

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6106	CURRENT COURSE TITLE: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: STUDY OF BIOLOGICAL, PSYCHOLOGICAL, SOCIAL, AND SPIRITUAL DEVELOPMENT OF INDIVIDUALS ACROSS THE LIFE SPAN AS IT APPLIES TO THE DELIVERY OF CULTURALLY COMPETENT, EVIDENCE-BASED PRACTICE WITH DIVERSE AND VULNERABLE POPULATIONS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³ N/A

Faculty contact, email and complete phone number:
 Elwood Hamlin, ehamlin@fau.edu 561-297-2864

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: _____ _____ _____ _____ _____	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF DESIGN & SOCIAL INQUIRY
SCHOOL OF SOCIAL WORK**

SOW 6106-003, Fall 2012

Human Behavior & Social Environment II (3 Credits)

Instructor:	E. Gail Horton, PhD, LCSW
Office:	SO 316
Phone:	(561) 251-4704
Email:	ehorton2@fau.edu
Office hours:	10:30 -12:45 Thursdays or by appointment
Class time:	1:00 – 3:50PM
Location:	SO112

MSW PROGRAM MISSION

We are committed to maximizing human potential, alleviating human suffering, enhancing the vitality and caring capacity of communities, and promoting the ideals of a humane and just society. We educate competent and compassionate social workers as practitioners and leaders for the 21st Century. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

COURSE DESCRIPTION

This MSW foundation course focuses on micro and mezzo level theories of human behavior, including time-honored developmental theories, as well as new scientific information concerning research and technological advances addressing issues that manifest in typical developmental patterns as well as in atypical patterns. The course utilizes the life course perspective, a perspective that recognizes the influence of chronological age on individuals but also acknowledges the influences of historical time, culture, and person-environment transactions on life-long development. Factors that have been shown through research to place communities, families and individuals at risk or to increase their resilience will also be discussed in an effort to support culturally competent, evidence-based practice with diverse and vulnerable populations consistent with the NASW Code of Ethics (2008) and the IFSW/IASSW Ethics in Social Work (Statement of Principles). Students will learn through a combination of required readings, case studies, videos, class discussion, and tests. Case examples will relate to issues faced by at-risk populations that are important in the context of social work practice in south Florida allowing students understand the implications for early prevention, intervention, policy, and service provision .

RELEVANCETO THE EDUCATIONAL PROGRAM

This is a foundation level course within the HBSE sequence that includes content on empirically based theories and knowledge that focus social, cultural, and environmental influences on the individual at various stages of life. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Thus, it provides critically important information on which students rely to accurately engage, assess, contract, implement, and terminate services with diverse clients, taking the individual and social environment into account.

In addition to CSWE's education policy and being consistent with the mission of the School, this course is related to policy, practice, research and field courses. Human Behavior in the Social Environment enables students to understand the impact of policy on normative human growth and development. Information gained in this two-course sequence provides a basic knowledge by which practice skill is informed and developed. Emphasized is the profession's need for social research to understand normative

human development within a myriad of social contexts. Human Behavior in the Social Environment courses provide the theoretical concepts required for understanding and assessing individuals, as well as understanding and assessing the impact that families, communities, organizations, institutions, and groups have upon individuals at various stages of life.

COMPETENCIES AND EDUCATIONAL OBJECTIVES

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies. Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

- 1. Apply critical thinking to inform and communicate professional judgments.**
 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom (PB 3a).
 - Demonstrate effective oral and written communication in working with individuals (PB 3c).
- 2. Engage diversity and difference in practice.**
 - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
 - Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
- 3. Advance human rights and social and economic justice.**
 - Understand the forms and mechanisms of oppression and discrimination (PB 5a).
- 4. Engage in research-informed practice and practice-informed research.**
 - Use practice experience to inform scientific inquiry (PB 6a).
 - Use research evidence to inform practice (PB 6b).
- 5. Apply knowledge of human behavior and the social environment.**
 - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (PB 7a).
 - Critique and apply knowledge to understand person and environment (PB 7b).
- 6. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
 - Analyze, formulate, and advocate for policies that advance social well-being (for clients and community) (PB 8a).
- 7. Respond to contexts that shape practice.**
 - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 9a).

GRADED ASSIGNMENTS:

Exams (30% each):

There will be three exams. Each exam will consist of multiple-choice and/or short essay answers to case-study-based questions taken in the classroom during the first 1.5 hours of class on the day assigned. Class will continue after the exam. The first exam covers Hutchinson's chapter 1, and the readings on neurobiology and attachment. The second exam covers Hutchinson's chapters on infancy and

toddlerhood, early childhood, and middle childhood, and all associated readings and videos. The last exam will cover Hutchinson's chapters on adolescence, emerging adulthood, middle adulthood, late and very late adulthood, and all associated readings and videos. Exams II and III will also include some questions on neurobiology and attachment related to those life stages.

Readings quizzes (10%)

The instructor will end each class with quiz on the concepts discussed in readings for class that day. The quiz will be open book and open note. Each quiz will contain 4 multiple choice questions. If you answer all 4 questions correctly, you receive an A. Three questions receive a B, 2 a D, and none and F. If you do not take the quiz, you will receive a 0. **No make-up quizzes will be given.**

REQUIRED TEXTBOOKS:

Hutchison, E. D. (2011). *Dimensions of human behavior: The changing life course* (4th ed.). Thousand Oaks, CA: Sage.

Siegel, D. (2012). *Pocket guide to interpersonal neurobiology: An integrative handbook of the mind*. New York: W.W. Norton & Co.

Supplemental readings will be assigned throughout the semester and may be found on Blackboard. The textbooks are available in the FAU bookstore.

COURSE OUTLINE AND READING ASSIGNMENTS:

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

Class	Topics/activities	Readings/homework
08/23/12	A Life Course Perspective	Hutchinson: Ch. 1, A Life Course Perspective Blackboard reading: Cozolino Introduction, Ch. 1 & 2 (pp. 3-33)
08/30/12	Neurobiology of Human Behavior	Siegel: Ch. 1-8 (pp. 1.1 - 8.10). Blackboard: Cozolino: Ch. 3-5 (pp. 37-78)
09/06/12	NO CLASS	
09/13/12	Neurobiology of Human Behavior	Siegel: Ch. 9-18 (pp. 9.1 – 18.6) Blackboard: Cozolino: Ch. 6-10 (pp. 81-150)
09/20/12	Attachment through the Life Span	Siegel: Ch. 19 – 24 (pp. 19-2 - 24-7); Ch. 30-33

		(pp. 30.1 – 33.5). Blackboard: Cozolino Ch. 11-14 (pp. 153-209)
09/27/12	Infancy and Toddlerhood Videos: Bruce Perry: Very first relationship; Brain development at risk: (http://www.healingresources.info/emotional_trauma_online_video.htm#t1)	Hutchinson: Ch. 3
10/04/12	EXAM I Infancy & Toddlerhood (cont'd); Early Childhood	Hutchinson: Ch. 4
10/11/12	Early Childhood (cont'd) Videos: Bruce Perry: Many faces of trauma; relationship induced trauma; healing trauma (http://www.healingresources.info/emotional_trauma_online_video.htm#t1)	Siegel: Ch. 39 (pp. 39.1 – 39.8) Blackboard: Cozolino: Ch 15, 16, & 20 (pp. 213-239 and 280-291).
10/18/12	Middle Childhood: Video: Curiosity http://teacher.scholastic.com/professional/bruce_perry/curiosity.htm	Hutchinson: Ch. 5, Middle Childhood
10/25/12	EXAM II Adolescence	Hutchinson: Ch. 6 Adolescence Blackboard: Steinberg: A social neuroscience perception on adolescent risk-taking, pp. 78-106.
11/01/12	Adolescence (cont'd); Young Adulthood	Hutchinson: Ch. 7, Young Adulthood Blackboard: Mikulincer et al (pp. 293 – 308) Mikulincer et al. (pp. 309-327). Cozolino: Ch. 18 (pp. 256-268)

11/08/12	Middle Adulthood	<p>Hutchinson: Ch. 8, Middle Adulthood</p> <p>Blackboard: Brown et al (2005): How do African American and Caucasian women view themselves at midlife? Pp. 2057-2075.</p> <p>Torges et al (2008): Achieving ego integrity pp. 1004-1019.</p>
11/15/12	Late and Very Late Adulthood	<p>Hutchinson: Ch. 9 &10: Late Adulthood and Very Late Adulthood</p> <p>Blackboard: Burke & Barnes pp. 30-40. Browne & Schlosberg (2005): Attachment and dementia (pp. 134-142). Tsolaki et al, Stress and neurodegeneration (2009) (pp. 85-94)</p>
11/22/12	NO CLASS	
11/29/12	Exam III	

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, return from break in a timely manner, and stay until class is dismissed.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.

Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

Come to class with books, handouts, syllabus, and pens

Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

Academic: Commit yourself to learning the rules of citing other's work properly.

Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills

With peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

FAU'S CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf>

CONSEQUENCES OF UNACCEPTABLE BEHAVIOR

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has

constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

CLASS ATTENDANCE AND PARTICIPATION

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, ***attendance for all classes is required***. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, ***even with excused absences, the student may be required to withdraw or retake the class. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.***

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie – LA240 (954-236-1222), in Jupiter - SR 110 (561-799-8010), and follow all OSD procedures.

POLICY ON USE OF RECORDING DEVICES IN THE CLASSROOM

The College of Design and Social Inquiry prohibits audio or video recording instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does **not** apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie – LA240 (954-236-1222), in Jupiter - SR 110 (561-799-8010), and follow all OSD procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

BIBLIOGRAPHY

- Bowlby, J. (1980). *Loss: Sadness and depression*. New York: Basic Books.
- Clinton, Catherine (2004). *Harriet Tubman: The Road to Freedom*. New York: Little, Brown & Co.
- Cozolino, L. (2006). *The neuroscience of human relationships: Attachment and the developing social brain*. New York: W. W. Norton & Co.
- Eyre, L. & Eyre, R. (1984). *Teaching Children Joy*. Salt Lake City: Deseret Book Co.
- Eyre, L. & Eyre, R. (1984). *Teaching Children Responsibility*. SLC: Deseret Book Co.
- Fosha, D., Siegel, D., & Solomon, M. F. (2009). *The healing power of emotion: Affective neuroscience,*

- development & clinical practice*. New York: W. W. Norton & Co.
- Gregory, Julie (2003). *Sickened*. New York: Bantam (Munchausen's-by Proxy Survivor)
- Hallinan, J.T. (2001). *Going Up the River: Travels in a Prison Nation*. New York: Random House
- Levine, Mel (2002). *A Mind at a Time*. New York: Simon & Schuster
- Layard, Richard (2005). *Happiness: Lessons from a New Science*. New York: Penguin (Scientific studies revealing what causes people to be satisfied or not; and what society should do)
- Markway, B, et.al. (2002) *Dying of Embarrassment*. Oakland, CA: New Harbinger (Help for social anxiety and Phobia)
- Marx, Jeffrey (2003). *Season of Life*. New York: Simon & Schuster (How a coach teaches caring life skills through football)
- Obegi, J. H. & Berant, E. (2009). *Attachment theory and research in clinical work with adults*. New York: Guilford Press.
- Page, Susan (2006). *Why Talking is Not Enough*. San Francisco, CA: Jossey-Bass
- Pipher, Mary (1994). *Reviving Ophelia*. New York: Bantam (This therapist provides illustrations from her practice with girls & what problems they are encountering)
- Pollack, W.S. (2000). *Real Boys & Real Boys Voices*. New York: Penguin
- Prince-Hughes, Dawn (2004). *Songs of the Gorilla Nation: My Journey Through Autism*. New York: Harmony Books (This book recounts her struggles living in a "normal world" which includes her lesbian life-style)
- Rio, L.M. & Rio, T.M. (2003). *The Anorexia Diaries*. USA. Rodale: St. Martin's Press (Journals of a daughter with anorexia and a mother's struggle to help her)
- Schneider, Helga (2004). *Let Me Go*. New York: Walker Publishing Co. (A daughter visits her 90-year-old mother who had abandoned the family to be a an SS Secret Service Guard at Auschwitz)
- Schneier, F. & Welkowitz, L. (1996). *The Hidden Face of Shyness*. New York: Avon Books
- Scott, Darryl (2000) *Rachel's Tears*. Nashville: Thomas Nelson (By the father of a Columbine victim)
- Siegel, D. (2011). *Mindsight: The new science of personal transformation*. New York: Bantam Books.
- Suskind, Ron (2003). *A Hope in the Unseen*. New York: Broadway Books (This book explores the journey of Cedric Jennings from an inner city high school to Brown University)
- Traig, Jennifer (2004). *Devil in the Details*. New York: Little Brown (A young Jewish girl's first hand account of how she and her family lived with her undiagnosed OCD)
- Urrea, Luis Alberto (2004). *The Devil's Highway*. New York: Little Brown (First-hand account of immigrant experiences crossing the border from Mexico to USA)
- Walsh, F. & McGoldrick, M. (2004). *Living beyond loss: Death in the family* (2nd ed.). New York: W.W. Norton & Co.
- Washington-Williams, E. M. & Stadiem, W. (2005). *Dear Senator*. New York: Harper Collins (Written by the adult black daughter of a famous white senator and how the relationship was never acknowledged to the public)
- Wilber, K. (2007). *Integral spirituality: A startling new role for religion in the modern and postmodern world*. Boston: Integral Books.
- Willis, Sarah (2005). *The Sound of Us*. New York: Berkley Books (Unconventional view of Child Welfare - A woman takes in a child through DCFS, but also gets involved with the natural mother)
- Wooten, Jim (2004). *We Are All The Same*. New York: Penguin (Story of a little boy with AIDS in South Africa)