

## Syllabus

### Course Overview

In this course, you will use theory and concepts from behavioral sciences that focus on interactions between and among individuals and the groups, social, economic, and environmental systems to inform social work best practice interventions.

### Masters 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, 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 (IASSW) 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.

### Webinars

To help you be successful in your program, your instructor is holding an introductory webinar during the first week of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the [Adobe Connect](#) technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Introductory Webinar and Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and Updates and Handouts sections of the courseroom.

### Adobe Connect Activities

This course requires learners to attend synchronous (live) and asynchronous (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](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Behaviors, 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.

C8.GP.B

#### 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 Practice	Educational Policy and Accreditation Standards and Practices Alignment to Assignment

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<p><b>Competency 4</b></p> <p>Engage in practice-informed research and research-informed practice.</p>	<p><b>C4.GP.B</b></p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p><b>u03a1: Child Development Analysis</b></p> <p>For this assignment, learners watch a film and describe the developmental age group featured in the film. Learners discuss how the film demonstrates the identified developmental tasks of the stage and addresses diversity issues. Learners discuss the depicted relationships between adults and children in relation to developmental theories of the identified age group, and they summarize how the assignment assists in their social work practices.</p> <p>This competency is measured through meeting the grading criterion:</p> <ul style="list-style-type: none"> <li>• 5: Describe assignment's potential impact on personal social work practice.</li> </ul> <p><b>u05a1: Theory Identification and Analysis</b></p> <p>Learners review the provided case study, and identify and critically evaluate the theory.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 1: Discuss key components of the theory.</li> </ul>

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		<p><b>u07a1: Theory Application</b></p> <p>For this assignment, learners describe how their selected theories can be used to guide the processes of assessment, intervention, and evaluation. In addition, learners describe how to apply their theories to the case study.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 4: Apply research-based knowledge and practice wisdom to understand person and environment.</li> </ul> <p><b>u10a1: Integrating the Theory Into Professional Practice</b></p> <p>For this assignment, learners integrate critical thought by discussing why they believe their selected theories will be most useful in their social work practices, by comparing and contrasting theories, and by presenting their theories in PowerPoint presentations.</p> <p>This competency is measured through grading criterion:</p> <ul style="list-style-type: none"> <li>• 3: Integrate multiple sources of knowledge, including research-based knowledge and</li> </ul>

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		practice wisdom.
<p><b>Competency 6</b></p> <p>Engage with individuals, families, groups, organizations, and communities.</p>	<p><b>C6.G.A</b></p> <p>Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks in to engage with clients and constituencies.</p>	<p><b>u03a1: Child Development Analysis</b></p> <p>For this assignment, learners watch a film and describe the developmental age group featured in the film. Learners discuss how the film demonstrates the identified developmental tasks of the stage and addresses diversity issues. Learners discuss the depicted relationships between adults and children in relation to developmental theories of the identified age group, and they summarize how the assignment assists in their social work practices.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 2: Describe assignment's potential impact on personal social work practice.</li> </ul> <p><b>u05a1: Theory Identification and Analysis</b></p> <p>Learners review the provided case study, and identify and critically evaluate the theory.</p> <p>This competency is measured through</p>

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		<p>demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 1: Discuss key components of the theory.</li> </ul> <p><b>u07a1: Theory Application</b></p> <p>For this assignment, learners describe how their selected theories can be used to guide the processes of assessment, intervention, and evaluation. In addition, learners describe how to apply their theories to the case study.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 2: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</li> <li>• 4: Apply research-based knowledge and practice wisdom to understand person and environment.</li> </ul> <p><b>u10a1: Integrating the Theory Into Professional Practice</b></p> <p>For this assignment, learners integrate critical thought by discussing why they believe their selected theories will be most useful in their social work practices, by comparing and</p>

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		<p>contrasting theories and by presenting their theories in PowerPoint presentations.</p> <p>This competency is measured through grading criterion:</p> <ul style="list-style-type: none"> <li>• 4: Explain how theory guides social work practice, including the areas of assessment, intervention, and evaluation.</li> </ul>
<p><b>Competency 7</b></p> <p>Assess individuals, families, groups, organizations, and communities.</p>	<p><b>C7.GP.B</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><b>u03a1: Child Development Analysis</b></p> <p>For this assignment, learners watch a film and describe the developmental age group featured in the film. Learners discuss how the film demonstrates the identified developmental tasks of the stage and addresses diversity issues. Learners discuss the depicted relationships between adults and children in relation to developmental theories of the identified age group, and they summarize how the assignment assists in their social work practices.</p> <p>This competency is measured through meeting the grading criterion:</p> <ul style="list-style-type: none"> <li>• 5: Describe assignment's potential impact on personal</li> </ul>

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Generalist Practice	Educational Policy and Accreditation Standards and Practices Alignment to Assignment
		<p>social work practice.</p> <p><b>u05a1: Theory Identification and Analysis</b></p> <p>Learners review the provided case study, and identify and critically evaluate the theory.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 1: Describe key components of the theory.</li> </ul> <p><b>u07a1: Theory Application</b></p> <p>For this assignment, learners describe how their selected theories can be used to guide the processes of assessment, intervention, and evaluation. In addition, learners describe how to apply their theories to the case study.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 2: Utilize conceptual framework to guide the processes of assessment, Intervention, and evaluation.</li> <li>• 4: Apply research-based knowledge and practice wisdom to understand person and environment.</li> </ul>

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		<p><b>u10a1: Integrating the Theory Into Professional Practice</b></p> <p>For this assignment, learners integrate critical thought by discussing why they believe their selected theories will be most useful in their social work practices, by comparing and contrasting theories, and by presenting their theories in PowerPoint presentations.</p> <p>This competency is measured through grading criterion:</p> <ul style="list-style-type: none"> <li>• 4: Explain how theory guides social work practice, including the areas of assessment, intervention, and evaluation.</li> </ul>
<p><b>Competency 8</b></p> <p>Intervene with individuals, families, groups, organizations, and communities.</p>	<p><b>C8.GP.B</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><b>u03a1: Child Development Analysis</b></p> <p>For this assignment, learners watch a film and describe the developmental age group featured in the film. Learners discuss how the film demonstrates the identified developmental tasks of the stage and addresses diversity issues. Learners discuss the depicted relationships between adults and children in relation to developmental theories of the identified age group,</p>



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		<p>and they summarize how the assignment assists in their social work practices.</p> <p>This competency is measured through meeting the grading criterion:</p> <ul style="list-style-type: none"> <li>• 5: Describe assignment's potential impact on personal social work practice.</li> </ul> <p><b>u05a1: Theory Identification and Analysis</b></p> <p>Learners review the provided case study, and identify and critically evaluate the theory.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 1: Discuss key components of the theory.</li> </ul> <p><b>u07a1: Theory Application</b></p> <p>For this assignment, learners describe how their selected theories can be used to guide the processes of assessment, intervention, and evaluation. In addition, learners describe how to apply their theories to the case study.</p> <p>This competency is measured through demonstration of the following grading criterion:</p>

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		<ul style="list-style-type: none"> <li>• 4: Apply research-based knowledge and practice wisdom to understand person and environment.</li> </ul> <p><b>u10a1: Integrating the Theory Into Professional Practice</b></p> <p>For this assignment, learners integrate critical thought by discussing why they believe their selected theories will be most useful in their social work practices, by comparing and contrasting theories, and by presenting their theories in PowerPoint presentations.</p> <p>This competency is measured through grading criterion:</p> <ul style="list-style-type: none"> <li>• 4: Explain how theory guides social work practice, including the areas of assessment, intervention, and evaluation.</li> </ul>
<p><b>Competency 9</b></p> <p>Evaluate practice with individuals, families, groups, organizations, and communities.</p>	<p><b>C9.GP.B</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: Child Development Analysis</p> <p>For this assignment, learners watch a film and describe the developmental age group featured in the film. Learners discuss how the film demonstrates the identified developmental tasks if the stage and addresses diversity</p>

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		<p>issues. Learners discuss the depicted relationships between adults and children in relation to developmental theories of the identified age group, and they summarize how the assignment assists in their social work practices.</p> <p>This competency is measured through meeting the grading criterion:</p> <ul style="list-style-type: none"> <li>• 5: Describe assignment's potential impact on personal social work practice.</li> </ul> <p><b>u05a1: Theory Identification and Analysis</b></p> <p>Learners review the provided case study, and identify and critically evaluate the theory.</p> <p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 1: discuss key components of the theory.</li> </ul> <p><b>u07a1: Theory Application</b></p> <p>For this assignment, learners describe how their selected theories can be used to guide the processes of assessment, intervention, and evaluation. In addition, learners describe how to apply their theories to the case study.</p>

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		<p>This competency is measured through demonstration of the following grading criterion:</p> <ul style="list-style-type: none"> <li>• 4: Apply research-based knowledge and practice wisdom to understand person and environment.</li> </ul> <p><b>u10a1: Integrating the Theory Into Professional Practice</b></p> <p>For this assignment, learners integrate critical thought by discussing why they believe their selected theories will be most useful in their social work practices, by comparing and contrasting theories, and by presenting their theories in PowerPoint presentations.</p> <p>This competency is measured through grading criterion:</p> <ul style="list-style-type: none"> <li>• 4: Explain how theory guides social work practice, including the areas of assessment, intervention, and evaluation.</li> </ul>

## Unit Assignments and Alignment to Competencies/Behaviors

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 nine areas. Specific core competencies are accomplished through course objectives stated in terms of underlying behaviors comprised by the competency standard. This course contributes to learners' mastery of the following specific core competencies through the respective behaviors and assignments:

Assignments/Learning Activity Weights

Activity		Alignment to Competency/EPAS/Behavior
Discussion Participation		Not Applicable.
Unit Activities		
<b>u03a1: Child Development Analysis</b>  For this assignment, learners watch a film and describe the developmental age group featured in the film. Learners discuss how the film demonstrates the identified developmental tasks of the stage and addresses diversity issues. Learners discuss the depicted relationships between adults and children in relation to developmental theories of the identified age group, and they summarize how the assignment assists in their social work practices.		C4.GP.B, C6.GP.A, C7.GP.B, C8.GP.B, C9.GP.B.
Course Project: Integrating the Theory Into Practice		
<b>u05a1: Theory Identification and Analysis</b>  For this assignment, learners review the provided case study, and identify and critically evaluate the theory.		C4.GP.B, C6.GP.A, C7.GP.B, C8.GP.B.
<b>Unit 7 Assignment: Theory Application</b>  For this assignment, learners describe how their selected theories can be used to guide the processes of assessment, intervention, and evaluation. In addition, learners describe how to apply their theories to the case study.		C4.GP.B, C6.GP.A, C7.GP.B, C8.GP.B, C9.GP.B.
<b>u10a1: Integrating the Theory Into Professional Practice</b>  For this assignment, learners integrate critical thought by discussing why they believe their selected theories will be most useful in their social work practices, by comparing and contrasting theories, and by presenting their theories in PowerPoint presentations.		C4.GP.B, C7.GP.B, C8.GP.B, C9.GP.B, C6.SP.A
<b>Total:</b>		

## 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 with clients and constituencies. (C6.GP.A)
- 3 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)
- 4 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (C8.GP.B)

- 5 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (C9.GP.B)
- 6 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

**Course Prerequisites**

Prerequisite(s): MSW5003, MSW-R5004. 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**

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

**Note:** The Lundahl and Hull text is also required in SWK5003.

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

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- ABC News (Producer). (2006). *Conformity: In the real-life lab* [Video]. Films on Demand.
- Bowie, V. (2013). *Trauma-informed care*. *Youth Studies Australia*, 32(4), 81–83.
- Brunck, B. (2014). *Howard Gardner and Katie Davis: The app generation: How today's youth navigate identity, intimacy, and imagination in a digital world*. *Journal of Youth & Adolescence*, 43(8), 1404–1407.
- Cohrs, J. C., & Stelzl, M. (2010). *How ideological attitudes predict host society members' attitudes toward immigrants: Exploring cross-national differences*. *Journal of Social Issues*, 66(4), 673–694.
- Croll, P. R. (2013). *Explanations for racial disadvantage and racial advantage: Beliefs about both sides of inequality in America*. *Ethnic & Racial Studies*, 36(1), 47–74.
- Fuller-Iglesias, H. R., Webster, N. J., & Antonucci, T. C. (2015). *The complex nature of family support across the life span: Implications for psychological well-being*. *Developmental Psychology*, 51(3), 277–288.
- Koughan, F., & Rushkoff, D. (Producer). (2014). *Generation like* [Video]. Frontline.
- Newton, E. K., Laible, D., Carlo, G., Steele, J. S., & McGinley, M. (2014). *Do sensitive parents foster kind children, or vice versa? Bidirectional influences between children's prosocial behavior and parental sensitivity*. *Developmental Psychology*, 50(6), 1808–1816.
- Selman, L., Speck, P., Barfield, R. C., Gysels, M., Higginson, I. J., & Harding, R. (2014). *Holistic models for end of life care: Establishing the place of culture*. *Progress in Palliative Care*, 22(2), 80–87.

## 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.

- Amoeba Films. (Producer). (2014). *Habitat 2014: Dr. Ruby K. Payne* [Video]. | Transcript Retrieved from [https://www.youtube.com/watch?v=Efgq8w\\_upUQ](https://www.youtube.com/watch?v=Efgq8w_upUQ)
- Khanacademymedicine. (Producer). (n.d.). *Perspectives on deviance: Differential association, labeling theory, and strain theory* [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=MSucylf4KhY>
- NCJFCJ. (n.d.). *Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE score* [PDF]. Available from <https://www.ncjfcj.org/>
- UNICEF. (2015). *Girl summit: One year on* [PDF]. Retrieved from [http://www.unicef.org/protection/files/6.1057\\_DFID\\_AR\\_Girl\\_Summit\\_Final\\_web\\_20072015.pdf](http://www.unicef.org/protection/files/6.1057_DFID_AR_Girl_Summit_Final_web_20072015.pdf)

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

### External Resource

- [National Association of Social Workers](http://www.socialworkers.org). (n.d.). Retrieved from <http://www.socialworkers.org>

## Projects

### Project >> Integrating Theory Into Practice

#### Project Overview

For your course project, you will select one of the case studies, centered on Levi, Tommy, or Hofsa from the Case Study Treatment Plan media in Unit 5. The clients in the case studies are ethnically diverse and are struggling with a variety of mental health issues.

Over the duration of this project, you will:

- Organize client information to paint a picture of his or her present intersectionality.
- Develop a statement of the presenting problem.
- Make a list of the environmental factors influencing the problem.
- Choose one theory to help you and client understand the problem.
- Discuss the chosen theory's ability to point to a solution.
- Discuss the cultural competence of the theory.
- Use the case to compare and contrast your chosen theory with two others.

The course project consists of three assignment components. These components, detailed below, are due throughout the 10-unit course.

- Theory Identification and Analysis, due in Unit 5.
- Theory Application, due in Unit 7.
- Integrating the Theory Into Professional Practice, due in Unit 10.

You are expected to use the Capella University Library to conduct research to identify scholarly sources that will support your work. In addition to writing a paper that consolidates the knowledge gained through these assignment components, you also present your theory and how it compares to other theories in a PowerPoint presentation. For a more detailed description, view the assignment description in Unit 10.

Spend time at the start of this course getting a good picture of the client and their issues. You may add some information about your client, which can be done in your Theory Application assignment. Be specific about what information you are adding, such as more demographic or environmental information.

## Project Requirements

Your final course project should 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:** A minimum of three scholarly resources.
- **Length of paper:** Four double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Presentation Requirements:** 8–10 slides with correct formatting.

## Unit 1 >> Major Life Phases: Childhood

### Introduction

You, as a learner, are responsible for all that is covered in the readings and activities, not because you may or may not be tested on it, but because you will have clients who will depend on you to know the material and be able to apply it to their situation. This first unit picks up at the childhood phase of human development. It is very important that you take ownership of this material. Remember, this phase sets the foundation for all phases that follow. We often find that our adult clients are still dealing with unresolved issues from their childhoods. So, as you read, watch, and discuss, focus on ways you might identify whether your client has unresolved issues. If a child had an ambivalent or resistant attachment, what might it look like in their adulthood?

As you learn about the different theorists, ask yourself why we have so many different ways of looking at development. What is it about these theories that leave us needing additional ones to paint the whole picture?

### Learning Activities

#### u01s1 - Studies



## Readings

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

- Chapter 11, "Major Life Phases Influencing Human Behavior: Childhood."
  - This chapter explains how the development in childhood is influenced mostly by the initial attachment of the child to the parent or caregiver, and then in an ongoing way through the parenting interactions with the child. While parents are the greatest influence on the developing child, sibling and peer interactions, especially in play, are also important.

Use the Capella library to read the following:

- Newton, E. K., Laible, D., Carlo, G., Steele, J. S., & McGinley, M. (2014). Do sensitive parents foster kind children, or vice versa? Bidirectional influences between children's prosocial behavior and parental sensitivity. *Developmental Psychology*, 50(6), 1808–1816.
  - This article addresses how children influence the parents' interactions as much as parents influence the child's behaviors. Additionally, the concept of bi-directionality is introduced as a way of assessing and interpreting a child's development.

**Note:** You, as a learner, are responsible for all the material covered in the readings and activities, not because you may or may not be tested on it, but because you will have clients who will depend on you to know the material and be able to apply it to their situation.

## Multimedia

Complete the following Capella multimedia:

- Human Development Theorists.

u01s1 - Learning Components

- Identify developmental stages of an age group.
- Identify appropriate relationship roles between adults and children.

### u01s2 - Introductory Webinar and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your introductory webinar.

This first webinar is an introduction to the course, syllabus, and concepts to be covered in this course:

- Major life phases and factors that influence each phase.
- Influence of the family and the culture.
- Life events such as immigration, trauma, abuse, or poverty.

There is a detailed explanation of your first assignment. There will be time for questions and answers: it is important to join in live.

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. Similar types of webinars occur later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor uses for this webinar is provided: [Introduction and Overview Webinar \[PPT\]](#).

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (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 Campus:
  - 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 Announcements section of the course.

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

u01s2 - Learning Components

- Define the purpose and goals of the social work profession.

## u01d1 - Reflecting on Childhood

Based on the unit readings, you are challenged to look at your childhood years and your interactions with your parents or caregivers. For this discussion, address the following:

- What adjectives would you use to describe your interactions with your parents or caregivers and their interactions with you? You do not need to use the same adjectives for both perspectives of interactions.
- What advice, in retrospect, would you give to your parents in regard to your academic success, your sibling and peer relationships, your ability to follow social rules, and your ability to enjoy family events? Be specific in your advice, citing the research literature to back up your suggestions.

Answer each of these questions thoughtfully and concisely. To adequately complete this post, your answer should be 12–15 sentences long. Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one learner whose advice is different from yours and discuss how you might incorporate those differences into your thinking on parenting and understanding child development in the future. Complete your response by Sunday of this unit.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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[Do Sensitive Parents Foster Kind Children, or ViceVersa?](#)

## u01d1 - Learning Components

- Identify developmental stages of an age group.
- Identify appropriate relationship roles between adults and children.

## Unit 2 >> Major Life Phases: Adolescence

### Introduction

As you participate in this course, remember that your future clients are depending on you. As you complete readings and activities, keep the following questions in mind:

- How does a good foundation in infancy and childhood sometimes break down in adolescence?
- What is the most important task of adolescence?

We need to look to the environment in both cases to determine what influences help or hinder one's foundation as it leads to the later life phases.

As we look to the social environment, we are especially curious about the influence of technology on the adolescent life phase. Currently, people navigating the adolescent phase have integrated technology into every aspect of their lives. It is rare in the United States to see a teenager without their phone, iPod, iPad, or computer. How might this kind of reliance on technology impact a rapidly developing self-identity?

### Learning Activities

## u02s1 - Studies

## Readings

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

- Chapter 12, "Major Life Phases Influencing Human Behavior: Adolescence."
  - In this chapter, you learn about adolescence as a critical and often difficult time when a person's major tasks are to become intellectually, physically, emotionally, socially, and morally competent. In addition, adolescents need to develop critical life skills, such as communication,

negotiation, cooperation, advocacy, decision making, problem solving, critical thinking, impulse control, as well as management of feeling and stress.

Use the Capella library to read or view the following:

- Brunck, B. (2014). Howard Gardner and Katie Davis: The app generation: How today's youth navigate identity, intimacy, and imagination in a digital world. *Journal of Youth & Adolescence*, 43(8), 1404–1407.
  - This article addresses how technology has created an app-enabling to an app-dependent continuum for young people; this impacts their identity formation. Young people, as a generation, identify more with the technology developed during their lifetime than with political or social events.
- Koughan, F., & Rushkoff, D. (Producer). (2014). Generation like [Video]. Frontline.
  - Thanks to social media, today's teens are able to directly interact with their culture—artists, celebrities, movies, brands, and even one another—in ways never before possible. But is that real empowerment? Or do marketers still hold the upper hand? In this program, author and Frontline correspondent Douglas Rushkoff explores how the perennial teen's quest for identity and connection has migrated to social media—and exposes the game of cat-and-mouse that corporations are playing with these young consumers.

#### u02s1 - Learning Components

- Identify developmental stages of an age group.
- Critically evaluate social work theory.

#### u02d1 - The Changing Face of Youth

Based on the unit readings, imagine how working with the youth of today might be different from even one generation ago. Brunck (2014) makes the point that "the array of apps on a young person's smartphone or tablet is his or her identity." The film *Generation Like* shares how social media is impacting identity development as never before. For this discussion, address the following:

- Describe how social work with adolescents may be now and in the future. Reference any of your readings or viewings to make your points.
- Describe how you might engage with an adolescent today. What will engagement look like? Will you communicate via texting, e-mails, Twitter, or Facebook? How might you assess the influence technology has on the presenting problem that has brought the adolescent to you?

Address each of the above thoughtfully and concisely in 4–5 sentences. Complete your initial post by Thursday of this unit.

### Response Guidelines

Respond to the post of at least one learner whose ideas on engagement are different from yours, and discuss how you might incorporate those differences into your thinking and social work practice. Complete your response by Sunday of this unit.

#### Reference

Brunck, B. (2014). Howard Gardner and Katie Davis: The app generation: How today's youth navigate identity, intimacy, and imagination in a digital world. *Journal of Youth & Adolescence*, 43(8), 1404–1407.

#### Course Resources

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Graduate Discussion Participation Scoring Guide

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APA Style and Format

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Generation Like

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Howard Gardner and Katie Davis: The App Generation

#### u02d1 - Learning Components

- Identify developmental stages of an age group.
- Identify appropriate relationship roles between adults and children.

### Unit 3 >> Major Life Phases: Adulthood

## Introduction

You may say to yourself, "I will only work with children so this section of the course may not apply to me." From a micro, mezzo, and macro perspective, you always have adult clients, even when your focus is infants or children. Remember, every child has parents and grandparents; therefore, it is important to understand adult development. This unit is not big enough to cover everything you need to know about adults as they develop from their 20s and age into their 80s and maybe even 90s. However, it gives you a starting point to build on as you learn to conduct formal assessments in an effort to intervene in the most effective and efficient ways.

Here again, you need to look at the influence of the person's environment on whether they successfully master the knowledge and skills they need for each of these three life phases. In addition, it is easier to see how intersectionality is more evident in adulthood, as the individual has had many more experiences with their environment through the lens of their unique characteristics, such as gender, ethnicity, religion, age, and others.

## Learning Activities

### u03s1 - Studies

## Readings

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

- Chapter 13, "Major Life Phases Influencing Human Behavior: Adulthood."
  - This chapter covers several topics, including:
    - Adulthood as longest life stage, spanning 20s to potentially 90s.
    - Relationships grow out of one's identity as well as influence one's identity. Relationships require well-developed skills that began in childhood. Success in relationships often helps one to gauge success in life.
    - Young adulthood: Intimacy versus isolation.
    - Middle adulthood: Generativity versus stagnation.
    - Old age: Ego integrity versus despair.

Use the Capella library to read the following:

- Selman, L., Speck, P., Barfield, R. C., Gysels, M., Higginson, I. J., & Harding, R. (2014). Holistic models for end of life care: Establishing the place of culture. *Progress in Palliative Care*, 22(2), 80–87.
  - As populations in the United States grow older, more practitioners will work in services that address end-of-life issues. This article introduces a model for interacting with clients that takes bio-psycho-social-cultural effects into consideration while providing needed care.

## Multimedia

Complete the following Capella multimedia:

- Social Theories of Aging.
  - This video introduces four theories of understanding the changes that take place as a person ages.
- Facts of Aging.
  - You will reference this piece in this unit's discussion.

### u03s1 - Learning Components

- Identify developmental stages of an age group.
- Define a psychosocial crisis.
- Explain the application of research-based knowledge in social work.

### u03a1 - Child Development Analysis

## Assignment Overview

One way of exploring issues related to child development is by analyzing media aimed at children. In the themes and conflicts of a children's movie, you should be able to identify issues related to relationships, negotiating diversity, coping with crisis, and other developmental tasks relevant to your professional practice.

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

- **C4.GP.B.** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- **C6.GP.A, C7.GP.B, C8.GP.B, C9.GP.B.** (Engage) (Assess) (Intervene) (Evaluate). Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks with clients and constituencies.

Choose and view a children's movie of your choice, with a rating of G or PG only. Then analyze the movie using the provided prompts. Remember to review the prompts carefully before you begin watching the movie.

## Assignment Instructions

For this assignment, analyze the movie using the following prompts:

- Provide a brief summary of the movie including the following:
  - The name of the movie.
  - The year of its release.
  - The movie's rating, remembering that you should select a movie with a G or PG rating.
  - The themes or messages of the film.
  - The developmental age group that this film targets.
- Consider the developmental age group you have identified as the target for this movie and complete the following:
  - Discuss the developmental task or crisis that is connected to this age group. One example may be autonomy versus shame and doubt.
  - Discuss the developmental tasks identified through theory, including chronological, physical, behavioral, and mental tasks.
  - How the film facilitates or inhibits the developmental tasks of the stage.
- Discuss how the chosen movie demonstrates the developmental tasks you have identified.
  - Provide an example of how this is displayed. How does the movie depict the resolution of this psychosocial crisis? For example, if looking at autonomy versus shame and doubt, how does the character move from shame and doubt to the task of autonomy.
- Discuss the diversity issues the movie addresses. Include gender, race, class, ethnicity, sexuality, culture, spirituality, physical disabilities, and other relevant points of diversity as demonstrated in the movie.
  - Provide examples of the messages the movie provides about at least two diversity concepts that were relevant in the film.
- Discuss the key concepts of relationships between adults and children in relation to developmental theories of the age group you have identified.
  - Provide an example of how the movie addressed relationships between adults and children.
- Provide a summary of how this assignment impacts your social work practice.
  - Did you develop a new understanding of childhood development, theory, relationships, or culture?
  - What are some examples of how you will integrate your understanding of child development into your practice?

## Additional Requirements

The assignment 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. When referring to the movie in your paper, make sure to use APA format as well. On your reference page, include a reference for the film you watch and any other citations you have referred to in your paper. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of four double-spaced pages, not including title page, abstract, or reference list.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Submit your assignment no later than Sunday of this unit.

**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

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[APA Style and Format](#)

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[Capella Writing Center](#)

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[Writing Feedback Tool](#)

## u03d1 - Facts of Aging

Be sure to complete the Facts of Aging media in this unit's study.

Read the feedback on items you marked incorrectly. Use the following list to narrow your selection for this discussion:

- If your last name begins with A–D, choose answers 1–8.
- If your last name begins with E–H, choose 9–16.
- If your last name begins with I–L, choose 17–24.
- If your last name begins with M–P, choose 25–32.
- If your last name begins with Q–T, choose 33–40.
- If your last name begins with U–Z, choose 41–48.

For one of your incorrect answers, offer an explanation of why you thought it was correct. What experience, rumor, or information led you to believe it correct? If you did not have any incorrect answers in your section, choose one that you feel is the most misunderstood of the items and explain why.

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one learner who reported on an item *not* in your group of questions and have a conversation about how you held a similar belief but have come to understand it differently now. Share why you changed your mind. Complete your response by Sunday of this unit.

### Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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[Facts of Aging](#) | [Transcript](#)

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## u03d1 - Learning Components

- Identify developmental stages of an age group.
- Define a psychosocial crisis.

## Unit 4 >> Family Development

### Introduction

If family interactions have the greatest influence on individual development, understanding your clients' families can grant you better understanding of your client. In this unit, you begin preparations to successfully complete the course project; these preparations will also help you focus on the stages of family development. Like individual development, when families come together and lay a good foundation of intimacy, they are better able to provide the nurturance for good infant attachment. As stated already, the more we know about the family of origin, the more we know about the individual.

Another factor to keep in mind is that of the growing number of elderly phase adults. This phenomenon most likely influences your future practice. Even if you do not work with the geriatric population, you will have clients struggling with care of their parents and the financial and time constraints it places on them. You also might serve children being raised by grandparents, so you interact with older adults who need to make major life adjustments as they revisit the child-rearing stage. Adulthood is complex and varied. As a practitioner, you would do well to focus on the adults' developmental tasks, as well as the environment resources and barriers they experience.

### Learning Activities

## u04s1 - Studies

## Readings

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

- Chapter 14, "Family Influences on Human Behavior."

- This chapter provides a description of the five stages of family life cycle, identifies the five factors common to successful marital relationships, and identifies the diversity in family structures. From this chapter, you gain an understanding of the types of influences on family formation by family of origin as well as an understanding of transitions in family cycles.

Use the Capella library to read the following:

- Fuller-Iglesias, H. R., Webster, N. J., & Antonucci, T. C. (2015). The complex nature of family support across the life span: Implications for psychological well-being. *Developmental Psychology*, 51(3), 277–288.
  - This study examines the complex role of family networks in regard to shaping adult psychological well-being over time. The authors examine the unique and interactive longitudinal influences of family structure, and negative family relationship quality on psychological well-being among young, middle-aged, and older adults. While we know the influence of family on child development, much less is known about that influence on adult ongoing development.

#### u04s1 - Learning Components

- Explain a selected social work theory.

#### u04s2 - Webinar 2: Preparing for the Course Project

This webinar is an introduction to the three assignments that constitute the course project:

- Theory Identification and Analysis.
- Theory Application.
- Integrating the Theory into Professional Practice.

In Unit 5, you will select one case study (from three choices) to complete the related assignments.

Webinars offer time for questions and answers, it is important to join in live.

In this unit, you are required either to attend this 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 uses for this webinar is here: [Preparing for the Course Project Webinar \[PPT\]](#).

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

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

#### u04s2 - Learning Components

- Analyze prominent social work theories.
- Synthesize theory and practice methods.
- Apply social work theory to professional practice.

#### u04d1 - Factors Affecting Families

Think about your understanding of the influence of family on human development. Explore factors that may (either positively or negatively) impact healthy family development. Examples may include death, divorce, parental absences (such as deployments or incarceration), blended families, and the list goes on.

Select one fact that impacts families and explain at least two ways the factor affects human development. Use evidence from the literature to support your post.

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one learner who chose a different factor affecting families. Discuss how the presented issue may impact your future social work practice. Complete your response by Sunday of this unit.

u04d1 - Learning Components

- Define a psychosocial crisis.
- Apply social work theory to professional practice.

**Unit 5 >> Culture and Immigration As Influences on Human Behavior**

**Introduction**

Every client you will ever serve is an individual; however, they are who they are because of the bio-psycho-social-cultural forces, influences, and experiences in their lives. Cultural influences are important to the development of one's belief system, which is a major determinant in one's behavior. Read very carefully throughout this unit to help you understand how culture influenced your beliefs as well as your clients'. Then, use this information to gain a better understanding of how an immigration experience disrupts and recreates the cultural experiences of those who migrate.

The media often covers the immigration debate in the United States; however, immigration is an issue in many countries, especially those with greater resources than the countries of origin of immigrants. As a part of your practice, it is important for you to understand the reasons behind the immigration decision and what forces lead up to that decision. Some immigrants make a choice, file for a visa, apply for citizenship and, when granted, settle into their new country. Many others, however, are refugees from war, starvation, or disease, and are driven out of their homeland by dire circumstances. How might the second group's ability to acculturate be different than the first group's?

**Learning Activities**

**u05s1 - Studies**

**Readings**

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

- Chapter 15, "Cultural Influences on Human Behavior."
  - In this chapter, read about challenges to the idea of race, as it is not a biological condition; questions regarding the concept of the melting pot; and comparison of concepts of individualistic and collectivistic cultures for strengths and challenges.
- Chapter 16, "Immigration Influences on Human Behavior."
  - This chapter provides definitions of assimilation, acculturation, multiculturalism, and transnational; lists stressors and other issues for new immigrants; discusses various reasons for immigration; and discusses social biases against immigrants.

Use the Capella library to read or view the following:

- Cohrs, J. C., & Stelzl, M. (2010). How ideological attitudes predict host society members' attitudes toward immigrants: Exploring cross-national differences. *Journal of Social Issues*, 66(4), 673–694.
  - This article examines the correlation between ideological attitudes and anti-immigration attitudes.
- Berczuk, C. (Producer). (2006). Conformity: In the real-life lab [Video]. ABC News.
  - This video addresses the following question: when people decide whether to follow the crowd or their culture, what happens inside their brains? This film shows neurological research that helps explain conformity and sheds light on the complex relationship between group and individual behavior.

Use the Internet to read the following:

- UNICEF. (2015). Girl summit: One year on [PDF]. Retrieved from [http://www.unicef.org/protection/files/6.1057\\_DFID\\_AR\\_Girl\\_Summit\\_Final\\_web\\_20072015.pdf](http://www.unicef.org/protection/files/6.1057_DFID_AR_Girl_Summit_Final_web_20072015.pdf)
  - You will reference this document in this unit's discussion.



## Multimedia

Complete the following Capella multimedia:

- Case Study Treatment Plan.
  - For your course project, starting with the assignment in this unit, you will choose from Levi, Tommy, or Hofsa in this media. The clients in the case studies are ethnically diverse and are struggling with a variety of mental health issues.

u05s1 - Learning Components

- Define diversity.
- Define cultural competency.
- Identify conceptual frameworks applied in a social work practice.

u05a1 - Theory Identification and Analysis

## Assignment Overview

This assignment is the first in a sequence that leads to the final course project. This first component presents the task of analyzing how a theoretical framework might be applied to a case study in a professional context.

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

- **C4.GP.B.** *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.*
- **C6.GP.A, C7.GP.B, C8.GP.B, C9.GP.B.** *(Engage) (Assess) (Intervene) (Evaluate). Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks with clients and constituencies.*

For the first component of your course project, select a case study and a theory. Your first task in this assignment is to review the three case studies from the Case Study Treatment Plan media, centered on Levi, Tommy, and Hofsa. Select *one* of these case studies to use for your course project. Then, choose a theoretical framework you think is appropriate to the case; you will later analyze the case using your chosen theory.

In this assignment, develop a picture of who you believe this individual to be. Consider his or her salient characteristics, traits, resources, and barriers. Together, how do all of these facets impact his or her behavior and response to the situation presented in the case study? Also analyze the selected theory within the context of this case. **Important:** You do not apply the theory to this case until the Unit 7 assignment.

## Assignment Instructions

For this assignment, complete the following:

- Organize client information to paint a picture of their present intersectionality.
- Develop a statement of the presenting problem.
- Identify and discuss the key components of the theory you selected to apply to your chosen case study (Levi, Tommy, or Hofsa).
  - Component examples include psychoanalytic, behavioral, cognitive, person-centered, feminist and gender sensitive theories, systemic, et cetera.
- Evaluate the theory you have chosen. Explain why the theory is selected to analyze your chosen case.
- Discuss the strengths and weaknesses of your selected theory, using academic resources to support your position.
- Evaluate how cultural competence is applied to your selected theory.
- Describe at least one implication of the theory as it relates to human behavior and development for your chosen case study of Levi, Tommy, or Hofsa.

## Additional Requirements

Your assignment should 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.
- **Cited resources:** A minimum of three scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of four double-spaced pages, not counting title page, abstract, or reference list.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Submit your assignment no later than Sunday of this unit.

**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

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[APA Style and Format](#)

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[Capella University Library](#)

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[Capella Writing Center](#)

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[Find Scholarly & Peer-Reviewed Sources](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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[Writing Feedback Tool](#)

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[Case Study Treatment Plan](#) | Transcript

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[Conformity: In the Real-Life Lab](#)

## u05d1 - The Challenge of Understanding Cultural Practices

Referencing the "Girl Summit: One Year On" document from this unit's study, imagine you have accepted a position with UNICEF in the One Year On campaign to stop child early forced marriage (CEFM) and female genital mutilation (FGM). These practices have been part of the culture of many African nations for centuries. How do you explain to your social work colleagues you intend to work toward the eradication of a long-held cultural ceremony? On what basis do you choose to accept or reject others' cultural behaviors? Since you are the immigrant to a different culture, explain how the African cultures might impact your cultural beliefs.

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the posts of at least one learner and respectfully agree or disagree with his or her point of view. Substantiate your position with sources from readings and cite your sources.

Complete your response by Sunday of this unit.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Girl Summit: One Year On \[PDF\]](#)

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[How Ideological Attitudes Predict Host Society Members' Attitudes Toward Immigrants](#)

## u05d1 - Learning Components

- Define diversity.
- Define cultural competency.

## Unit 6 >> Trauma and Abuse

### Introduction

A national survey conducted by the attorney general shows that 61 percent of all children are exposed to violence, domestic violence, child abuse, or neglect, all of which can lead to trauma (Listenbee, et al., 2012). Therefore, you must assume that every client you ever see has been traumatized in some way and is dealing with the consequences of that trauma. In regard to trauma, the longer it goes untreated, the less likely there will be good prognosis. As you engage in this unit, think about how you will address the child victims when they come to you as adults.

Trauma-informed care (TIC) is presently best practice for all clients since we, as practitioners, are assuming they may have been victims in some form. This unit offers an introduction to TIC, but you will want to be aware of opportunities to learn more about this perspective.

#### Reference

Listenbee, R. L. Jr., Torre, J., Boyle, G., Cooper, S. W., Deer, S., . . . Taguba, A. (2012). Report of the Attorney General's National Task Force on Children Exposed to Violence. Retrieved from <http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf>

## Learning Activities

### u06s1 - Studies

## Readings

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

- Chapter 17, "Trauma and Abuse Influence on Human Behavior."
  - This chapter gives definitions of child abuse, neglect, and the short-term and long-term consequences for the child and others involved in the case, including post-traumatic stress disorder. It also discusses trauma experienced as an adult, such as assault, rape, or terrorism, as well as resilience as an alternative to negative outcomes for children and adults.

Use the Capella library to read the following:

- Bowie, V. (2013). Trauma-informed care. *Youth Studies Australia*, 32(4), 81–83.
  - This article introduces the adverse childhood experiences (ACE) and goes on to describe trauma-informed care, which may be one of the most important articles you will ever read as it prepares you to assess your clients for issues that may not be seen in presenting problem.

Use the Internet to complete the following:

- NCJFCJ. (n.d.). Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE score [PDF]. Available from <https://www.ncjfcj.org/>
  - Complete this questionnaire to find your ACE score. You will use the results of this survey to help complete this unit's discussion.

### u06s1 - Learning Components

- Define at-risk populations.
- Define the purpose and goals of the social work profession.

### u06d1 - Adverse Childhood Experiences

In this unit's study, you completed the Adverse Childhood Experience (ACE) Questionnaire. Your maximum score is a possible 10; however, research shows that any score over three indicates risk for many of the behavioral and physical consequences related to ACE scores. You need not share your score, but discuss how you might use this tool in your future social work practice. Explain how you might use the five pillars of TIC with clients who have high ACE scores.

Your post should be 10–15 sentences long.

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one other learner whose opinion adds to your understanding of TIC. Complete your response by Sunday of this unit.

#### Course Resources

Adverse Childhood Experience (ACE) Questionnaire: Finding Your ACE Score [PDF]

u06d1 - Learning Components

- Explain the principals of assessment, intervention, and evaluation.

**Unit 7 >> Deviant Behavior**

**Introduction**

As a social worker, one of your most difficult tasks will be defining social deviant behavior, as deviancy is defined by education, religion, developmental age and stage, culture, the criminal justice system, and other qualifying concepts. Deviance is often associated with actions that harm self or others. It is important for you to understand deviancy as it applies to your clients and the systems in which they live.

As you participate in this unit, think of media with which you are familiar and consider the message: does it reinforces deviancy on some level? Also consider whether all deviancy is bad. Consider how you, as a social worker, view deviancy in your clients, given their environments.

**Learning Activities**

**u07s1 - Studies**

**Readings**

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

- Chapter 18, "Socially Deviant Behavior."
  - This chapter offers definitions of socialization and social control; lists reasons for anti-social and delinquent behavior; and suggests that much deviant behavior ends in adulthood.

Use the Internet to view the following:

- Khanacademymedicine. (Producer). (n.d.). *Perspectives on deviance: Differential association, labeling theory, and strain theory* [Video] | [Transcript](https://www.youtube.com/watch?v=MSucylf4KhY). Retrieved from <https://www.youtube.com/watch?v=MSucylf4KhY>
  - This video discusses three theories of deviant behavior: differential association, labeling theory, and strain theory. By understanding the socialization processes by which individuals act in deviant ways, practitioners can develop appropriate interventions.

u07s1 - Learning Components

- Analyze prominent social work theories.

**u07a1 - Theory Application**

**Assignment Overview**

This assignment continues the sequence leading to the final course project. In this assignment, you will apply a theoretical framework to a case study. This exercise helps you consider professional practices related to assessment, intervention, and evaluation.

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

- **C4.GP.B.** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- **C6.GP.A; C7.GP.B; C8.GP.B; C9.GP.B.** (Engage) (Assess) (Intervene) (Evaluate). Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks with clients and constituencies.

**Assignment Description**

For this assignment, apply your chosen theory to the case study selected in the Unit 5 assignment.

## Assignment Instructions

For this assignment, complete the following:

- Utilize a conceptual framework to 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 within an at-risk population.
- Critique and apply research-based knowledge and practice wisdom to understand person and environment.
- Provide documented examples that support the application of your theory to this case study.
- Clearly demonstrate your ability to think critically and to use research effectively.

## Additional Requirements

Your assignment should 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.
- **Cited resources:** A minimum of three scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of four double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Due date:** Submit your assignment no later than Sunday of this unit.

**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

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

### u07d1 - Media, Socialization, and Deviancy

Technology provides socialization that influences how we, as a society, view deviancy. In this unit, take the time to view some source of programming through technology. Examples may include television, Twitter, Facebook, new feeds, et cetera. For this discussion, view at least two programs and state:

- The source and names of the programs.
- Your perception of the social message of the programs, with examples.

Keeping in mind your unit readings on deviancy, how do these programs confirm or negate the larger societal messages about deviant behavior?

In your post, critique your activities and thoughts. Be sure to address the concept of deviancy (whether you think the activities support or dismantle deviancy).

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one learner whose activities, thoughts, and critique differ from yours. Be sure to address the concept of deviancy in your response, as it relates to the learner's post, and also discuss how his or her post impacts your future social work practice. Complete your response by Sunday of this unit.

## Graduate Discussion Participation Scoring Guide

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### APA Style and Format

#### u07d1 - Learning Components

- Define at-risk populations.

## Unit 8 >> Poverty and Class

### Introduction

The 2011 U.S. Census Bureau report showed 15 percent poverty rate, or 46 million people living in poverty (Bishaw, 2012). In 2015, the poverty level began when a single parent with two children makes less than 17,560 dollars per year. This means that, officially, a person is not poor in the United States. If he or she earns 18,000 dollars per year, is single, and has two children (Office of the Assistant Secretary for Planning and Evaluation, 2015). For your clients in this situation or worse, think about the stresses, the choices, and the actions they must deal with because of their income level.

This unit addresses situational and generational poverty. Each has its own stressors and barriers to moving into an economic level where basic needs can be met. Think of your own life experiences or those of people you know as you participate in this unit. This reflection should help you gain a better understanding of the challenges poverty places on individuals and families.

### References

Bishaw, A. (2012). Poverty: 2010 and 2011. Retrieved from <http://www.census.gov/prod/2012pubs/acsbr11-01.pdf>

U.S. Department of Health & Human Services, Office of the Assistant Secretary for Planning and Evaluation. (2015). 2015 poverty guidelines. Retrieved from <http://aspe.hhs.gov/2015-poverty-guidelines>

### Learning Activities

#### u08s1 - Studies

## Readings

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

- Chapter 19, "Poverty and Class Influences on Human Behavior."
  - This chapter discusses factors that contribute to poverty; defines situational and generational poverty; lists some anti-poverty programs that have been successful; and discusses the link between poverty and mental illness under two theories—social drift theory and social causation theory.

Use the Internet to view the following:

- Amoeba Films. (Producer). (2014). *Habitat 2014: Dr. Ruby K. Payne [Video]* | [Transcript](https://www.youtube.com/watch?v=Efgq8w_upUQ). Retrieved from [https://www.youtube.com/watch?v=Efgq8w\\_upUQ](https://www.youtube.com/watch?v=Efgq8w_upUQ)
  - Dr. Payne is a national speaker who has developed an understanding of poverty and how it impacts generations. She shares her ideas of how communities can help people out of poverty through education and relationships.

#### u08s1 - Learning Components

- Define at-risk populations.
- Identify conceptual frameworks applied in a social work practice.

#### u08d1 - The Challenges of Poverty

After completing the unit readings and watching the *Habitat 2014: Dr. Ruby K. Payne* video, list three areas where the text agrees with Dr. Payne, and three areas where the text differs. Comment on which side you choose to support and explain why. Substantiate your position with at least one journal article; use the Capella library to search for relevant articles.

Your post should convey your analysis of the text versus Dr. Payne's perspective, the position you support, and explanation as to why, and include references to literature to substantiate your position.

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one learner who selected different areas of agreement or disagreement. Reflect on how and why his or her opinions may impact your view poverty in your social work practice. Complete your response by Sunday of this unit.

### Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Capella University Library](#)

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[Habitat 2014: Dr. Ruby K. Payne | Transcript](#)

### u08d1 - Learning Components

- Define a psychosocial crisis.
- Apply social work theory to professional practice.

## Unit 9 >> Mental Health and Mental Illness

### Introduction

The National Alliance on Mental Illness (2015) reports that many adults experience a mental health issue (as many as one in five) per year. Further, as many as one in 20 adults has a serious mental illness. Social workers may choose to directly serve as a mental health provider, while others intentionally choose a very different career path. It is important to recognize that regardless of your chosen path, you will work with clients who have mental illnesses personally or within their families.

As you dive into this unit, think about the social, economic, cultural, and environmental aspects of mental illness, and consider what our society does to enhance or encourage mental health conditions in either a healthy or unhealthy way.

### Reference

National Alliance on Mental Illness. (2015). Mental health conditions. Retrieved from <http://www.nami.org/Mental-Health-Conditions>

### Learning Activities

### u09s1 - Studies

## Readings

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

- Chapter 20, "Mental Health and Mental Illness as Influences on Human Behavior."
  - This chapter focuses on concept of mental health versus mental illness; proposes positive psychology and resilience as effective interventions with a focus on strengths and resources; and addresses causes of suicide and controversies surrounding suicide.

## Multimedia

Complete the following Capella multimedia:

- [Developmental Domains](#).

u09s1 - Learning Components

- Analyze prominent social work theories.
- Synthesize theory and practice methods.

### u09d1 - Society and Mental Illness

After completing the unit readings, address the following:

- What are your thoughts about the way society treats individuals and families who have mental illness?
- What are your thoughts about society's perspective on mental health care?

Once you develop your ideas, discuss, from this perspective, the implications for social work practice.

Be sure to cite support for your specific points as well as using examples for emphasis.

Complete your initial post by Thursday of this unit.

## Response Guidelines

Respond to the post of at least one learner whose focus was different than yours. Considering that social work includes a focus on advocacy, propose one method of positively influencing society's way of treating individuals and families who have mental illness or society's perspective on mental health care. Be realistic (rather than idealistic) in your proposal and discuss what outcome you might realistically expect. Complete your response by Sunday of this unit.

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

u09d1 - Learning Components

- Critically evaluate social work theory.
- Explain the application of research-based knowledge in social work.

## Unit 10 >> Discrimination

### Introduction

Think of a time when you suffered from some type of discrimination: as a child trying to order something in a restaurant, as a woman trying to get her car fixed, as a man trying to arrange child care, as a young adult trying to serve the elderly, or as an elderly person trying to serve the young. There has been a time in your life when your status was defined by your personal characteristics. How did that make you feel? Could you have done anything about it? Our species has discriminated against a person not in our group from the beginning, based on survival. Over time, belief systems have created the sense of *different* or *other*, which is viewed as wrong or dangerous.

Before you take part in this unit, think about those groups or individuals whom you would not choose as neighbors. Where does your need to separate come from? Would your parents agree? Did you have a bad experience with members of the groups? Do you know anyone on a personal level from the groups?

If you cannot understand what influences our own instinct to discriminate, it will be difficult to help clients to understand and deal with discrimination they may experience.



## Learning Activities

### u10s1 - Studies

## Readings

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

- Chapter 21, "Discrimination Influences on Human Behavior."
  - This chapter explores racism, ageism, sexism and stereotyping; explains *de jure* and *de facto* discrimination; reviews NASW code of ethics related to discrimination; and discusses ways in which worldview and white privilege impact discrimination.

Use the Capella library to read the following:

- Croll, P. R. (2013). Explanations for racial disadvantage and racial advantage: Beliefs about both sides of inequality in America. *Ethnic & Racial Studies*, 36(1), 47–74.
  - While there are some explanations for African-American disadvantage, this study looks at reasons for white advantage, finding that racial attitudes are complex and are dependent upon specific situations and context.

## Optional Capella Resources

The final project for this course is due in this unit and involves a short PowerPoint presentation. You may find it useful to review tips or view a tutorial on creating effective presentations. Several different resources can be found by accessing the following:

- [Microsoft Office Software](#).

### u10s1 - Learning Components

- Define the purpose and goals of the social work profession.
- Define cultural competency.

### u10a1 - Integrating the Theory Into Professional Practice

## Assignment Overview

To excel in their practice, social workers need to understand a variety of theoretical frames for differing scenarios they will encounter as professionals. Social workers also need to understand techniques for applying theory to their practice. This assignment gives you the opportunity to analyze a theory in a scholarly paper and create a presentation that puts that theory into a larger context.

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

- **C4.GP.B.** *Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.*
- **C6.GP.A; C7.GP.B; C8.GP.B; C9.GP.B.** *(Engage) (Assess) (Intervene) (Evaluate). Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks with clients and constituencies.*

## Assignment Description

For this final assignment, which is also your final course project, write a scholarly paper and create a PowerPoint presentation including the components identified in the instructions below.

## Assignment Instructions

For this assignment:

- Discuss why the theory, chosen for the assignment in Unit 5, is useful to you in your social work practice.
- Compare and contrast your selected theory with at least two other theories, explaining why the theory you selected is a better fit for your practice.
- Explain how theory guides social work practice, including the areas of assessment, intervention, and evaluation.
- Integrate research-based knowledge and practice wisdom to support your project.

Using the content of your Unit 5 assignment, your chosen case study, and selected theory, create a PowerPoint presentation that presents a comparison of your theory with at least two other theories in the context of applicability to your chosen case study.

- Explain your reasoning using multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Submit both the paper and presentation in the assignment area.

## Additional Requirements

Your assignment should 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.
- **Cited resources:** A minimum of three scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of four double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.
- **Presentation requirements:** 8–10 slides with correct formatting.
- **Due date:** Submit your assignment no later than Friday of this unit.

**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

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[APA Style and Format](#)

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[Capella University Library](#)

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[Capella Writing Center](#)

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[Find Scholarly & Peer-Reviewed Sources](#)

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[How Do I Find Peer-Reviewed Articles?](#)

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[Microsoft Office Software](#)

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[Writing Feedback Tool](#)

