Build a Human Assignment

The Build a Human assignment is designed to help you apply differing theories to developmental stages and to learn how to use tools such as genograms and ecomaps to help you, as a social worker, more fully understand and engage in the helping process and assess individuals and families. The assignment will be completed over the entire semester, with individual sections submitted at various points throughout the semester for grading by the instructor.

Assignment One: Genogram of the Family System (2 pages; due in Module 2)
(Knowledge, Skills, Cognitive Processes levels; EPAS 7/Behavior 1 & 2: Course Learning Objectives 1& 2)
Genograms provide a visual representation of the family system that allow social workers to see how the family is structured and how various dynamics might be impacting outcomes on each individual. For the first section of your Build a Human assignment, you will construct a genogram of the family in which your human will be born into. Remember, your human has not been conceived yet – the genogram will set the stage for remainder of this assignment. In your textbooks, you can refer to Chapter 2, pages 35 – 36 for information regarding the genogram and page 37 for a sample genogram to help get you started.

a. Briefly describe the family of your human you will be building, referring to the genogram you have created. Specifically discuss all of the following:
   1. Information on the mom, dad and any siblings your human will have – this should include ages, ethnicity, cultural background, marital status, relationship statuses (i.e. parents number of marriages, parent/sibling adoption, half-siblings, step-siblings, etc.) health/mental health issues including genetic and/or behavioral (i.e. substance abuse), socioeconomic status, living conditions, community resources/supports and any family resources/supports, etc.
   2. Relationship and communication practices among family members.
   3. Boundaries between family members.
   4. Subsystems that might exist in the family system

b. Include the genogram you have created for the family of the human you will be building.

Assignment Two: Prenatal Stages of Your Human (2 pages; due in Module 3)
(Knowledge, Skills, Cognitive Processes levels; EPAS 7/Behaviors 1 & 2: Course Learning Objectives 1 & 2)

a. Referring back to your genogram and the information you have provided regarding the family your human will be born into, discuss:
   i. the impact of the family characteristics on the fetus during the prenatal development through each of the trimesters – i.e. involvement of the father, the mother’s emotional state, any genetic factors, cultural factors, health and nutrition
   ii. the impact of community resources/support on the health and well-being of the mother of your human and on the developing human itself
   iii. connect these impacts to specific parts of prenatal theory to support what you write regarding the impact of the family’s characteristics on the developing human
Assignment Three: Infancy Through Early Childhood (2 pages; Due in Module 4)
(Knowledge, Skills, Cognitive Processes levels; EPAS 7/Behaviors 1 & 2: Course Learning Objectives 1 & 2)

a. Referring back to the details you provided in the prenatal stages where your human was a developing fetus and, carrying through from the results of the prenatal growth, continue to discuss your human by addressing all of the following:
   i. the impact of the family characteristics on the growing human from infancy through early childhood years – i.e. involvement of the father, the mother’s emotional state, sibling relationships, involvement of other family members, cultural factors, religious factors, health and nutrition
   ii. the impact of community resources/support on the health and well-being of your growing infant and young child, human
   iii. connect these impacts described above to specific parts of Piaget’s Theory of Cognitive Development, Erikson’s Theory of Psychosocial Development and Social Learning Theory to support what you have written about impacts on your growing infant and young child human

Assignment Four: Middle Childhood Through Adolescence (2 pages; Due in Module 4)
(Knowledge, Skills, Cognitive Processes levels; EPAS 7/Behaviors 1 & 2: Course Learning Objectives 1 & 2)

a. Referring back to the details you provided in the infant and early childhood stages and, carrying through from the results of the infant and early childhood years of your human, address all of the following:
   i. the impact of the family characteristics on the middle and adolescent years of your human – i.e. involvement of the father, the mother’s emotional state, sibling relationships, involvement of other family members, cultural factors, religious factors, health and nutrition, and any other factors that have now entered into your human’s life, i.e. friends, romantic partners, sex, drugs, etc.
   ii. the impact of community resources/support on the health and well-being of your middle childhood and adolescent, human
   iii. connect these impacts described above to specific parts of Erikson’s Theory of Psychosocial Development and Social Learning Theory to support what you have written about impacts on your middle childhood and adolescent, human – be sure to follow through logically with information from the earlier stages of your human’s development

Assignment Five: Early Adulthood (2 pages; Due in Module 5)
(Knowledge, Skills, Cognitive Processes levels; EPAS 7/Behaviors 1 & 2: Course Learning Objectives 1 & 2)

a. Referring back to the details you provided in the middle childhood and adolescent stages and, carrying through from the results of the middle childhood and adolescent years of your human, address all of the following:
   i. the impact of the family characteristics on the early adult years of your human – i.e. involvement of the father, the mother’s emotional state, sibling relationships, involvement of other family members, cultural factors, religious factors, health
and nutrition, and any other factors that have now entered into your human’s life, i.e. friends, romantic partners/marriage, sex, drugs, college, work, etc.

ii. the impact of community resources/support on the health and well-being of your early adulthood, human

iii. connect these impacts described above to specific parts of Erikson’s Theory of Psychosocial Development and Social Learning Theory to support what you have written about impacts on your early adulthood, human – be sure to follow through logically with information from the earlier stages of your human’s development

Assignment Six: Middle Adulthood Through Late Adulthood (2 pages; Due in Module 6)
(Knowledge, Skills, Cognitive Processes levels; EPAS 7/Behaviors 1 & 2: Course Learning Objectives 1 & 2)

1. Referring back to the details you provided in the early adulthood stages and, carrying through from the results of the early adulthood years of your human, address all of the following:
   i. the impact of the family characteristics on the middle and late adulthood years of your human – i.e. involvement and relationships of the nuclear family, i.e. spouse, children, grandchildren, and extended family, i.e. parents, siblings, cultural factors, religious factors, health and nutrition, and any other factors that have now entered into your human’s life, i.e. children, grandchildren, aging self, aging parents, careers, retirement, death, etc.
   
   ii. the impact of community resources/support on the health and well-being of your middle adulthood and late adulthood, human

   iii. connect these impacts described above to specific parts of Erikson’s Theory of Psychosocial Development to support what you have written about impacts on your middle adulthood and late adulthood, human – be sure to follow through logically with information from the earlier stages of your human’s development

Assignment Seven: Application of the Ecomap and GIM (3 pages; Due in Module 7)
(Knowledge, Skills, Cognitive & Affective Processes levels; EPAS 7/Behaviors 1 – 4: Course Learning Objectives 1 – 4)

Now that you have developed your human from pre-conception to late adulthood, you will

1. choose a developmental stage in your human’s life in which your human has come to you, the social worker, to work on a particular issue that was described in a developmental stage of your human. For example, maybe in the early adulthood stage your human has difficulty going to classes in college and has been put on suspension for a semester.

2. (1 page) after you selected the developmental stage and issue of your human, you will create an ecomap of your human in this stage of his/her development (please refer back to pp.. 32 – 42 on Systems Theory and a detailed example of an Ecomap on page 39 to ensure you include all that is required on your Ecomap).

3. (1 page) then you will use the premises of Systems Theory to discuss all of the following regarding your human in this stage:
   a. What are the subsystems in your human’s life at this stage? (i.e. family, friends, groups, organizations, community, etc.)
   b. What are the boundaries like between the subsystems and your human?
c. How does your human maintain homeostasis?
d. What role does each of your human’s family members take? Are these age and relationship appropriate for this stage of your human’s life?
e. What inputs and feedback (positive and negative) is your human receiving? What is your human’s outputs?
f. Is your human moving toward differentiation, entropy, negative entropy? Why or why not?
g. Based on your assessment of your human from the questions you answered above, what areas would be of concern to you, the social worker, with regard to the well-being and functioning of your human?

4. (1 page) from your areas of concern you identified regarding the well-being and functioning of your human you will use the GIM as your guide to help your human with his/her area of concern:

Assessment
- Articulate a clear statement of the need, problem, or situation
- State the strengths, assets, skills, and abilities of clients

Planning
- Establish a goal – this will be what the client wants to accomplish by working with you (only 1 goal is needed for this assignment)
- Specify objectives – these will be the activities/tasks you will complete with the client to help him/her achieve the goal (only 2 objectives are needed for this assignment – these activities/tasks need to incorporate the strengths, assets, skills and/or abilities of the client)
- Specify action steps – these are the actual steps you will take and when you will take them to complete the activities

Implementation
- Monitor progress – write progress notes regarding the client for each objective completed/not completed toward the goal (since there are only 2 objectives for this assignment, there will only be 2 progress notes written)