



# GRACE ABBOTT SCHOOL OF SOCIAL WORK

## HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

SOWK 8070 | 3 credit hours

Class Meetings: TBD

Fall Semester 2023

**Instructor:** TBD

**Office:** TBD

**Office Phone:** TBD

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**Office Hours:** TBD

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### COURSE INFORMATION

#### Description

This course is the first part of a two-semester sequence within the MSW required curriculum. It focuses on major contributions of theories from the biological, social, and behavioral sciences that help to understand human functioning across the lifespan, within the social environment at the micro- and macro-level (e.g., individuals, families, groups, organizations, institutions, and communities), as they relate to effective social work generalist practice.

#### Rationale/Overview

The purpose of this course is to provide the student with basic knowledge of major contributions of the biological, social, and behavioral sciences to the understanding of human functioning across the lifespan. This course focuses on the reciprocal relationships between human behavior and social environments within the context of micro- and macro-level social systems (e.g., individuals, families, groups, institutions, organizations, and communities). Within a social systems framework, this course emphasizes theories of biological, psychological, sociological, cognitive, moral, and cultural development. These lifespan development theories are applied to dimensions of human life, including culture, class, race, ethnicity, nationality, age, ability, sexual orientation, spirituality, and gender.



The intent of this course is to develop students' ability to assess and intervene with social work clients, utilizing a strengths-based, person-in-environment perspective in a way that will foster the health and well-being and promote social and economic justice.

**Course Objectives/Student Learning Outcomes**

1. Connect human behavior and functioning from a social systems theory perspective and its usefulness in social work practice on the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities).
2. Analyze theories of lifespan development (e.g., bio-psycho-socio-cultural-spiritual) and the impact of development on human behavior across the lifespan.
3. Consider the impact of the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities) on the promotion of and obstruction to individual well-being across the lifespan.
4. Differentiate the use of lifespan models of development with diverse populations, including such factors as anti-racism, diversity, equity, and inclusion (ADEI), race/ethnicity, nationality, ability, gender, class, sexual orientation, and religion/spiritual beliefs, particularly as it applies to the lifespan.
5. Critique the impact of oppression, discrimination, and economic deprivation upon populations at risk across the lifespan.

**REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS**

**Required Text(s)**

TBD

**COURSE STRUCTURE/FORMAT**

Instructional methods used in this course may include lectures, class discussions, media/internet instruction, guest speakers, field experiences, reflective and self-awareness exercises, group exercises, written assignments, handouts, and quizzes/exams. Instructional methods in this course will be supported by UNO's Learning Management System (e.g., Canvas).

**TENTATIVE COURSE SCHEDULE**

Session/Date	Topic	Assignment
Session 1 [date]	Week 1(Week of TBD)	Introductions of professor and Class, Overview of the course
Session 2 [date]	Week 2 (Week of TBD)	Objective: Intro to Theory, Strengths, PIE, BioPsychoSocial Model, Levels of SW Practice



Session/Date	Topic	Assignment
Session 3 [date]	Week 3 (Week of TBD)	Objective: BioPsychoSocial, The Brain and Nervous System  <b>Due TBD: Life Event Assignment #1</b>
Session 4 [date]	Week 4 (Week of TBD)	Objective: Theories of Development  <b>Due TBD: Quiz #1</b>
Session 5 [date]	Week 5 (Week of TBD)	Objective: Social Change Dimensions  Read for Next Week: Part IV & Chapters 7- 8
Session 6 [date]	Week 6 (Week of TBD)	Objective: Heredity, Prenatal Development and Birth  Read for Next Week: Part V & Chapter 9 Part VI & Chapters 10-12
Session 7 [date]	Week 7 (Week of TBD)	Objective: Development in Infancy and Toddlerhood  Read for Next Week: Part VII & Chapter 13-15  <b>Due TBD: Life Event Assignment #2</b>
Session 8 [date]	Week 8 (Week of TBD)	Objective: Development in Early Childhood  Read for Next Week: Part VIII & Chapters 16-18



Session/Date	Topic	Assignment
		<b>Due TBD: Theory Application #1</b>
Session 9 [date]	Week 9 (Week of TBD)	<b>Fall Break</b>
Session 10 [date]	Week 10 (Week of TBD)	Objective: Development in Middle Childhood  Read for Next Week: Part IX & Chapters 19-21  <b>Due TBD: Quiz #2</b>
Session 11 [date]	Week 11 (Week of TBD)	Objective: Development in Adolescence  Read for Next Week: Part X & Chapters 22- 24  <b>Due TBD: Life Event Assignment #3</b>
Session 12 [date]	Week 12 (Week of TBD)	Objective: Development in Early Adulthood  Read for Next Week: Part XI & Chapters 25-27
Session 13 [date]	Week 13 (Week of TBD)	Objective: Development in Middle Adulthood  Read for Next Week: Part XII & Chapters 28-30  <b>Due TBD: Theory Application #2</b>
Session 14 [date]	Week 14 (Week of TBD)	<b>Thanksgiving Break</b>



Session/Date	Topic	Assignment
Session 15 [date]	Week 15 (Week of TBD)	Objective: Objective: Development in Late Adulthood  Reading: 1131-1297 Part XII, Chapters 28- 30  <b>Due TBD: Quiz #3</b>
Session 16 [date]	Week 16 (Week of TBD)	<b>Due TBD: Life Event Assignment #4</b>

### IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD  
 Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

### ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

#### Attendance and Participation:

Students are expected to attend all classes, arrive on time, and stay the full length of the class.

**Attendance will be taken each class. If you arrive after attendance is taken, it is your responsibility to check in at the end of class in order to be marked present.**

Because “life happens” I will allow each student up to 2 absences for the semester. These absences do not count against you. These are intended to be used for illness, inclement weather problems, etc. Do not abuse these allowances! Students who miss two or more classes may fail the course. Provided you meet this expectation and miss no fewer than 2 classes during the semester, you will receive the 50-point “Attendance Bonus.” If you miss any more than 2, you will not be eligible for this bonus, and will receive a “0” for this assignment.

**COVID Addendum to Attendance Policy – If you feel sick or believe you have been exposed to someone who has tested positive for COVID-19, I ask that you please stay home from class. If you notify me in advance of missing class, that absence will not count against you.**

**Should you test positive for COVID, please let me know so that we can work out a plan for your work during the isolation period.**

**Attendance = 50 points**

#### Assignments:



## Theory Application Journals

When working with clients, critical assessment is extremely important. This assignment is designed to help you practice the skills involved in critical assessment. There are vignettes listed at the beginning of each Life Stage Dimension of our textbook. Read the assigned vignette and then answer the Critical Thinking questions listed at the end of the vignette. You will respond to these in short answer format.

**2 Theory Application Journals x 20 points = 40 points**

## Quizzes

You will complete three (3) quizzes via Canvas throughout the semester. The quizzes will be multiple choice and will cover content from our OER textbook. Each quiz will be 20 questions, worth 1 point each for a total of 20 points per quiz. You will complete each quiz on Canvas outside of class time. Quizzes are open-book and open-note.

**3 quizzes x 20 points = 60 points**

## Life Event Paper

Over the course of the semester, you will work on this signature assignment. The paper is scaffolded into multiple assignments that you will turn in for feedback. For the final product, you will incorporate the feedback into one 6-8 page final draft.

This assignment will require you to **identify a life event** that will be your primary area of focus. This is a life event that you may or may not have experienced. However, the purpose of this assignment is to evaluate the experience from the perspective of others. **You will not apply your experience to this assignment.** This life event can be a marriage, birth of a child, a divorce, starting or graduating from school, loss of a loved one, surviving a traumatic event (e.g., natural disaster; car accident; violent crime), reaching a goal, etc. Life events are circumstances (can be positive or negative) that occur in all of our lives that require us to adapt to them. You are selecting a life event that **ALL THREE** of your interviewees experienced simultaneously (that is, the **SAME** marriage, the **SAME** car accident, the **SAME** interstate move, etc.) Please be thoughtful about your choice of life event. It can perhaps seem initially obvious to choose something that was difficult or challenging as these events are sometimes more quickly recalled when we think about “significant” events. However, the event can be something positive as well.

For this assignment, choose a life event that impacted at least three generations. **A generation for the purpose of this paper involves people who were in different phases of life at the time of the event.** You may not use yourself. A child, a young adult, and an older adult would represent different stages of development, for instance. An adolescent, a middle-aged adult, and an older adult would also represent different stages of development. Example: how the birth of a child is experienced from a child/siblings perspective, a mother (middle age person), and an older adult, or how a natural disaster influenced people differently, or how racial strife in the community influences different people, i.e.: death of George Floyd.

Throughout the semester, you will collect oral histories/interviews around this life event from three individuals who shared the experience, you will evaluate and reflect on these histories, and you will apply theories from our course to help further define the experiences. These individuals can be related or not. It is not necessary that they know each other, but they might. It is at your discretion to make decisions on who the interviewees are and how their story can best be



articulated in your paper. You will use these interviews to create a final paper containing four total sections (listed below). Assignments two and three will serve as drafts, each addressing two of the four sections. You will submit each assignment, receive instructor feedback, and be expected to incorporate the feedback into the final paper assignment. The final paper assignment will combine assignments two and three, plus your cover page, references, and appendix. All assignments must be completed in APA formatting.

The assignment is scaffolded as follows:

### **Life Event Assignment #1-25 Points**

For this assignment, you will identify your selected life event and your interviewees. You must choose at least 3 individuals who shared the experience. Additionally, you will create a list of questions that will be asked of all interviewees. Please consider the developmental stages of all interviewees and account for that in your universal questions. You should create at least 20 questions that you will put in an Appendix in the final paper. Some ideas to explore might be ways the event impacted interviewee attitudes, behaviors and thoughts; how the interviewee adapted to the event; and how the event impacted existing relationships. **You are seeking to understand how each person perceived the event and how their reactions to the event compare to one another.**

Life Event #1 will include the following:

- 1) APA formatted cover page
- 2) In a Word document answer the following short answer questions.
  - a. The life event I have chosen for this assignment is:
  - b. I have chosen this life event because:
  - c. Name, approximate age, (at time of event and time of interview), and pronouns for each of your interviewees. Identify the reason why you chose each person. (a pseudonym name is acceptable if the individual would like to remain anonymous)
- 3) APA formatted Appendix with your 20 interview questions.

After receiving approval/feedback on Assignment #1, conduct your interviews. Be sure the interviews are done in enough time to complete Life Event Assignment #2 by the due date.

### **Life Event Assignment #2-50 Points**

Your final paper for this class will be comprised of 4 sections; for this assignment, you will focus only on the first two. After you complete your interviews, begin writing your paper and include the following information. You will write this paper in paragraph form, using APA style. Include your cover page (that you developed from Life Event Assignment #1), the information articulated below, and your appendix (that you developed from Life Event Assignment #1).

#### ***Introduction***

- Describe the life event that will be the focus of your interviews and why you chose this topic.



- Describe the settings in which these interviews have taken place.
  - Briefly describe the people you are interviewing. No identifying information is required other than demographic data such as “a 51-year-old Asian woman.” However, add more detail as you see fit.
  - What was your hypothesis about the likely responses of the individuals you interviewed to the life event?
  - How did their responses differ or coincide with what you had expected?
- **The Interviews**
    - Identify the list of questions that were used in your interviews. (Appendix)
    - Summarize the interviews by simply writing a narrative that reflects the questions asked and their responses. You do not need to transcribe each interview directly. Instead, focus on briefly (1-2 paragraphs per interview) summarizing the overall narrative you heard from that interviewee.
    - Compare and contrast the impact of the life event on the individuals you interviewed. How was their experience the same or different? What factors contributed to any differences in their experience? (This can also be completed in a few paragraphs. **This section should include content only from your interviews and not your opinion.**)
    - Finally, you will reflect on your experience doing these interviews. What was most challenging? What did you enjoy about this process? In this section, you may write in the first person if you prefer.

### Life Event Assignment #3 75 Points

This assignment covers the latter 2 sections of your final paper. When submitting this assignment include the following, the cover page that you created in Life Event Assignment #1, the information articulated below, the reference page, and the appendix that you created in Life Event Assignment #1.

**Analysis** - The content in this part of the paper is an analysis of your interviews. This is the most important part of the paper.

- Developmental theories focus on how behavior changes and stays the same across the life cycle. Review Erikson’s developmental milestones for the developmental stage that your interviewees are in (e.g., middle childhood, adolescence, older adulthood, etc.), and apply them to your interviewees. Describe what elements of the theory connect with the presentation your interviewee described while you were talking with them.
- In addition, you will relate the analysis to at least one other developmental or intergenerational theory that has been discussed in class and your text that you find most relevant. Consider referencing the Theory Cheat Sheet (Canvas-module 1) or the Matrix and other resources (Canvas-module 3). Identify how the theory applies to the individuals that you interview. Possible theorists include Levinson, Piaget, or others, ask if you have questions. *Example: Interviewee #1 (or name) is 40-year-old cis gender male. According to Levinson, Interviewee #1 is in midlife transitional period of evaluating commitments and determining possible changes to accomplish life goals. Individuals who*





*are experiencing the life event identified above may struggle with..... and evaluate.... during this time period. Expand here.*

- How can these theories explain some of the reactions or forms of coping that were utilized by those you interviewed? What insights did you develop as a result of these interviews?
- Be sure and comment on these elements for all 3 interviewees
- Include a reference page with at least three references from the last 10 years (your textbook is an acceptable reference).

**Conclusion**

- What did you learn about how one’s place in the life course impacts how various life events affect people?
- What are the implications for understanding human behavior in the social environment?
- How will this assignment inform your future work as a social worker?

**Life Event Assignment #4-100 Points**

This will be the final version of the entire paper. Include your cover page, main document including the revisions to assignment 2 and 3, reference page, and appendix. Be sure to include an APA approved header. Ensure that feedback from each previous assignment is incorporated into this final paper. It is suggested that these major sections and subsections headers be used as APA-style headings to help structure your work. This final paper should be free of errors, grammatically correct, and reflect knowledge gained in this course. Full points are provided for papers that show you have used the instructor feedback and made necessary changes. **This final paper will be no more than six-to-eight pages long.**

<b>Theory Application</b>	<b>40 points</b>
<b>Quizzes</b>	<b>60 points</b>
<b>Life Event Assignment #1</b>	<b>25 points</b>
<b>Life Event Assignment #2</b>	<b>50 points</b>
<b>Life Event Assignment #3</b>	<b>75 points</b>
<b>Life Event Assignment #4</b>	<b>100 points</b>
<b>Discussions 5x 10</b>	<b>50 points</b>

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**Total = 400 Points**

**GRADING SCALE**

<b>Percent</b>	<b>Final Grade</b>	<b>Quality Points</b>
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33



77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

### WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

### PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

### ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).



## **CLASSROOM EXPECTATIONS**

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

## **CELL PHONES, MOBILE DEVICES, AND LAPTOPS**

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

## **TECHNOLOGY REQUIREMENTS**

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

## **TECHNICAL SUPPORT**

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

## **ACCESSIBILITY ACCOMMODATIONS**

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu))

## **CRISS LIBRARY**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

## **EMERGENCY PREPAREDNESS**

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.



## **INCLEMENT WEATHER**

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

## **PREFERRED NAME AND PREFERRED GENDER PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

## **WRITING CENTER**

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://unomaha.edu/writingcenter) or visit their main location in Arts and Sciences Hall (ASH) 150.

## **SPEECH CENTER**

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

## **STUDENT SAFETY**

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

## **OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)**

### **Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.



3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

<b>EPAS Competency*</b>	<b>Course Objective/Student Learning Outcome</b>	<b>Assignment</b>	<b>Dimension*</b>
2 = Advance Human Rights and Social, Racial, Economic, and Environmental Justice	5. Critique the impact of oppression, discrimination, and economic deprivation upon populations at risk across the lifespan.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	4. Differentiate the use of lifespan models of development with diverse populations, including such factors as anti-racism, diversity, equity, and inclusion (A DEI), race/ethnicity, nationality, ability, gender, class, sexual orientation, and religion/spiritual beliefs, particularly as it applies to the lifespan.  5. Critique the impact of oppression, discrimination, and economic deprivation upon populations at risk across the lifespan.		
6 = Engage with Individuals, Families, Groups,	1. Connect human behavior and functioning from a social systems theory perspective and its usefulness in social work		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
Organizations, and Communities	<p>practice on the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities).</p> <p>2. Analyze theories of lifespan development (e.g., bio-psycho-socio-cultural-spiritual) and the impact of development on human behavior across the lifespan.</p> <p>3. Consider the impact of the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities) on the promotion of and obstruction to individual well-being across the lifespan.</p> <p>4. Differentiate the use of lifespan models of development with diverse populations, including such factors as anti-racism, diversity, equity, and inclusion (A DEI), race/ethnicity, nationality, ability, gender, class, sexual orientation, and religion/spiritual beliefs, particularly as it applies to the lifespan.</p>		
7 = Assess Individuals, Families, Groups,	1. Connect human behavior and functioning from a social systems theory perspective and its usefulness in social work		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
Organizations, and Communities	<p>practice on the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities).</p> <p>2. Analyze theories of lifespan development (e.g., bio-psycho-socio-cultural-spiritual) and the impact of development on human behavior across the lifespan.</p> <p>3. Consider the impact of the micro-macro level continuum (e.g., individuals, families, groups, organizations, institutions, and communities) on the promotion of and obstruction to individual well-being across the lifespan.</p> <p>4. Differentiate the use of lifespan models of development with diverse populations, including such factors as anti-racism, diversity, equity, and inclusion (A DEI), race/ethnicity, nationality, ability, gender, class, sexual orientation, and religion/spiritual beliefs, particularly as it applies to the lifespan.</p>		



\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

## REFERENCES AND SUPPLEMENTAL MATERIALS

### References

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### Classic References

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- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work*, 81, 132–166.
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