (UCB), Room 130
602-543-8145 (Voice)

Downtown Phoenix Campus
http://campus.asu.edu/downtown/DRC
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)
Weekly Outline

The remainder of this document provides an outline of the weekly readings, activities, online events, and assignment due dates. **Please note that at the beginning of each week, typically on Monday, your instructor will post additional information about activities to complete.** These postings can be thought of as what the student is doing in class each week. For example, you may find a small APA exercise to complete, a reading or Internet link to supplement the textbook, other items to support your learning.

**Remember, quizzes occur in even numbered weeks, which are 2, 4, 6, 8, 10, 12, 14, and 16. Assignment due dates are “Topics” section in bold.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins On</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>(9/1)</td>
<td>Biophysical dimension. Introduction to term-long working groups for completion of Wikipedia assignments.</td>
<td>Ashford, LeCroy, &amp; Lortie Chapter 2, <em>The biophysical dimension for assessing social functioning.</em> Additional resources and readings on Blackboard.</td>
</tr>
</tbody>
</table>

quiz
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>The APA manual (purposes, using it, plan for the term).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cumulative Essay #1 due no later than 5:00 p.m. on 9/26**
| 6 | 9/29 | Conception and life’s beginnings. Critical influences on future development. | Ashford, LeCroy, & Lortie  
Chapter 5, *Pregnancy, Birth, and the Newborn.*  
Additional resources and readings on Blackboard. |
|---|------|---|---|
| 7 | 10/6 | Infancy and early life development with a particular emphasis on culture as a developmental influence. | Ashford, LeCroy, & Lortie  
Chapter 5, *Pregnancy, Birth, and the Newborn.*  
Chapter 6, *Infancy.*  
Additional resources and readings on Blackboard. |
| 8 | 10/13 | One of the most exciting phases of life development, early childhood. | Ashford, LeCroy, & Lortie  
Chapter 6, *Infancy.*  
Chapter 7, *Early childhood.*  
Cognitive development and social learning.  
Additional resources and readings on Blackboard. |
| 9 | 10/20 | Theoretical perspectives and their contemporary relevance. | Ashford, LeCroy, & Lortie  
Chapter 7, *Early childhood.*  
Psychodynamic and life task perspectives.  
Additional resources and readings on Blackboard. |
Chapter 8, Middle childhood.  
Additional resources and readings on Blackboard. |
Chapter 9, Adolescence.  
Additional resources and readings on Blackboard. |
Chapter 10, Young adulthood.  
Additional resources and readings on Blackboard. |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Adaptation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second group Wikipedia assignment due no later than 5:00 p.m. on Saturday 11/22.</td>
<td>Additional resources and readings on Blackboard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* For this week, the quiz will occur on Tuesday, 11/25.</td>
<td>Additional resources and readings on Blackboard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The future of world populations.</td>
<td>Additional resources and readings on Blackboard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empathy-exercise.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>(12/8)</td>
<td>Course wrap up. Preparing for the final paper.</td>
<td>Final paper due no later than 5:00 p.m. on 12/14. Brief assignment and course evaluation will be placed online.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>quiz</td>
<td>Congratulations!</td>
</tr>
</tbody>
</table>
Main Page

From Micro Human Behavior on Wiki

This Wiki page, and its associated pages are part of Dr. Peck's Micro Human Behavior in the Social Environment course (SWU-303). The assignments, in part, are posted in Wiki sections as noted below. Each assignment is an opportunity for students to share data, refine research and critically thinking skills, and to share their ideas and opinions.

Wiki Assignment #1: Developing into a Good Person—Childhood Essentials

- 5 points possible - Interview and your responses DUE ON 3/6 at 11:59 p.m.

1. Read through the questionnaire.

2. Consider your own answers and prepare to ask another these questions. By preparing, you are thinking about the questions, who would be good to ask, how to ask open-ended questions, and how you will keep track of key responses (i.e. will you take notes, write your impressions afterwards).

3. Identify a person who shares your cultural identity, but who has a key difference from you. For example, you may identify as a Chicana or a Latino, a queer Jew, an older Methodist African American, etc. Then, choose some different than you, such as a gay Chicana, an elder Latino, a queer Lutheran, or an older Baptist African American. **Do not interview a client for this assignment. This person should be someone with whom you already have a relationship, and who will consent to converse with you without any concern of repercussion or undue pressure.

4. Interview this person. This interview should be comfortable like a conversation, not a clinical interview. You are NOT doing any sort of intervention; this is purely to listen and learn.

5. Record the summary of your responses in the Wiki page.

The Interview part of Wiki #2 (Due 3/6): In the Wiki page you will provide a summary of your own responses and of the person who you interview. This summary should address the overall focus of the interview, which is to determine the essential elements of childhood (what should occur in childhood) to allow a child to develop into a good person.

Below is a list of items to guide your self-reflection and to guide your interview: - What do you believe a child needs to grow into a good person? - What is one of your favorite memories about your childhood? - What does it mean to you to have a good childhood? - How do you believe a child learns to cope successfully with challenges? - How do you believe a child learns to make “good” and “healthy” choices in life? - What elements, or aspects, of your culture or cultural identity helped you as a child? What elements, or aspects helped you to be strong, to cope and adapt, and “get through” childhood?

As you consider your responses, and what you learned from the interviewee, remember that our task is to come up with a theory about well-being and happiness. Your job is to summarize and analyze responses to these questions.
and define what it means to live a good life, one with happiness and well-being.

Posting the Interview: You should go to the page that is associated with your last initial... I've done this only to divide up the pages, so that everyone is not trying to place their results on the same page. The order of postings on each page is random... you just post next in line. If the page fills up you can start a second page, or email the instructor to set it up for you.

SAMPLE POST, Last name begins with A-C, Last name begins with D-G, Last name begins with H-L, Last name begins with M-Q, Last name begins with R-T, Last name begins with U-Z

Grading: Please re-submit the results from the second Wiki interview as an appendix to the second essay paper.

---

Wiki Assignment #2: A Life with Well-being and Happiness

- 5 points possible - Interview and your responses DUE ON 4/26 at 11:59 p.m.

1. Read through the questionnaire.

2. Consider your own answers and prepare to ask another these questions. By preparing, you are thinking about the questions, who would be good to ask, how to ask open-ended questions, and how you will keep track of key responses (i.e. will you take notes, write your impressions afterwards).

3. Identify a second person (a different than who you interviewed in the first assignment) who shares your cultural identity, but who has a key difference from you. For example, you may identify as a Chicana or a Latino, a queer Jew, an older Methodist African American, etc. Then, choose some different than you, such as a gay Chicana, an elder Latino, a queer Lutheran, or an older Baptist African American. **Do not interview a client for this assignment. This person should be someone with whom you already have a relationship, and who will consent to converse with you without any concern of repercussion or undue pressure.

4. Interview this person. This interview should be comfortable like a conversation, not a clinical interview. You are NOT doing any sort of intervention; this is purely to listen and learn.

5. Record the summary of your responses in the Wiki page.

The Interview part of Wiki #2 (Due 4/26): In the Wiki page you will provide a summary of your own responses and of the person who you interview. This summary should address the overall focus of the interview, which is to determine the essential elements to living a good life: that is, a life with happiness and well-being.

Below is a list of items to guide your self-reflection and to guide your interview: - What does it mean to you to have a good life? To have well-being? To have happiness? - Across you life span, as you’ve aged, has your sense of well-being and happiness changed? - How do you cope with and adapt to challenges to your well-being and happiness? - How have you reconciled, made peace with, such challenges? - What do you think are the strengths required in people to have happiness and well-being? - Are there elements or aspects of your culture, cultural identity, that have helped you to be strong, to cope and adapt, and to have happiness and well-being?

As you consider your responses, and what you learned from the interviewee, remember that our task is to come up with a theory about well-being and happiness. Your job is to summarize and analyze responses to these questions.
and define what it means to live a good life, one with happiness and well-being.

You should go to the page that is associated with your last initial... I've done this only to divide up the pages, so that everyone is not trying to place their results on the same page. The order of postings on each page is random... you just post next in line. If the page fills up you can start a second page, or email the instructor to set it up for you.

*Links will be posted closer to assignment due date.*

**Grading: Please re-submit the results from the second Wiki interview as an appendix to the final paper.**

Wiki Tips

Friendly Reminder: If you are making many edits, be certain to save often... your instructor knows how frustrating it can be to lose your changes.

Details: You can create new pages by entering new_page_name on an existing page that you want to link from. There is always wiki Help, linked at left. Your Wiki page can't be broken, but it can be rearranged.

Note: There is a manual for this wiki software if you're the manual-reading type. It can be accessed at User's Guide (http://meta.wikipedia.org/wiki/MediaWiki_User%27s_Guide).

Retrieved from "https://wiki.asu.edu/swu303/index.php/Main_Page"

- This page was last modified 18:11, 9 March 2009.
Wiki Group Assignment #1: 10 points, Due 10/4 at 11:59 p.m.

Background

Many of you are familiar with the online encyclopedia called Wikipedia. For this assignment, you will be creating a Wikipedia page on the ASU server. This page will be available for all those in this course to view.

To begin this assignment, you first need some familiarity with Wikipedia. Wikipedia is like an online dictionary of information available in many languages. **Wikipedia is a flawed research tool.** This means that Wikipedia is neither scholarly nor academic—in particular, because it is not peer-reviewed and information found there may be inaccurate and biased.

For more information, please go to this link about Wikipedia: [http://en.wikipedia.org/wiki/Wikipedia](http://en.wikipedia.org/wiki/Wikipedia). This is the Wikipedia page about Wikipedia; included in it is information about the flaws in Wikipedia.

What makes Wikipedia unique is that anyone can edit a Wikipedia page. For example, let’s say you are a fan of the Portuguese music known as Fado. You could visit the Wikipedia page about Fado ([http://en.wikipedia.org/wiki/Fado](http://en.wikipedia.org/wiki/Fado)) where you can edit and supplement the content.

On the page about Fado, notice that there is a notice about the lack of citations and verification. I note this because of the importance of credibility and citation in academic and professional writing.

If you visit another Wikipedia page, such as the one about jazz ([http://en.wikipedia.org/wiki/Jazz](http://en.wikipedia.org/wiki/Jazz)), you will view an even more complete page. At the end of this page you find multiple references and citations. This page may, I repeat “may,” have more scholarly validity. However, a jazz expert might quickly notice absences and limitations in the data found on that page.

It is critical to recognize that Wikipedia format is not APA format. The citations are not consistent with the APA manual. It is, however, a format for which you can find original sources—where the information comes from—and links to additional information. **Wikipedia itself is not a professional academic citation**—it’s founders agree!

The value of Wikipedia is that one obtains an overview of topics and links to more information. The importance in developing a Wikipedia page is that you provide credible, reliable, and valid information.

The Assignment

The class Wiki page can be found at the link found below: [https://wiki.asu.edu/swu303/index.php/Main_Page](https://wiki.asu.edu/swu303/index.php/Main_Page)
Your group then has a specific page, which can be found by scrolling down and clicking on your group number. That number also is associated with a condition that you will be further discussing in your assignment.

Together, your group will be creating a Wiki page. The assignment is detailed on the Wiki main page that I established. However, I have pasted it below, too. I call the assignment, the Challenge

**The Challenge**

A great debate exits! Does nature or nurture determine our longevity and success in this world? Has biology predetermined us to a specific life path? Can we change our biology? What opportunities does genetic engineering and cloning bring to us? What risks do they bring? How does knowledge about genetics and the human genome better our lives? What challenges does this knowledge bring? How can this knowledge alleviate and promote fears?

This challenge brings much controversy to our personal and social lives. Your group task is to answer these questions, and others that arise from your research. You will do this on your groups Wiki page. Your page "must include" professional citations and references. Your instructor must be able to find, if he wanted to, these sources to double check any statements. Yes, you can include opinion and beliefs, but it must be stated that you are doing so, and you must justify those.

To help you get started, your group will want to discuss your beliefs and start doing and sharing research. This research can be done online and via the ASU library (online and in person). Then, you will want to define key terms and issues. For example, what is the nature vs. nurture debate, and what does genetic engineering mean? Next, consider the layout of your Wiki page--you may want to visit other Wikipedia pages to get ideas. For instance, the beginning section should define the issue, perhaps you will have a section about the history of the debate, and another later section about fears.

The next thing that you will want to do is think about the specific topic your group is assigned. Each group has one topic that they must relate to this challenge (debate) and discuss in terms of pros and cons, strengths and weaknesses, challenges and opportunities... Your topic is next to your group number in the links below.

[[Group 1 - Cancer]], [[Group 2 - Alzheimer's Disease]], [[Group 3 - Alcohol and Food Misuse]], [[Group 4 - Intelligence & Creativity]], [[Group 5 - Development Disorders (e.g. autism, Down's syndrome)]], [[Group 6 - Severe Mental Illness (e.g. schizophrenia)]]

**BEST OF LUCK! YOUR INSTRUCTOR IS AVAILABLE FOR CONSULTATION.**
General Overview

The essay assignments in this course are designed with a scaffolding approach. Each essay you write builds on the previous. This parallels the course materials (e.g. readings build on the next).

Essay Assignment #1

Due at 11:59 p.m. on 9/28. This is a 2+ day extension (I’m giving you the extra weekend).

The purpose of this assignment is the first step in developing a critical understanding of human behavior in the social environment. For this paper, you will write about the biopsychosocial dimensions of human behavior.

This paper will be about 6-7 pages in length, excluding the title page. The paper should be written in APA format. It is expected that students will have at least two references. One of these references can be the course textbook and course reading assignments. It is recommended that you have more than two references. This is part of your process of learning to research.

This paper includes three sections. In your paper, please use headings to indicate the sections. Begin your paper with an introduction, then complete each section outlined below:

1. Brief Introduction (1 paragraph). Briefly introduce the reader to your essay and what will occur in the paper. It often is effective to note something of interest that will entice someone to read further. Get the reader interested in the topic. Be careful not to make this paragraph too long; it should not be the focus of your paper.

2. Biopsychosocial Dimensions (3-4 pages). In this section, students are to present what biopsychosocial means. In this definition, please describe each dimension (biological, psychological, social) and what the dimension includes. For example, the biological domain includes genetics and heredity, the psychological domain includes cognitive development, and the social domain includes family and culture. Please elaborate in more detail about each domain. What is important in each domain? Why is each domain important to social workers and to social work practice?

3. Spiritual Dimension (1 page). What is it? Is it a unique dimension? How does it work for humans? What purpose(s) does it serve? Please define this dimension and provide scholarly supports for your descriptions and responses to these dimensions.

4. Critical Life Event (1-2 pages). In this section, you are to pick one critical life event that you believe could impact all three domains (biological, psychological, social). Describe how you believe this event could impact each dimension. It is recommended that you describe the event, briefly, and, then, detail how the event impacts each domain individually. Each domain may be interrelated. It is particularly important that you choose a critical life event that will have an impact across the life span—an event that will influence a person’s life as s/he ages.
5. **Analysis and Critique** (1+ pages). You may think of this section like a detailed conclusion. The goal in this section is that you examine what you have written and consider, in the so-called big picture, "what does it mean?" This section is where you can incorporate your ideas and analysis. Questions that may help you do this include:
   a. How do the biopsychosocial dimensions help better analyze this critical event?
   b. What are the strengths of this approach?
   c. What are the weaknesses of this approach?
   d. When you analyze this life event is there something missing from this approach?
   e. *Any other of your brilliant analyses that you want to add...*

**BEST OF LUCK! YOUR INSTRUCTOR IS AVAILABLE FOR CONSULTATION AND INPUT...**

*A peak into the future: The next essay will incorporate developmental literature and theory.*
**Multidimensional Grid:** To help you sort your ideas you may want to complete the grid below.

<table>
<thead>
<tr>
<th>Define each domain of multidimensional assessment. Include the dimensions and essential, or critical, components of each domain.</th>
<th>Bio</th>
<th>Psycho</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a <strong>Bio-Psycho-Social</strong> event that impacts human behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how this event influences the bio-psycho-social aspects of life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What do you expect the life challenges to be? How would it influence your life?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Is the bio-psycho-social perspective a good one to use? Is it sufficient? What is lacking? What are the strengths of this perspective?</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your writing assignment will be read and evaluated according to the tables below. Your grade will be based upon your scoring in these categories, the degree of cohesion with the assignment expectations, and overall quality of your work.

A. If your writing falls into Category 3, tutoring is not necessary is at this time.
B. If your writing falls into Category 2, you are progressing well, and immediate tutoring may not be required.
C. If your writing falls into Category 1, please contacting a tutor at the DPc Writing Center is recommended. You can contact a tutor at [http://studentsuccess.asu.edu/downtown/writing/faq](http://studentsuccess.asu.edu/downtown/writing/faq). Other writing resources may be available in your community; your instructor may be able to help you locate resources.

<table>
<thead>
<tr>
<th>Writing Area 1</th>
<th>1. Poor – Fair</th>
<th>2. Adequate – Good</th>
<th>3. Very Good – Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus and Content:</strong> Clear topic and good material</td>
<td>Topic suitable to assignment, but may not be fully developed and analyzed. Examples adequate, though details missing. Interesting and rather insightful.</td>
<td>Topic suitable to assignment, but may not be fully developed and analyzed. Examples adequate, though details missing. Interesting and rather insightful.</td>
<td>Topic completely suitable to assignment and logically developed and analyzed with effective examples and details. Extremely interesting and insightful about topic</td>
</tr>
<tr>
<td><strong>Rating Category:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Comments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>-------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Organization:</strong> Introduction, body, and conclusion. Thesis and support. Logical flow.</td>
<td>Introduction, body, and conclusion present. Thesis perhaps hard to detect, but supported. Reader may have difficulty following the flow of ideas. Sentences wander a bit.</td>
<td>Introduction, body, and conclusion present. Thesis perhaps hard to detect, but supported. Reader may have difficulty following the flow of ideas. Sentences wander a bit.</td>
<td>Well-focused introduction, body, and conclusion. Thesis clearly stated, and supported. Logical flow of ideas. Paper does not “wander;” each sentence links up with preceding and following sentence.</td>
</tr>
</tbody>
</table>

Rating Category:

Additional Comments:

---

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar &amp; Punctuation</strong> Correctly following prescribed conventions and rules of the English language.</td>
<td>Recurring problems with subject-verb agreement, verb tense; many fragments and run-ons. Pronouns often do not agree with referents. Many errors in punctuation; meaning is obscured.</td>
<td>Subject-verb agreement; fairly consistent verb tense; few fragments and run-ons. Fairly consistent agreement between pronouns and referents. Some errors in punctuation but they do not interfere with meaning.</td>
<td>Subject-verb agreement; consistent verb tense; complete sentences with no fragments or run-ons. Agreement between pronouns and referents. No or few errors in punctuation.</td>
</tr>
</tbody>
</table>

Rating Category:

Additional Comments:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Convention &amp; Style</td>
<td>Lacks variety in sentence structures and lengths; inappropriate use of documentation style (APA).</td>
<td>Satisfactory variety of sentence structures and lengths; acceptable use of vocabulary; attention to documentation rules is evident.</td>
<td>Wide variety of sentence structures and lengths; appropriate and interesting vocabulary; meticulous attention to documentation rules.</td>
</tr>
</tbody>
</table>

**Rating Category:**

**Additional Comments:**
Essay Assignment #2
Due no later than 5:00 p.m. on 11/9 at 11:59 pm (This is more than 1 full week later than on syllabus). 5-7 pages in length, double space, excluding title page and references

Overview

The purpose of this assignment is your second step in developing a critical understanding of human behavior in the social environment. For this assignment, you are to return to the critical life event discussed in your first paper, and examine how this event influences human development and human behavior in earlier life (birth through adolescence).

Let me provide two examples. If you picked an illness, such as cancer, you will examine how cancer could affect an individual in childhood (e.g. limit physical activities and challenge physical development, impinge on mastery of life tasks such as mastering autonomy, and impact family relations by creating a family culture of worry and resulting in smothering parent-child bonds). Note that the issues in parentheses are biopsychosocial issues.

Or, you may have picked an event that may not seem to directly affect the individual, such as having an abortion because the child was never born and how would you discuss early life issues for an unborn child? Well, here is an example of how to think creatively. First, note that on the syllabus this paper is due after adolescence is examined, so that you will consider abortion in adolescence. But, as you think creatively, I suspect you will uncover important ways these issues come up in practice. If you examine abortion, you might examine how a woman’s abortion at one point in her life, and her issues related to reconciling her act, may affect later choices. For example, if this woman has a child later in life, will she bond the same way with that child (psychosocial issue). What about the physical issues related to having an abortion, or multiple abortions (biology)? How will this woman’s family, friends, community, and culture respond to her choices (social)? Will intimacy, think Erikson, be impacted in her future (psychological)?

After you discuss the multidimensional issues, you will theorize about how this younger human might cope and adapt to these issues! Remember, human beings are amazingly resilient. This is a chance for you to draw on your own ideas and beliefs (based on research and theory), and to theorize about how someone will cope… and become more resilient… as a result of this event.

Essentially, your paper will (1) Review a critical life event and discuss its impact in earlier life, (2) integrate research in doing so, and (3) theorize about how coping.

Research

As you prepare this work, you should examine the textbook and the biopsychosocial issues that are discussed. This will help you to think about the key issues, and it will help you to think about search terms. What? You already have done research for your first paper. Yes, that is relevant. Now you are
adding search terms and increasing your research. I'm hoping you will find two more peer-reviewed articles. These articles should be relevant to the life stage that you are discussing. If you have found articles relevant to a later life stage, what can you do? Save them! They will help in the next paper.

Need help with how to do online library research? Go to the course documents section of Blackboard for research links.

Outline of Requirements

This section outlines the key components of the paper and what should be included in it.

1. Introduction (1 paragraph). In this section, identify the critical life event that affects the biopsychosocial domains. Describe the event, briefly. You may want to note who is affected by the event and the specific life stage that you will examine the effects of the event. (Remember, this is the next step from your previous paper, you DO NOT need to review the entire previous paper.

2. The Early Life Influences (about 3-4 pages). In this section, please outline the multidimensional (biopsychosocial) dimensions affected by this life event. You may want to use subheadings for biological, psychological, and social dimensions. You use the citations from and references to the textbook and scholarly articles to support your ideas.

In the psychological dimension you are required to examine at least one developmental theory (e.g. Piaget, Bowlby, Freud, Mahler) and note how development will be hindered by this crisis. Such as in the above examples, I note attachment issues—elaborate on that. Or, how might an illness affect sensoriperceptual development (Piaget). Etc... be sure to explain/elaborate.

You may choose to include spiritual in this section—particularly if you believe it is relevant. This would then be the fourth subheading.

3. Adaptation and Coping (about 1 page). In this section please describe how you believe a person in earlier life copes and adapts to the affects (challenges and issues) that you have noted in section two. Draw on the textbook and scholarly articles to support your ideas.

You may choose to include spirituality as a part of this section, but not the whole of this section. This is particularly relevant if you include spirituality as coping in your first paper.

4. Conclusion (1 paragraph). This section should bring the reader to conclusions that you draw through all that you have written. Some writers find this section easier to write after reviewing and editing their other sections and thinking about what the paper tells the reader. In this section, you may think in overall terms about what your paper means for social work in advancing theory and furthering practice.

BEST OF LUCK! YOUR INSTRUCTOR IS AVAILABLE FOR CONSULTATION AND INPUT...
Wiki Assignment #2: A Life with Well-being and Happiness
10 points possible
- Interview and question responses DUE ON 12/1 at 11:59 p.m.
- "The Challenge" Due as appendix to final paper

The Assignment:

1. Read through the questionnaire.

2. Consider your answers and prepare to ask another these questions. By preparing, you are thinking about the questions, who would be good to ask, how to ask open-ended questions, and how you will keep track of key responses (i.e. will you take notes, write your impressions afterwards).

3. Identify one person who shares your cultural identity, but who has a key difference from you. For example, you may identify as a Chicana or a Latino, a queer Jew, an older Methodist African American, etc. Then, choose some different than you, such as a gay Chicana, an elder Latino, a queer Lutheran, or an older Baptist African American. **This person should not be a client. This person should be someone with whom you already have a relationship, and who will consent to conversation with you without any concern of repercussion or undue pressure.

4. Interview this person. This interview should be comfortable like a conversation, not a clinical interview. You are NOT doing any sort of intervention; this is purely to listen and learn.

5. Record the summary of your responses in the Wiki page.

The Interview part of the Assignment (Due 12/1):

In the Wiki page you will provide a summary of your own responses and of the person who you interview. This summary should address the overall focus of the interview, which is to determine the essential elements to living a good life: that is, a life with happiness and well-being.

Below is a list of items to guide your self-reflection and to guide your interview:
- What does it mean to you to have a good life? To have well-being? To have happiness?
- Across you life span, as you’ve aged, has your sense of well-being and happiness changed?
- How do you cope with and adapt to challenges to your well-being and happiness?
- How have you reconciled, made peace with, such challenges?
- What do you think are the strengths required in people to have happiness and well-being?
- Are there elements or aspects of your culture, cultural identity, that have helped you to be strong, to cope and adapt, and to have happiness and well-being?
As you consider your responses, and what you learned from the interviewee, remember that our task is to come up with a theory about well-being and happiness. Your job is to summarize and analyze responses to these questions and define what it means to live a good life, one with happiness and well-being.

Posting the Assignment:

To post your results, go to the class Wiki page and then follow the appropriate link. The class Wiki page can be found at the link found below: https://wiki.asu.edu/swu303/index.php/Main_Page

You should go to the page that is associated with your last initial… I’ve done this only to divide up the pages, so that everyone is not trying to place their results on the same page. The order of postings on each page is random… you just post next in line. If the page fills up you can start a second page, or email the instructor to set it up for you.

The Challenge (Due with final paper):

This portion is not posted on the Wiki page; this should be submitted at the end of your final paper assignment only. Read through the posted responses. I recognize there will be many and you may skim a few and read others in more detail. That is fine. Your job in this challenge is to identify themes and to come up with some conclusions. What are the trends that you notice? Are there essential elements most people cite as part of having well-being and happiness in life? What do these summaries teach you about human behavior? About motivation? About resilience? What else have you learned?

Remember, to get to your peers’ posts, just go to the Wiki homepage and follow the links.

Grading:

To facilitate grading, please submit your response to the Assignment and the Challenge as an appendix to your final paper. That is, attach these as the final pages after the reference list of hat final assignment. (Your instructor will confirm that each “The Assignment” has been posted on the Wiki.)

BEST OF LUCK! YOUR INSTRUCTOR IS AVAILABLE FOR CONSULTATION.
DON'T PANIC! This long assignment sheet details the paper clearly, with an outline and elaboration on that outline, and a worksheet that you might use to organize your ideas. Essentially, in this paper, you are reorganizing the past papers and adding middle or later adulthood to your analyses.

(The Final Essay Assignment is due December 14th by 11:59 p.m.)

Overview

This assignment is the final step in your current development toward a more critical understanding of human behavior in the social environment. This paper will become a strong representation of your academic work. The outcome of your work should represent the kind of paper you can “show off” in regard to the quality of your work; for instance, this will be a great paper to use as a sample of your work when applying to a graduate program.

This paper will be 11-15 pages in length, excluding the title page. Before you panic about length, you will be using your previous two papers to inform this paper. Yes, you must edit the previous papers to fit in appropriately; you likely will find that your paper easily becomes more than 11 or 12 pages.

The paper should be written consistent with APA format. The paper should have 1-inch margins. The paper should be in Times New Roman or Arial font, size 11 or 12.

It is expected that students will have at least 5 references. One of these references can be the course textbook or course reading assignments. Three to four of your other references must be peer-reviewed academic journal articles.

Peer-reviewed academic journal articles are not web articles. Anyone can put up a website; and, a website has no standards for what is acceptable to publish. Yes, believe it or not, even Wikipedia can have great inaccuracies.

A peer-reviewed article is reviewed by experts in the field. Those experts comment on the original article, also called a manuscript. Then, the author revises the article, based upon this feedback, prior to publication. This, in most cases, insures that article is of high standards.

Do you wonder how to find peer review articles. Well, you can do it online. Go to PsycInfo and search the database. Go to Medline (PubMed) and search the database. The articles that you will find will be from academic journals, ranging from the American Psychologist to Social Services Research... and from Journal of Health and Social Behavior to Social Indicators Research.

Still feeling unsteady about doing this research? Go to the ASU library website and click on the research link? Read within... Go to the Blackboard site for this course and look at the Research documents in the course documents section. Consult with a librarian. You’ve done these? Still need help? Consult with your instructor.
The next pages outline the paper requirements.

**Tips for this Paper** (APA Manual describes sections of paper beginning on page 10. Page 306, chapter 5, begins detailed descriptions of each section and examples.)

1. **The paper should have 1-inch margins.**
2. **The paper should be left justified.** This means only the left margin lines up perfectly to the side. The right side should not be (your paper should not look like newspaper columns).
3. **The paper should be in Times New Roman or Arial font, size 11 or 12.**
4. **The paper should have an APA formatted title page, with “Running Head.”**
5. **Your paper should have an abstract, on its own page.** See the APA manual.
6. **You must use headings and subheadings for each section** — that APA manual shows how to do this properly.
7. **Your reference list must be in APA format.**
8. **Now, take a deep breath, because that stuff up there really is easy to do.**
9. **You will be using much of what you already have written,** and in this assignment sheet I give you tips about how to do that.
10. **Of course, you will be editing your previous work.** Take a deep breath, again, and read the writing tips in the Blackboard Course Documents section.

**11. Trust yourself! You can do this brilliantly!**

**Elements of the Paper**

This paper includes the sections detailed below. Remember to use headings to indicate the sections. Think of the paper as doing this: introducing a life event that will affect biopsychosocial dimensions across the lifespan, define biopsychosocial dimensions, explain how the life event affects each domain in earlier and later life, and then summarizes how humans cope, build resilience, and maintain well-being.

Here is an outline of the paper. Afterwards, I will detail more about each section.

I. **Title page.**

II. **Abstract.**

III. **Introduction (½ to ¾ page)**
   a. Get attention of reader
   b. Introduce life event
   c. Plans of paper
   d. Why this paper is important

IV. **Biology (3 pages)**
   a. Define dimension
      i. Key elements
      ii. Focus on elements affected by life event
   b. Impact of life event on biology in early life
   c. Impact of life event on biology in later life

V. **Psychology (3 pages)**
   a. Define dimension
i. Key elements
ii. Focus on elements affected by life event

b. Impact of life event on psychology in early life
   i. Include summary of theoretical impact (paper 2)

   c. Impact of life event on psychology in later life
   i. Include summary of later life theoretical impact (like paper 2, but focus on middle or later adulthood)

VI. Sociology (3 pages)
   a. Define dimension
      i. Key elements
      ii. Focus on elements affected by life event
   b. Impact of life event on sociology in early life
   c. Impact of life event on sociology in later life

VII. Coping, Resilience and Well-being (1-2 pages)
   a. Introduce, briefly, these concepts
   b. Comment on how this life event can challenge resilience and well-being
   c. Theorize about how human beings cope and maintain well-being (this is being resilient)

VIII. Conclusion (½ to ¾ page)
   a. Analyze, summarize, critique what have “we” learned?
   b. Make a couple brilliant statements

At this point, step away from the paper. Just print it and leave it. After you have recharged, edit it.

**Please note that I removed the spirituality section. You may want to include a few comments in psychology or sociology. Or, you may want to think about it in the coping and well-being section. Spirituality is important, but not the central focus of this paper.

More Details

(Yes, you will use your first two papers) No, you can’t just cut and paste; you must edit too! Think, cut, paste, add and edit...

Yes, you may feel like you are re-hashing your past papers. Well, this is good writing. After you assemble your paper by taking the older paper and inserting the new ideas you are now at the most powerful part of good writing. Yes, editing your paper! You will find that after spending time revising and clarifying that you have written that brilliant paper you wanted to write! And, yes, you have learned something that will inform the future of your professional life as a social worker.

Where to start? Well, the first parts of the paper are title page and abstract, but, I often complete these last. Other times, I write these first, but always modify the abstract after writing the paper, because I never write exactly what I plan to write when I start.

• Title Page & Abstract. See APA manual, starting on page 10 for descriptions of these. Chapter 5 details writing a manuscript. See the samples on page 306, too.
• **Introduction.** The introduction tells the reader what you are going to do in this paper. It should grab the reader’s attention and prepare the reader for your brilliant work. Don’t make this too long. The introduction needs to grab the reader’s attention and outline briefly the plans for the paper. The introduction often answers the question “why is this paper important?” You should introduce the life event. Do not provide too much detail, you are not writing a case study. In this section you introduce the event so that you can analyze and theorize about it in the next sections. *As I write an introduction, I think of it as getting my intellectual juices, that’s cognition, flowing!*

• **Biopsychosocial Dimensions.** Think of these sections as parallel. In each section you define the essential elements of each biopsychosocial domain. Then, you describe the effect in earlier life and then in later life.

  *For example, if I write about the effects of alcohol I may do something like this: (1) define biology, with emphasis on genetics and biological effects of alcohol, (2) describe, briefly fetal alcohol syndrome and how it can affect someone in early life, and (3) review long term effects of fetal alcohol syndrome in later life—maybe emphasizing biological challenges to managing stress or risks for addiction in later life.*

• **Coping, Resilience & Well-being.** What do you expect a person to do about the challenged posed by the event? How do you expect a person to learn? Grown? Develop resilience? *In this section you are hypothesizing about how a person “gets through” such challenges. How does someone maintain well-being despite challenges (that’s resilience)? You can draw from previous papers, and, then, add comments about later life.*

• **Conclusion.** The goal in this section is that you examine what you have written and consider, in the so-called big picture, “what does it mean?” What have you learned? This section is where you can incorporate your ideas and analysis. *I often write this after I’ve written and edited everything else...*

*BEST OF LUCK! YOUR INSTRUCTOR IS AVAILABLE FOR CONSULTATION AND INPUT...*
The Grid

This table is designed to help you prepare for the final essay assignment.

<table>
<thead>
<tr>
<th>Essential Bio-Psycho-Social definition. What are the critical elements in each domain? How do they interact? (This interaction is part of why is each domain important to social work?</th>
<th>Bio</th>
<th>Psycho</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe a critical life event that influences development and human behavior at two stages of the Life Course (e.g. childhood &amp; later life.)</td>
<td>1st Life Stage</td>
<td>2nd Life Stage</td>
<td></td>
</tr>
<tr>
<td>What types of challenges (affects) do you expect at each of in each dimension? You may want to consider how this challenge will it influence overall well-being and happiness?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What types of coping and adaptation do you anticipate? How will a person respond to challenges? How will a person become resilient?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Contents

List of Tables, Table Examples, Figures, and Figure Examples xv
Preface xix
Introduction xxiii
  Organization of the Fifth Edition xxiv
  Specific Style Changes in the Fifth Edition xxvi
  How to Use the Publication Manual xxvi

1 Content and Organization of a Manuscript 3
  Quality of Content 4
  1.01 Designing and Reporting Research 5
  1.02 Evaluating Content 5
  Characteristics of Articles 6
  1.03 Authorship 6
  1.04 Types of Articles 7
  1.05 Length, Headings, and Tone 9
Parts of a Manuscript 10
  1.06 Title Page 10
  1.07 Abstract 12
  1.08 Introduction 15
  1.09 Method 17
  1.10 Results 20
  1.11 Discussion 26
  1.12 Multiple Experiments 27
  1.13 References 28
  1.14 Appendix 28
2 Expressing Ideas and Reducing Bias in Language 31
   Writing Style 31
   2.01 Orderly Presentation of Ideas 32
   2.02 Smoothness of Expression 34
   2.03 Economy of Expression 34
   2.04 Precision and Clarity 36
   2.05 Strategies to Improve Writing Style 40
   Grammar 40
   2.06 Verbs 41
   2.07 Agreement of Subject and Verb 44
   2.08 Pronouns 47
   2.09 Misplaced and Dangling Modifiers and Use of Adverbs 50
   2.10 Relative Pronouns and Subordinate Conjunctions 54
   2.11 Parallel Construction 57
   2.12 Linguistic Devices 61
   Guidelines to Reduce Bias in Language 61
      Guideline 1: Describe at the appropriate level of specificity 62
      Guideline 2: Be sensitive to labels 63
      Guideline 3: Acknowledge participation 65
   2.13 Gender 66
   2.14 Sexual Orientation 67
   2.15 Racial and Ethnic Identity 67
   2.16 Disabilities 69
   2.17 Age 69

3 APA Editorial Style 77
   Punctuation 78
   3.01 Period 78
   3.02 Comma 78
   3.03 Semicolon 80
   3.04 Colon 80
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.05</td>
<td>Dash 81</td>
</tr>
<tr>
<td>3.06</td>
<td>Quotation Marks 82</td>
</tr>
<tr>
<td>3.07</td>
<td>Parentheses 84</td>
</tr>
<tr>
<td>3.08</td>
<td>Brackets 86</td>
</tr>
<tr>
<td>3.09</td>
<td>Slash 87</td>
</tr>
<tr>
<td>3.10</td>
<td>Spelling 89</td>
</tr>
<tr>
<td>3.11</td>
<td>Preferred Spelling 89</td>
</tr>
<tr>
<td>3.12</td>
<td>Hyphenation 89</td>
</tr>
<tr>
<td>Capitalization 94</td>
<td></td>
</tr>
<tr>
<td>3.13</td>
<td>Words Beginning a Sentence 94</td>
</tr>
<tr>
<td>3.14</td>
<td>Major Words in Titles and Headings 95</td>
</tr>
<tr>
<td>3.15</td>
<td>Proper Nouns and Trade Names 96</td>
</tr>
<tr>
<td>3.16</td>
<td>Nouns Followed by Numerals or Letters 97</td>
</tr>
<tr>
<td>3.17</td>
<td>Titles of Tests 98</td>
</tr>
<tr>
<td>3.18</td>
<td>Names of Conditions or Groups in an Experiment 99</td>
</tr>
<tr>
<td>3.19</td>
<td>Names of Factors, Variables, and Effects 99</td>
</tr>
<tr>
<td>Italic 100</td>
<td></td>
</tr>
<tr>
<td>3.20</td>
<td>Italicizing Words 100</td>
</tr>
<tr>
<td>Abbreviations 103</td>
<td></td>
</tr>
<tr>
<td>3.21</td>
<td>Use of Abbreviations 103</td>
</tr>
<tr>
<td>3.22</td>
<td>Explanation of Abbreviations 104</td>
</tr>
<tr>
<td>3.23</td>
<td>Abbreviations Accepted as Words 105</td>
</tr>
<tr>
<td>3.24</td>
<td>Abbreviations Used Often in APA Journals 105</td>
</tr>
<tr>
<td>3.25</td>
<td>Latin Abbreviations 106</td>
</tr>
<tr>
<td>3.26</td>
<td>Scientific Abbreviations 106</td>
</tr>
<tr>
<td>3.27</td>
<td>Other Abbreviations 109</td>
</tr>
<tr>
<td>3.28</td>
<td>Use of Periods With Abbreviations 110</td>
</tr>
<tr>
<td>3.29</td>
<td>Plurals of Abbreviations 110</td>
</tr>
<tr>
<td>3.30</td>
<td>Abbreviations Beginning a Sentence 111</td>
</tr>
<tr>
<td>Headings and Series 111</td>
<td></td>
</tr>
<tr>
<td>3.31</td>
<td>Organizing a Manuscript With Headings 111</td>
</tr>
<tr>
<td>3.32</td>
<td>Levels of Heading 113</td>
</tr>
<tr>
<td>3.33</td>
<td>Selecting the Levels of Heading 114</td>
</tr>
<tr>
<td>3.34</td>
<td>Seriation 115</td>
</tr>
</tbody>
</table>
Quotations 117

3.34 Quotation of Sources 117
3.35 Accuracy 118
3.36 Double or Single Quotation Marks 119
3.37 Changes From the Source Requiring No Explanation 119
3.38 Changes From the Source Requiring Explanation 119
3.39 Citation of Sources 120
3.40 Citations Within Quotations 121
3.41 Permission to Quote 121

Numbers 122

3.42 Numbers Expressed in Figures 122
3.43 Numbers Expressed in Words 125
3.44 Combining Figures and Words to Express Numbers 127
3.45 Ordinal Numbers 128
3.46 Decimal Fractions 128
3.47 Roman Numerals 129
3.48 Commas in Numbers 129
3.49 Plurals of Numbers 130

Metrication 130

3.50 Policy on Metrication 130
3.51 Style for Metric Units 131
3.52 Metric Tables 136

Statistical and Mathematical Copy 136

3.53 Selecting the Method of Analysis and Retaining Data 137
3.54 Selecting Effective Presentation 137
3.55 References for Statistics 137
3.56 Formulas 138
3.57 Statistics in Text 138
3.58 Statistical Symbols 139
3.59 Spacing, Alignment, and Punctuation 145
3.60 Equations in Text 146
3.61 Displayed Equations 146

Tables 147

3.62 Tabular Versus Textual Presentation 147
Reference Citations in Text 207

3.94 One Work by One Author 207
3.95 One Work by Multiple Authors 208
3.96 Groups as Authors 209
3.97 Works With No Author (Including Legal Materials) or With an Anonymous Author 210
3.98 Authors With the Same Surname 211
3.99 Two or More Works Within the Same Parentheses 212
3.100 Classical Works 213
3.101 Specific Parts of a Source 213
3.102 Personal Communications 214
3.103 Citations in Parenthetical Material 214

4 Reference List 215

4.01 Agreement of Text and Reference List 215
4.02 Construction of an Accurate and Complete Reference List 216
4.03 APA Style 216
4.04 Order of References in the Reference List 219
4.05 References Included in a Meta-Analysis 222
4.06 Introduction to APA Reference Style 222
4.07 General Forms 223
4.08 Authors 224
4.09 Publication Date 225
4.10 Title of Article or Chapter 226
4.11 Title of Work and Publication Information: Periodicals 227
4.12 Title of Work: Nonperiodicals 228
4.13 Title of Work: Part of a Nonperiodical (Book Chapters) 229
4.14 Publication Information: Nonperiodicals 230
4.15 Retrieval Information: Electronic Sources 231
4.16 Elements and Examples of References in APA Style 231
   A. Periodicals 239
   B. Books, Brochures, and Book Chapters 248
   C. Technical and Research Reports 255
D. Proceedings of Meetings and Symposia 259
E. Doctoral Dissertations and Master’s Theses 260
F. Unpublished Work and Publications of Limited Circulation 263
G. Reviews 264
H. Audiovisual Media 266
I. Electronic Media 268

5 Manuscript Preparation and Sample Papers to Be Submitted for Publication 283
The Author’s Responsibilities 284
General Instructions for Preparing the Paper Manuscript 284
  5.01 Paper 284
  5.02 Typeface 285
  5.03 Double-Spacing 286
  5.04 Margins 286
  5.05 Order of the Manuscript Pages 287
  5.06 Page Numbers and Manuscript Page Headers 288
  5.07 Corrections 288
  5.08 Paragraphs and Indentation 289
  5.09 Uppercase and Lowercase Letters 289
  5.10 Headings 289
  5.11 Spacing and Punctuation 290
  5.12 Seriation 292
  5.13 Quotations 292
  5.14 Statistical and Mathematical Copy 293
Instructions for Typing the Parts of a Manuscript 296
  5.15 Title Page 296
  5.16 Abstract 298
  5.17 Text 298
  5.18 References 299
  5.19 Appendices 299
  5.20 Footnotes and Notes 300
  5.21 Tables and Table Titles, Notes, and Rules 301
5.22 Figures and Figure Captions 302
5.23 Spelling Check 302
5.24 Special Instructions for Typesetting 303
5.25 Number of Copies 303
5.26 Cover Letter 303
5.27 Contents of Package 304
5.28 Editor Acknowledgment of Manuscript Submission 305
5.29 Interim Correspondence 305
Sample Paper and Outlines 305

6 Material Other Than Journal Articles 321
Theses, Dissertations, and Student Papers 321
   6.01 Final Manuscript 321
   6.02 Content Requirements 322
   6.03 Manuscript Preparation Requirements 324
Converting the Dissertation Into a Journal Article 326
   6.04 Trimming the Length 327
   6.05 Writing Style 328
   6.06 Interpretation of Data 328
Material for Oral Presentation 329
Material Published in Abbreviated Form 330

7 Manuscript Acceptance and Production 331
Transmitting the Accepted Manuscript for Production 332
   7.01 Copyright Transfer, Certification of Authorship, Disclosure of
       Interests, and Permissions 332
   7.02 Preparing the Word-Processing File for Editing and
       Typesetting 333
   7.03 Future Correspondence 334
Reviewing the Copyedited Manuscript 335
   7.04 Paper Manuscript 335
   7.05 Electronic Manuscript 336
Proofreading 336
   7.06 Reading Proofs 336
Abbreviations 380
Mathematics and Statistics 380
Units of Measurement 380
References 381
Notes and Footnotes 381
Tables and Figures 381
Copyright and Quotations 382
Submitting the Manuscript 382
Note to Students 382

Appendix B: Checklist for Transmitting Accepted Manuscripts for
Electronic Production 385
Preparing the Electronic File 385

Appendix C: Ethical Standards for the Reporting and Publishing of
Scientific Information 387

Appendix D: References to Legal Materials 397
D.01 General Forms 397
D.02 Text Citations of Legal Materials 399
D.03 Court Decisions (Bluebook Rule 10) 399
D.04 Statutes (Bluebook Rule 12) 403
D.05 Legislative Materials (Bluebook Rule 13) 405
D.06 Administrative and Executive Materials
(Bluebook Rule 14) 408
D.07 Patents 410

Appendix E: Sample Cover Letter 411

Index 413
A MULTIDIMENSIONAL FRAMEWORK FOR ASSESSING SOCIAL FUNCTIONING

1

The Limits of One-Dimensional Approaches 2

Why Do Social Workers Study Human Behavior and the Social Environment? 6

Why Cultural Factors Matter 7
What Is the Social Environment? 10
Cultural Competence, Globalization, and Our Diverse Society 11
Dimensions of Human Behavior and the Social Environment 13

Multidimensional Framework 14

The Biopsychosocial Interaction 14
Case and Situation Conceptualizations 16
Reflections on the Spiritual Dimension by Margaret Waller 17

Applying the Multidimensional Framework 17

Biophysical Hypotheses 18
Psychological Hypotheses 19
Social Hypotheses 20
Selecting Interventions Based on Hypotheses 21

Models for Assessing Social Functioning 23

The Person-in-Environment System (PIE) 25
Models of Stress and Coping 27

Life-Span versus Life-Course Perspectives on Human Development 29

Life-Span Perspective 30
Life-Course Perspective 33
Focus on Narrative: High School and College Transitional Experiences 34
Prevention and Human Development 36

2

THE BIOPHYSICAL DIMENSION FOR ASSESSING SOCIAL FUNCTIONING 41

Biological Theories 44

Evolutionary Theory and Developments in Evolutionary Psychology 44
What Is Sociobiology? 46

Biophysical Growth and Development 47

Genetics and Human Behavior 48
Single-Gene Disorders 50
Multifactorial Disorders 52
Chromosome Disorders 53

Implications for Practice 54

Genetic and Environmental Effects on Human Behavior 55

Biochemical Systems, the Brain, and Behavior 57

Anatomy of the Brain 57
Autonomic Nervous System 58

Biochemical Processes in the Nervous System 58

Growth and Development of Neurons 62

Implications for Practice 64

Focus on Narrative: Surviving the Residual Effects of Traumatic Brain Injury 65
Biophysical Strengths: Physical Resilience and Allostasis 66
Cancer 67
Cardiovascular System Problems 68
Respiratory System Problems 69
Endocrine System Problems 70

Implications for Practice 71

3 The Psychological Dimension for Assessing Social Functioning 75

Psychological Theories 76
- Psychodynamic Theory 76
- Erikson's Psychosocial Theory 78
- Watson's and Skinner's Learning Theories 79
- Bandura's Social Learning Theory 80

Cognitive Development and Information Processing 81
- Piaget's Structural Approach to Cognition 81
- Information Processing 83
- Information-Processing Functions and Memory 89
  - Implicit Memory: Remembering without Awareness 90

Communication 93
- Nonverbal Communication 94
- Spoken and Written Language 94

Implications for Practice 95

Attitudes and Emotions 95
- The Nature and Function of Attitudes 96
- Theories of Attitudes and Their Change 97
- Theories of Emotions 98

Implications for Practice 101

Social Cognition and Regulation 101

Implications for Practice 103
- Self and Identity 103
- The Self and Its Components 104
- Identities and Their Salience 106
- Focus on Narrative: Being Japanese 108
- Are Self and Identity Processes Universal? 109

Implications for Practice 110

Psychological Strengths and Hazards 110

Social Theory 115
- Ecological Systems Theory 115
- Modern Functionalism 118
- Conflict Theories 119
- Postmodernism and Theories of Society 120

Families and Groups 121
- Defining the Family 122
- Focus on Narrative: From Straight to Gay 123
- The Family Life Cycle 124
- Focus on Narrative: A Stepfamily's Life 126
- The Changing Family 127
- Focus on Narrative: Tell Us What Lesbian Families Are Like 128
- The Family of Our Times 129
- Groups as Social Subsystems 130
- Belonging to a Group 131
- Treatment and Task Groups 132
- Understanding How Groups Function 132
- Roles and Norms 132
- Communication Patterns 133
- Status and Power 134
- Cohesiveness 134
- Effect of Gender on Groups 134
- Decision Making in Groups 135

Support Groups and Communities 136
- Self-Help and Mutual-Aid Groups 136
- Characteristics of Self-Help or Mutual-Aid Groups 137
- Functions of Self-Help Groups 137
- Natural Helpers 139
- Communities 139
- Place as Community 139
- Identification and Interest-Oriented Communities 141

Organizations and Social Institutions 142
- What is a Formal Organization? 143
- What is a Bureaucracy? 143
- Weber's Typology of Rational Action 143
- Scientific Management Traditions in Human Organizations 144
- Formal and Informal Relations in Organizations 144
- Social Institutions 146
6
INFANCY

DEVELOPMENTAL DIMENSIONS

BIOLOGICAL DIMENSIONS

Biophysical Growth and Development 215

Implications for Practice:
Recognizing Developmental Delay 217
Early Intervention for Developmental Delay 218

Biophysical Strengths and Hazards 218
Illness 219
Sudden Infant Death Syndrome 220

PSYCHOLOGICAL DIMENSIONS

Cognitive Development and Information Processing 222
Piaget's Sensorimotor Stage 222
Information Processing 223
IQ Testing in Infancy 226

Implications for Practice:
Should Babies Learn to Read? 226

Communication 226
Crying and Cooing 226
Babbling 227
Holophrastic Speech 227
Telegraphic Speech 228

Implications for Practice:
Recognizing Speech Problems 228
Adult Communication Patterns with Infants 228

Attitudes and Emotions 229
Infant Temperament 230

Implications for Practice:
Goodness of Fit 232
Attachment 232
The Parents' Behaviors 233
The Infant's Behaviors 234
Other Attachment Ideas 234
Risk Factors Associated with Attachment Failure 234

Implications for Practice:
Assessing Attachment Problems 235
Focus On Multiculturalism:
Cultural Considerations in Examining African American Attachment Patterns 236

Social Cognition and Regulation 237
Regulation 238

Implications for Practice:
The Terrible Twos 239

Psychological Strengths and Hazards 239
Failure to Form an Attachment 239
Separation after Attachment 240

Implications for Practice:
Fostering Secure Attachment 240
Failure to Thrive 241

Implications for Practice:
Treating Failure to Thrive 242
Infant Mental Health 242

Implications for Practice:
Assessment and Interventions of Infant Mental Health 243

SOCIAL DIMENSIONS

Families and Groups 246
Family Influences 246
Fathers and Babies 246
Grandparents and Babies 247
Siblings and Babies 248
Babies and Their Peers 248
Playing with Baby 248
Adoption 248
Open Adoption 249
Transracial Adoption 249
Native American Adoption 250
Birth Fathers 250

Implications for Practice:
Making Difficult Decisions in Adoption Practices 251
How Adoptive Families Fare 251

Communities and Support Systems 252
Day Care 252

Implications for Practice:
The Realities of Day Care 252
Quality of Child Care 253

Multicultural and Gender Considerations 253
Developmental Assessment of Minority Infants 254
Focus on Multiculturalism:
Understanding Different Cultural Beliefs 254
Gender Issues 255
Social Strengths and Hazards 255
Focus on Multiculturalism: Rural Unemployment and Effects on Families 256
Environmental Context and Child Development 256
Implications for Practice: Assessing the Home Environment 257
Infant Abuse 258
Foster Care 259
Lead Poisoning 260
Parents with Mental Illness 260
Parents with a History of Developmental Delay 261
Teen Parents: Children Having Children 261
Implications for Practice: The Importance of Social Support 262
Developmental Guidelines for Assessment in Infancy 262
Applying the Framework: Failure to Thrive 266

Early Childhood 270

Developmental Themes 272
Biophysical Dimension 273
Biophysical Growth and Development 273
Gross Motor Skills 273
Fine Motor Skills 273
Biophysical Strengths and Hazards 274
Asthma 274

Psychological Dimension 276
Cognitive Development and Information Processing 276
Piaget’s Preoperational Stage 277
Information Processing 277
Developmental Waves 278
Communication 279
Communication Disorders 280
Attitudes and Emotions 281
Fears 282
Grief and Loss 283
Aggression 285
Implications for Practice: Curbing Aggression 286
Altruism and Empathy 287

Implications for Practice: Helping Children Develop Empathy 288
Social Cognition and Regulation 288
Sociability of Preschoolers 290
Regulation 291
Psychological Strengths and Hazards 292
Diagnostic and Assessment issues 292
Elimination 293
Anxiety Disorders 293
Attention-Deficit/Hyperactivity Disorder (ADHD) 294
Childhood Depression 294
Autism 295

Social Dimension 298

Families and Groups 298
Family Influences 299
Parenting Styles 299
Nontraditional Families 302
Mother’s Role 302
Father’s Role 302
Children of Prisoners 303
Siblings 303
Peer Relationships 305

Communities and Support Systems 306
Preschoolers’ Play 306
Preschool Environment 307
Kindergarten 307
Project Head Start 308
Full-Service Schools 310
Effects of TV on Preschool Children 310

Multicultural and Gender Considerations 311
Cross-Culturally Adopted Children 312
Gender-Role and Sexual-Identity Development 312
The Effects of Sex Stereotyping 313

Social Strengths and Hazards 313
Family-Group Decision Making: A Strengths Model 314
Poverty and Development 314
Child Abuse 315
Factors That Contribute to Child Abuse 316
Incidence of Child Abuse 316
Reporting Child Abuse 317
Investigation of Child Maltreatment 318
The Effects of Child Abuse and Neglect 319
Developmental Guidelines for Assessment in Early Childhood 319
Focus on Narrative: A Child Called “It” 319
Applying the Framework: Developmental Delay in a 4-Year-Old 324
Middle Childhood

Biophysical Growth and Development
- Motor Development
- Physical Development

Biophysical Strengths and Hazards
- Movement Skills
- Poverty and Nutrition

Cognitive Development
- and Information Processing
- Intelligence and Intelligence Tests
- Intelligence Tests: Good or Bad?
- Information Processing
- The Significance of Emotional Intelligence
- Assessing Childhood Competency
to Testify

Communication

Implications for Practice:
- Self-Instructional Training
- Developmental Aspects of Sign Language
- Speech Disorders in Children
- Bilingual Children
- Ebonics, Culture, and Language Abilities
- Focus on Multiculturalism:
  Refugee Children—A New Life

Attitudes and Emotions

Social Cognition and Regulation
- Social Role-Taking
- Interpersonal Awareness
- Interpersonal Awareness
  and Interpersonal Relationships

Psychological Strengths and Hazards
- Self-Concept in Middle Childhood
- Internalizing and Externalizing
  Problems of Childhood
- Hyperactivity, or Attention-Deficit/
  Hyperactivity Disorder
- ADHD and Medication

Social Disension

Families and Groups
- Normal Family Processes
- Parental Discipline

Implications for Practice:
- Models of Parent Training
- Groups
- Group Formation
- The Power of Peers
- Teaching Isolated Children Social Skills
  for Friendship Making

Implications for Practice:
- Cross-Cultural Drug Abuse Prevention

Communities and Support Systems
- Culture and Cooperation
- School Influences
- School Fears
- Designing More Effective Schools
- Teacher Expectations
- Self-Expectations and School Performance
- Disadvantaged Children
  and the Public School System

Implications for Practice:
- Enhancing School-Community Relationships
- Schools and U.S. Public Law 94-142

Multicultural and Gender Considerations
- Sex Roles in Middle Childhood
- Focus on Multiculturalism:
  Heritage-Based Rites of Passage
  for African American Youth

Social Strengths and Hazards
- Neighborhoods and Communities
- Stopping the Bullying Epidemic
- Focus on Multiculturalism:
  Primary Prevention for
  Traumatized Khmer Children
- Marital Conflict and Divorce

Implications for Practice:
- Smoothing the Aftermath
  of a Divorce
- Developmental Guidelines for Assessment
  in Middle Childhood

Applying the Framework:
- Attention-Deficit/Hyperactivity Disorder
10 Young Adulthood

Emerging Adulthood 454
Theories of Adulthood 454
11 Middle Adulthood

Developmental Themes

Biophysical Dimension

Biophysical Growth and Development
- Personality Type and Disease
- Menopause
- Ethnicity and Menopause
- Estrogen Replacement Therapy
- Sexuality in Middle Adulthood

Biophysical Strengths and Hazards
- Becoming Physically Fit in Midlife
- Cancer
- Prostate Cancer
- Focus on Narrative: An African American Woman’s Experience with Breast Cancer
- Focus on Narrative: Cancer Affects Us All
- A Family-Systems Look at Couples and Illness

Psychological Dimension

Cognitive Development and Information Processing
- Adult Development
- Effect of Professional Obsolescence

Communication
- The Forgiveness Process
- Execution and Therapeutic Revenge
- The Illiterate Adult
- Non-English-Speaking Adults
- The Hard-of-Hearing Adult

Attitudes and Emotions
- Well-Being and Anxiety
- Midlife as a Crisis

Social Cognition and Regulation
### Social Dimensions 541

#### Families and Groups 541
- Blended Families or Stepfamilies 541
- Marriage and Intimate Relationships at Midlife 542
- Marital Satisfaction among African Americans 543
- Extramarital Affairs 543
- Parent/Adult-Child Relationships 544
- Middle-Aged Parents and Their Adolescent Children 544
- Middle-Aged Parents and Their Adult Children 545
- Middle-Aged Adults and Their Aging Parents 546
- Families of Adults with Mental Retardation 547

#### Implications for Practice:
- Adjusting to the Role of Caregiver 547
- Grandparenthood 548
- Grandparents Raising Their Grandchildren 548

#### Communities and Support Systems 549
- Career Development and Job Satisfaction 550
- Work as a Way of Life 550
- The Spirituality of Work 550
- Career Changes at Midlife 551

#### Multicultural and Gender Considerations 551
- Focus on Narrative:
  - A Bicultural Life—Living in Two Worlds 552
  - Gender Concerns 552
  - The Men's Movement 553

#### Implications for Practice:
- Men in Therapy 555
- Gender, Work, and the Family 556

#### Social Strengths and Hazards 556
- Joblessness 557
- Homelessness 557
- Predictors and Prevention for Inner-City Homeless Individuals 559
- Adapting to Midlife 559

### Biophysical Dimension 575

#### Biophysical Growth and Development 575
- Health Care and Medications 577
- Sexuality 578
- Physiological Changes and Sexual Activity 578

#### Implications for Practice:
- Sexuality in Late Adulthood 579

#### Biophysical Strengths and Hazards 579
- Chronic Health Problems 579
- Focus on Multiculturalism:
  - Health Disparities for Older Members of Minority Groups 580
  - Death and Dying 581
  - Advance Directives for Health Care 582
- Focus on Multiculturalism:
  - Death as a Natural Process 582

#### Implications for Practice:
- End-of-Life Care 583

### Psychological Dimension 585

#### Cognitive Development and Information Processing 585

#### Communication 588

#### Attitudes and Emotions 588
- Loss, Grief, and Mourning 588
- Loneliness 590

#### Social Cognition and Regulation 590
- Age and Self-Concept 590

#### Implications for Practice:
- Reminiscence Groups in Long-Term Care 591
- Psychological Strengths and Hazards 591
- Wisdom 592