DEPARTMENT OF SOCIAL WORK, MSW PROGRAM
SOCW 513 (A3): MICRO-THEORY AND HUMAN DEVELOPMENT
Fall Semester 2019
3 Units

Following the APU Credit Hour policy to meet the identified student learning outcomes of this course, the expectations are that this 3 unit course delivered over a 16 week term will approximate 3 hours/week classroom or direct faculty instruction. In addition, out of class student work will approximate a minimum of 9 hours each week.

Professor: Regina Chow Trammel, PhD, LCSW (IL # 149.010691)
Class Day/Time: Thursdays, 8:25am-11:25am
Class Location: Wilden Hall 105
Office Location: Wynn 209
Office Hours: Tuesdays 11:30-12:30pm and 3:45-4:45pm; Thursdays 11:30am-12:30pm by appointment or online google meet: https://meet.google.com
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University Mission Statement: Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs in higher education that encourage students to develop a Christian perspective of truth and life.

MSW Mission Statement: The MSW Program in the Department of Social Work at Azusa Pacific University seeks to develop competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW Program is committed to excellence in our teaching and leadership, and the strengthening of communities in local, national, and international contexts.

Course Description: Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psycho-social and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice. *Prerequisite: Admission to the MSW Program*

Student Learning Outcomes/Competencies: Upon successful completion of this course, class participants will be able to:

Student Learning Objective	Competency	Behavior	Method of Assessment
1. Recognize reciprocal relationships between human behavior and social environments as described by theories, cultures, and worldviews.	Competency 2: Engage in Diversity and Difference in Practice	(1) Apply and communicate understanding of the importance of diversity and difference in shaping life experience in practice at the micro, mezzo and macro levels. (2) Present themselves as learners and engage clients and constituencies as experts of their own experiences. (3) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	**Readings:** Newman Ch. 2, 3 Poplin, Ch. 1-4 Corey 12 & 13 **Topics:** Worldview as operating system **Topics:** human behavior across the life course. Use of self. **Assessment:** *case study in-class presentation*
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
2. Demonstrate the relevance of biological, psychological sociological, cultural, and spiritual development to inform the bio-psychosocial and spiritual model for assessment, intervention	Competency 4: Engage in Practice-informed Research and Research-informed Practice Competency 6: Engage with Individuals, Families, Groups,	(4. 3.) Use and translate research evidence to inform and improve practice, policy and service delivery (6. 1.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	**Readings:** Newman & Newman Ch. 4, 5, 6 Poplin Ch. 1-7 Corey 1-3 **Topics:** Biological, social and cultural factors in human development. Principles of secular and Christian Psychology; Mindfulness-based therapies **Assessment:** Case study in-class presentation, mid-term exam, and integrative final paper

and evaluation of social work practice.	Organizations and Communities	(6. 2.) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	(8. 1.) Critically choose and implement interventions to achieve practical goals and enhance capacities of clients and constituencies (8.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8. 3.) Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (8. 4.) Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies (8. 5.) Facilitate effective transitions and endings that advance mutually agreed-on goals	
	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	(9. 2.) Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcome (9.3) Critically analyze, monitor, and evaluate intervention and program processes and outcomes	

3. Demonstrate ethical decision-making when critically analyzing the relationships among empirical theories, religious faith, and social systems to influence health and well-being.	Competency 1: Demonstrate Ethical and Professional Behavior Competency 10: Articulate how Christian beliefs and values can be ethically integrated in professional social work practice	(1.1.) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (1.2.) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (10.1.) Demonstrate an understanding of a Christian worldview related to social work practice (10.2) Critically analyze how Christian, spiritual, and religious traditions assist or hinder the helping process.	**Readings:** Newman & Newman Phillips, D., Chamberlain, A., Goreczny, A. (2014). The relationship between religious orientation and coping styles among older adults and young adults. *Journal of Psychology and Behavioral Science, 2*(1). **Topics:** Principles of secular and Christian Psychology **Assessment:** Faith integration discussion, case study in-class presentation, mid-term exam, and integrative final paper
4. Apply critical analysis on the utility of micro-practice theories with diverse and at-risk groups, including the ways theories, practice strategies, and social services can advance justice and meet needs of groups served.	Competency 2: Engage diversity and difference in practice Competency 3: Advance human rights and social and economic justice	(2. 3.) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (3.1.) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.2.) Engage in practices that advance social, economic and environmental justice	**Readings:** Newman Ch. 2, 3 Poplin, Ch. 1-4 Corey 13 **Topics:** DBT, Use of Self lectures Multiculturalism and human services; Mechanisms of oppression; civil rights **Assessment:** Case study in-class presentation; Integrative assignment; Final
5. Demonstrate ability to synthesize	Competency 1: Demonstrate Ethical and	(1.3.) Demonstrate professional demeanor in behavior, appearance; and oral,	**Readings:** Poplin Ch. 8, 9, 10 ; Corey textbook **Topics:** Value- based counseling.

| micro-theories and knowledge of human development, professional ethics and values among multiple social systems to complete assessments, interventions, and evaluations in social work practice. | Professional Behavior

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities | written and electronic communication
(1.4.) Use technology ethically and appropriately to facilitate practice outcomes
(1.5.) Use supervision and consultation to guide professional judgment and behavior

(7. 1.) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
(7. 2.) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
(7. 3.) Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies
(7. 4.) Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | Ethical decisions; NASW Code of Ethics
Assessment:
Case study in-class presentation; and integrative final paper |

Required Textbooks:

Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (10thed.).
    Belmont, CA: Brooks/Cole, Cengage Learning.

Newman, B., & Newman, P. (2015). *Development through life: A psychosocial approach*
    (12th ed.). Stamford, CT: Cengage Learning.

Poplin, M. (2014). *Is reality secular?: Testing the assumptions of four global worldviews.*
    Downers Grove, IL: InterVarsity Press

Scales, T. L. & Kelly, M. (2016). *Christianity and social work: Readings in the integration of Christian faith and social work practice* (5th ed.). Botsford, CT: North American Association of Christians in Social Work.

Assignments:
Proverbs 15:31 *Whoever heeds life-giving correction will be at home among the wise.* (NIV)

In-Class Presentation: This is 10-12 minute power point presentation (10 minutes for presentation; 2 minutes for Q&A) on an actual client case (can be fictional). Please ensure all identifiers of the case are omitted from your presentation to ensure your client's confidentiality. Each student is expected to elaborate on the following subjects concerning the case:

1. Description of the case and list of concerns exhibited (pick 3-5)
2. Bio-psychosocial and spiritual assessment:
    o Description of developmental stage based on Erickson
3. Intervention plan and strategy:
    o Goals and objectives of treatment (pick 2-3);
    o Psychotherapeutic **theory** applicable to the case (pick 1);
    o Psychotherapeutic **interventions** based on the theory;
    o Timetable of fully developed intervention
    o Major worldview framework applied to this case and how presenter's personal worldview influences the choice of treatment plan (pick 1).
4. Diversity and at-risk populations – how age, gender, ethnicity, education, socio-economic status, gender identity and sexuality, etc. factor into the client case.
5. Issues pertaining to professional social work ethics and values applicable to this case.
6. Address issues or value conflicts with your personal faith practices and your client's and propose how you will resolve them with your client case.

This assignment will require use of both the course textbooks and **at least 5 peer-reviewed scholarly articles** available through the University libraries. You will need to turn in a hard-copy of the bibliography on your day of presentation. For maximum points, the presentation will be evaluated by adherence to the 10 minute time frame, quality, and depth of case analysis using the prompts. A grading rubric will be provided. (30%)

Mid-Term Exam – This is an in-class exam assessing student knowledge of different theoretical perspectives applied to a case. More details will be provided in class (20%)

Integrative Final Paper: (10-12 pages) – The assignment consists of presenting a case study involving a member of an at-risk population using a bio-psychosocial-spiritual assessment. This includes the application of both psychosocial theory (developmental life stage), **as well as** psychotherapeutic theories applicable to the case.

● Please describe how the selected theories inform your clinical practice (engagement, assessment, intervention, evaluation) and provide rationale for suggested psychotherapeutic techniques and interventions.
● Develop the intervention with attention to aspects of diversity and logistics, including time as a part of the care plan (e.g., timetable).

- Address how professional values/ethics and your personal worldview influence practice with this case study.
- Reflect on issues related to faith integration and commitment to social and economic justice, considering areas of conflict that you personally would need to resolve.

Note that students may develop the case study using individuals depicted in films shown in class or actual persons (such as previous clients), provided that confidentiality is protected. Paper requires **APA format** and the use of course textbooks, lecture materials, and seven or more peer-reviewed articles available through the University libraries. (40%) . **No papers will be accepted after one-week of the due date.**

Evaluation/Assessment Rationale for Grade Determination:

In-Class Presentation:	30%
Mid-Term Exam:	20%
Integrative Final Paper:	40%
Participation:	10%
Total	100%

Criteria for Letter Grade:

94-100=A	87-89=B+	77-79=C+	67-69=D+	0-59=F
90-93=A-	84-86=B	74-76=C	64-66=D	
	80-83=B-	70-73=C-	60-63+D-	

Definition of Work Quality

A: excellent; clearly exceeds expectations; especially strong performance

A-: exceeds expectations, less strong than "A"

B+: meets expectations very well but does not exceed them

B: meets expectations

B-: barely meets expectations

C : or below: does not meet MSW program requirements/expectations

University and Course Policies

Diversity Statement
Affirming that diversity is an expression of God's image, love, and boundless creativity, it is the University's aim to collectively nurture an environment that respects each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we
collectively strive to create an inclusive environment in which all students, staff, faculty, and administrators thrive.

Academic Integrity Policy (http://www.apu.edu/provost/integrity/)
The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system.

Engaging in academic dishonesty is a serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

Support Services

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in Accessibility and Disability Resources as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please contact Accessibility and Disability Resources by phone at 626-815-3849 or email at disabilityservices@apu.edu

The following link includes many policies and statements that are required to be included in this syllabus by Azusa Pacific University, the MSW Program, and its accreditors. These policies and statements are provided for transparency and for your benefit. Please read them and communicate with your instructor as soon as possible if you have any questions.

Syllabus Hub for MSW

Tentative Course Schedule:

Date	Topic	Required Readings	Assignment due
8/29 Wk. 1	Course Introduction, Development through life. Psychosocial Theory, Theories of Human Development, Worldview as operating system	Newman & Newman Ch. 1-3	
9/5 Wk. 2	Childhood Development- prenatal, infancy, toddlers, Early school age, Middle childhood; History of worldview formation	Newman & Newman Ch. 4 – 8 Poplin (2014) Ch. 1-4	
9/12 Wk. 3	Adolescence, Adulthood, Elderhood; Material Naturalism	Newman & Newman Ch. 9 – 14 Poplin (2014) Ch. 5, 6, 7 http://www.worldvaluessurvey.org/ WVSContents.jsp	
9/19 Wk. 4	Basic Issues in Counseling Practice Ethical dilemmas	Corey Ch. 1-3 Poplin (2014) Ch. 8, 9, 10	
9/26		Corey Ch. 4	

Wk. 5	Psychoanalytic Therapy Secular Humanism	Poplin (2014) Ch. 11, 12, 13	
10/3 Wk. 6	Adlerian Therapy Principles of secular and Christian Psychology	Corey Ch. 5 Poplin (2014) Ch. 14, 15, 16, 17	
10/10 Wk. 7	Existential Therapy Buddhism and Hinduism	Corey Ch. 6 Poplin (2014) Ch. 18, 19, 20 Harris (2013)	
10/17 Wk. 8	Gestalt Therapy Person-Centered Therapy Judeo-Christian Worldview	Corey Ch. 7 & 8 Poplin (2014) Ch. 24- 27	Selene & Jonathan
10/24 Wk. 9	Christian Mindfulness Spirituality in counseling and therapy	Poplin (2014) Ch. 21, 22, 23 Trammel, R.C. (2017). Tracing the roots of mindfulness: Transcendence in Buddhism and Christianity. *Journal of Religion & Spirituality in Social Work, 36,* 367-383. Trammel, R.C. (2018) Effectiveness of an MP3 Christian mindfulness intervention on mindfulness and perceived stress. *Journal of Mental Health, Culture, and Religion*, *21*(5), 500-514. doi:10.1080/13674676.2018.1505837	MID TERM EXAM
10/31 Wk. 10	Behavior Therapy Cognitive Behavior Therapy Mindfulness-based Therapies: DBT, ACT, MBCT, MBSR Watch DBT video	Corey Ch. 9 & 10 Rasmussen, B. (2018). A critical examination of CBT in clinical social work practice. *Clinical Social Work Journal*, *46*(3), 165–173. doi:0.1007/s10615-017-0632-7 Jennings, J. L., & Apsche, J. A. (2014). The evolution of a fundamentally mindfulness-based	Class Presentations

		treatment methodology: From DBT and ACT to MDT and beyond. *International Journal of Behavioral Consultation & Therapy*, *9*(2), 1–3.	
11/7 Wk. 11	**Asynchronous class day-Log into Canvas** Mindfulness-based Therapy Continued	Listen to this first: https://www.youtube.com/watch?v=SEfs5TJZ6Nk Then listen to Module 1 of Christian Mindfulness: Attached is Module number 1: ◆) **ChristianMindfulness1.mp3**	Post Class Participation Discussion
11/14 Wk. 12	Feminist Therapy Multicultural and sensitivity theories	Corey Ch. 12 & 13	Class Presentations
11/21 Wk. 13	Family Systems Therapy Integrative Perspective	Corey Ch. 14	Class Presentations Optional DRAFT hardcopy An Audio file will be provided with feedback no sooner than 12/3
11/28 Wk. 14	THANKSGIVING	HOLIDAY	EAT A LOT!
12/5 Wk. 15	Compare & contrast worldviews	Scales & Kelley (2016) Ch. 10.	Class Presentations
12/12 Wk. 16	Final paper due	**Integrative Paper Assignment Due**	Final paper due on Canvas by 11:59 pm

Bibliography

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      attachment theory and research for infants and young children. *Journal of Child Psychology and*

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