

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK

**Human Behavior in the Social Environment**  
**Master Syllabus FOR ON-THE-GROUND Sections**

(Last updated by Sam Jones on 6-27-21)

*Section Information*

Meeting Date/Time:

Location:

Instructor:

Email:

Office Hours: By arrangement

**Catalog Course Description:**

Theories, themes, and issues concerning the interaction among individuals—as they grow, change, and develop over the life course—and their social context are reviewed. Theories and assumptions about human behavior and diversity are critically applied to social work contexts. Values and ethical issues related to biopsychosocial development are examined.

**Course Overview:**

This course is designed to provide the theoretical and knowledge base for social work practice. It emphasizes the bio-psycho-social development patterns of individuals and families as they interact in various environments. Theories of human behavior pertaining to individuals and families are critically reviewed. The course looks at the policy and research implications of human behavior in social environments. In keeping with the School's mission, special attention is given to vulnerable populations and how social systems promote or deter the development of individuals and families.

**Place of Course in the Program:**

This is a required, first year, generalist course. There are no prerequisites.

**The Council on Social Work Education Policy and Accreditation Standards:**

The MSW and BASW Programs at Rutgers, The State University of New Jersey are accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social work programs in the United States. These accreditation standards can be reviewed at [cswe.org](http://cswe.org) or by accessing the link on the Rutgers School of Social Work homepage.

The Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum. This course will assist students in developing the following specific two competencies:

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

### **Course Specific Learning Goals:**

This course will enable students to:

1. Recognize that human behavior is multi-determined and that, from an ecological perspective, biological, psychological, sociological, cultural, organizational and community systems have transactional effects on individual and family functioning.
2. Identify the ways in which the social environment can constrain (through, for example, poverty, racism, sexism, ageism, homophobia) or enhance the development of individuals and families.
3. Critically evaluate and integrate various theories of human behavior regarding individuals and families.
4. Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations and thus better articulate professional values and ethics in support of social and economic justice as a means of promoting the optimum development of individuals and families.

### **School-Wide Learning Goals**

Upon graduation all students will be able to:

Demonstrate Ethical and Professional Behavior;  
Engage Diversity and Difference in Practice; and  
Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and  
Communities

### **Course Materials:**

There are **two required texts, plus required journal articles and book chapters**, for this course. The two texts are:

- Hutchison, E.D. (2019). *Dimensions of human behavior: The changing life course* (6th ed.). Los Angeles: Sage Publications. Paperback: ISBN: 9781544339344.
- Moore, W. (2011). *The other Wes Moore: One name, two fates*. New York: Spiegel & Grau Trade Paperbacks.

Please check your campus bookstore for these items or order online through platforms such as Amazon.com.

Articles and other Readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

### **Course Assignments and Grading:**

This is set up in Canvass.

There are six graded course components for this class:

COMPONENT	DUE DATE	WEIGHTING
Assignment #1	FILL IN DATE (Last week in September recommended)	15%
Assignment #2	FILL IN DATE (Last week in October recommended)	25%
Assignment #3	FILL IN DATE (Last week in November recommended)	25%
Developmental Quiz	Open-book and online; all multiple-choice questions based on Hutchison (6 <sup>th</sup> .ed); opens on December X and due by December X, the last day of classes).	15%
Class Attendance	Ongoing throughout the semester.	10%

Class Participation	Ongoing throughout the semester.	10%
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Students' grades across the components will be averaged together (weighted according to the percentages above). Final grades will follow the school-wide cut-offs as follow, with scores rounded up at .5:

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

### Course Policies:

#### Class Attendance

The benchmarks below will be used to assess students' class attendance at the end of the semester:

A/B+ (85-100)	Misses up to two class sessions. Arrives on time. Returns from breaks on time. Stays through remainder of the class session. Attends course wrap-up session.
B/C+ (75-84)	Misses three class sessions or does not attend final course wrap-up session. Noticeable pattern of arriving to class late and/or leaving early.
C/D (60-79)	Misses three class sessions.
F (0-59)	Misses four class sessions or more.

#### Class Participation

The rubric below will be used to assess students' class participation at the end of the semester:

A/B+ (85-100)	Demonstrates attentive listening while in class. Appropriately and consistently speaks up to answer and ask questions. Contributes to class discussion in thoughtful ways.
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	Encourages classmates to fully participate as well. Participation in small group is focused and on topic. Not found on smart phone during class or using laptop inappropriately. Evidence of active listening.
B/C+ (75-84)	Demonstrates attentive listening while in class. Only occasionally speaks up to answer and ask questions in the large group setting. Occasionally found on smart phone during class or using laptop inappropriately.
C/D (60-74)	Some regular observation of using smart phone and/or using laptop inappropriately. Rarely speaks up to answer and ask questions. Sometimes contributes to class discussion, or contributions to class discussion verge on dominating class time. Inconsistent or overbearing participation in small group activities. Signs of being “checked out” from class (e.g., falling asleep).
F (0-59)	Some regular observation of using smart phone and/or using laptop inappropriately. Oftentimes seems checked out while in class. Seen falling asleep in class. Never speaks up to answer and ask questions. Never contributes to class discussion. Regularly observed as inactive in small group activities.

### **Late Work Policy**

Work on writing assignments that is submitted within 24 hours after a deadline has passed will be penalized one full letter grade. Anything submitted beyond 24 hours of a due date will not be accepted. If an emergency arises with a due date, students must request an extension as much as possible in advance and in writing. The timeliness of the request for an extension will be weighted heavily in the instructor’s decision as to whether or not the extension is warranted. If an extension is granted, the student will receive this information in writing from the instructor indicating when the assignment needs to be submitted. Please refer to the schedule of course topics and readings for deadlines with respect to each assignment. Please note that no late work is acceptable on the final course quiz.

### **Submitting Written Work**

All students must read the “Orientation to HBSE Assignments” item on the course website for a complete list of policies on how to submit written work. The instructions on this item apply to all writing assignments and should be reviewed for each of them.

### **Academic Integrity**

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of

more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@ssw.rutgers.edu)). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

### **COVID -19 community safety practices**

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

### **Receiving Course Messages through Email**

Students are expected to regularly check their Rutgers email account for course messages. If students prefer to use a non-University email account, they are responsible for setting up account preferences such that mail sent to their Rutgers account is automatically forwarded to their other account.

### **Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this

letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## **Resources**

### **Library Research Assistance**

**Meredith Parker** is the social work librarian on the New Brunswick Campus [meredith.parker@rutgers.edu](mailto:meredith.parker@rutgers.edu) p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library [natalieb@rutgers.edu](mailto:natalieb@rutgers.edu) 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830 . They are all available to meet with students.

### **Writing Assistance**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

#### **All MSW Students**

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/academic-coaching/schedule-appointment>

#### **Newark Students Only**

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

### **Office on Violence Prevention and Victim Assistance**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **848.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs./day, 7 days a week.

### **Active Shooter Resources**



Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus-<http://rupd.rutgers.edu/shooter.php>.

### **Weather Cancellations**

Students will receive notification from the instructor by email if class is cancelled because of inclement weather. Within a week of the class cancellation, the instructor will specify an alternative assignment that will allow students to receive credit for the missed session.

### **Statement on Personal Technology Use**

In general, no cell phones are allowed in class. If one needs to monitor their cell phone in the case of an emergency, please discuss this with the instructor in advance of class. Otherwise, please turn all modes of ringers off, and put phones out of sight. Students can use phones during designated break periods outside of the classroom.

Also, please do not check email or browse online during class time if you are using a laptop. It might not take away from your own learning experience, but it very well could distract your classmates and the instructor. Please be respectful of the environment within our communal classroom space.

## I. Course Schedule and Readings

<u>Module</u>	<u>Topic</u>	<u>To Be Read Before the Class Session (In Preparation for In-Class Discussion)</u>	<u>To Be Read for the Writing Assignments (Before and/or After the Assigned Class Session)</u>	<u>Assignments Due</u>
M01	Course Introduction			
M02	Thinking Theoretically	<p><i>The Other Wes Moore</i>, pp. 1-62.</p> <p>Uehara, E. S., Barth, R. P., Catalano, R. F., et al. (2015). <i>Identifying and tackling grand challenges for social work</i>. Retrieved at <a href="http://aaswsw.org/wp-content/uploads/2015/12/WP3-with-cover.pdf">http://aaswsw.org/wp-content/uploads/2015/12/WP3-with-cover.pdf</a>.</p> <p>Levine, J. (2013). <i>Working with people: The helping process</i> (9th ed.) (pp. 120-143). Boston, MA: Pearson.</p>	Payne, M. (2014). <i>Modern social work theory</i> (4 <sup>rd</sup> Ed.) (pp. 3-30). Chicago, IL: Lyceum Books, Inc.	
M03	Person-Environment Perspective  & Conception/	<p><i>The Other Wes Moore</i>, pp. 63-123.</p> <p>Hutchison, Chapter 2 (pregnancy)</p> <p>Schmit, S., Schott, L., Pavetti, L., &amp; Matthews, H. (2014). <i>Effective, evidence-based home visiting</i></p>	Hutchison, E.D. (2008). <i>Dimensions of human behavior: Person and environment</i> , 3rd Ed. (pp. 1–24). Los Angeles, CA: SAGE.	

	Pregnancy	<p><i>programs in every state at risk if Congress does not extend funding.</i>  <a href="http://www.clasp.org/resources-and-publications/publication-1/CLASP-CBPP-Joint-Brief-FINAL.pdf">http://www.clasp.org/resources-and-publications/publication-1/CLASP-CBPP-Joint-Brief-FINAL.pdf</a></p> <p><a href="https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview">https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting-overview</a></p> <p>MCHB 2019, Why Home Visiting Matters  <a href="https://youtu.be/SE8XoFUwSI">https://youtu.be/SE8XoFUwSI</a></p> <p>Dominguez, T. P. (2008). Race, racism, and racial disparities in adverse birth outcomes. <i>Clinical Obstetrics and Gynecology</i>, 51(2), 360–370.</p>		
M04	Complex Systems Perspective  &  Infancy/toddlerhood	<p><i>The Other Wes Moore</i>, pp. 124-183.</p> <p>Hutchison, Chapter 3 (infants/toddlers)</p> <p>Raikes, H. H., Brooks-Gunn, J. &amp; Love, J. M. (2013). Background literature review pertaining to the Early Head Start study. <i>Monographs of the Society for</i></p>	<p>Robbins, S. P., Chatterjee, P., &amp; Canda, E. R. (2006). Contemporary human behavior theory: A critical perspective for social work (pp. 36–45). New York: Pearson.</p> <p>Greenfield, E. A. (2011). Developmental Systems Theory as a conceptual anchor for generalist curriculum on human behavior and the social environment. <i>Social Work Education: The International Journal</i>, 30(5), 529-540.</p>	

		<i>Research in Child Development</i> , 78(1), 1-19.		
M05	Social Environments and the Body  &  Early Childhood	Hutchison, Chapter 4 (early childhood)  Masi, C. (2012). The health promise of promise neighborhoods. <i>Journal of Healthcare for the Poor and Underserved</i> , 23(3), 963-967.  Kim, I., Chen, J., & Spencer, M. S. (2012). Social determinants of health and mental health among Asian Americans in the United States. <i>Journal of the Society for Social Work and Research</i> , 3, 346-361.	Saleem, F. T., Anderson, R. E., & Williams, M. (2020). Addressing the myth of racial trauma: Developmental and ecological considerations for youth of color. <i>Clinical Child and Family Psychological Review</i> , 23, 1-14 <a href="https://link.springer.com/article/10.1007/s10567-019-00304-1">https://link.springer.com/article/10.1007/s10567-019-00304-1</a>  Corey, R. (2019). Imagining the comprehensive mattering of Black boys and young men in society and schools: Toward a new approach. <i>Harvard Educational Review</i> , Vol.89(3), 370-396	Assignment #1 Due
M06	Social Cognitive Theory  &  Middle Childhood	Hutchison, Chapter 5 (middle childhood)  Swearer, S. M., Wang, C., Berry, B., & Myers, Z. R. (2014). Reducing bullying: Application of social cognitive theory. <i>Theory Into Practice</i> , 53, 271-277.	Pervin, L. A., Cervone, D., & John, O. P. (2005). Social-Cognitive Theory: Bandura and Mischel. (Chapter 12 of <i>Personality: Theory and Research</i> , 9th Edition, pp. 415–456; Hoboken, NJ: John Wiley & Sons, Inc.).  Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), <i>Self-efficacy in changing</i>	

			<i>societies</i> , pp. 1–45. New York: Cambridge University Press.	
M07	Psychodynamic Theory	Schwartz, C. (2015, June 24). Tell it about your mother: Can brain-scanning help save Freudian psychoanalysis? <i>New York Times Magazine</i> . Retrieved from <a href="http://www.nytimes.com/2015/06/28/magazine/tell-it-about-your-mother.html">http://www.nytimes.com/2015/06/28/magazine/tell-it-about-your-mother.html</a> .	Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Contemporary human behavior theory: A critical perspective for social work (pp. 162-197). New York: Pearson.  Strean, H.S. (2000). Psychoanalytic theory and social work treatment. In F.J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> , 4th ed. (pp. 523–554). New York: The Free Press.	
M08	Attachment Theory & Adolescence	Hutchison, Chapter 6 (adolescence)  Moretti, M. M., Obsuth, I., Craig, S. G., & Bartolo, T. (2015). An attachment-based intervention for parents of adolescents at risk: mechanisms of change. <i>Attachment &amp; Human Development</i> , 17(2), 119-135.	Page, T. (2011). Attachment theory and social work treatment. In F.J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> , 5th ed. (pp. 30–47). New York: Oxford University Press.  Bowlby, J. (1982). Attachment and loss: Retrospect and prospect. <i>American Journal of Orthopsychiatry</i> , 52(4), 664–678.	
M09	Macro-Systems Perspectives/ Conducting Strategic Literature Searches	Hutchison, Chapter 7 (young adulthood)  Borden, L., & Serido, J. (2009). From program participant to engaged citizen: A developmental	Lee, J.A, & Hudson, R.E. (2011). Empowerment approach to social work practice. In F.J. Turner (Ed.), <i>Social work treatment: Interlocking theoretical approaches</i> , 5th ed. (pp. 157–178). New York: Oxford University Press.	Assignment #2 Due

	& Young Adulthood	<p>journey. <i>Journal of Community Psychology</i>, 37(4), 423-438.</p> <p>Van Wormer, K. &amp; Besthorn, F. (2017). Theoretical Perspectives. In K. Van Wormer &amp; F. Besthorn (2017). <i>Human behavior and the social environment: Groups, communities, and organizations</i> 3<sup>rd</sup> ed. (1-52). New York, NY: Oxford University Press.</p>	<p>Woodson, A. N. (2017). Being black is like being a soldier: Metaphorical expressions of blackness in an urban community. <i>International Journal of Qualitative Studies in Education</i>, 30(2), 161-174.  <a href="https://www.tandfonline.com/doi/full/10.1080/09518398.2016.1243269">https://www.tandfonline.com/doi/full/10.1080/09518398.2016.1243269</a></p>	
M10	Symbolic Interactionism  & Midlife	<p>Hutchison, Chapter 8 (Middle adulthood)</p> <p>Markle, G. L., Attell, B. K., &amp; Treiber, L. A. (2015). Dual, yet dueling illnesses: multiple chronic illness experience at midlife. <i>Qualitative Health Research</i>, 25(9), 1271-1282.</p>	<p>Thompson, K. H., &amp; Greene, R. R. (2009). Role theory and social work practice. In R. R. Greene &amp; N. Kropf (eds.), <i>Human behavior theory: A diversity framework (2nd Ed.)</i> (pp. 101-121). New Brunswick, NJ: Transaction Publishers.</p> <p>Greene, R. R., Saltman, J. E., Cohen, H., &amp; Kropf, N. (2009). Symbolic interactionism: Social work assessment, language, and meaning. In R. R. Greene &amp; N. Kropf (eds.), <i>Human behavior theory: A diversity framework (2nd Ed.)</i> (pp. 59-75). New Brunswick, NJ: Transaction Publishers.</p>	
M11	The Life Course Perspective	Hutchison, Chapter 9 (late adulthood)	Hutchison, Chapter 1	

	& Young-Old Adulthood	Abramson, C. (2015). <i>The end game: How inequality shapes our final years</i> (pp. 133-148). Cambridge, MA: Harvard University Press.		
M12	Risk and Resilience  & Old-Old Adulthood	Hutchison, Chapter 10 (very late adulthood)  MacLeod, S., Musich, S., Hawkins, K., Alsgaard, K., & Wicker, E. R. (2016). The impact of resilience among older adults. <i>Geriatric Nursing</i> . Advance publication online.	Masten, A. S. (2001). Ordinary magic: resilience processes in development. <i>American Psychologist</i> , 56(3), 227-238.	
M13	Stage Theories of Human Development	Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Contemporary human behavior theory: A critical perspective for social work (pp. 213-219; 228-231; 248-253). New York: Pearson.		Assignment #3 Due
M14	Course Wrap- Up	* Missing this specific session will subtract points from your course participation grade. *		Final course quiz due online by [DATE AND TIME]