

Syllabus

Course Overview

The focus of this course is on the systems approach used to analyze the impact of various social forces on individual and family dynamics. Throughout the course, learners employ theory, social work best practices, and research findings to understand and assess the functioning of individuals and families in their social environments.

You will also be participating in live webinars during the course. During these sessions, you will have the opportunity to ask questions and engage in discussions with the instructor in real time. The webinars will also be recorded for asynchronous use by learners who are unable to attend the live sessions or who wish to review them in the future.

Master of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills and the strengths perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners will develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in face-to-face residency experiences.

Adobe Connect Activities

This course requires learners to attend synchronous, or live, and asynchronous, or recorded, meetings via Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Generalist Practices, and Learning Outcomes

Note: EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

Educational Policy and Accreditation Standards Competency and Expected Learning Outcomes

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Generalist Social Work Practices	Educational Policy and Accreditation Standards and General Practice Alignment to Assignment
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.	C4.GP.B Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	u03a1: Theory Identification and Analysis For this assignment, learners will: <ul style="list-style-type: none">• Review the case study that has been provided.• Identify the theory that they wish to apply to the case study. This competency will be demonstrated through the following grading criterion:

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Generalist Social Work Practices	Educational Policy and Accreditation Standards and General Practice Alignment to Assignment
		<p>1. Integrate research-based knowledge and practice wisdom to identify key components of the selected theory.</p> <p>u08a1: Childhood Trauma and Brain Development</p> <p>In this assignment, learners will analyze the text, <i>The Boy Who Was Raised as a Dog</i>, by Bruce Perry and Maia Szalavitz.</p> <p>This competency will be demonstrated through the following grading criterion:</p> <p>2. Integrate multiple sources of knowledge, including research-based knowledge.</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</p>	<p>C6.GP.A</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>u03a1: Theory Identification and Analysis</p> <p>For this assignment, learners will:</p> <ul style="list-style-type: none"> • Review the case study that has been provided. • Identify the theory that they wish to apply to the case study. <p>This competency will be demonstrated through the following grading criterion:</p> <p>5. Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.</p> <p>u06a1: Theory Application</p> <p>For this assignment, learners will use the provided case study to describe how the theories they selected can be used to guide the processes of assessment, intervention, evaluation and how the theories guide social work practice both with individuals and families, and apply knowledge to understand person and environment.</p> <p>This competency will be demonstrated through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Describe how the selected theory can be used to guide the processes of assessment, intervention, and evaluation. 2. Critique and apply knowledge to understand person and environment. <p>u08a1: Childhood Trauma and Brain Development</p> <p>In this assignment, learners will analyze the text, <i>The Boy Who Was Raised as a Dog</i>, by Bruce Perry and Maia Szalavitz.</p> <p>This competency will be demonstrated through the following grading criterion:</p> <p>5. Apply theories to social work practice using a case study about an individual or family and using the person-in-environment perspective.</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Generalist Social Work Practices	Educational Policy and Accreditation Standards and General Practice Alignment to Assignment
		<p>u10a1: Integrating Theory Into Professional Practice</p> <p>Drawing on the work they did in previous assignments, learners will integrate all they have learned into clear and concise applications of their chosen theories to the particular case of <i>Joe the King</i>.</p> <p>This competency will be demonstrated through the following grading criterion:</p> <p>3. Critique and apply knowledge to understand person and environment.</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</p> <p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p>	<p>C7.GP.B</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p> <p>C8.GP.B</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>C9.GP.B</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>u03a1: Theory Identification and Analysis</p> <p>For this assignment, learners will:</p> <ul style="list-style-type: none"> • Review the case study that has been provided. • Identify the theory that they wish to apply to the case study. <p>This competency will be demonstrated through the following grading criterion:</p> <p>5. Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.</p> <p>u06a1: Theory Application</p> <p>For this assignment, learners will use the provided case study to describe how the theories they selected can be used to guide the processes of assessment, intervention, and evaluation and how the theories guide social work practice both with individuals and families, and apply knowledge to understand person and environment.</p> <p>This competency will be demonstrated through the following grading criteria:</p> <ol style="list-style-type: none"> 1. Describe how the selected theory can be used to guide the processes of assessment, intervention, and evaluation. 2. Critique and apply knowledge to understand person and environment. <p>u08a1: Childhood Trauma and Brain Development</p> <p>In this assignment, learners will analyze the text, <i>The Boy Who Was Raised as a Dog</i>, by Bruce Perry and Maia Szalavitz.</p> <p>This competency will be demonstrated through the following grading criterion:</p> <p>5. Apply theories to social work practice using a case study about an individual or family and using the person-in-environment perspective.</p> <p>u10a1: Integrating Theory Into Professional Practice</p>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Generalist Social Work Practices	Educational Policy and Accreditation Standards and General Practice Alignment to Assignment
		<p>Drawing on the work they did in previous assignments; learners will integrate all they have learned into clear and concise applications of their chosen theories to the particular case of <i>Joe the King</i>.</p> <p>This competency will be demonstrated through the following grading criterion:</p> <p>3. Critique and apply knowledge to understand person and environment.</p>

Unit Assignments and Alignment to Competencies/Generalist Practices

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in ten areas. Specific core competencies are accomplished through course objectives stated in terms of underlying practice behaviors comprised by the competency standard. This course contributes to learners' mastery of the following specific core competencies through the respective practice behaviors and assignments: Unit Assignments and Alignment to Competencies/Practice Behaviors

Assignments/Learning Activity Weights

Activity		Alignment to Competency / EPAs / Practice Behavior
Discussion Participation		Not Applicable
Unit Activity		
u08a1 Childhood Trauma and Brain Development In this assignment, learners will analyze the text, <i>The Boy Who Was Raised as a Dog</i> , by Bruce Perry and Maia Szalavitz.		C4.GP.B, C7.GP.B, C8.GP.B, C9.GP.B, C6.GP.A.
Course Project: Integrating Theory Into Professional Practice		
u03a1: Theory Identification and Analysis For this assignment, learners will review the case study that has been provided and identify the theory that they wish to apply to the case study.		C4.GP.B, C7.GP.B, C8.GP.B, C9.GP.B, C6.GP.A.
u06a1: Theory Application For this assignment, learners will use the provided case study to describe how the theories they selected can be used to guide the processes of assessment, intervention, and		C6.GP.A, C7.GP.B, C8.GP.B, C9.GP.B.

Activity		Alignment to Competency / EPAs / Practice Behavior
evaluation and how the theories guide social work practice both with individuals and families, and apply knowledge to understand person and environment.		
u10a1: Integrating Theory Into Professional Practice Drawing on the work they did in previous assignments, learners will integrate all they have learned into clear and concise applications of their chosen theories to the particular case of <i>Joe the King</i> .		C6.GP.A, C7.GP.B, C8.GP.B, C9.GP.B.
Total:		

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (C4.GP.B)
- 2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (C7.GP.B)
- 3 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): MSW5001, MSW5002. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Once the [Capella University Bookstore](#) opens for the quarter, as a registered learner you will receive an e-mail containing a direct link you can use to obtain your materials. Please follow the instructions provided to you by the bookstore to download digital materials. Some materials are available only in hard-copy format and will be shipped to you. The bookstore will indicate any materials that may involve shipping. **Note:** Access to the audiovisual material for this course is provided by the Capella Library. Copying or redistributing the material is strictly forbidden.

Book

Lundahl, B. W., & Hull, G. H., Jr. (2015). *Applied human behavior in the social environment*. Boston, MA: Pearson. ISBN: 9780133884746.

Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook – What traumatized children can teach us about loss, love, and healing* (3rd ed.). New York, NY: Basic Books. ISBN: 9780465094462.

Library

- O'Hara, R., Macaulay, S., Dewis, J., Marx, L. (Producers), & Whaley, F. (Director). (1999). *Joe the King* [Motion picture]. United States: 49th Parallel, Forensic/291 Films, Lower East Side Films.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Anderson, C. (2012, November 15). [Addressing trauma in child welfare: Promoting well-being for children, youth, and families \[PDF\]](#). In 2012/2013 Winter Webinar Series. Retrieved from <http://muskie.usm.maine.edu/helpkids/telefiles/111512tele/NRCOI%20-%20Clare%20Anderson%20%2811-15-12%29.pdf>
- [Talaris Institute](#). (2015). Retrieved from <http://www.talaris.org>
- ZERO TO THREE: National Center for Infants, Toddlers, and Families. (2014). [Baby brain map](#). <https://www.zerotothree.org/resources/529-baby-brain-map>
- [ZERO TO THREE: National Center for Infants, Toddlers, and Families](#). (2015). Retrieved from <http://zerotothree.org>

Suggested

Optional

Projects

Project >> Integrating Theory Into Professional Practice

Project Overview

For your course project, you will select and apply one theory to a case study dealing with an individual or family—the individuals and situations in the movie *Joe the King*. The theory you select should be one that you feel will be the most useful to you as you develop your social work practice. Ideas for specific theories can be found in your text or by searching the Capella library.

Instructions

For your final course project, you will be expected to:

- Describe the key components of the theory you selected.
- Critically evaluate the theory, citing academic resources to support your evaluation.
- Discuss the strengths and weaknesses of your selected theory, using examples to support your discussion.
- Evaluate the cultural competence of the theory.
- Describe how this topic impacts human behavior and development at an individual or family level.
- Apply your selected theory to the case study.
- Discuss why you believe the theory you selected will be the most useful to you in your social work practice.

You will be expected to use the Capella University Library to conduct research to identify scholarly sources that will support your work.

The course project consists of three assignment components. These components, detailed below, are due in Units 3, 6, and 10 throughout the 10-week course:

- Unit 3, Assignment 1: Theory Identification and Analysis.
- Unit 6, Assignment 1: Theory Application.
- Unit 10, Assignment 1: Integrating the Theory Into Professional Practice.
- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of three resources.
- **Length of paper:** A minimum of four typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >>> Human Behavior and the Human Experience

Introduction

The major role that social workers engage in is enhancing the emotional, psychological, physical, and social functioning of their clients. This unit will introduce a multidimensional approach to assessment that social workers use to determine client functioning. This assessment approach will be used in this class to evaluate case studies and as a foundation for the course project.

The biological system includes all those processes necessary for the physical functioning of an organism and for mental activity. The psychological system includes those mental processes central to a person's ability to make meaning of experiences and take action. The societal system encompasses those processes that foster or disrupt a person's sense of social integration and social identity. A multidimensional approach to client assessment seeks to understand development as a product of interactions among biological, psychological, and societal processes. The biological system recognizes and processes social stimulation. The societal system creates the contexts for social interactions and introduces complex patterns of value and priorities for social behavior. The psychological system internalizes these values and assigns unique meaning to social events.

Learning Activities

u01s1 - Studies

Webinar

Be sure to attend the [Introductory Webinar](#) in the second study of this unit.

Readings

Use your *Applied Human Behavior in the Social Environment* text to complete the following:

Note: This book will be also required in SWK5005.

- Read Chapter 1, "Social Work and Human Behavior," pages 1–14.
- Read Chapter 2, "Examining the Human Experience," pages 15–31.

Use your *The Boy Who Was Raised as a Dog* text to complete the following:

- Read pages 10–38, which include the introduction and Chapter 1, "Tina's World."

Audiovisual Media

Watch the following 1999 film:

- O'Hara, R., Macaulay, S., Dewis, J., Marx, L. (Producers), & Whaley, F. (Director). (1999). *Joe the King* [Motion picture]. United States: 49th Parallel, Forensic/291 Films, Lower East Side Films.
 - Please note, this movie contains strong language and violence (rated R). Do not watch it with young children.
 - You will use this movie as the case study for your Integrating Theory Into Professional Practice course project.

u01s2 - Introductory Webinar and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your [introductory webinar](#). This purpose of this unit's webinar is to help orient you to overall placement of this course in the larger SWK program, as well as laying out a common foundation for understanding roles and responsibilities.

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

In preparation for using Adobe Connect to attend synchronous, or live, and asynchronous, or recorded, meetings in this course, complete the following:

- If you have not already done so, install your headset on your computer, using the installation instructions included in the package.
- Review the following instructions on the [Using Adobe Connect](#) support page on iGuide:
 - Attend a Meeting.
 - Configuring Audio for either Windows or Mac.

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

The precise scheduling of webinars is at the discretion of your instructor. However, most will occur in the middle of the week at approximately 6 p.m. Central Standard Time, or CST.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u01d1 - Multidimensional Framework for Assessment

Describe one example, from the movie *Joe the King*, of how the biological, psychological, and societal systems interact for Joe's family. Consider whether or not there were cultural influences, such as messages from family, community, or ethnic group, on these three systems.

Response Guidelines

In your response, consider one of the three systems mentioned above. Compare another learner's example in the same system, whether biological, physical, or social, with your own. Are they similar or different? Do you notice any patterns? How much of a factor is cultural influence? Support your answers with references to the textbook.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

u01s3 - Planning Ahead: Theory Identification and Analysis

Your first assignment, Theory Identification and Analysis, is due in Unit 3. The information and activities in Units 1, 2, and 3 will help you complete your assignment. Do the following this week:

- Read the assignment instructions and scoring guide in Unit 3.
- Review the case presented in the film, *Joe the King*, and consider possible theories that could be applied to the case study.
- Start gathering relevant sources and begin working on your assignment as time permits.

Unit 2 >> Methods for Understanding Influences on Human Behavior

Introduction

This unit will introduce types of knowledge and how a social worker uses all the different types to interact and assess an individual's functioning. This unit will also delve deeper into biological factors that impact human development and functioning.

All knowledge exists in a cultural and historical context. To understand types of knowledge, one needs to understand this historical and cultural context to use the knowledge appropriately. For example, we once believed the earth was flat, but now we know it is round. Additionally, all knowledge exists in a paradigm. A paradigm is our general view of the nature of the world. It is the lens through which we view the world, process information, and make decisions. Our personal and professional paradigms can affect our interactions with clients, how we assess them, and the decisions we make on behalf of them.

The biological system includes all those processes necessary for the physical functioning of an organism and for mental activity. This includes the brain, spinal cord or central nervous system, and peripheral nervous system or nerves. All of these biological systems work together to receive, process, and transmit sensory information, which guide behavior. The specific focus of this unit is physical development during all stages of life including the prenatal period, childhood, adolescence, and adulthood. The biological system recognizes and processes social stimulation.

Learning Activities

u02s1 - Studies

Webinar

Be sure to attend [Webinar: Multidimensional Perspectives](#) for Assessment in the second study of this unit.

Readings

Use your *Applied Human Behavior in the Social Environment* text to complete the following:

- Read Chapter 3, "Methods for Understanding Influences on Human Behavior," pages 32–48.
- Read Chapter 4, "Biological Influences on Human Behavior: Physical Development," pages 49–81.

Use your *The Boy Who Was Raised As a Dog* text to complete the following:

- Read Chapter 2, "For Your Own Good," pages 39–61.

Course Resources

[Using Adobe Connect](#)

DisabilityServices@Capella.edu

u02s2 - Webinar: Multidimensional Perspectives for Assessment

The purpose of this unit's webinar is to dig a bit deeper into the important concept of using a [multidimensional perspectives](#) model in your social work practice. We will look at some examples and additional resources. Come with questions!

In this unit, you are required either to attend the webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

See the Unit 1 study, Introductory Webinar and [Using Adobe Connect](#), for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u02d1 - Biological Factors

You are the social worker for Joe's family and are tasked with completing a family assessment.

- What are all of the biological factors in play for each family member?
- How might these biological factors influence family dynamics?
- How might these biological factors interact with relevant psychological or societal systems?

Response Guidelines

In your response, consider another learner's responses in comparison to yours. Have they missed anything, or does the post suggest that **you** missed something? Support your responses with references to the text and the movie.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 3 >> Biological Influences on Human Behavior

Introduction

In this unit, you will continue exploring the biological factors that influence human growth and development. Specifically, you will explore the central nervous system and health. The central nervous system controls all human activities, including emotions and basic bodily functions. It is also responsible for complex mental activities.

An overview of the central nervous system will be presented in order for you to understand the importance of assessing and understanding how this system impacts human growth and behavior. Treatment with medication will be presented, along with common examples of how medications influence an individual. In addition, health and sickness will be presented as an important factor for consideration during the assessment process. Disease, injury, and sickness can disrupt life and are often reasons a social worker is called in to assist.

Learning Activities

u03s1 - Studies

Readings

Use your *Applied Human Behavior in the Social Environment* text to complete the following:

- Read Chapter 5, "Biological Influences on Human Behavior: Central Nervous System," pages 82–104.
- Read Chapter 6, "Biological Influences on Human Behavior: Health and Sickness," pages 105–126.

Use your *The Boy Who Was Raised as a Dog* text to complete the following:

- Read Chapter 3, "Stairway to Heaven," pages 62–82.
- Read Chapter 4, "Skin Hunger," pages 83–96.

u03a1 - Theory Identification and Analysis

Assignment Overview

Three of the four assignments in this course deal with the place of theory in social work practice. A solid understanding of the theoretical basis for understanding human social behavior is vital for deciding on the best approach to clients on a case-by-case basis. In all three of these assignments, you will be using the characters and situations in the movie, *Joe the King*, as your foundational case study.

By successfully completing this assignment, you will demonstrate your proficiency in the following competencies and behaviors:

- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.GP.B: *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.*
 - Related Assignment Criterion:
 - 1. *Integrate research-based knowledge and practice wisdom to identify key components of the selected theory.*

- Competency 6: *Engage with individuals, families, groups, organizations, and communities.*
 - C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.*
 - Related Assignment Criterion:
 - 5. *Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.*
- Competency 7: *Assess individuals, families, groups, organizations, and communities.*
 - C7.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.*
 - Related Assignment Criterion:
 - 5. *Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.*
- Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities.*
 - C8.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.*
 - Related Assignment Criterion:
 - 5. *Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.*
- Competency 9: *Evaluate practice with individuals, families, groups, organizations, and communities.*
 - C9.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.*
 - Related Assignment Criterion:
 - 5. *Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.*

Assignment Description

In this first assignment, you are tasked with identifying a theory to apply to the characters and situations in the movie, *Joe the King*, as your foundational case study. Use the links provided in the Resources for guidance on finding relevant articles in the Capella University Library.

Be sure to read the instructions below carefully, and always review the scoring guide to be clear on the grading criteria.

Assignment Instructions

Review the case study that has been provided. Identify the theory that you wish to apply to the case study. The bullet points below correspond to grading criteria in the scoring guide. You may also want to read the scoring guide to better understand the performance levels that relate to each grading criterion. For this paper you should:

- Integrate research-based knowledge and practice wisdom to identify key components of the selected theory.
- Critically evaluate the theory, citing academic resources to support your evaluation.
- Discuss the strengths and weaknesses of your selected theory, using examples to support your discussion.
- Evaluate the cultural competence of the theory.
- Apply assessment, intervention, and evaluation to identify potential implications of the theory on human behavior and development.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Number of resources:** Minimum of three scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** Minimum of four typed, double-spaced typed pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** The assignment must be submitted to your instructor in the courseroom by the end of this week.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Joe the King](#)

Unit 4 >> Cognitive Influences on Human Behavior

Introduction

The psychological system includes those mental processes central to a person's ability to make meaning of experiences and take action. These include emotion, memory, perception, motivation, thinking and reasoning, language, symbolic abilities, and orientation to the future; for example, Where am I going? What do I want to do with my life? And more. The psychological system internalizes these values and assigns unique meaning to social events. Cognition is the process of organizing and making meaning of experience.

Jean Piaget postulated two assumptions about cognitive development. The first is that development occurs in a fixed sequence and displays continuity. For example, each stage builds on a preceding stage, each stage is more comprehensive than the preceding stage, and each stage is more complex than the preceding stage. The second assumption is that cognitive development is not governed by internal maturation, but by the individual: Cognitive structures are created, developed, and modified by interaction of person and environment, where people are viewed as cognitively self-organizing.

Piaget indicated that children think differently than adults, interaction between person and physical environment is an active process, it is a natural state for child to be curious and want to explore the environment, and that in exploring the environment the child is building new cognitive structures. Piaget's assumptions are now supported by current neurological research that indicates neural pathways are created by the experiences of children from birth to age five.

Learning Activities

u04s1 - Studies

Readings

Use the *Applied Human Behavior in the Social Environment* text to complete the following:

- Read Chapter 7, "Cognitive Influences on Human Behavior," pages 127–168.

Use your *The Boy Who Was Raised as a Dog* text to complete the following:

- Read Chapter 5, "The Coldest Heart," pages 96–121.
- Read Chapter 6, "The Boy Who Was Raised as a Dog," pages 122–154.

u04d1 - Cognitive Factors

You are the social worker for Joe's family and are tasked with completing an assessment on the family.

- What are all of the cognitive factors involved, for each family member?
- How might these cognitive factors influence family dynamics?
- How might these cognitive factors influence biological or societal systems with which they are involved?

Response Guidelines

Respond to a fellow learner who either identified a cognitive factor that you missed, or whose answers to either of the other two questions differed from your own.

- In the first case, discuss your response: Is that cognitive factor actually at play? If so, why do you think you missed it? If not, support your explanation with examples from the text or the movie itself.
- In the second case, discuss the differences: What might be influencing the difference in perception? Support your answer as above.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

u04s2 - Planning Ahead: Theory Application

Your second assignment, Theory Application, is due in Unit 6. The information and activities in Units 4, 5, and 6 will help you complete your assignment. Do the following this week:

- Read the assignment instructions and scoring guide in Unit 6.
- Review the case presented in the following film, and consider how your chosen theory could be used to guide the processes of assessment, intervention, and evaluation.
 - O'Hara, R., Macaulay, S., Dewis, J., Marx, L. (Producers), & Whaley, F. (Director). (1999). *Joe the King* [Motion picture]. United States: 49th Parallel, Forensic/291 Films, Lower East Side Films.
- Start gathering relevant sources and begin working on your assignment as time permits.

Unit 5 >> Social Influences on Human Behavior

Introduction

The societal system encompasses those processes that foster or disrupt a person's sense of social integration and social identity. The societal system includes social roles, social support, culture, media, leadership styles, communication patterns, family organization, ethnic and subcultural influences, political ideologies and government, religions, patterns of economic prosperity or poverty, conditions of war and peace, and exposure to racism, sexism, ageism, and other forms of discrimination, intolerance, or intergroup hostility.

The societal system creates the contexts for social interactions and introduces complex patterns of value and priorities for social behavior. This unit will focus on societal influences on human behavior, including parent-child relationships.

Learning Activities

u05s1 - Studies

Readings

Use your *Applied Human Behavior in the Social Environment* text to complete the following:

- Read Chapter 8, "Social Influences on Human Behavior," pages 147–168.
- Read Chapter 11, "Major Life Phases Influencing Human Behavior: Childhood," pages 220–238.

Use your *The Boy Who Was Raised as a Dog* text to complete the following:

- Read Chapter 7, "Satanic Panic," pages 149–168.
- Read Chapter 8, "The Raven," pages 169–190.

u05d1 - Attachment

Explain four patterns of attachment and give an example of each one. Indicate which pattern you find to be the most common, and support your answer with examples from the text and movie.

Response Guidelines

Respond to a fellow learner whose chosen most common pattern is different than yours. Discuss their reasoning in comparison to your own—do you stand by your initial post or have you changed your mind? Why or why not? Support your response with examples from the text and movie.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d2 - Societal Factors

You are the social worker for Joe's family and are tasked with completing an assessment on the family.

- What are all of the societal factors involved, for each family member?
- How might these societal factors influence family dynamics?
- How might these societal factors influence the psychological or biological systems with which they are involved?

Response Guidelines

Respond to a fellow learner who either identified a societal factor that you missed, or whose answers to either of the other two questions differed from your own.

- In the first case, discuss your response: Is that societal factor actually at play? If so, why do you think you missed it? If not, support your explanation with examples from the text or the movie itself.
- In the second case, discuss the differences: What might be influencing the difference in perception? Support your answer as above.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Emotional Influences on Human Behavior

Introduction

This unit will introduce emotional influences on human behavior. Emotions play an important role in human functioning. Social workers must be prepared to understand and appreciate the emotional functioning of those they will be serving.

Emotion is a psychological reaction to a subjective experience. Not only do social workers assist clients with the control, or regulation, and understanding of emotions, they also assess as a way to intervene. For example, a child's temperament, along with emotional state, can impact the parent-child relationship.

Learning Activities

u06s1 - Studies

Readings

Use *Applied Human Behavior in the Social Environment* to read the following:

- Chapter 9, "Emotional Influences on Human Behavior," pages 169–187.

Use your *The Boy Who Was Raised as a Dog* text to read the following:

- Chapter 9, "Mom Is Lying. Mom Is Hurting Me. Please Call the Police," pages 191–200.
- Chapter 10, "The Kindness of Children," pages 201–214.

Use the Internet to complete the following:

- [ZERO TO THREE: National Center for Infants, Toddlers, and Families](http://zerotothree.org). (2015). Retrieved from <http://zerotothree.org>.
 - Investigate the website and make a list of five resources related to attachment, which you can use once you are out in the field. You will expand on this list in the Resources for Families discussion in this unit.

u06a1 - Theory Application

Assignment Overview

Applying a particular theoretical approach to a case is always part of a larger context—in a general sense, who are the clients you are serving? What are the characteristics of the environment in which you work? Given that, what theoretical framework will work best? Do you need flexibility, or a laser-sharp focus? In this assignment, you will have an opportunity to answer those questions. Do careful research, and support your conclusions with relevant evidence.

By successfully completing this assignment, you will demonstrate your proficiency in the following competencies and behaviors:

- Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities*.
 - C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies*.
 - Related Assignment Criteria:
 - 1. *Describe how the selected theory can be used to guide the processes of assessment, intervention, and evaluation.*
 - 2. *Critique and apply knowledge to understand a person and environment.*
- Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities*.
 - C7.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies*.
 - Related Assignment Criteria:
 - 1. *Describe how the selected theory can be used to guide the processes of assessment, intervention, and evaluation.*
 - 2. *Critique and apply knowledge to understand a person and environment.*
- Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities*.
 - C8.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies*.
 - Related Assignment Criteria:
 - 1. *Describe how the selected theory can be used to guide the processes of assessment, intervention, and evaluation.*
 - 2. *Critique and apply knowledge to understand a person and environment.*
- Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*.
 - C9.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes*.
 - Related Assignment Criteria:
 - 1. *Describe how the selected theory can be used to guide the processes of assessment, intervention, and evaluation.*
 - 2. *Critique and apply knowledge to understand a person and environment.*

Assignment Description

In your previous assignment, you identified and analyzed a specific theory to apply in the *Joe the King* case study. In this assignment, you will build on the work you have done by deciding an actual application. As with last time, it is vital to support the application of your chosen theory with scholarly research in the Capella University Library.

Assignment Instructions

The bullet points below correspond to grading criteria in the scoring guide. You may also want to read the scoring guide to better understand the performance levels that relate to each grading criterion. For this assignment, complete the following:

- Describe how the theory you selected can be used to guide the processes of assessment, intervention, and evaluation.
- Discuss why you believe your chosen theory will be most valuable to you in your social work practice.
- Compare and contrast the theory you selected with at least two other theories, explaining why the theory you selected is a better fit for your practice.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Cited resources:** Minimum of three scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** Minimum of four typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** The assignment must be submitted to your instructor in the courseroom by the end of this week.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Social Work Masters Library Research Guide](#)

[Writing Feedback Tool](#)

[Capella Writing Center](#)

Unit 7 >> The Influence of Gender and Sexuality on Human Behavior

Introduction

In this unit, you will be introduced to the process of gender identification during childhood and how gender identification impacts a way the child interprets his or her experiences. Gender identification occurs with parents. It is the process through which one person incorporates the values and beliefs of another.

Gender emerges in a developmental sequence from toddlerhood through early school age. It emerges through the application of gender labels to self and others, an understanding that gender is stable and constant, and an understanding of the genital basis of gender. Gender role standards are cultural expectations about appropriate behavior for boys and girls and for men and women. Children form gender schemas, or personal theories about cultural expectations and stereotypes related to gender.

Gender preference is the development of personal preference for activities and attitudes associated with masculine and feminine roles. Children assess whether they fit in with others of the same sex. Gender preference depends on three factors:

- The more closely one's strengths and competencies approximate gender-role standards, the more one will prefer being a member of that sex.
- The more one likes the same-sex parent, the more one will prefer being a member of that sex.
- Environmental cues as to the value of one sex or the other.

Thus the ideals, values, and standards of the family and community are internalized.

Learning Activities

u07s1 - Studies

Webinar

Be sure to attend [Webinar: Trauma](#) in the second study of this unit.

Readings

Use *Applied Human Behavior in the Social Environment* to read the following:

- Chapter 10, "Gender and Sexuality's Influence on Human Behavior," pages 188–219.

Use your *The Boy Who Was Raised as a Dog* text to read the following:

- Chapter 11, "Healing Communities," pages 215–228.

Use the courseroom to read the following resource from the Administration for Children and Families:

- Anderson, C. (2012, November 15). [Addressing trauma in child welfare: Promoting well-being for children, youth, and families \[PDF\]](#). In 2012/2013 Winter Webinar Series. Retrieved from <http://muskie.usm.maine.edu/helpkids/telefiles/111512tele/NRCOI%20-%20Clare%20Anderson%20%2811-15-12%29.pdf>.

Use the Internet to complete the following:

- ZERO TO THREE: National Center for Infants, Toddlers, and Families. (2014). [Baby brain map](#). <https://www.zerotothree.org/resources/529-baby-brain-map>.
 - Use the Baby Brain Map to select different age ranges from the pull-down menu. Depending on the age range, different parts of the brain will be highlighted. To find out how a baby's brain develops during this growth period, click on a part of the brain to see questions and to learn more about enriching a young child's development.

u07s2 - Webinar: Trauma

This unit's [webinar](#) explores the vital concept and experience of trauma: what it means in the context of an individual life, for the lives of those connected to that individual, and to you as a practicing social worker. Come with questions!

In this unit, you are required either to attend the webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is in the Resources for this study.

See the Unit 1 study, Introductory Webinar and [Using Adobe Connect](#), for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u07d1 - Baby Brain Map

Reflect on the baby brain map activity in the first study for this unit, list three new things you have learned about baby brain development, and explain how this will influence your social work practice.

Response Guidelines

Compare and contrast your post with one of your fellow learners'. Why is the study of the brain so important to the practice of social work? How far-reaching are its implications?

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

u07d2 - Gender Development

Explain gender development, including environmental effects on the process and the role of culture in gender identity. Support your explanation with your course texts.

Response Guidelines

Compare and contrast your answer with one of your fellow learners'. Discuss the similarities and differences, and reflect on how your own gender identification might affect your understanding of its impact on clients.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

u07s3 - Planning Ahead: Childhood Trauma and Brain Development

Your third assignment, Childhood Trauma and Brain Development, is due in Unit 8. The information and activities in Units 7 and 8 will help you complete your assignment. Do the following this week:

- Read the assignment instructions and scoring guide in Unit 8.
- Review the cases presented in the text, *The Boy Who Was Raised as a Dog*.
- Start gathering relevant sources and begin working on your assignment as time permits.

Unit 8 >> Childhood and Its Influence on Behavioral Development

Introduction

In this unit, you will explore the childhood life phase and those factors that impact human growth and behavior in childhood. Specifically, you will find out why attachment and parenting are key factors to health development. Attachment is a process through which people develop specific, positive, and emotional bonds with others. Nurturing interaction during parenting or caregiving are one of the primary ways children form healthy attachments. Attachment is a reciprocal process between the parent or caregiver and the child. This process forms the internal or mental representation for a child, which will impact all future relationships. The formation of a healthy attachment depends on the amount of time an infant spends with a caregiver, the quality and responsiveness of the caregiver, the caregiver's emotional investment in the infant, and the presence of the caregiver in the infant's life across time.

In this unit, you will learn about four types of attachment:

- Secure.
- Anxious or Avoidant.
- Anxious or Resistant.
- Disorganized.

Learning Activities

Reading

In *Applied Human Behavior in the Social Environment*, review:

- Chapter 8, "Social Influences on Human Behavior," pages 147–168.
- Chapter 11, "Major Life Phases Influencing Human Behavior: Childhood," pages 220–238.

Internet Resources

- [Talaris Institute](http://www.talaris.org). (2015). Retrieved from <http://www.talaris.org>.
 - Visit the website and check out the resources available for professionals. Make a list of five resources related to child development that you can use once you are out in the field.

u08a1 - Childhood Trauma and Brain Development

Assignment Overview

The purpose of this assignment is to analyze the text, *The Boy Who was Raised as a Dog*, by Bruce D. Perry and Maia Szalavitz.

By successfully completing this assignment, you will demonstrate your proficiency in the following competencies and behaviors:

- Competency 4: *Engage in Practice-Informed Research and Research-Informed Practice.*
 - C4.GP.B: *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.*
 - Related Assignment Criterion:
 - 2. *Integrate multiple sources of knowledge, including research-based knowledge.*
- Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities.*
 - C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.*
 - Related Assignment Criterion:
 - 5. *Apply theories to social work practice using a case study about an individual or family and using the person-in-environment perspective.*
- Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities.*
 - C7.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.*
 - Related Assignment Criterion:
 - 5. *Apply theories to social work practice using a case study about an individual or family and using the person-in-environment perspective.*
- Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities.*
 - C8.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.*
 - Related Assignment Criterion:
 - 5. *Apply theories to social work practice using a case study about an individual or family and using the person-in-environment perspective.*
- Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.*
 - C9.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.*
 - Related Assignment Criterion:
 - 5. *Apply theories to social work practice using a case study about an individual or family and using the person-in-environment perspective.*

Assignment Description

After reading the book, you will answer the questions listed below. Some questions will solicit your personal opinions or experiences, while others require you to cite evidence to support your response. Still others will require you to provide examples to support your work. All questions require you to think critically about what you read. To show comprehensive analysis in response to each question, you will need to do the following:

1. Integrate multiple sources of knowledge, including research-based knowledge.
2. Use social work databases as appropriate to support responses.
3. Use scholarly evidence to inform analysis of social work practice.
4. Use the textbook materials to apply the person-in-environment perspective in social work practice to the individual or family in the case study.
5. Remember this is a written assignment, and it should follow current APA formatting for submission of written assignments.

Assignment Instructions

Answer the following questions using the guidelines provided above:

1. In the introduction to *The Boy Who Was Raised as a Dog*, Perry draws a distinction between being human and being humane (Perry & Szalavitz, 2017, p. 12). What are the differences? Provide a personal or historical example to illustrate your point.
2. What is the author's main idea? Summarize it in 1–2 sentences. Does he consistently come back to this idea in each case he examines? Explain using examples from the various chapters.
3. In many of the sessions Dr. Perry has with the children, he describes doing a coloring activity with them. How does this help his relationship with the children? What are some of his techniques?
4. In your opinion, do the children you read about in *The Boy Who Was Raised as a Dog* have an opportunity to experience a normal adult life? Explain your answer; cite the text if possible.
5. In Chapter 4, "Skin Hunger," Perry describes and explains the concept of the "failure to thrive" (Perry & Szalavitz, 2017, pp. 89–91). What does this mean? What were some key points about the ability to thrive that were made in the chapter? What are some of the causes and lasting problems associated with the condition?
6. What is a good environment? Does this vary based on cultural or economic reasons?
7. According to the text, why was Tina unable to behave normally for a child her age? Is she a "lost cause," as they say, or does she still have the ability to overcome the difficulties of her youth? Cite the text, and provide evidence to support your opinion.
8. In Chapter 5, "The Coldest Heart," Leon is diagnosed as a sociopath (Perry & Szalavitz, 2017, pp. 112–113). In your well-read opinion, who is responsible for his condition? Explain, providing textual support and evidence. What can we learn from his story?
9. Summarize the story of Chapter 6, "The Boy Who Was Raised as a Dog," in 5–8 sentences. What lessons did Dr. Perry learn from Connor and Justin?
10. Which is more important, nature, which is biology, or nurture, which is the environment? Provide an example.
11. Are the roles of socioeconomic class and race important elements in the work that Dr. Perry does? Does he handle these issues well? Explain.
12. What is RAD (Perry & Szalavitz, 2017, pp. 192–194)? How does a child acquire the disorder, and what are the symptoms?
13. In his conclusion, Dr. Perry gives a summation of his ideas. What are some of the ways in which Dr. Perry suggests children, and all people, can thrive?
14. In Chapter 11, "Healing Communities," Dr. Perry states, "The world we live in now is biologically disrespectful" (Perry & Szalavitz, 2017, p. 262). Explain what he means, and interpret the idea. Do you agree?

Reference

Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook – What traumatized children can teach us about loss, love, and healing* (2nd ed.). New York, NY: Basic Books.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** No minimum or maximum required, but make sure to answer each question comprehensively.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** The assignment must be submitted to your instructor in the courseroom by the end of this week.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[APA Style and Format](#)

[Capella Writing Center](#)

u08d1 - Play in Childhood

Why is play so important to the development of children? Give some examples of the benefits of play, supported by references to your texts.

Response Guidelines

Respond to a fellow learner whose examples differ from yours. Find and discuss possible connections between the disparate lists.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Adolescence and Its Influence on Behavioral Development

Introduction

Adolescence is an important transitional time in the human life span. During this time of development, adolescents learn how to become competent in all areas: intellectually, physically, emotionally, socially, and morally. During this period of human development, adolescents discover their identity, prepare for adulthood, and begin to experience intimate relationships.

Social workers can assist adolescents in navigating this phase of development and learning healthy coping mechanisms, which will assist growth into adulthood.

Learning Activities

u09s1 - Studies

Readings

In *Applied Human Behavior in the Social Environment*, read:

- Chapter 12, "Major Life Phases Influencing Human Behavior: Adolescence," pages 239–263.

u09d1 - Adolescent Adjustment

You are the social worker for Joe's family, and are tasked with completing an assessment on the family. For this question, focus on Joe and his older brother.

- How are both adolescents adjusting to this phase of development?
- Referring to the multidimensional framework for assessment, what are some factors that will influence or impact Joe and his brother's development?
- How might you intervene as a social worker?

Response Guidelines

Contrast your post with that of a fellow learner whose response to the question about social worker intervention was different than yours. Reflect on the differences—does his or her response suggest any changes you might make to yours? Why? Do you disagree with the other response? Why?

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide

u09s2 - Planning Ahead: Integrating Theory Into Professional Practice

Your fourth assignment, Integrating Theory Into Professional Practice, is due in Unit 10. The information and activities in the course will help you complete your assignment. Do the following this week:

- Read the assignment instructions and scoring guide in Unit 10.
- Start gathering relevant sources and begin working on your assignment as time permits.

Unit 10 >> Adulthood and Its Influence on Behavioral Development

Introduction

Adulthood is described as the end of adolescence through death. This is a long period of time in the human life span, and it encompasses relationships, career, recreation, midlife crisis, late life, retirement, preparation for death, and widowhood.

This unit will explore adulthood and the major topics that influence this period in human development.

Learning Activities

u10s1 - Studies

Readings

Use *Applied Human Behavior in the Social Environment* to read:

- Chapter 13, "Major Life Phases Influencing Human Behavior: Adulthood," pages 264–295.

u10a1 - Integrating Theory Into Professional Practice

Assignment Overview

This is the final course project. In two previous assignments, you first analyzed a chosen theory and then justified its application. Now, it is time to put it all together.

By successfully completing this assignment, you will demonstrate your proficiency in the following competencies and behaviors:

- Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities.*

- C6.GP.A: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.*
 - Related Assignment Criterion:
 - 3. *Critique and apply knowledge to understand person and environment.*
- Competency 7: *Assess Individuals, Families, Groups, Organizations, and Communities.*
 - C7.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.*
 - Related Assignment Criterion:
 - 3. *Critique and apply knowledge to understand person and environment.*
- Competency 8: *Intervene with Individuals, Families, Groups, Organizations, and Communities.*
 - C8.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.*
 - Related Assignment Criterion:
 - 3. *Critique and apply knowledge to understand person and environment.*
- Competency 9: *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.*
 - C9.GP.B: *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.*
 - Related Assignment Criterion:
 - 3. *Critique and apply knowledge to understand person and environment.*

Assignment Description

For this assignment, you will draw on the work you did in previous assignments and integrate all you have learned into a clear and concise application of your chosen theory to the particular case of *Joe the King*. As with all assignments, it is vital to support the application of your chosen theory with scholarly research in the Capella University Library.

Assignment Instructions

The bullet points below correspond to grading criteria in the scoring guide. You may also want to read the scoring guide to better understand the performance levels that relate to each grading criterion. For this assignment you should:

- Describe how the theory you selected can be used to guide the processes of assessment, intervention, and evaluation.
- Explain how the theory guides social work practice both with individuals and families.
- Integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Critique and apply knowledge to understand person and environment.
- Provide documented examples that support the application of your chosen theory to this particular case study.

Additional Requirements

The assignment you submit is expected to meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of three scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** Minimum of four typed, double-spaced, typed pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** The assignment must be submitted to your instructor in the courseroom by the end of this week.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[APA Style and Format](#)

[Social Work Masters Library Research Guide](#)

[Capella Writing Center](#)

[Writing Feedback Tool](#)

u10d1 - Adult Adjustment

You are the social worker for Joe's family and are tasked with completing an assessment on the family. For this question, focus on Joe's parents. Support your answers with reference to the text and movie.

- How are the parents adjusting to this phase of development?
- Referring to the multidimensional framework for assessment, what are some factors that will influence or impact the parents and how they function as adults?
- How might you intervene as a social worker?

Response Guidelines

Compare a fellow learner's response as a whole with your original post. Where are the posts similar? Where are they different? Why conclusions can you draw from those answers? Be sure to support your answers.

Make your post within four days. Respond to at least one other learner within three days of making your initial post.

Course Resources

Graduate Discussion Participation Scoring Guide