

Final Exam

For your final exam select a case that involves adolescents or an older person. You can choose a case from your practice, readings, movies, or simply create one. In your description of the case include the reason for which your client comes to the agency and some relevant details about his/her family (how many members are part of this family, who are they, and what is the relationship between them). You can use the case you presented for the midterm exam but make sure the case has enough elements that can be discussed through the questions posted in this exam. If not, add them or change the case.

Describe the case using at least one page (20 points)

After defining the case answer the following four questions:

1. Has race anything to do with your client situation or access to resources? If not imagine that your client was part of a different race or ethnic group. In what way his/her situation or access to resources would be different? (20 points)

Use some of the following terms as they fit your client's profile: race, racism, minority, prejudice, discrimination, oppression, privilege, racial and ethnic stereotypes, institutional racism, individual racism, multiculturalism, afro-centric perspective, social and economic justice, civil rights, activism, affirmative action, human rights, ethnic-sensitive practice, empowerment, strength perspective, culturally competent practice and self-awareness.

2. Assess your client using Erikson's Psychosocial Theory. In what stage of psychosocial development is your client? How is your client coping with the specific crises of his/her developmental stage? (20 points)

3. Assess your client's moral development using Kohlberg, Gilligan and Social learning perspective. Explain all of them but emphasize which one is more relevant in your case and why. (20 points)

Note: Kohlberg provided a justice-based discussion of morality while Gilligan suggested a caring-based approach to morality. Make reference to both of them regardless of your client's gender. (20 points)

4. Assess your client's faith development using the model proposed by Fowler. In what stage of faith development is your client and in what way is this impacting his/her life? (20 points)

NOTE: Make sure you write at least one full page (double spaced) for each question.

Case details

Law and Order Season 22 episode 2:

Lives hang in the balance as detectives and prosecutors pursue justice in New York City. In cases ripped from the headlines, police investigate serious and often deadly crimes, weighing the evidence and questioning the suspects until someone is taken into custody. The district attorney's office then builds a case to convict the perpetrator by proving the person guilty beyond a reasonable doubt. Working together, these expert teams navigate all sides of the complex criminal justice system to make New York a safer place -- and keep the worst offenders off the streets. In this particular case, When the school reported a girl missing, the squad is tasked to track down a trusted family friend for answers. This case involves a family of four: a Mother, father, son and daughter. Elizabeth Lee aka Beth is the daughter, who is 14 years old, Paul Lee is the father, Clair Lee is the mother, the son's name is unknown. This is a caucasian family. Also involved in this case is Luke Davis who is a youth group leader; who is also caucasian. Later in the case Luke's real name is revealed as Nick Pearce.

1. Has race anything to do with your client situation or access to resources? If not imagine that your client was part of a different race or ethnic group. In what way his/her situation or access to resources would be different? (20 points)

Use some of the following terms as they fit your client's profile: race, racism, minority, prejudice, discrimination, oppression, privilege, racial and ethnic stereotypes, institutional racism, individual racism, multiculturalism, afro-centric perspective, social and economic justice, civil rights, activism, affirmative action, human rights, ethnic-sensitive practice, empowerment, strength perspective, culturally competent practice and self-awareness.

In this case the client Beth race does not have an effect on her situation or access to resources. Beth is a caucasian 14 year old female and her race grants her better access to resources, others do not have access to or would not be granted access immediately. As a caucasian female Beth is granted access to resources minorities are unable to receive; resources such as education, organizations, quick police presents etc. Due to history this has and continues to happen because of prejudice and stereotypes being made regarding individuals of color.

I believe if Beth was of a different race she would not be able to have access to the resources she does now. If Beth was an African American teenager who went missing after leaving on a trip with her youth leader, the intent to locate her would and could take longer.⁴ History shows reports regarding African American females and males kidnappings, missing persons etc. are overlooked by law enforcement, news media and the community. To look at this from a strength perspective, the African American community has band together and created many organizations to assist with discrimination, racism, injustices etc. While her access to resources are not the same;her story would also be different. During this episode Beth case

received immediate attention from the beginning. Unfortunately, if Beth was a minority her case could and would be held off for more than 24- 48 hours before filing a missing person report. Like many, the color of Beth skin provides her a privilege that minorities will not receive due to personal stereotypes and racism.

2. Assess your client using Erikson's Psychosocial Theory. In what stage of psychosocial development is your client? How is your client coping with the specific crises of his/her developmental stage? (20 points)

Using the Erikson Psychosocial Theory i believe Beth is in the fifth stage, identity vs role confusion. Beth could also be in other stages as well, such as intimacy vs. isolation if she was of age. During this episode of Law and Order SVU, Beth engaged in an intimate relationship with her youth leader Luke. Beth explored a relationship with Luke, even though it was inappropriate; Beth was able to engage in a relationship leading towards long term commitment.

Beth is 14 years old and is learning about her overall self which includes relationships, family, personal values, beliefs, and goals. At the age of 14 Beth is finding it difficult to understand what is appropriate and not appropriate in relationships. During this episode of Law and Order Beth has fallen in love with Luke who is an adult. Beth believes she is capable of sustaining a relationship with luke; however she is learning the roles she will occupy as an adult. Beth's parents gave her permission to go on a mission trip with the youth leader of their church. The youth leader is Luke who has promised to care for Beth and other students during this trip. Unfortunately, Luke was untruthful about the circumstances surrounding the trip. Once located Beth told detectives that Luke and her were in love and that he would not harm her. Beth is unable to understand the inappropriateness between her and Luke. At the age of 14 Beth believes

she can sustain a romantic relationship with an adult. During this stage of Erikson Psychosocial Theory children are determined to fit in with society, due to this Beth is having a challenging time maneuvering through this stage.

3. Assess your client's moral development using Kohlberg, Gilligan and Social learning perspective. Explain all of them but emphasize which one is more relevant in your case and why. (20 points)

Note: Kohlberg provided a justice-based discussion of morality while Gilligan suggested a caring-based approach to morality. Make reference to both of them regardless of your client's gender. (20 points)

Gilligan's thoughts on moral development talks about women and the different stages they go through to develop their morals. She believes women's morals are highly influenced by their relationships and whether or not they will affect those around them. While Gilligan has her own thought of moral development she agrees with Kohlberg level of moral development which are; pre-conventional, conventional, and post-conventional. Kohlberg breaks his moral development down to six stages, starting with stage 1. Obedience and punishment; stage 2. Individualism and exchange; stage 3. Developing good interpersonal relationships; stage 4. Maintaining social order; stage 5. Social contract and individual rights and stage 6. Universal principles. Kohlberg moral development is centered around children and how they develop into adulthood. Kohlberg believes that children develop through these stages but also believes that not every child progresses to the highest stage of his moral development.

I believe Kohlberg moral development is more relevant in this case; Beth is in the early adolescence stage of life where she is learning how to develop interpersonal relationship and maintaining social order. She is learning these through her unconventional relationship developed with Luke.

4. Assess your client's faith development using the model proposed by Fowler. In what stage of faith development is your client and in what way is this impacting his/her life? (20 points)

After reading Fowlers faith of development model, I would place Beth in stage 3 – "Synthetic-Conventional" Faith. This stage is where adolescents begin building their faith as well as learning about themselves. Through this episode Beth references her belief in GOD and how "this was his plan". Beth spoke with detectives about her faith in GOD, as well as Luke faith. Through her conversation with the detectives Beth referred to herself as a Christian. Beth was introduced to the religion by her parents; once introduced she began her personal growth in her religion and spiritual identity.

While in this stage of Fowlers faith of development Beth is learning new things about her religion and the individuals who practice it. In this episode Beth is learning how to communicate her belief system verbally. Beth is put to the test when detectives locate her in an unknown area with Luke; Beth explains that she and Luke belong together. As time went on detectives as well as Beth family made attempts to explain to her the inappropriateness between her and Luke. Eventhought Beth understands her faith through text, she is learning how to put her faith into practice in reality.