

MICRO/MEZZO HUMAN BEHAVIOR IN
THE SOCIAL ENVIRONMENT
The *Phyllis Lan Lin* Program of Social Work

Micro/Mezzo Human Behavior in the Social Environment Winter 2004
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General Course Description:

Course integrates and consolidates theories from prerequisite social, behavioral, and biological science courses from a human growth and developmental perspective. Themes include assessing and understanding human diversity in varying contexts, social justice, oppression, cultural heritage, and concerns for specific vulnerable populations, with emphasis upon small and medium-sized systems.

Prerequisites/Co requisites:

This course is open to all any university student, but is typically pursued by social work students (pre-admitted or admitted) and OT students (pre-admitted or admitted). Successful completion of this course is a prerequisite for SOWK 310 and 320, the Micro and Mezzo Social Work Practice courses.

Academic Course Standards:

Criteria from the Curriculum Policy Statement of the Council on Social Work Education relevant to this course are as follows:

Social Work Values and Ethics

B6.3 Programs of social work education must provide specific knowledge about social work values and their ethical implications and must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

B6.3.1 Social workers' professional relationships are built on regard for individual worth and dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.

B6.3.2 Social workers respect people's right to make independent decisions and to participate actively in the helping process.

B6.3.3 Social workers are committed to assisting client systems to obtain needed resources.

B6.3.4 Social workers strive to make social institutions more humane and responsive to human needs.

B6.3.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

B6.3.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and seeking continuous growth in the knowledge and skills of their profession.

Diversity

B6.4 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These groups include, but are not limited to groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

Promotion of Social and Economic Justice

B6.5 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that further the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized forms of oppression.

Populations At Risk

B6.6 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.

Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.

Human Behavior and the Social Environment

B6.7 Programs of social work education must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions, and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in the maintenance or attainment of optimal health and

well-being. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

Course Objectives and Measures:

The following Social Work Program objectives will be addressed in this course:

Objective 1. Apply critical thinking skills within the context of professional social work practice by integrating learning from other disciplines, into a comprehensive model of social work assessment and practice. (CSWE C.P.S.: B5.7.1)

Measurement of this objective includes performance on examinations, participation in class discussions, demonstration of critical thought in Cultural Experience logs, and successful completion of the Developmental Paper.

Objective 2. Engage in practice within the values and ethics of the social work profession with an appreciation of, understanding of, and respect for the positive value of human diversity in many contexts. (CSWE C.P.S.: B5.7.2)

Measures include performance on examinations, participation in class activities and discussions, successful completion of the Cultural Experiences, and integration of ethics and diversity into the Developmental Paper.

Objective 4. Understand the forms and mechanisms of political, economic, and social oppression and discrimination. (CSWE C.P.S.: B5.7.3)

Measures include performance on examinations, participation in various class activities, and integration of relevant social structures and issues into the Developmental Paper.

Objective 7. Identify and apply physiological, social, familial, cultural, and psychological influences upon individual development and behavior, using various theoretical frameworks. (CSWE C.P.S.: B5.7.7)

Measures include performance on assignments, examinations, the Theory Presentation, and primarily the successful completion of the Developmental Paper, which focuses upon the full understanding and application of a biopsychosocial perspective upon human development.

Objective 8. Analyze the implications, values, and impact of social policies on client systems by focusing upon recent and current issues relevant to the field. (CSWE C.P.S.: B5.7.8)

Measures include class discussions and performance on examinations.

Resources:

There are two required resources for this course. The first are the texts, both of which are currently available in the bookstore:

Dimensions of Human Behavior: The Changing Life Course
Dimensions of Human Behavior: Person and Environment
Elizabeth D. Hutchison
Pine Forge Press, 2003

The second required resource is the HBSE Reader for this course, which must be purchased at the Printing Department of the Southern Plaza Office Depot. It includes the following required supplemental readings:

“Race/Ethnicity, Gender, Socioeconomic Status – Research Exploring Their Effects on Child Health: A Subject Review”
American Academy of Pediatrics – Committee on Pediatric Research
Pediatrics, June 2000

“Genetic Family Histories: An Aid to Social Work Assessment”
B. Bernhardt and J. Rauch
Assessment: A Sourcebook for Social Work Practice. J. Rauch, editor.
Families International, Inc., Milwaukee, 1993

"Men and Change: Reflections from a Men's Group"
Blake, Brown, Fairbairns, Shephard, Spiegelhalter, Steckelmacher, and Sugg
Between Men and Feminism, David Porter, ed.
Routledge, 1992

”Female Circumcision Comes to America”
E. Burstyn
Atlantic Monthly, 1995

“National Diabetes Month: Spotlight on Type 2 Diabetes in Kids”
T. Dairman
Diabetes Self-Management, Nov/Dec 2003

“Intergenerational Relationships Across Cultures”
Hines, Garcia-Preto, MeGoldrick, Almeida, and Weltman
Assessment: A Sourcebook for Social Work Practice. J. Rauch, editor.
Families International, Inc., Milwaukee, 1993

“Is Homosexuality Biologically Influenced?”

LeVay and Hamer, Byne
Scientific American, 1994

“The Family as a System of Roles”

J. Norlin and W. Chess
Human Behavior and the Social Environment: Social Systems Theory
Allyn and Bacon, Boston, 1997

“African Female Circumcision and the Missionary Mentality”

Russell-Robinson
Issue: A Journal of Opinion, 1997

“As We Are Now” (excerpt)

M. Sarton
Finding Courage, I. Luhara, editor
The Crossing Press

“Understanding the Very Basis of Racism – It’s Categories”

Spickard, Fong, and Ewalt
Social Work, Sept. 1995

“Biological Limits of Gender Construction”

J.R. Udry
American Sociological Review, June 2000

“Lead: The Classroom Killer”

H. Ullmann
NUVO Newsweekly, Dec 1997

Course Design:

This course is divided into two basic units.

Unit I: Bio-psycho-social factors This unit explores the basic underlying components of human behavior, building upon theories and content learned in previous courses in the disciplines of psychology, sociology, and biology. Topics include:
Biological Determinants of Behavior and Functioning

Families as Social Units
Families as Socializing Units
Social, Peer, and Professional Groups
Culture, Race, and Ethnicity
Social Class
Review of Systems Theory

Unit II: Developmental Perspective This unit provides a format for both understanding life course issues and for integrating the above content as it applies to individuals in various groups. Modalities for this unit incorporate instruction from the professor as well as from each student in the course.

Course Evaluation:

Students will be evaluated by performance on the following measures:

Reading Comprehension Assignments - combined, 15% Several assignments over the week's readings will be utilized to assist the student in being timely with readings, organizing the content, and determining which content is most important. The total of these scores will comprise 15% of the overall course grade. The one lowest assignment score for each student will be dropped at the time that the final course grade is calculated.

Examinations – 25 % (midterm) and 20% (final)

Two examinations are designed to measure comprehension of the course. These examinations will be short-answer and essay, with no objective questions used. See Course Policy 5 for description of the preparation process.

Developmental Paper and brief Presentation - 25% Each student will select both a developmental phase and a social issue, then explore this synthesis through both library research and interviews with several individuals. These persons can be caregivers and/or consumers. Content to be covered in the paper includes demographic data, biological, psychological, cultural, family, and social factors, intervention efforts, and ethical issues. In addition, each student will do a brief 10 minute class presentation covering some elements of the student's paper. The handout detailing the specific expectations of this assignment is attached to this syllabus..

Class performance – 15%

The class performance grade is comprised of the following:

1. Class attendance and participation (4 of the 15%)

Attendance is taken daily. Students lose points for being absent or late, or for leaving early. In score is also

based in part on the student's active participation in class discussions and lectures.

2. The Theory Mini-Presentation (5 of 15%)

Each student has already been assigned a Theory to teach to the class. The handout for criteria of this assignment

is attached to this syllabus. Students earn either a 0 or a 5 on this assignment.

3. Successful completion of 6 Cultural Experience Logs (6 of the 15%)

Each student is expected to attend/participate in 6 experiences from a list that will be developed by the class and

the professor. For each, the student is to write a brief reaction paper which addresses feelings, thoughts, and

issues the student had and/or has regarding the experience, as well as integrating some course content with the

experience. The handout with criteria for reaction logs is attached to this syllabus.

Portfolio Requirement:

The minimal portfolio requirement for this course is the Developmental Paper. All social work students must submit a second copy with the first for the portfolio; this should be labeled by the student's should contain the student's date of birth rather than name.

Course Policies:

1) Timely attendance is mandatory and participation in discussions and activities is expected.

2) Paper, exam, and presentation dates are to be adhered to strictly. Late work is not accepted, and no make-up exams will be given.

3) All University policies regarding Academic Misconduct will be strictly followed.

4) Specific handouts outlining the expectations and criteria for evaluation for the Theory Presentation, the

Developmental Paper, the Reaction Logs are attached to this syllabus. It is therefore anticipated that students will closely adhere to these expectations, including all mandated content or formats. Failure to do so will affect the student's grade.

5) For each exam, students will be provided a comprehensive study guide and participate in a guided review

session. Only content from this study guide, or that which is added to the study guide during review, will be

covered on the exam. Students are strongly encouraged to use the study guides extensively, as well as to work together on learning the material.

6) A pregrade of the Paper is available to all students. Students are encouraged to turn in a typed, developed paper by the first or “pregrade” deadline. The paper will be given feedback and a grade, then returned to the student. If the student is pleased with the grade, no further action is required. If a student wants to improve the grade, then (s)he can do so by making changes as suggested (or making other edits), then resubmitting the pregrade with the final paper on the “final” deadline.

7) Pagers and cell phones are to be placed in silent mode during class and should be turned off during exams.

8) The professor is committed to being available to students when needed. Though talking to the professor after class is always an option, students are encouraged to utilize Email to contact the professor at other times . The professor can only access the uindy email on weekends, but typically checks the quinc address throughout the weekdays. In general, the professor will be on campus on Wed and Thurs nights and some Friday mornings. In addition, she has student appointments every other Sunday afternoon and evening.

Class Schedule:

UNIT I: BIO-PSYCHO-SOCIAL FACTORS IN HUMAN BEHAVIOR

Week 1 - Jan 15

Introduction to Course

Integrative Model of Human Functioning

Review of Systems theory (review: Hutchison pages 40-42)

Read: Hutchison, P & E ch. 3, “The Biological Person”

Bernhardt and Rauch, "Genetic Family Histories: An Aid to Social Work Assessment"

LeVay & Hamer, Byne – articles on biological basis of homosexuality

Udry, “Biological Limits of Gender Construction”

Week 2 – Jan 22

Biological Determinants of Human Behavior

Genetics, Gender, and Sexual Orientation

Mini-Presentation on Lewis’ Theory of Lesbian Development: Sara Boschen

Read: Hutchison, P & E ch. 10, "Families"
Hutchison, P & E ch. 6, "The Spiritual Person"
Norlin, "The Family as a System of Roles"
Hutchison P & E p. 76-80, "The Social Behavioral Perspective"

Week 3 – Jan 29

Families as Both Social and Socializing Units
The Family Developmental Life Cycle Overview
Overview of Family Theory and Dynamics
Mini-Presentation on Family Systems Theory: Lauri Bovard
Mini-Presentation on Family Communications Theory: Valerie Brown
Mini-Presentation on Structural Family Theory: April Floyd
Mini-Presentation on the Social-Behavioral Perspective: Jennifer Kelley

Read: Hutchison P & E ch. 9, "Social Institutions and Social Structure"
Hutchison P & E ch. 8, "Culture"
Spickard, Fong, and Ewalt, "Understanding the Very Basis of Racism – It's Categories"
Ullman, "Lead: The Classroom Killer"
Hutchison P & E, p. 55-59, "The Conflict Perspective"

Wednesday, Feb 4, 9 a.m. - LEAD – Required for Macro Practice course, an option for fulfilling Cultural Experiences for this course.

Week 4 – Feb 5

Culture, Race, and Ethnicity
Social Class
Are Diverse Populations also Populations at Risk?
Mini-Presentation on the Conflict Perspective: Amy Lawson
Mini-Presentation on Cultural Pluralism: Katie Mann
Mini-Presentation on Melting Pot Theory of Assimilation: Delia McGlocklin
Mini-Presentation on Social Drift Theory: Ken Morris
Mini-Presentation on Culture of Poverty: Shawnita Parrish
Mini-Presentation on Social Learning Theory: Lauren Phegley
Receive Study Guide for Midterm Exam

Read: Hutchison P & E, p. 73-76, "Developmental Perspective" (not covered on exam I)

Week 5 – Feb 12

Developmental Perspective: Critique and Overview
Review for Midterm Exam

Week 6 – Feb 19

Midterm Exam

Skim: Hutchison CLC ch. 2, “Conception, Pregnancy, and Birth”

Read: Hutchison CLC ch. 3, “Infancy, and Toddlerhood

UNIT II: DEVELOPMENTAL PERSPECTIVE AND HUMAN BEHAVIOR

Week 7 – Feb 26

Stage I: Infancy (birth – 3)

Biological, Cultural, and Social Factors affecting Infancy

Infancy Presenters:

- 1.
- 2.
- 3.

Read: Hutchison CLC ch. 4, “Early Childhood”

Hutchison CLC ch. 5, “Middle Childhood”

American Academy of Pediatrics article

Dairman, “Spotlight on Type 2 Diabetes in Kids”

Hutchison P & E, p. 68-73, “The Psychodynamic Perspective”

Week 8 – Mar 4

Mini-Presentation on Psychodynamic Theories: Andrea Robinson

Mini-Presentation on Piaget’s Theory of Cognitive Development: Della Rutland

Mini-Presentation on Kohlberg’s Theory of Moral Development: Brittany Sahn

Stage 2: Childhood (4 - 11)

Deadline for Cultural Experience Reaction Papers

Read: Hutchison CLC ch. 6, “Adolescence”

Week of Mar 11 – Spring Break!!

Week 9 – Mar 18

Childhood Presenters:

- 1.
- 2.
- 3.
- 4.

Mini-Presentation on Erickson's Theory of Psychosocial Development: Christina Shadenfroh

Stage 3: Adolescence (12-19)

Read: Burstyn, "Female Circumcision Comes to America"

Russell-Robinson, "African Female Circumcision and the Missionary Mentality"

Week 10 – Mar 25

Completion of Adolescence (12-19)

Adolescence Presenters:

- 1.
- 2.
- 3.
- 4.

Mini-Presentation on Feminist Theories (including Gilligan): Vicki Swineford
Pregrade Deadline for Developmental Papers

Read: Hutchison CLC ch. 7, "Young Adulthood"

Hines et al, "Intergenerational Relationships Across Cultures"

Hutchison, P & E, p. 80-84, "The Humanistic Perspective"

Week 11 – Apr 1

Mini-Presentation on The Humanistic Perspective: Angela Thaine

Stage 4: Young Adulthood

Panel Discussion

Read: Hutchison CLC ch. 8, "Middle Adulthood"
Blake et al, "Men and Change: Reflections from a Men's Group"

Week 12 – Apr 8

Young Adulthood presenters:

- 1.
- 2.
- 3.
- 4.

Mini-Presentation on Cognitive Perspective: Elizabeth Tuttle

Mini-Presentation on Existential Theory: Emily Widener

Mini-Presentation on Levinson's Theory of Adult Development: Jemie Wiseman

Stage 5: Middle Adulthood

Final Deadline of Developmental Papers

Read: Hutchison CLC ch. 9, "Late Adulthood"

Hutchison CLC ch. 10, "Very Late Adulthood"

Sarton, "As We Are Now"

Week 13 – Apr 15

Completion of Middle Adulthood lecture

Middle Adulthood presenters:

- 1.
- 2.
- 3.

Stage 6: Late Adulthood

Receive Study Guide for Final

Friday April 16 – Social Science Senior Banquet, Ober Side Dining Room

Week 14 – Apr 23

Completion of Late Adulthood

Late Adulthood Presenters:

- 1.
- 2.
- 3.

Review for Final Exam

Finals Week – April 29

Final Exam

Bibliography

The following is a list of books and articles which further develop the concepts discussed in this course. Some of them are controversial, some are light and enjoyable; all of them will make you think. Students may find them beneficial, in addition to the supplemental readings required for this course. I will be happy to discuss these choices with you.

AAUW. (1995). *How Schools Shortchange Girls - The AAUW Report*. Marlow & Co.

Brown, D. (1991). *Human Universals*. McGraw-Hill.

Byne, W. (1994). The Biological Evidence Challenged. *Scientific American*, May , p. 50-55.

Cameron, D. (1992). Not Gender Difference but the Difference Gender makes – Explanation in Research on Sex and Language. *International Journal of the Sociology of Language*, vol. 9, p. 13-26.

Coltraine, S. & Adams, M. (1997). Work-Family Imagery and Gender Stereotypes: Television and the Reproduction of Difference. *Journal of Vocational Behavior*, vol. 50(2), p. 323.

Frasier, S. (ed.). (1995). *The Bell Curve Wars: Race, Intelligence, and the Future of America*. Basic Books.

Hamilton, J. (1998). *The Book of Ruth*. New York: Doubleday.

Harris, J.R. (1998). *The Nurture Assumption*. New York: Free Press.

Harris, Kimberly A. & Morrow, K.B. (1992). Differential effects of Birth Order and Gender on perceptions of Responsibility and Dominance. *Individual Psychology*, vol. 48(1), p. 109-118.

James, W. (1995). Birth Order and Homosexuality. *Journal of nervous and mental disease*, vol. 183(4), p. 273.

Kotlowitz, A. (1991). *There are No Children Here*. New York: Doubleday.

Maupin, R. (1991). Why Are there So Few Women CPA Partners? *The Ohio CPA Journal*, vol. 50(5), p. 17-22.

Moore, H. (1994). Divided We Stand: Sex, Gender, and Sexual Difference. *Feminist Review*, vol. 47, p. 78.

Rende and Plomin. (1995). Nature, Nurture, and Development of Psychopathology. In Cicchetti & Cohin (Eds.), *Developmental Psychopathology*. (291-310). New York: Riley & Sons.

Sulloway, F. & Sprey, J. (1998). Born to rebel: Birth Order, Family Dynamics, and Creative Lives. *Journal of Marriage and the Family*, vol. 60(2), p. 528.

Wachs, T.D. (2000). *Necessary But Not Sufficient: The Respective Roles of Single and Multiple Influences On Individual Development*. Washington DC: American Psychological Association.

Micro/Mezzo HBSE

Guidelines for Cultural Experience Logs

Rationale: The Cultural Experiences are assigned for two purposes. The first goal is rather subjective; these are to be “tuning in” experiences which move you out of your comfort zone and allow you to be sensitized to the life experiences of others. Clearly, due to the brief nature of these experiences, you are only allowed a glimpse into the realities of others who are different from you; however, this is still a valuable experience both personally and professionally. The second goal of the assignment is more objective. The Cultural Experiences allow an opportunity for you to integrate knowledge from this course (or others), in order to assist in developing a multifactoral perspective on human behavior as well as to increase your critical thinking skills. Therefore, the logs must address both of these goals.

The first section (probably a paragraph, maybe two) should include the following:

- Where you went, with whom, and when
- A brief summary of the experience

- Your subjective experience, including any feelings or preconceptions you had before, during, or after the experience

In the second section (maybe two paragraphs?), you are to apply academic content to your experience. The first one of these may be the hardest for you, then you'll get it. Integrate anything learned from this course (or others) to this setting, the people, and/or barriers or strengths, in order to think about, clarify, and analyze influences on human behavior.

Finally, please entitle each log with your name, identification of the cultural experience, and ordinal identification (i.e., is this your first log? Second?). As they are turned in at different rates and times by all students, providing this ordinal identification allows me to double check that I have credited you with all of your logs.

Criteria for evaluation:

These are graded as either acceptable or not acceptable. You will receive a check rather than a letter grade on them. Your mission, if you choose to accept it, is to accrue six acceptable logs before the deadline. Rarely does someone turn one in that is not acceptable; however, any which do not meet the criteria can be resubmitted BEFORE the deadline. I suggest that you turn at least some in early to make sure that you are on target, rather than turning in all six on the due date.

Miscellaneous Rules:

1. The experiences MUST be off of the list which is developed in this class, and must be experienced DURING this semester.
2. You must use good judgment, as safety is imperative. I may veto an experience from the list for this reason.
3. These are intended to be FUN and not stressful. Please make an effort to comply with this rule, too!

This certainly does NOT mean that we cannot discuss some of these in class! Please bring them up when you want, whether just following a cool experience or when it fits into lecture (or perhaps after a student presentation).

Mini-Presentations of HBSE Theories

Rationale: It is imperative that students know and are able to use various theories which address human functioning. This is necessary so that we can be competent, knowledgeable, and credible practitioners. It is also crucial because these theories are on the licensure exam. These theories are presented in the two HBSE courses. The purposes of the mini-presentation assignment are the following:

1. Students may better learn the theories when they associate them with different peers – in other words, learning may be assisted by visual cues.
2. Each student will be at least very well versed in the theory they present prior to cramming for the exam.
3. Student participation in class not only builds professional skills, but increases student input and satisfaction into the course.

Overview: Each student has already been assigned a theory and a presentation date. This was done alphabetically from the initial course roster. If you don't like your theory or date, then you are free to find someone to trade with you. However, the trade must be mutual, and you are responsible for ensuring that the professor knows about this in advance. The dates of the presentations (per topic) are not negotiable. In preparation, you should do some basic reading on your topic, then do two things:

1. Prepare a one-page handout for each of your classmates.
2. Review the basic content on your handout in class.
3. Prepare and present a case illustration, using whatever visual aids you choose.

The Handout: The following **MUST** be included on your handout:

- The name of your theory
- The general domain of your theory (is it psychosocial? Cognitive? Developmental?)
- Theorists who are well-known for either developing, utilizing, or promoting that theory
- General themes of your theory.
- If your theory is one of several which is used to conceptualize your domain, what is distinctive about yours?
- Major terms of your theory (obviously overlaps with themes)
- If applicable, any stages associated with your theory (such as psychosexual stages, or stages of moral development)

The Presentation: When I say brief, I mean it! You will have a handout to distribute, so you don't need to talk forever. I am thinking 10 minutes, including your handout content, your case illustration, and any questions.

Grading: This is a "Pass/Fail" grade. If you are prepared, on time, and demonstrate both effort and basic mastery of your theory, you will "Pass", which earns you 5 points towards Class Performance grade. If you take this seriously, you can do this without stressing yet earn an easy little A.

SOWK 360 Micro/Mezzo/HBSE Project and Presentation Guidelines

In this course, we have the task of covering all developmental stages in a superficial manner. We have the opportunity to deal with only a small percentage of the social dilemmas and forces which interplay with development and affect human functioning. This assignment allows you to research and explore a topic of your choice in depth, and to share a small part of this expertise with your classmates. Not only will your own personal agendas be more satisfied, but it allows classmates to educate each other as well.

You have already selected a developmental stage and have thus been assigned a presentation date. You now must choose a social issue which affects individuals during this stage. For example, you may be assigned to adolescence. Certainly, there are many issues which are problematic for this age group, and you are to pick one of personal interest. Keep in mind that a diagnosis (e.g., ADHD in Adolescence) is not a social issue,

and is not acceptable for this paper. An example is "Teens and HIV/AIDS." You are to research the completed topic, being certain to include all of the following:

- * demographic information regarding this population, who is most at risk, incidence rate, etc.
- * description of the problems experienced and resulting consequences
- * biological factors which contribute to the frequency and/or severity of the problem
- * psychological (cognitive, personality, developmental, etc.) factors which contribute to the frequency and/or severity of the problem
- * cultural factors which contribute to the frequency and/or severity of the problem
- * family issues which contribute to the frequency and/or severity of the problem for this age group
- * social structures and/or issues which contribute to the frequency and/or severity of the problem
- * discussion of intervention efforts tried previously, currently, or being considered for the future to address this problem (include prevention, intervention, and treatment as appropriate), and factors which must be considered in program development
- * ethical considerations and issues related to this problem and population

You are to obtain information in two ways. First, through library research, of course! Also, however, you are to interview other individuals to get their ideas, resources, attitudes, etc. These may be consumers of resources, individuals from your selected life stage (perhaps affected and not affected by the problem being explored), direct service providers, program developers, advocates, other affiliated professionals and/or workers, family members of those affected, etc. Be creative! I won't tell you how many interviews you must have, but bear in mind that the quality and interest level of both your research and your paper will be enhanced by having more interviews. As a guideline, I see 3 as an average number of interviews. Feel free to discuss interview possibilities with me, as I may have some general ideas or some specific individuals or programs in mind.

The bulk of your grade (90%) will be based upon coverage of the content outlined above in the paper, but you will receive up to 10% for doing an interesting, informative, and well-organized presentation. I expect only a few main ideas or very salient elements to be covered in the presentation – not the entire paper! Remember to include a bibliography of all literature used, to cite sources accurately, and to list individuals (and roles/titles) interviewed, though names may be changed if needed to preserve confidentiality. Presentations should be enhanced by visual aids, handouts, and case presentations/discussions. Although I will not have my stopwatch handy, I consider 10-15 minutes to be an adequate timeframe for your presentation. If you anticipate needing significantly more time, please discuss this with me ahead of time. Also, if you require audiovisual equipment or any other resource, please notify me as well.

Your grade will be based upon the thoroughness with which you cover all of the above mentioned areas. Other factors, such as the writing quality of the paper and the accuracy of your bibliography will affect the grade as well.

Papers are due as follows:

Pregrade deadline: March 25 by end of class
Final Deadline: April 8 by end of class

No electronic submissions on this assignment, please, as they are too long for electronic grading.

Remember, if you use the pregrade and choose to resubmit, you must provide BOTH papers at the final deadline.