

LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SOWK 511 Human Behavior in a Cross-Cultural Environment I
Fall Quarter 2006-2007

Section:	Instructor:	Phone/Email:	Units:	Lecture Time:	Office/ Hours:
1	Sigrid James, PhD, LCSW	(909) 558-7661 ssjames@llu.edu	3	Tuesday, 3:00- 5:50pm	WH 1378 on 9/26/06 & WH 1140 on 10/3/06-12/12/06 (& by appointment)

TEXTBOOKS

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

Fraser, M. (Ed.) (2004). *Risk and resilience in childhood – an ecological perspective* (2nd ed.). Washington, DC: NASW Press.

SUPPLEMENTAL READINGS

Erikson, E. (1963). *Childhood and society*. New York, NY: W.W. Norton & Company.

Hall, C.S. (1982). *A primer on Freudian psychology*. New York: Penguin Group.

Selected articles (see course outline)

COURSE CONTEXT AND DESCRIPTION

The purpose of *SOWK 511 Human Behavior in a Cross-Cultural Environment I* is to provide students with a conceptual framework to begin their understanding of the cross-cultural influences on human development and life transitions. This person-in-environment perspective emphasizes knowledge of individuals as they develop over the life span and have membership in families, groups, organizations, and communities. Central to this examination is knowledge of the interrelations among human biological, social, psychological, and cultural systems, as these affect and are affected by human behavior. Infused with the values of the social work profession this framework provides the foundational knowledge on which professional social work practice skills are built. As such *Human Behavior in a Cross-Cultural Environment I (SOWK 511)* utilizes this conceptual underpinning as it focuses on normal behavior from birth through adolescence.

COURSE GOAL

To explore the dynamics of human behavior from birth to adolescence as affected by and expressed in a cross-cultural environment.

COURSE OBJECTIVES

- To utilize systems theory as an organizing framework for the development of an ecological perspective from which the content of this course will be examined;
- To provide an ecological perspective of human growth and development from birth through adolescence with emphasis on the reciprocal relationship between individuals and their socio-cultural environments;

- To provide basic knowledge of the ecological determinants; biological, psychological, and sociological factors affecting the functioning of individuals, families, groups, organizations, and communities;
- To provide an examination of the theoretical and ecological determinants of human behavior from birth through adolescence including biological, psychological, sociological, economic, ethnic-cultural, and gender related factors;
- To provide a systems approach to understanding growth and development with attention to the reciprocal relationship between the individual and her/his socio-cultural environment, with an in-depth examination of the most common causes for variations in development from birth through adolescence;
- To provide an examination of the major themes, tasks, roles, and crises of each phase of development between birth and adolescence;
- To provide an examination of the theories and research which give understanding to the impact that the dynamics of family, social groups, organizations, and communities have on the psychosocial functioning of the individual from birth through adolescence;
- To integrate into students an appreciation of the reciprocal determinants of human behavior and the psychosocial functioning of the individual from birth through adolescence with an understanding of the impinging effects of social and economic oppression and circumstances that produce high-risk conditions;
- To provide a multi-cultural perspective from which to develop an ability to analyze, as well as critique, theory and research findings;
- To provide an appreciation for research relevant to human behavior in diverse cultures and lifestyles;
- To integrate the developmental content of this course with issues and implications for social work practice;
- To understand psychosocial development and its impact on religious/spiritual values;
- To understand the impact of parents' religious/spiritual beliefs in formation of the childhood/adolescent beliefs and values;

STUDENT EDUCATIONAL OUTCOMES

- Students will demonstrate in writing and through class participation the formulation of an ecological frame of reference for describing human behavior which is based on foundation of systems theory;
- Students will demonstrate through objective evaluation (exams) basic knowledge of the ecological factors stemming from biological, psychological, and sociological origins that affect the functioning of individuals, families groups, organization, and communities;
- Students will demonstrate in writing the ability to integrate and utilize concepts from human behavior theories and research to support the articulation of an ecological frame of reference for understanding human behavior in a socio-cultural environment;
- Students will demonstrate in objective evaluation and class participation an understanding of the function which an ecological perspective of human behavior in a cross-cultural environment has in shaping social work practice with individuals, families, groups, organizations, and communities;
- Students will demonstrate through objective evaluation and class participation the ability to compare and

contrast various theories of human behavior and development which are applicable in understanding life transitions from birth through adolescence using a broad multidisciplinary orientation;

- Students will demonstrate through objective evaluation an understanding for the course of physical, social, cognitive, and emotional development from birth through adolescence and appreciate how each domain interrelates with the health of the whole person;
- Students will demonstrate in writing and class participation an understanding of the relevance of developmental tasks, tradition, issues of changes and continuity throughout childhood;
- Students will demonstrate through objective evaluation and class participation the ability to recognize and assess the common social issues, stressors, and crises (e.g., emotional disturbance, delinquency, chemical abuse, family dysfunction, and poverty) affecting normal development;
- Students will demonstrate through objective evaluation and class participation the ability to identify and appreciate specific human diversity factors (e.g., memberships in racial and ethnic groups, gender issues, and sexual orientation) which have influence from infancy through adolescence and can affect an individual's ability to cope with difficulties or changes in her/his environment;
- Students will demonstrate through objective evaluation and writing their understanding of how adaptive and non-adaptive behaviors affect the individual's interaction in a socio-cultural environment;
- Students will demonstrate through objective evaluation their understanding of the role and importance of social relationships as these influences develop from birth through adolescence; and
- Students will demonstrate through objective evaluation, writing, and class participation their understanding of the origin of roles (including gender roles) and how these impact patterns of socialization and relationship adjustments.
- Students will demonstrate through class participation a sensitivity and appreciation of the value of religion/spirituality in the lives of children and adolescents.
- Students will demonstrate through class participation an appreciation of the developmental issues pertaining to the integration of a religious belief system.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The primary teaching methods in this course are lecture, guest presentations, and film as well as small group discussions of case vignettes and readings. Each class will start with a brief discussion of the readings.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, examinations and quizzes. This course is content-heavy and will challenge you in your ability to absorb large amounts of information within a short period of time. Information covered in prerequisite courses (e.g., Human Development, Human Biology) will not or only briefly be reviewed during lectures. Lectures will not review all materials presented in required readings, but will highlight and crystallize pertinent information. Coming to class prepared means that you will have read all required readings **prior** to class. Required readings are located in either the course text books, on blackboard, or can be downloaded through electronic databases.

Recommended Readings: Recommended readings refer to the text and journal materials used to enhance course lectures, discussions, and student research. Examination and quiz questions are not taken from recommended readings. Recommended readings are available through the library in on-site journal holdings or via the internet.

Short Paper: You will be given a brief case study following the midterm exam and several questions that will ask you to apply the theories discussed throughout the course to the case. The paper should be 5-7 pages long (excluding references or title page). The paper should be double-spaced and use APA-style referencing and formatting. This assignment is due on 11/28/06. Given that you will have four weeks to plan for this paper, late papers will receive a 50% reduction in points. There are multiple ways to write this paper and there is no one right way! However, there are a few things that are essential: Use theory correctly; write well (no grammatical or spelling errors); be succinct; draw on the literature to support your points (you don't have to do additional library work for this paper; use the sources in your syllabus including your textbook).

Midterm and Final Examinations: The exams will be objective (true or false, multiple choice, matching). They will cover material from both the lectures and the required readings.

Participation: Students are encouraged to actively participate in class. There will be many opportunities to contribute to discussions via questions and comments. Required readings will provide an additional basis for class discussions. Each class will begin with a 15 minute discussion of readings for the week. The instructor will call on students to report on the readings. Students' contributions during this time will significantly factor into the 'Participation' grade.

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to affect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Dr. James' Attendance Policy: I believe in standards as well as self-determination (the two clash sometimes). As a result, I believe that students, due to a variety of factors, are at times forced to miss a class. I will not penalize you if you miss one or two classes unless you are also perpetually tardy or leave class early. If you attend more than 80% of classes but are frequently tardy or leave class early, I will reduce your final grade by 5-9%. If you miss more than two classes, you risk course failure. At minimum, your final grade will be reduced by at least 10%.

GRADING

The course requirements add up to 100%. The breakdown is as follows:

Short Paper	30%
Midterm examination	30%
Final examination	30%
<u>Participation</u>	<u>10%</u>
TOTALS	100%

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point</i>

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

COURSE OVERVIEW

Dates	Topics	Main Assignments
9/26	I. Orientation to course; II. Thinking Theoretically;	
10/3	III. Thinking Systemically/Ecologically; IV. Thinking Psychodynamically	
10/10	I. Thinking Developmentally; II. Concepts of Risk and Resilience	
10/17	I. Pregnancy, Birth and the Newborn; II. Guestspeaker	
10/24	I. Infancy – Trust vs Mistrust II. An Introduction to Attachment Theory	
10/31	MIDTERM	MIDTERM EXAM
11/7	I. Early Childhood; II. Child Maltreatment as a Risk Factor	
11/14	I. Middle Childhood	
11/21		
11/28	I. Adolescence	Short Paper is Due
12/7		
12/14	FINAL	FINAL EXAM

COURSE SCHEDULE

WEEK 1 & 2 – 9/26/06 & 10/03/06

LECTURE TOPICS:

- I. Orientation to Course
 - A. Overview of content
 - B. Assignments and grading
- II. “Thinking Theoretically” – A Framework for Using Theory to Guide Social Work Practice
 - A. Explanatory Theory
 - B. Practice Theory
- III. Thinking Systemically/Ecologically
 - A. The biopsychosocial interaction
 - B. Person-In-Environment
 - C. The ecological perspective – key concepts
- IV. Thinking Psychodynamically: A Primer on Freud – A Review
- V. A Case Vignette – The Debbie Smith Case

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Ch.1: A Multidimensional Framework for Assessing Social Functioning (p.1-40)

Ch.2: The Biophysical Dimension (p.41-74)

Ch.3: The Psychological Dimension (p.75-113)

Ch.4: The Social Dimension (p.114-166)

Germain, C.B. & Bloom, M. (1999). *Human behavior in the social environment. An ecological view*. New York: Columbia University Press.

Ch 1: The Ecological Perspective, p.7-40.

Hall, C.S. (1982). *A primer on Freudian psychology*. New York: Penguin Group. (TBA)

Schweiger, W.K. & O'Brien, M. (2005). Special needs adoption: An ecological systems approach. *Family Relations*, 54, 512-522.

Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Bronfenbrenner, U. (July, 1977). Toward an experimental ecology of human development. *American Psychologist*, 513-530. (*seminal article*)

Van Ryn, M. & Heaney, C.A. (1992). What's the use of theory? *Health Education Quarterly*, 19 (3), 315-330. (available in hardcopy in library)

Wakefield, J.C. (March 1996). Does social work need the eco-systems perspective? Part I. Is the perspective clinically useful? *Social Service Review*, 70 (1), 1-32.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Wakefield, J.C. (1996). Does social work need the eco-systems perspective? Part 2. Does the perspective save social work from incoherence? *Social Service Review*, 70 (2), 183-206.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

WEEK 3 - 10/10/06

LECTURE TOPICS:

- I. Thinking Developmentally: Erikson's Psychosocial Stages – an Overview
- II. Concepts of Risk and Resilience
- III. Case Vignette (cont'd)

READINGS/ASSIGNMENTS (REQUIRED):

Erikson, E. (1963). Eight Stages of Man. In *Childhood and Society*, pp. 247-274. New York: W.W. Norton & Company.

(Sections of this chapter will be read throughout the quarter)

Fraser, M. (Ed.) (2004). *Risk and resilience in childhood – an ecological perspective* (2nd ed.). Washington, DC: NASW Press.

Ch.1: The Ecology of Childhood: A Multisystems Perspective (p.1-12)

Ch. 2: Risk and Resilience in Childhood (p.13-66)

Cash, S.J. & Wilke, D.J. (2003). An ecological model of maternal substance abuse and child neglect: Issues, analyses, and recommendations. *American Journal of Orthopsychiatry*, 73 (4), 392-404.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED):

Graybeal, C. (2001). Strengths-based social work assessment: Transforming the dominant paradigm.

Families in Society, 82 (3), 233-242.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Mitchell, D. K., Murdock, K.K. & McQuaid, E.L. (2004). Risk and resilience in urban children with asthma: An exploratory study. *Children's Health*, 33 (4), 275-297.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Wilcox, D.T., Richards, F., O'Keeffe, Z.C. (2004). Resilience and risk factors associated with experiencing childhood sexual abuse. *Child Abuse Review*, 13 (5), 338-352.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

WEEK 4 - 10/17/06

- I. Pregnancy, Birth, and the Newborn
 - A. Perinatal influences
 - B. Risk and protective factors
- II. Guestspeaker

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Ch. 5: Pregnancy, Birth and the Newborn (p.167-211)

Fram, M.S. (2005). "It's just not all teenage moms": Diversity, support, and relationship in family services. *American Journal of Orthopsychiatry*, 75 (4), 507-517.

Glaser, D. (2000). Child abuse and neglect and the brain—a review. *Journal of Child Psychology and Psychiatry*, 41 (1), 97-116.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

Jones, H.E. (2006). Drug addiction during pregnancy. *Current Directions in Psychological Science*, 15 (3), 126-130.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

O'Leary, C.M. (2004). Fetal alcohol syndrome: Diagnosis, epidemiology, and developmental outcomes. *Journal of Paediatrics and Child Health*, 40, 2-7.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Almgren, G., Yamashiro, G. & Ferguson, M. (2002). Beyond welfare or work: Teen mothers, household subsistence strategies, and child development outcomes. *Journal of Sociology and Social Welfare*, 24 (3), 125-149.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

D'Apollito, K. & Hepworth, J.T. (2000). Prominence of withdrawal symptoms in polydrug-exposed infants. *Journal of Perinatal and Neonatal Nursing*, 14 (4), 46-60.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

Mick, E., Biederman, J. & Faraone, S.V. (2002). Case-control study of attention-deficit hyperactivity disorder and maternal smoking, alcohol use and drug use during pregnancy. *Journal of the American Academy of Child and Adolescent Psychiatry*, 41 (4), 378-385. (LIBRARY)

Perry, B.L., Jones, H. & Tuten, M. (2003). Assessing maternal perceptions of harmful effects of drug use during pregnancy. *Journal of Addictive Diseases*, 22 (1), 1-9.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

Schore, A.N. (2001). The effects of early relational trauma on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal*, 22 (1-2), 201-269.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

LECTURE TOPICS:

- I. Infancy – “Trust vs. Mistrust”
 - A. Biopsychosocial development in infancy
 - B. Risk and protective factors in infancy

- II. An Introduction to Attachment Theory
 - A. Major assumptions
 - B. Core concepts
 - C. Cultural considerations
 - D. Empirical evidence

- III. Video: Infancy – Early Relationships

READINGS/ASSIGNMENTS (REQUIRED):

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

Ch. 6: Infancy (p. 212-269)

Erikson, E. (1963). Eight ages of man. In *Childhood and society* (pp. 247-274). New York: W. W. Norton & Company.

(Read: Trust vs. Mistrust, p. 247-251)

Haight, W.L., Kagle, J.D. & Black, J.E. (2003). Understanding and supporting parent-child relationships during foster care visits: Attachment theory and research. *Social Work, 48* (2), 195-207.

Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Zilberstein, K. (2006). Clarifying core characteristics of attachment disorders: A review of current research and theory. *American Journal of Orthopsychiatry, 76* (1), 55-64.

Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED):

Barth, R.P. Crea, T.M., John, K. Thoburn & Quinton, D. (2005). Beyond attachment theory and therapy: Towards sensitive and evidence-based interventions with foster and adoptive families in distress. *Child and Family Social Work, 10*, 257-268.

Bowlby, J. (1969). *Attachment and loss* (vol. 1). New York: Basic Books.

Bretherton, I. (1995). The origins of attachment theory: John Bowlby and Mary Ainsworth. In S. Goldberg, R. Muir & J. Kerr (Eds.), *Attachment theory: Social, developmental and clinical perspectives* (pp.45-84).

Suchman, N.E., McMahon, T.J. & Slade, A. (2005). How early bonding, depression, illicit drug use, and perceived support work together to influence drug-dependent mothers' caregiving. *American Journal of Orthopsychiatry, 75* (3), 431-445.

Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Whelan, D.J. (2003). Using attachment theory when placing siblings in foster care. *Child & Adolescent Social Work Journal, 20* (1), 21-36.

Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

WEEK 6 – 10/31/06

TOPICS:

MIDTERM

READINGS/ASSIGNMENTS: **STUDY AND REVIEW**

WEEK 7 - 11/07/06

LECTURE TOPICS:

- I. Early Childhood – “Autonomy vs. Shame and Doubt” “Initiative vs Guilt”
 - A. Biopsychosocial developments in early childhood
(Video: *Toddlerhood - Physical and cognitive development*)
 - B. Risk and protective factors in early childhood
 - C. Highlighting: the parent-child relationship

- II. Child Maltreatment as a Risk Factor

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Ch. 7: Early Childhood (p.270-327)

Erikson, E. (1963). Eight ages of man. In *Childhood and society* (pp. 247-274). New York: W. W. Norton & Company.

(Read: Autonomy vs. Shame and Doubt, pp. 251-254; Initiative vs. Guilt, pp. 255-258)

Fraser, M. (Ed.) (2004). *Risk and resilience in childhood – an ecological perspective* (2nd ed.). Washington, DC: NASW Press.

Ch. 4: Child Maltreatment: A Risk and Protective Factor Perspective (p.89-132)

Ripoll-Nunez, K.J. & Rohner, R.P. (2006). Corporal punishment in cross-cultural perspective: Directions for a research agenda. *Cross-Cultural Research*, 40 (3), 220-249.

Available online through: <http://webbline.llu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Belsky, J. (1993). Etiology of child maltreatment: A developmental-ecological analysis. *Psychological Bulletin*, 114 (3), 413-434

Fraser, M. (Ed.) (2004). *Risk and resilience in childhood – an ecological perspective* (2nd ed.). Washington, DC: NASW Press.

Ch.6: Developmental Vulnerability in Young Children with Disabilities (p.161-182)

Jambunathan, S., Burts, D.C. & Pierce, S. (2000). Comparisons of parenting attitudes among five ethnic groups in the United States. *Journal of Comparative Family Studies*, 31 (4), 395-406. (hardcopy)

Lynch, M. & Cicchetti, D. (2002). Links between community violence and the family system: Evidence from

children's feelings of relatedness and perceptions of parent behavior. *Family Process*, 41 (3), 519-532.

O'Connor, T.G., Marvin, R.S., Rutter, M., Olrick, J., Britner, P.A. & The English and Romanian Adoptees Study Team (2003). Child-parent attachment following early institutional deprivation. *Development and Psychopathology*, 15, 19-38.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

WEEK 8 - 11/14/06

LECTURE TOPICS:

- I. Middle Childhood – “Industry vs. Inferiority”
 - A. Biopsychosocial developments in middle childhood
 - B. Risk and protective factors in middle childhood
 - C. Highlighting: School functioning, peer relationships, pathways to aggression

- II. Case Vignette

READINGS/ASSIGNMENTS (REQUIRED):

Ashford, J.B., LeCroy, C.W. & Lortie, K.L. (2006). *Human behavior in the social environment* (3rd ed.). Belmont/CA: Brooks/Cole.
Ch. 8: Middle Childhood (p.270-327)

Erikson, E. (1963). Eight Stages of Man. In *Childhood and Society*, 247-274. New York: W.W. Norton & Company.
(Read: Industry vs. Inferiority, pp. 258-261).

Fraser, M. (Ed.) (2004). *Risk and resilience in childhood – an ecological perspective* (2nd ed.). Washington, DC: NASW Press.
Ch. 8: Risk and Protective Factors in the Development of Delinquency and Conduct Disorder (p.209-250)

Guzman, M.R., Santiago Rivera, A.L. & Haase, R.F. (2005). Understanding academic achievement in Mexican-origin youths: ethnic identity, other-group orientation and fatalism. *Cultural Diversity and Ethnic Minority Psychology*, 11 (1), 3-15.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED):

Bolger, K.E. & Patterson, C.J. (2001). Developmental pathways from child maltreatment to peer rejection. *Child Development*, 72 (2), 549-568.

Davis, L., Saunders, J., Johnson, S., Miller-Cribbs, J., Williams, T. & Wexler, S. (2003). Predicting positive academic intention among African American males and females. *Journal of Applied Social Psychology*, 33 (11), 2306-2326.
Available online through: <http://webblines.llu.edu> - (Academic Search Elite, EBSCO)

Fraser, M. (Ed.) (2004). *Risk and resilience in childhood – an ecological perspective* (2nd ed.). Washington, DC: NASW Press.
Ch. 5. School Failure: An Eco-Interactional Developmental Perspective

Randolph, K.A., Fraser, M.W. & Orthner, D.K. (2004). Educational resilience among youth at risk. *Substance Use & Misuse*, 39 (5), 747-767.

WEEK 9 - 11/21/06

LECTURE TOPICS:

- I. Middle Childhood (cont'd)
 - A. Biopsychosocial developments in middle childhood
 - B. Risk and protective factors in middle childhood
 - C. Highlighting: the impact of stressors, e.g., divorce, poverty, community violence
- II. Case Vignette

READINGS/ASSIGNMENTS (*REQUIRED*):

Ceballo, R., Ramirez, C., Hearn, K.D. & Maltese, K.L. (2003). Community violence and children's psychological well-being: Does parental monitoring matter? *Journal of Clinical Child and Adolescent Psychology*, 32 (4), 586-593.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Fraser (ed.), *Risk and resilience in childhood – an ecological perspective* (pp. 209-250). Washington, DC: NASW Press.

Ch.11 Childhood Depression: A Risk Factor Perspective (p.315-346)

Rogers, K. N. (2004). A theoretical review of risk and protective factors related to post-divorce adjustment in young children. *Journal of Divorce and Remarriage*, 40 (3/4), 135-147

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Segal, U.A. & Mayada, N.S. (2005). Assessment of issues facing immigrant and refugee families. *Child Welfare*, 85 (5), 563-583.

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Anderson, A.L. (2002). Individual and contextual influences on delinquency: the role of the single-parent family. *Journal of Criminal Justice*, 30, 575-587.

Bream, V. & Buchanan, A. (2003). Distress among children whose separated or divorced parents cannot agree on arrangements for them. *The British Journal of Social Work*, 33 (2), 227-238.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Evans, G.W. & English, K. (2002). The environment of poverty: Multiple stressor exposure, psychophysiological stress, and socioemotional adjustment. *Child Development*, 73 (4), 1238-1248.

Available online through: <http://webbline.illu.edu> - (Academic Search Elite, EBSCO)

Xu, Q. (2005). In the "best interest" of immigrant and refugee children: deliberating on their unique circumstances. *Child Welfare*, 85, (5), 747-770.

WEEK 10 – 11/28/06

LECTURE TOPICS:

- I. Adolescence – “Identity vs. Role Confusion”
 - A. Biopsychosocial developments in adolescence
(*Video: Adolescence - cognitive and moral development*)
 - B. Risk and protective factors in adolescence
 - C. Highlighting: identity development, sexual orientation, spirituality
- II. A Case Vignette

SHORT PAPER ASSIGNMENT IS DUE TODAY!

READINGS/ASSIGNMENTS (*REQUIRED*):

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

Ch. 9: Adolescence (p.386-416)

Erikson, E. (1963). Eight Stages of Man. In *Childhood and Society*, 247-274. New York: W.W. Norton & Company.

(Read: Identity vs. Role Confusion, pp. 261-263).

Lindsey, E.W., Kurtz, P.D., Jarvis, S., Williams, N.R. & Nackerud, L. (2000). How runaway and homeless youth navigate troubled waters; personal strengths and resources. *Child and Adolescent Social Work Journal*, 17 (2), 115-140.

Available online through: <http://webbline.illu.edu> - (*Academic Search Elite, EBSCO*)

Mallon, G.P. & DeCrescenzo, T. (2006). Transgender children and youth: A child welfare practice perspective. *Child Welfare*, 85 (2), 215-241.

White, M. (1995). *Stranger at the gate: To be gay and Christian in America*. New York: Penguin Group.
Ch. 2: Adolescence – The Ghost of Fear (p.28-44)

READINGS/ASSIGNMENTS (*RECOMMENDED*):

Atwood, N. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46 (1), 313-25.

D’Augelli, A. R., Hershberger, S. L., & Pilkington, N. W. (1998). Lesbian, gay, and bisexual youth and their families: Disclosure of sexual orientation and its consequences. *American Journal of Orthopsychiatry*, 68 (3), 361-371.

Spencer, M.B., Fegley, S.G. & Harpalani, V. (2003). A theoretical and empirical examination of identity as coping: Linking coping resources to the self processes of African American Youth. *Applied Developmental Science*, 7 (3), 181-188.

Tasker, F. (2005). Lesbian mothers, gay fathers, and their children: A review. *Developmental and Behavioral Pediatrics*, 26 (3), 224-240.

Yip, T. & Fuligni, A.J. (2002). Daily variation in ethnic identity, ethnic behaviors, and psychological well-being Among American adolescents of Chinese descent. *Child Development*, 73 (5), 1557-1572.

Youniss, J., McLellan, J., & Yates, M. (1999). Religion, community service, and identity in American youth. *Journal of Adolescence*, 22, 243-253.

LECTURE TOPICS:

- I. Adolescence -- "Identity vs. Role Confusion" (cont'd)
 - A. Biopsychosocial developments
 - B. Risk and protective factors
 - C. Highlighting: Adolescent risk behaviors

- II. Case Vignette

READINGS/ASSIGNMENTS (REQUIRED):

DuBois, D.L. & Silverthorn, N. (2005). Natural mentoring relationships and adolescent health: Evidence from a national study. *American Journal of Public Health*, 95 (3), 518-524.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Fraser (ed.) (2004). *Risk and resilience in childhood – an ecological perspective*. Washington, DC: NASW Press.

Ch.7: Risk and Protective Factors for Alcohol and Other Drug Use in Childhood and Adolescence; (p.183-208)

Ch.12 Suicidality among Youths (p.347-384)

Harvey, A. & Hill, R.B. (2004). Africentric youth and family rites of passage program: Promoting resilience among at-risk African American Youth. *Social Work*, 49 (1), 65-74.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Hines, A.M., Wyatt, P., & Merdinger, J. (2005). Former foster youth attending college: Resilience and the transition to young adulthood. *American Journal of Orthopsychiatry*, 75 (3), 381-394.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Maguen, S. & Armistead, L. (2006). Abstinence among female adolescents: Do parents matter above and beyond the influence of peers? *American Journal of Orthopsychiatry*, 76 (2), 260-264.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

READINGS/ASSIGNMENTS (RECOMMENDED)

Bolland, J.M. (2003). Hopelessness and risk behaviour among adolescents living in high-poverty inner-city neighbourhoods. *Journal of Adolescence*, 26, 145-158.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Reiboldt, W. (2001). Adolescent interactions with gangs, family, and neighborhoods. An ethnographic investigation. *Journal of Family Issues*, 22 (2), 211-242.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Rosario, M., Salzinger, S., Feldman, R.S. & Ng-Mak, D. (2003). Community violence exposure and delinquent behaviors among youth: the moderating role of coping. *Journal of Community Psychology*, 31 (5), 489-512.
Available online through: <http://webblinellu.edu> - (Academic Search Elite, EBSCO)

Sams, D.P. & Truscott, S.D. (2004). Empathy, exposure to community violence and use of violence among urban, at-risk adolescents. *Child & Youth Care Forum*, 33 (1), 33-50.

Zayas, L.H., Kaplan, C., Turner, S., Romano, K. & Gonzalez, R.G. (2000). Understanding suicide attempts by adolescent Hispanic females. *Social Work, 45* (1), 53-63.

WEEK 12 - 12/12/06

TOPICS:

I. Course Evaluation

II. **FINAL EXAMINATION**

SOWK 511 Human Behavior in a Cross-Cultural Environment I
REFERENCE LIST AND SUGGESTED READINGS

- Abrams, D., Sheeran, P., Abraham, C., & Spears, R. (1992). Context and content: The impact of school-leaving and school-based health education on AIDS-relevant cognition. *AIDS Care*, 4 (3), 245-258.
- Astor, R., Behrre, W., Fravil, K., & Wallace, J. (1997). Preceptions of school violence as a problem and reports of violent events: A national survey of school social workers. *Social Work*, 42 (10), 55-68.
- Bailey, S. L. (1992). Adolescents' multisubstance use patterns: The role of heavy alcohol and cigarette use. *American Journal of Public Health*, 82, 1220-24.
- Bender, D. (Ed.). (1992). *Youth violence*. San Diego, CA: Greenhaven.
- Bowden, B. S. & Berg, R. C. (1992). Group treatment with chemically dependent adolescents in residential settings. *Alcoholism Treatment Quarterly*, 9, 39-50.
- Camino, L. (2000). *Treating sexually abused boys*. San Francisco, CA: Jossey-Bass Inc.
- Carlson, J., & Lewis, J. (1998). *Counseling the adolescent: individual, family, and school interventions*, (3rd ed.). Denver, CO: Love Publishing.
- Fanshel, D., Stephen, F. J. & Grundy, J. F. (1992). The role of after-school programs in the lives of inner-city children: A study of the "urban youth network". *Child Welfare*, LXXI, 197.
- Farber, N. B. (1992). Sexual standards and activity: Adolescents' perceptions. *Child and Adolescent Social Work Journal*, 9, 53-76.
- Feigelman, B., & Jaquith, P. (1992). Adolescent drug treatment, a family affair: A community day center approach. *Social Work in Health Care*, 16 (3), 39-52.
- Fertman, C. I. & Chubb, N. H. (1992). The effects of a psychoeducational program on adolescents' activity involvement, self-esteem, and locus of control. *Adolescence*, 27, 517-26.
- Flavell, J. H. (1992). Cognitive development: Past, present, and future. *Developmental Psychology*, 28, 998-1005.
- Geldard, D., & Geldard, K. (1999). *Counseling adolescents*. Thousand Oaks, CA: Sage.
- Geldard, D., & Geldard, K. (1997). *Counseling children: A practical introduction*. Thousand Oaks, CA: Sage.
- Goldstein, E. (1995). Object realtions and ego development. In *Ego psychology and social work practice*, (2nd ed.). New York: The Free Press.
- Hajcak, F. & Garwood, P. (1996). Hidden bedroom partners. *Family Therapy*, 23 (3), 189-198.
- Halpern, R. (1992). The role of after-school programs in the lives of inner-city children: A study of the "urban youth network". *Child Welfare*, 71 (3), 215-230.
- Haumann, G. (1995). Homosexuality, biology and ideology. *Journal of Homosexuality*, 28 (1/2), 57-77.
- Henderson, M. (1998). Disclosure of sexual orientation: Comments from a parental perspective. *American JI of Orthopsychiatry*, 68, (3).
- Holland, J., et al. (1992). Risk, power and the possibility of pleasure: Young women and safer sex. *AIDS Care*, 4 (3), 273-283.
- Hanson, S. (1992). Involving families in programs for pregnant adolescents: Practices and obstacles. *Families in Society*, 73 (May), 274-281.
- Harrigan, B. & Marcia, P. (1992). Religious denominational policies on sexuality. *Society*, 93 (5), 000.
- Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). The needs of children, youth, and families. In *Social work and social welfare: An introduction* (pp. 179-212). St Paul, MN: West Publishing.

- Heffernan, J., Shuttlesworth, G., & Ambrosino, R. (1992). Services to children, youth and families. In *Social work and social welfare: An introduction* (pp. 213-246). St Paul, MN: West Publishing.
- Herrn, R. (1995). On the history of biological theories of homosexuality. In *Sex, cells, and same-sex desire: The biology of sexual preference*, pp. 31-56. Binghamton, NY: The Haworth Press, Inc.
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- Kaplan, H.I., & Sadock, B.J. (Eds.). (1995). *Comprehensive textbook of psychiatry*. San Francisco, CA: Williams & Wilkins.
- La-Greca, A. M. & Silverman, W. K. (1993). Parent reports of child behavior problems: Bias in participation. *Journal of Abnormal Child Psychology*, 21, 89-101.
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- Lum, D. (2000). *Social work practice with people of color: A process-stage approach*. (4th ed.). Belmont, CA: Wadsworth/Thomas Learning.
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- Morris, M. (1993). *Sins of the father*. Boise, ID: Pacific Press Pub. Association.
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- Pillari, V. (1998). *Human behavior in the social environment*. Pacific Grove, CA: Brooks/Cole.
- Rivera, F. & Erlich, J. (1995). An option assessment framework for organizing emerging minority communities. In Tropman, J., Erlich, J., & Rothman, J. (Eds.). *Tactics and techniques of community intervention*. Itasca, IL: Peacock Publishers, Inc.
- Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice*. New York: Longman Publishing Group.
- Simon, R. J. & Altstein, H. (1992). *Adoption, race, and identity: From infancy through adolescence*. New York: Praeger.
- Singer, M. I., Singer, L. T. & Anglin, T. M. (Eds.). (1993). *Handbook for screening adolescents at psychosocial risk*. New York: Lexington Books.
- Smith, C. A. (1997, July). Factors associated with early sexual activity among urban adolescents. *Social Work*, 42 (4), 334-343.
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- Solnit, A., Nordhaus, B. & Lord, R. (1992). *When home is no haven: Child placement issues*. New Haven: Yale University Press.
- Spergel, I.A. (1992). Youth gangs: An essay review. *Social Service Review*, 66 (1), 121-140.
- Straus, M.A., & Gelles, R. J. (1993). Physical violence in American families. *Social Work*, 38 (1), 115-115.
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