California State University, Sacramento  
DIVISION OF SOCIAL WORK  
Fall 2006

Krishna L. Guadalupe, MSW, Ph.D.  
Associate Professor

Office Hours:  
Mondays 1:20 pm – 2:55 pm
Tuesdays 5:00 pm – 6:25 am
Or By Appointment

Theoretical Bases of Social Behavior  
SWRK 235 A

COURSE DESCRIPTION:

Theoretical Bases of Social Behavior is taught in two semesters and is designed to provide the foundation generalist social work knowledge, from an ecological perspective, concerning the application of bio-psycho-social /cultural / spiritual theories to contemporary social work practice situations. The course sequence is designed according to the Curriculum Policy Statement (CPS) on Human Behavior in the Social Environment (HBSE) for Master’s Degree Programs in Social Work Education.

In addition, the profession of social work aims to work respectfully within a diverse society. Therefore, the course stimulates student thinking about the role of privileged, oppressed statuses, and resilience and their influence on human development. This emphasis is supported by the NASW Code of Ethics which states that “Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability” (NASW Code of Ethics, 1.05c).

The Professional Foundation of the MSW Program must provide content concerning the following:

- Theories and knowledge of the human bio-psycho-social development,
- A range of social systems in which individuals live (families, groups, organizations, communities, institutions),
- Interactions among biological, social, psychological, and cultural systems
- Impact of social and economic forces on diverse groups
- Analysis of how systems promote or deter optimal health and well-being
- Exploration of values and ethical issues related to bio-psycho-social / cultural / spiritual theories particularly addressing the ways they enhance or hinder promotion of social justice
The purpose of this course sequence is to enable students to understand the multi-level, multi-dimensional processes of development. This is a prerequisite course for advanced practice courses and for field internships to assist students in developing a knowledge base to draw from in preparation for social work micro, mezzo, macro, and magna practice.

The course is based on a diversity perspective emphasizing close attention to culture, gender, socioeconomic status, race, ethnicity, and sexual orientation. The approach is eco-systemic, multidimensional, eclectic, postmodern/constructivist, and empirical. The course integrates theories and content about human diversity into a multi-dimensional framework to insure that it is comprehensively covered. The course sequence is built upon and extends the Liberal Arts Perspective by incorporating ideas from such areas as ethics, cultural anthropology, economics, political science, history, biology, psychology, social psychology, sociology, and philosophy. Students may expect to gain an understanding of the nature of theory, theoretical application, and a critical analysis of theoretical constructs.

During the fall semester course (SW 235A) emphasis will be placed on human growth and lifespan development from conception through late adulthood in the context of family, community and society. Theories are explored to gain an understanding of how individuals develop within various systems (groups, families, organizations, communities and society). The mutual impact of systems on individuals and of individuals on systems will be of special interest. Careful attention is paid throughout the course to the impact of different theories upon the social worker’s craft, the nature of practice applied as service, and the social work profession itself. The course perspective is strongly centered in client strengths and empowerment perspectives.

The spring semester course (SW 235B) continues the study of human behavior, drawing again from a multi-dimensional framework. While SW235A addressed human development within the context of expectable environments, the second semester course (SW 235B) will be organized around human behavior in contexts of challenges and vulnerable life conditions: poverty and its impact, homelessness, social injustice and institutional discrimination, strengths and risks, attachment and separation, dynamics of trauma, interpersonal and institutional violence, family dysfunction and transition, mental and behavioral disturbances, physical illness, disability and death and loss, oppression and challenges to group, organizational community, societal and global functioning.

STATEMENT OF COURSE SEQUENCE GOAL:

The goal of the HBSE course sequence is to enable students to understand and critically analyze theories and develop a knowledge base about human behavior and lifespan development using multi-dimensional frameworks. This knowledge base is intended to empower the social worker to create effective and empowering relationships with individuals, families, groups, organizations, and communities in the profession of social work and to work toward social change in an effort to obtain social justice for vulnerable populations.
CORE OBJECTIVES OF THE HBSE SEQUENCE:

It is expected that students will be able to demonstrate the objectives listed below by the completion of the course sequence (SWK 235A and 235B).

1. Students will be able to think critically about the theories and process of human development (including challenges and strengths) as demonstrated by class discussion, written assignments and oral presentations.

2. Students will be able to demonstrate their comprehension of the person-in-environment perspective (the dynamic transactions that occur among the biological, psychological, social, cultural, environmental, ecological, economic and political systems) as measured by class discussion, written assignments and oral presentations.

3. Students will be able to apply the concepts of the ecological model of human development and relate those concepts to the process of human development and resilience as measured by class discussion, written assignments and oral presentations.

4. Students will be able to describe various theories of identity development / meanings and interpretations of experiences as they play out in a context of social-political privileges and oppressions as demonstrated by class discussion and written work.

5. Students will be able to explain how environmental conditions (i.e. poverty, unsafe living quarters, inadequate nutrition, lack of health care, deteriorated schools, and other manifestations of oppression or social stratification, material deprivation and inequitable distribution/access to life sustaining resources) impact human development as measured by classroom discussion and small group activities.

6. Students will be able to recognize the negative social attitudes and behaviors, such as racism, sexism, homophobia, social exclusion, and social stigma that negatively influence human development as demonstrated in class discussions and written work.

7. Students will be able to reframe deficit-based perspectives of human development by employing the strengths and the empowerment models as a means to understand human agency and resistance to oppressive social and political circumstances as demonstrated in classroom discussion and small group activities.

8. Students will be able to integrate values and ethics compatible with the profession of social work as demonstrated in class discussion and small group activities.
COURSE FORMAT / REQUIREMENT:

This course is conducted on a discussion-lecture-laboratory basis. The use of videos/films is also a critical part of this course. The emphasis in this course is on critical analysis, not memorization. There will be a considerable amount of reading and writing in this course, plus a great deal of critical analysis. Assignments are based on readings (i.e., required texts and other literature review) and class lectures/discussions.

Students are expected to have read all assigned readings prior to class sessions. Student preparation and participation are integral parts of this learning process. Students are encouraged to meet individually with the instructor to further explore issues and to clarify assignments as well as course content.

Students are expected to have completed assignments for the course by the scheduled due date (i.e., a full grade will be subtracted for each date that assignments are late). If special circumstances arise, the instructor may grant an extension of the due date. This must be arranged prior to the date the assignment is due and be approved by the instructor. If students need help or have questions, they are encouraged to contact the instructor during office hours, by phone or e-mail. Should this situation occur, the student should provide several avenues through which they may be contacted (e.g., e-mail, home or work phone numbers, cell phone numbers).

Written work must conform to the APA (latest edition) format. Written work must be clear and grammatically correct. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in a lower grade (20% of each written document is related to its organization, clarity, and syntax, etc). Students are encouraged to use the writing lab if writing problems emerge.

Plagiarism (claiming the work of someone else as your own) will result in a grade of FAIL for the course. It is considered plagiarism if you copy from your textbook or claim ideas that belong to others without citing the source of those ideas. Refer to the APA Manual (latest edition) pp. 349-350 and p.395 for clarification on this principle. Students should be aware of CSUS policy regarding plagiarism. This information can be obtained through the University Policy Manual in the section pertaining to Academic Honesty (see CSUS website: www.csus.edu).

Students will lead and participate in exercises and group discussions regarding diversity issues. This will provide a special opportunity to integrate field experiences as well as personal/professional encounters with classroom learning. Role-plays, small group discussions, one-to-one exercises, and case presentations from field sites are often utilized. Students presenting field material should safeguard client confidentiality.

Incompletes are not given automatically. A grade of “Incomplete” may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student’s control. It is the student’s responsibility to follow University’s and/or Division’s policies and procedures for obtaining an “incomplete” for a course grade. Students who fail this policy will automatically be assigned a grade of “FAIL” for the course.

Active student participation will allow students to get the most out of this class. Taking risks even if the environment does not feel completely “safe” is encouraged. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:
• Students attend class.
• Students are prompt.
• Students have read the assigned material and come to class prepared.
• Students do all their work and turn assignments in on time.
• Students feel that they have a voice: Students get their needs met by interacting with classmates and by raising their concerns and criticisms with the instructor.
• Students feel that when they speak, people listen with open minds, open hearts and open ears.
• Students realize that each has partial knowledge and therefore needs one another to develop a fuller understanding.
• Everyone realizes that the class is one forum to express one's ignorance, misinformation, incomplete knowledge, and that voicing such ideas is one way of expanding learning. Students do not ridicule others.
• Students feel as if who they are is recognized, understood, and assumed to be a critical part of their capacity to learn.
• Students own expressions of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, students begin with, “this is how I have been taught to believe,” or “I don’t like to admit it but I do have the belief that…”
• Everyone -students and faculty - expects to learn from each other and change in the process: Students and faculty are committed to personal/professional growth and self-exploration.
• Everyone assumes that dissent, debate, and disagreement are part of how we learn: Students behave in a non-violent manner.
• Everyone recognizes the importance of the personal and the experiential as one source of knowledge in combination with other sources.
• Students resolve issues that they may have with other group members. If students are not sure how to accomplish this task, students and instructor can discuss possible strategies. **It is not acceptable to miss class in order to avoid the group.**
• Instructor will be available during office hours, by appointment, through e-mail and/or phone.

As developing social work professionals, it is expected that students will become familiar with and adhere to the **NASW Code of Ethics**. This code for professional behavior should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues, clients, etc.) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s).

Students are expected to obtain an e-mail account and to check their e-mail regularly. Some class communications may be through e-mail. You may apply for a student account through the university.

**Students who have a learning disability or experience other reasons that might interfere with their ability to complete the class requirements**, need to make an appointment and discuss this with the instructor. Students with documented learning difficulties, can obtain special accommodations for course materials, testing facilities, and equipment by contacting the Office of Disability Services (916) 278-6955. The instructor should be advised of these accommodations so as to better assist the student with his/her learning needs.
INSTRUCTOR’S TEACHING PHILOSOPHY AND ACCOUNTABILITY:

Teaching is viewed by this instructor as an exchange of knowledge, skills, values, and experiences. Although the instructor holds expertise in certain areas, the instructor continues to perceive himself as an on-going learner since knowledge and skills are not static or absolute. This instructor welcomes students’ questions, challenges, and experiences. Students are encouraged to speak with the instructor in class, during office hours, or by appointment if students do not believe that their needs are being met.

In order to increase the possibility for students’ professional development, this instructor will:

- Encourage learning through the creation of an environment that is based on trust, honesty, support, motivation, and challenge (i.e., challenge is perceived as an opportunity to explore one’s potential beyond a comfort zone).
- Encourage and promote the creation of a learning environment that exposes students to assess their strengths and personal/professional areas in need of transformation.
- Treat each student with respect while challenging her/him through the course content and dynamics.
- Encourage respect and support among classmates.
- Be accessible to students through office hours, by appointment, and/or phone. Students’ phone calls will be returned within a period of no more than 24 hour. (Please make sure you leave your name and phone number when calling.)
- Consider students’ course and assignment recommendations. When students’ recommendations would not be implemented, the instructor will provide a rationale.
- Instructor will be prepared and prompt for each class session.
- A maximum of two weeks will be used to grade written assignments.
- The instructor will be available for discussion in the case when a student is not satisfied with a grade generated from an assignment.
- A re-writing of an assignment is not automatically guaranteed, but may be a result of a student-instructor conversation.
- In the case when a student-instructor disagreement cannot be resolved within a reasonable timeframe, a mediator will be identified and asked for assistance.

CRITERIA FOR EVALUATING WRITTEN ASSIGNMENT:

- **Reflection of knowledge and skills** (i.e., illustration of clear understanding of concepts while integrating ideas, theories, approaches, and information from readings, lectures, and/or class discussions. Clear understanding of concepts is often reflected through the depth and clarity of the written discussion / analysis. Discussion and analysis are consistent, concrete, and non-contradictive. Illustration of an ability to be skillful during the helping process is often reflected through the analysis / evaluation of strengths and restrictions deriving from the type of theoretical framework/orientation, assessment and intervention being applied. An analysis of one’s professional competence [i.e., strengths and challenges] within the context of a particular assessment / intervention also serves to evaluate one’s professional knowledge and skills).
• **Rationale used to support argument/position** (i.e., generalizations / analyses are carefully supported. Language is not taken for granted as ideas are strengthened through the use of concrete examples, evidences, empirical data, and supportive literature).

• **The inclusion of personal points of view** (i.e., original thoughts and ideas that promote innovative discussions are strongly encouraged. Personal points of view, however, need to be carefully addressed through the use of concrete examples, observations, concepts, and experiences).

• **Organization**: (i.e., content / presentation is arranged or categorized in a systematic/consistent manner - thesis in introduction, smooth transitions between ideas and between sentences / paragraphs, and overall structure, integrative concluding section. Careful planning is evident in the organization).

• **Clarity**: understandability, good style, and form - clear / comprehensive / concrete presentation of central points.

• **Correct syntax**: grammar, punctuation, and spelling. Sentences and paragraphs are clear, unified, and coherent.

• **Use of APA format is required**: Apply the basic APA (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual (latest edition) are available in the library. All written assignments should be typed, double-spaced, and free of spelling and grammatical errors. (Please remember to always retain a duplicate copy of all your written assignments prior to submitting them for grading in the event of accidental loss or destruction.)

**Additional comment on written assignments:**
Clear and concise writing are key ingredients for your future in the social/human service field. As future social service providers / practitioner, each of you will be called upon to write letters and reports that will impact the lives of individuals, groups, funding, and social policies. It is in this spirit that I encourage you to use the written assignments in this class to hone your writing skills. We are fortunate to have access to a writing tutor here in the Division of Social Work. The development of writing skills is a life long endeavor, therefore I encourage you to seek out the assistance of the writing tutor whenever you feel the need. Additionally, after I read your assigned work I may refer you to the writing tutor.

As a guideline for organizing your workload, note that it is standard educational expectation that students spend 2-3 hours outside of class time “studying” for every hour spent in class.

**GRADING AND MEANING:**

Students’ interest, time, commitment to the course, as well as personal/professional development is valued. Attending all scheduled class sessions and being prepared for class discussion and activities is required. As a matter of fairness and equity, anyone missing (3) scheduled class session losses a minimum of a letter grade on the final course grade. **There is no substitute or make-up for attendance and participation.** Missing more than (5) scheduled class sessions will result in being dropped from the course and will require the student to make arrangements to complete the course in a fashion acceptable to the Division of Social Work.
Each student is responsible to read each of the readings assigned for this class and be prepared for class discussion. During the first day of class each student will be assigned specific readings selected for this class and asked to prepare written summaries as well as to initiate group discussion on the day that such readings are due. Written summaries are to be shared with other classmates. Students are expected to be actively engaged in class discussions and exercises.

Repetitive lateness (i.e., 15 minutes late – more than three times) will affect the final grade. Speak to the instructor individually if you believe that you will be repetitively late for class.

Each student’s final grade will result from averaging the grades obtained from all the assignments required by the course.

1. Small Group Discussion of Assigned Readings / Class Participation 10%
2. Short Reflection Papers 20%
3. Debates 35%
4. Book Analysis: The Celestine Prophecy by James Redfield 35%

Total: 100%

A = 97 to 100 points
A- = 93 to 96
B+ = 89 to 92
B = 85 to 88
B- = 81 to 84
C+ = 77 to 80
C = 73 to 76
C- = 70 to 72
D+ = 65 to 69
D = 60 to 64
F = 59 or less

A & A- = Exemplary achievement of the course / assignment objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.

B+ & B = Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.
B-, C + & C = Satisfactory achievement of the course objectives.

C-, D+, D, & F = Unsatisfactory achievement of course objectives.

REQUIRED BOOKS:


Recommended Videos: (available in the library media center)

Attachment (#4379)
Attachment & Loss (#4418)
Feminist Theory & Practice (#4516)
Person-Centered Theory & Practice (#4644)
Psychological Approaches to Therapy (#4737)
Humanistic Psychology (#2384)
Multimodal Therapy (#4514)
Narrative Therapy (#5085)
Solution Centered Therapy (#5425)
Transpersonal Psychology (#2387)
Adlerian Therapy (#4515)

COURSE ASSIGNMENTS:

1st Assignment: Small Group Discussion of Assigned Readings / Class Participation (10%)

During the first day of class each student will be assigned specific readings selected for this class and ask to prepare written summaries as well as to initial group discussion on the day that such readings are due. Written summaries are to be shared with other classmates. Students are expected to be actively engaged in class discussions and exercises throughout the course of the semester.

Class discussion and exchange regarding the meaning and significance of the material presented in class and in the reading assignment is an important ingredient in higher education. Effective communication is essential to skilled social work practice. Additionally, you will work in small groups and it is expected that you be prepared to engage in productive activities and discourse with other learners. Points for class participation are determined by collaborative input based on the observation and experience of:

1) **Content Mastery:** Understanding of the facts, concepts, and theories in the assigned readings.
2) **Communication skills**: Ability to inform others in an intelligent manner communicating ideas clearly and persuasively. Ability to listen to others and understand what they have said.

3) **Synthesis and Integration**: Ability to articulate connections between various readings.

4) **Values**: Ability to identify value content in class readings and discussions, and to articulate your own position in relationship to your own value base and to explain that position on some hierarchy of values.

5) **Relevance**: When participating in class think: is my question and or comment enhancing my or someone else’s learning? Does my question or comment further the discussion and or illustrate a critical point?

---

**2nd Assignment: Short Reflection Papers - Due 10/16/06 (20% of final grade)**

I am asking that you write four (5) reflection papers. Each reflection paper is worth a total of 5%. Points are based on your demonstration of your conceptual thinking/analysis, ability to apply concepts, spelling, grammar, and synthesis of material.

Identify the chapter or chapter’s on which you are doing the reflection paper. Use theories or concepts from the chapter and apply them to a real life situation. Feel free to apply theory to current events. This assignment asks that you think critically/analytically and conceptually. You are critically analyzing and conceptualizing theories and concepts and applying them to situations. When appropriate, consider issues of human development (i.e., cognitive, emotional, physical, behavioral, spiritual), diversity / commonalities, human interactions, dynamics of oppression, individual/social power, resilience, and personal/collective transformation during your integration and analysis of the theories / concepts selected. Each paper should not exceed 5 pages in length.

---

**3rd Assignment: Debates - due 11/13 & 20/05 (35% of final grade)**

This course will provide students with an opportunity to debate two important controversial issues related to human behavior / development, the social environment, and social work practice within the context of human diversity / commonalities and populations at-risk.

- **Evidence-based views**: this approach argues that ethical social workers must use approaches to practice that have been empirically tested and proven effective” (Payne, 2005). Would applying only empirically based theoretical frameworks / orientations during the process of assessment and intervention guarantee increased professional competence while encouraging client’s empowerment and well-being? Students assigned to either side of this debate are asked to address ways in which the process of assessment and intervention would be shaped and strengthened by their approach when working with diverse populations. Students are encouraged to consider how their approach may strengthen professional competence when addressing issues such as domestic violence; child neglect/abuse; relationship issues (divorce, decision-making, and communication issues); substance abuse (addiction & recovery); grief & loss issues (life-threatening illness); children/adolescent school adjustment/disciplinary issues; and/or homelessness;
etc. Students are also encouraged to explore possible implications for effective service development and delivery within the context of human development and diversity / commonalities. Students are required to use concrete examples (i.e., field placement examples) and data identified throughout the literature to support their arguments. Content regarding issues of oppressive forces (i.e., racism, sexism, homophobia, ageism, as well as social and economic stratification, etc.) and strength/empowerment can enhance both sides of this debate. Students may also consider exploring perspectives such as social construction views: “Social construction argues that all knowledge and theory comes from social interactions. Knowledge is constructed within cultural, historical, and local contexts through the language used to interpret social experiences…” (Payne, 2005)

- **Stage based theories / orientations**: Promote the notion that human development / growth occurs through a series of stages and mastering of developmental tasks. Can linear and deterministic cause-effect approaches, as promoted through stage based theories / orientations, encourage wholistic assessments and interventions within the context of human diversity / commonalities? Students assigned to either side of this debate are asked to address ways in which the process of assessment and intervention would be shaped and strengthened by their approach when working with diverse populations. Student are encouraged to consider how their approach may strengthen professional competence when addressing issues such as domestic violence; child neglect/abuse; relationship issues (divorce, decision-making, and communication issues); substance abuse (addiction & recovery); grief & loss issues (life-threatening illness); children/adolescent school adjustment/disciplinary issues; and/or homelessness; etc. Students are also encouraged to explore possible implications for effective service development and delivery within the context of human development and diversity / commonalities. Students are required to use concrete examples (i.e., field placement examples) and data identified throughout the literature to support their arguments. Content regarding issues of oppressive forces (i.e., racism, sexism, homophobia, ageism, as well as social and economic stratification, etc.) and strength/empowerment can strengthen both sides of this debate. Students may also consider exploring perspectives such as eco-system views.

During the first weeks of class, students will be divided into four groups (i.e., two groups per debate). Each group of students is encouraged to work in collaboration. Each student within each of the groups must contribute to the group effort. This assignment will be graded individually and collectively (i.e., individual grade is primarily based on the individual performance during the debate and contribution to group preparation while the collective grade is inclusive of group research, out of class meetings, and collective organization and clarity of the debate). Students not contributing to the group effort will not get credit for this assignment. The instructor will be available to assist with disagreements or group issues that may arise as the groups work together in preparing for the debate. Previous to the day of the debate, the four groups will be responsible to, individually:

- conduct a literature review regarding the topic (The data/content/examples found during the literature review is to be used to support the rationale/logic/analysis used by the specific group when debating).
• prepare an introduction and conclusion for their debate.
• prepare a minimum of ten questions to be addressed by members of the opposite group. Questions cannot be shared with the opposite group until the date of the debate.
• be prepared to debate their topic; this includes, demonstrate comprehension of the topic, behave in professional manners (i.e., no personal attacks or use of profanities), and effective use of knowledge.

The format of the debate will be as follows:

• each of the aforementioned debates will be conducted at separate times.
• one to 1½ hour will be designated for each debate.
• individual students will have the opportunity to be part of one of the four groups formed at the beginning of class, debate one of the above topics, and be part of an audience as the other topic is being debated by other classmates.
• the groups debating will be labeled Group “A” and Group “B” for identification purposes.
• each group will have five minutes to provide a beginning instruction to their debate (Each group needs to select a group member that will be responsible for this task. The introduction can also be presented as a collective).
• each group will have five minutes to provide a conclusion at the end of the debate (Each group needs to select a group member that will be responsible for this task. The conclusion can also be presented as a collective).
• each group will be responsible to construct questions (minimum of 10) to be addressed by the opposite group (The questions constructed need to be related to the topic being debated, as they will serve as the foundation for each of the debates).
• each group will present one question at a time to the opposite group (The group addressing the presented question has two minutes to reply – the response can be provided by one or more students within the specific group).
• after the question has been addressed by the specific group, the group who presented the question has two minutes to comment on the response (s) and add content to support their position.
• after the response and reaction to a question has been heard, four minutes will be available for open discussion/debate.
• the instructor will serve as the facilitator for each of the debates

Debates will be graded using the following criteria:

• Evidence of a literature review as demonstrated by data and references used during the debate (A copy of a list of references used for preparing for the specific debate needs to be provided to the instructor on the day of the debate – APA format is must).
• Reflection of knowledge and skills (i.e., illustration of clear understanding of concepts while integrating ideas, theories, approaches, and information from readings, lectures, and/or class discussions. Clear understanding of concepts is often reflected through the depth and clarity of the oral discussion / analysis. Discussion and analysis are consistent, concrete, and non-contradictive. Illustration of an ability to be skillful during the helping process is often reflected through the analysis / evaluation of strengths and restrictions deriving from the type
of theoretical framework/orientation, assessment and intervention being applied. An analysis of one’s professional competence [i.e., strengths and challenges] within the context of a particular assessment / intervention also serves to evaluate one’s professional knowledge and skills).

- Rationale used to support argument/position (i.e., generalizations / analyses are carefully supported. Language is not taken for granted as ideas are strengthened through the use of concrete examples, evidences, empirical data, and supportive literature).

- The inclusion of personal points of view (i.e., original thoughts and ideas that promote innovative discussions are strongly encouraged. Personal points of view, however, need to be carefully addressed through the use of concrete examples, observations, concepts, and experiences).

- Organization (i.e., content / presentation is arranged or categorized in a systematic/consistent manner - thesis in introduction, smooth transitions between ideas and overall structure of the debate, integrative concluding section. Careful planning is evident in the organization).

- Clarity: understandability, good style, and form - clear / comprehensive / concrete presentation of central points - the clarity of the questions constructed as well as the clarity of responses to questions addressed).

- Use of professional manners (i.e., respect toward your opponent, no personal attacks or use of profanities)

4th Assignment: Book Analysis - Due last day of class – 12/11/05 (35% of final grade)

Students will independently read James Redfield’s book, *The Celestine prophecy: An adventure* (1993). Book content will be discussed in class. Students will conduct a book analysis using the following guidelines:

- Identify, discuss, and analyze the Nine Insights addressed in Redfield’s book. What themes (i.e., a recurrent perception/view/idea/assumption/insight or set of perspectives observed through the analysis of particular information/content) can be drawn from Redfield’s discussion? (Note: identify, discuss, compare and contrast at least three themes).

- Through the use of an eco-system perspective, how may Redfield’s position be useful for addressing human development (i.e., cognitive, emotional, physical, behavioral, spiritual), diversity/commonality, human interactions, and dynamics of oppression, power, resilience, and transformation at the individual and societal level? How may it not be useful?

- Select two additional theoretical orientations / theories: one that consents with Redfield’s perspective and one that would not. While addressing the core principles and assumptions of the selected theoretical orientations compare and contrast these theoretical orientations using Redfield’s content / themes as a baseline for your discussion. Describe what these theoretical orientations are supposed to explain about human behavior. Make sure to identify the strengths and limitations of these theoretical orientations as well as implication for practice within the context of human development and interactions.

- Discuss and analyze at least three of Redfield’s Insights that were most meaningful to you. Are these Insights reflections of your current personal-professional development/growth? How useful may these Insights be for your on-going personal-professional development/
growth? Be specific. Provide concrete examples as needed. What would you add to or take out from the Insights presented by Redfield. Why? Provide a rationale.

Reminder: This is a book analysis, not a book review. Your in-depth assessment, exploration, and interpretation-analysis of the content are vital. The book analysis needs to begin with an introduction aimed at informing the reader about the purpose of your document, general areas that will be addressed, and ways that the content is being organized. Book analysis must be typed and double-spaced and should not exceed 15 pages long. APA format is required. Use the main idea generated by each of the aforementioned sections to construct headings for organizing your content. Please meet with me during office hours or by appointment if you need individualized guidance beyond the discussions in class.

COURSE OUTLINE:

9/11/06 Week 1: Course Introduction

- Student-instructor initial introductions
- Course overview & discussion of course requirements
- Development of small groups and assignment of readings

9/18/06 Week 2: Creation of a Baseline

- Multiple Ways of Knowing, Doing, and Being / Construction of Meaning
  - Conventional Consciousness / Reality / Wisdom
  - Transcendent Consciousness / Reality / Wisdom
- Construction and types of theoretical orientations
  - stage based views – traditional paradigms
  - transactional views – alternative paradigms
  - issues of objectivity and subjectivity
  - issues of human development, interactions, diversity, & commonalities
- Interface between theory and practice / implication for practice
  - The role of content, context, and process
  - Intrapersonal, interpersonal, institutional, social/cultural, and spiritual domains

Payne (2005), Modern social work theory:

Chapter # 1
Chapter # 2
Chapter # 3

Schriver (2004), Human behavior and the social environment:

Chapter # 1
Chapter # 2
Chapter # 3
9/25/06 Weeks 3: Human Development

- A focus on the individual
  - Apparent human commonalities
- Traditional perspectives (i.e., Freudian, Erikson, Piaget, Kohlberg, and Levinson)
- Alternative perspectives (i.e., Ecological perspective / systems)

Payne (2005), Modern social work theory:
Chapter # 4
Chapter # 7

Schriver (2004), Human behavior and the social environment:
Chapter # 4
Chapter # 5

10/2/06 Week 4: Human Development

- A focus on the family / traditional & alternative theoretical orientations
  - Multiple forms of family constellations
  - issues of gender and sexual orientation
  - task-centred & social construction models / cognitive-behavioral & feminist theories

Payne (2005), Modern social work theory:
Chapter # 5
Chapter # 6
Chapter # 8
Chapter # 12

Schriver (2004), Human behavior and the social environment:
Chapter # 6

10/9/06 Week 5: Human Development

- A focus on groups & Organizations
  - the importance of human diversity / commonalities
  - traditional & alternative theories

Schriver (2004), Human behavior and the social environment:
Chapter # 7
Chapter # 8
10/16/06 Week 6: Human Development

- A focus on communities & global perspectives
  - traditional & alternative perspectives
  - the influence of diversity / commonalities

Payne (2005), *Modern social work theory*:
Chapter # 10
Chapter # 11

Schriver (2004), *Human behavior and the social environment*:
Chapter # 9
Chapter # 10

10/23/06 Week 7: An In-depth look at Human Diversity/Commonalities, & Interactions

- Humanism, Existentialism, and Spirituality
- Anti-discrimination perspectives
- Empowerment and advocacy

Payne (2005), *Modern social work theory*:
Chapter 9
Chapter # 13
Chapter # 14

10/30/06 Week 8:

This class period will be provided for students to meet in their small groups in preparation for their class debates. Students are required to spend the whole class period in the library researching, reading, and/or analyzing literature to be used to support their positions as well as prepare the structure for their individual debates. Remember to consider the format and criteria designed for this assignment.

11/6/06 Week 9: First Debate

- **Evidence-based views**: this approach argues that ethical social workers must use approaches to practice that have been empirically tested and proven effective” (Payne, 2005). Would applying only empirically based theoretical frameworks / orientations during the process of assessment and intervention guarantee increased professional competence while encouraging client’s empowerment and well-being? Students assigned to either side of this debate are asked to address ways in which the process of assessment and intervention would be shaped and strengthened by their approach when working with diverse populations. Students are encouraged to consider how their approach may strengthen professional competence when addressing issues such as domestic violence; child neglect/abuse; relationship issues (divorce, decision-making, and communication issues); substance abuse (addiction & recovery); grief & loss issues (life-threatening...
illness); children/adolescent school adjustment/disciplinary issues; and/or homelessness; etc. Students are also encouraged to explore possible implications for effective service development and delivery within the context of human development and diversity / commonalities. Students are required to use concrete examples (i.e., field placement examples) and data identified throughout the literature to support their arguments. Content regarding issues of oppressive forces (i.e., racism, sexism, homophobia, ageism, as well as social and economic stratification, etc.) and strength/empowerment can enhance both sides of this debate. Students may also consider exploring perspectives such as social construction views: “Social construction argues that all knowledge and theory comes from social interactions. Knowledge is constructed within cultural, historical, and local contexts through the language used to interpret social experiences…” (Payne, 2005)

11/20/06 Week 11: Second Debate

- **Stage based theories / orientations**: Promote the notion that human development / growth occurs through a series of stages and mastering of developmental tasks. Can linear and deterministic cause-effect approaches, as promoted through stage based theories / orientations, encourage wholistic assessments and interventions within the context of human diversity / commonalities? Students assigned to either side of this debate are asked to address ways in which the process of assessment and intervention would be shaped and strengthened by their approach when working with diverse populations. Students are encouraged to consider how their approach may strengthen professional competence when addressing issues such as domestic violence; child neglect/abuse; relationship issues (divorce, decision-making, and communication issues); substance abuse (addiction & recovery); grief & loss issues (life-threatening illness); children/adolescent school adjustment/disciplinary issues; and/or homelessness; etc. Students are also encouraged to explore possible implications for effective service development and delivery within the context of human development and diversity / commonalities. Students are required to use concrete examples (i.e., field placement examples) and data identified throughout the literature to support their arguments. Content regarding issues of oppressive forces (i.e., racism, sexism, homophobia, ageism, as well as social and economic stratification, etc.) and strength/empowerment can strengthen both sides of this debate. Students may also consider exploring perspectives such as eco-system views.
11/27/06 Week 12: Discussion of *The Celestine Prophecy*

- Insights 1 through 5
- Initial themes & exploration through an eco-system perspective
- Theories the consent or reject Redfield’s perspectives

Redfield’s Celestine Prophecy (pp. 1-122)

12/4/06 Week 13: Discussion of *The Celestine Prophecy*

- Insights 6 through 9
- Initial themes & exploration through an eco-system perspective
- Theories the consent or reject Redfield’s perspectives

Redfield’s Celestine Prophecy (pp. 123-246)

12/11/06 Week 14: Course Summary, & Class Evaluation (Final Paper Due Today)

HAVE A RESTFUL BREAK!
<table>
<thead>
<tr>
<th>Developmental Periods</th>
<th>Service Context</th>
<th>Theory</th>
<th>Systems</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy/Toddler</td>
<td>e.g. Health Care</td>
<td>Ecosystems</td>
<td>Individuals</td>
<td>Biological</td>
</tr>
<tr>
<td>0 - 3 years</td>
<td></td>
<td>Strengths</td>
<td>Families</td>
<td>Physiological</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Empowerment</td>
<td>Groups</td>
<td>Psychological</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Span Models</td>
<td>Organizations</td>
<td>Sociological</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diversity Models</td>
<td>Communities</td>
<td>Cultural</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>e.g. Healthy</td>
<td>Person-Centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-6 years</td>
<td>Start</td>
<td>Models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Childhood</td>
<td>e.g. Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-12 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescence / teen</td>
<td>e.g. Substance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-18 years</td>
<td>Abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young Adulthood</td>
<td>e.g. Mental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-25 years</td>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Adulthood</td>
<td>e.g., career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26-39 years</td>
<td>changes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adulthood</td>
<td>e.g. Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-59 years</td>
<td>services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Older Adulthood</td>
<td>e.g. Aging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60+</td>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>