



ARIZONA STATE UNIVERSITY

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

Mandatory Review



ARIZONA STATE UNIVERSITY

Teri Kennedy, Chair, BSW Program Committee

Chair/Director (Print or Type)

Date: 04/15/09

Chair/Director (Signature)

Teri Kennedy

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:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	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:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>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".</p> </div>			
C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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:			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>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".</p> </div>			
C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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			

ASU - [L] CRITERIA

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-3".

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Weekly Outline; Assignments; Writing Feedback Rubric
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: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>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".</p> </div>			
C-4			

Course Prefix	Number	Title	Designation
SWU	303 (previously 301)	Micro Human Behavior in the Social Environment (previously HBSE I)	L

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: At least 50% of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	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	Syllabus and Assignments; Textbook: Publication Manual of the American Psychological Association (5 th ed.)
Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	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.	Syllabus: VI. 7 & 10; VII. Unit VII; VIII. Key Concepts: Research/Writing; Assignments: Discussion Boards, Group Wikipedia Assignment, Cumulative Essays, & Final Cumulative Essay
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.	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.	Syllabus and Assignments
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.	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.	Weekly Outline; Assignments; Writing Feedback Rubric;

**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.* C-1

V. Course Rationale:

This course supports the social work profession's focus on person-in-environment transactions by examining biopsychosocialspiritual 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. Define and discuss the reciprocal interactions between biopsychosocialspiritual systems and their consequences for social functioning.
2. Link human developmental stages and life stage-related biopsychosocialspiritual 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:

biopsychosocialspiritual 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

} 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:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author.

C-1

Ashford, J.B., LeCroy, C.W., & Lortie, K.L. (2006). *Human behavior in the social environment: A multidimensional perspective* (3rd ed.). Belmont, CA: Brooks/Cole Thomson Learning.

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 Electronic Communications](https://techbase.asu.edu/wiki/index.php/Computer,_Internet_and_Electronic_Communications)

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>

Evaluation of Student Performance: percentage & points possible		
Discussion Board and Task Participation	10%	10 points
Quizzes (8 quizzes @ 2.5 points each)	20%	20 points
Group Wikipedia Assignments (2 @ 10 points each)	20%	20 points
Cumulative Essays (2 @ 15 points each)	30%	30 points
Final Cumulative Essay	20%	20 points
Total	100%	100 points

C-1, C-2, C-4
C-1, C-2, C-4

Grading Criteria	
Point Range	Grade
99-100	A+
94-98	A
91-93	A-
88-90	B+
83-87	B
80-82	B-
77-79	C+
71-76	C
61-70	D
60 and fewer	E

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.

(Grading Guidelines for Undergraduate Courses, *continued*)

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.

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, or whether developmental theories 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)**
30% 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 lifespan 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.

C-1,
C-2,
C-3,
C-4

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)

Arizona State University
College of Public Programs
School of Social Work
Fall 2008

Instructor: Dr. Michael Peck
Office: UCENT 780G (7th floor, NE corner)
Telephone: (602) 496- 0073
Email: docpeck@asu.edu

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.**

<i>Week</i>	<i>Begins On</i>	<i>Topics</i>	<i>Readings</i>
1	(8/25)	Course introduction and requirements. Student introduction. Getting familiar with the technology. Multidimensional and biopsychosocial-spiritual framework to assess social functioning. What is human behavior in the environment?	Ashford, LeCroy, & Lortie Chapter 1, <i>A multidimensional framework for assessing social functioning</i> . Witkin, S. L. (2000). Noticing. <i>Social Work</i> , 45, 101-104. Additional resources and readings on Blackboard.
2 quiz	(9/1)	Biophysical dimension. Introduction to term-long working groups for completion of Wikipedia assignments.	Ashford, LeCroy, & Lortie Chapter 2, <i>The biophysical dimension for assessing social functioning</i> . Additional resources and readings on Blackboard.

3	(9/8)	Psychological theories of development. The interaction between psychological and biological systems on human development and change. The APA manual (purposes, using it, plan for the term).	Ashford, LeCroy, & Lortie Chapter 3, <i>The psychological dimension for assessing social functioning</i> . Additional resources and readings on Blackboard.
4 quiz	(9/15)	Continued examination of psychological dimension. Social cognition and cognitive appraisal.	Ashford, LeCroy, & Lortie Chapter 3, <i>The psychological dimension for assessing social functioning</i> . Additional resources and readings on Blackboard.
5	(9/22)	Social functioning with an emphasis on social groups and the effects of socialization on human behavior. We will discuss differences in socialization based on gender and cultural diversity. Spirituality definitions and functions in both psychological and social dimensions.	Ashford, LeCroy, & Lortie Chapter 4, <i>The social dimension for assessing social functioning</i> . Hodge, D. R. (2001). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. <i>Social Work</i> , 46, 203-214. Additional resources and readings on Blackboard.

Cumulative Essay #1 due no later than 5:00 p.m. on 9/26

C-4

6 quiz	(9/29) Conception and life's beginnings. Critical influences on future development. First group Wikipedia assignment due no later than 5:00 p.m. on Saturday 10/4.	Ashford, LeCroy, & Lortie Chapter 5, <i>Pregnancy, Birth, and the Newborn</i> . Additional resources and readings on Blackboard.
7	(10/6) Infancy and early life development with a particular emphasis on culture as a developmental influence. Doing library and Internet research—processes and protocols. APA guidance.	Ashford, LeCroy, & Lortie Chapter 5, <i>Pregnancy, Birth, and the Newborn</i> . Chapter 6, <i>Infancy</i> . Additional resources and readings on Blackboard.
8 quiz	(10/13) One of the most exciting phases of life development, early childhood. Cognitive development and social learning.	Ashford, LeCroy, & Lortie Chapter 6, <i>Infancy</i> . Chapter 7, <i>Early childhood</i> . Additional resources and readings on Blackboard.
9	(10/20) Theoretical perspectives and their contemporary relevance. Psychodynamic and life task perspectives.	Ashford, LeCroy, & Lortie Chapter 7, <i>Early childhood</i> . Additional resources and readings on Blackboard.

<p>10 quiz</p>	<p>(10/27)</p> <p>Middle childhood, learning and schooling, psychological development, and social tasks. The life span effects of social hazards on children. Issues of abuse and neglect.</p> <p>Research and APA supports.</p> <p>Reflection exercise.</p> <p><i>Cumulative Essay #2 due no later than 5:00 p.m. on 11/1.</i></p>	<p>Ashford, LeCroy, & Lortie Chapter 8, Middle childhood.</p> <p>Additional resources and readings on Blackboard.</p>
<p>11</p>	<p>(11/3)</p> <p>Puberty. The trials and tribulations of being a teenager. Strengths and hazards, and their implication for interventions.</p> <p>Learning to cope with life challenges.</p>	<p>Ashford, LeCroy, & Lortie Chapter 9, Adolescence.</p> <p>Smalley, N. (2005). Young people, gender and suicide: A review of research on social context. <i>Journal of Social Work</i>, 5(2), 133-154.</p> <p>Additional resources and readings on Blackboard.</p>
<p>12 quiz</p>	<p>(11/10)</p> <p>Transitioning into adulthood. Young adulthood and critical social growth. Relationships and intimacy. Sexual and gender identity and diversity.</p>	<p>Ashford, LeCroy, & Lortie Chapter 10, Young adulthood.</p> <p>Additional resources and readings on Blackboard.</p>

2-4

13	(11/17)	Coping and resilience. <i>Adaptation.</i> "The Good Life!" Second group Wikipedia assignment due no later than 5:00 p.m. on Saturday 11/22.	Peck, M. D. (2001). <i>Looking back at life and its influence on subjective well-being.</i> Journal of Gerontological Social Work, 35(2), 3-20. Ryff, C. D., Singer, B., Love, G. D., & Essex, M. J. (1998). <i>Resilience in adulthood and later life.</i> In J. Lomranz (Ed.) Handbook of aging and mental health: An integrative approach (pp. 69-96). New York: Plenum. Additional resources and readings on Blackboard.
14	(11/24)	Middle adulthood. Issues of family and transitions. Health and wellness. * For this week, the quiz will occur on Tuesday, 11/25.	Ashford, LeCroy, & Lortie Chapter 11, <i>Middle adulthood.</i> Additional resources and readings on Blackboard.
15	(12/1)	Later life. Successful aging. Death and dying at the end of the life span. The future of world populations. Empathy-exercise.	Ashford, LeCroy, & Lortie Chapter 12, <i>Late adulthood.</i> Additional resources and readings on Blackboard.
16	(12/8)	Course wrap up. Preparing for the final paper. Final paper due no later than 5:00 p.m. on 12/14.	Brief assignment and course evaluation will be placed online.
		Congratulations!	

C-4



ASU Wikis

Feedback

Next Wiki >>

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.**

C-1,
C-2
C-3

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 your 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> . 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>) 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>), 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

Arizona State University
College of Public Programs
School of Social Work
Fall 2008

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Consult Hours: T/Th. 1:30 – 3:30, and by appt.

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 exists! 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.*

C-1
C-2
C-3
C-4

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.*

	<i>Bio</i>	<i>Psycho</i>	<i>Social</i>
<p>Define each domain of multidimensional assessment. Include the dimensions and essential, or critical, components of each domain.</p>			
<p>Describe a Bio-Psycho-Social event that impacts human behavior.</p> <p>Describe how this event influences the bio-psycho-social aspects of life.</p> <p><i>What do you expect the life challenges to be? How would it influence your life?</i></p>			
<p><i>Is the bio-psycho-social perspective a good one to use? Is it sufficient? What is lacking? What are the strengths of this perspective?</i></p>			

SWU-303, Peck, Writing Feedback Rubric: What your professor is looking at in your essays.

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> . Other writing resources may be available in your community; your instructor may be able to help you locate resources.

Writing Area 1	1. Poor – Fair	2. Adequate – Good	3. Very Good – Excellent
Focus and Content: Clear topic and good material	Topic suitable to assignment, but may not be fully developed and analyzed. Examples adequate, though details missing. Interesting and rather insightful.	Topic suitable to assignment, but may not be fully developed and analyzed. Examples adequate, though details missing. Interesting and rather insightful.	Topic completely suitable to assignment and logically developed and analyzed with effective examples and details. Extremely interesting and insightful about topic
Rating Category:			

Additional Comments:

C-4

Writing Area 2		1. Poor – Fair 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.	2. Adequate – Good 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.	3. Very Good – Excellent 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.
Organization: Introduction, body, and conclusion. Thesis and support. Logical flow.				
Rating Category				

Additional Comments:

Writing Area 3		1. Poor – Fair 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.	2. Adequate – Good 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.	3. Very Good – Excellent 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.
Grammar & Punctuation Correctly following prescribed conventions and rules of the English language.				
Rating Category				

Additional Comments:

Writing Area 4			
Convention & Style Appropriate word choice; syntactic variety; varied sentence lengths; appropriate use of documentation style (APA).	1. Poor – Fair Lacks variety in sentence structures and lengths; unsophisticated use of vocabulary; little or no attention to rules of documentation.	2. Adequate – Good Satisfactory variety of sentence structures and lengths; acceptable use of vocabulary; attention to documentation rules is evident.	3. Very Good – Excellent Wide variety of sentence structures and lengths; appropriate and interesting vocabulary; meticulous attention to documentation rules.
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).

C-1
C-2
C-3
C-4

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?

Arizona State University
College of Public Programs
School of Social Work
Fall 2008

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Consult Hours: T/Th. 1:30 – 3:30, and by appt.

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 that 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 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 ($\frac{1}{2}$ to $\frac{3}{4}$ 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, 

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.

Body of paper.

- 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? Grow? 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.

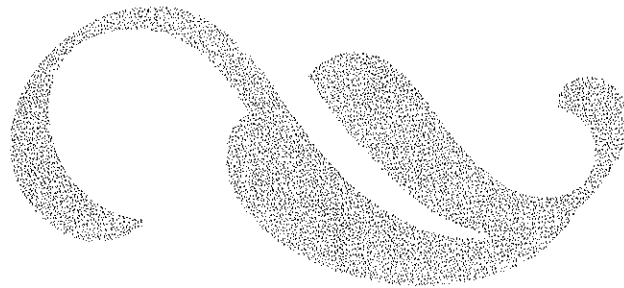
Essential Bio-Psycho-Social definition. What are the critical elements in each domain? How do they interact? (This interaction is part of why is each domain important to social work?)	<i>Bio</i>	<i>Psycho</i>	<i>Social</i>
Describe a critical life event that influences development and human behavior at two stages of the Life Course (e.g. childhood & later life).	<i>1st Life Stage</i>		<i>2nd Life Stage</i>
What types of challenges (<i>affects</i>) 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?			
<i>What types of coping and adaptation do you anticipate? How will a person respond to challenges? How will a person become resilient?</i>			

C-1

Publication **Manual**

of the American Psychological Association

Fifth Edition



American Psychological Association • Washington, DC

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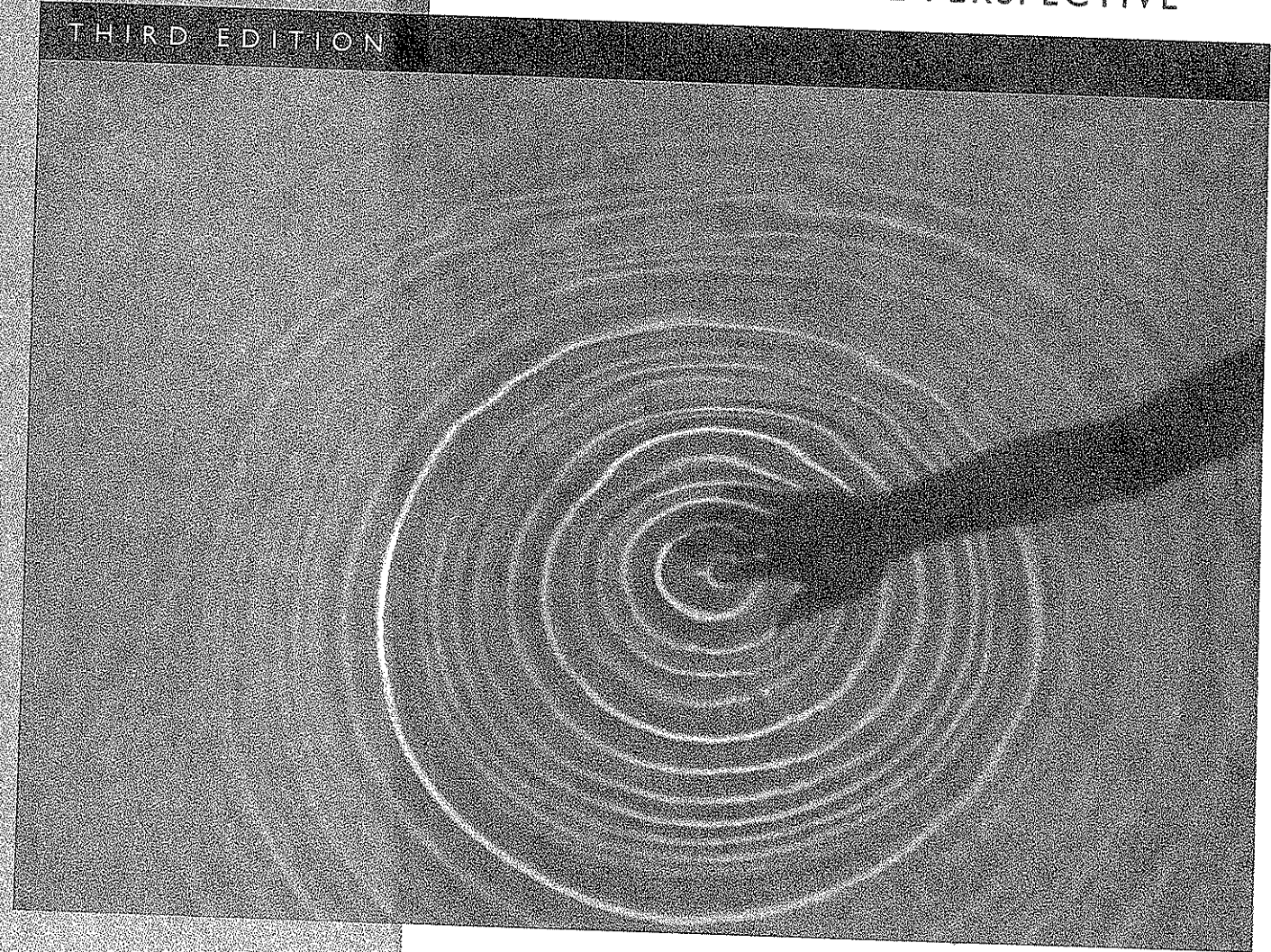
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HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT A MULTIDIMENSIONAL PERSPECTIVE

THIRD EDITION



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THOMSON
★
BROOKS/COLE

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