

SWK-S 221 Human Growth and Development in the Social Environment (3 cr.)

Course Information

Semester Year: XXXX
Section Number: XXXX
Location: XXXX
Day: XXXX
Time: XXXX

Instructor: XXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus introduces students to implications for human development through a person-in-environment lens. *S221 Human Growth and Development in the Social Environment* explores influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. Students examine how the diverse contexts in which individuals live impact the range of human development and behavior in themselves and others. Understanding human behavior and development from a multidimensional perspective builds a strong foundation for development of skills later in the curriculum. Specifically, foundational concepts presented in this course help students apply critical thinking to an understanding of the diversity of human functioning and implications for the processes of social work assessment, evaluation, and intervention.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 6: Engage with Individuals and Families

Social workers understand theories of HBSE and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies (CSWE, 2015 EPAS, p. 8).

- 7: Assess Individuals and Families

Social workers understand theories of HBSE and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies (CSWE, 2015 EPAS, p. 9).

Secondary

- 4: Engage in Practice-informed Research and Research-informed Practice
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Objectives

- S221-01:** Recall knowledge of the essential wholeness of the human being with recognition of the physical, intellectual, emotional, spiritual, and social aspects of human functioning.
- S221-02:** Demonstrate knowledge of perspectives including systems perspective, ecological perspective, person-in-environment perspective, strengths perspective, and major theories of individual and family functioning.
- S221-03:** Illustrate knowledge about concepts, theories, current research, and literature on human development across the life course and within the context of social work practice.
- S221-04:** Apply knowledge to facilitate engagement with individuals and families regarding interactions, family structures, and socio-cultural conditions on individuals' development and functioning.
- S221-05:** Assess theory knowledge regarding human diversity and its significance in human development.
- S221-06:** Critically evaluate theory knowledge for impact on topics of discrimination and inequality and the differential life experiences for at risk populations impacted by diverse social contexts.
- S221-07:** Analyze the ethical implications of the values and assumptions of various theories of human behavior.

Required Text

Ashford, J.B., & LeCroy, C.W. (2010). *Human behavior in the social environment: A multidimensional perspective* (6th ed.). Belmont, CA: Brooks/Cole; Cengage.

Recommended Texts

1. American Psychological Association (2001) *Publication Manual of the American Psychological Association*. (6th ed.). See also: [APA Online Style Guide](#).

Information about 2009 APA changes online:

[2010 APA Guideline Changes](#) from Augusta State University

[APA Format for Citations](#) a 5-page pdf with a great summary, by Dr. Monit Cheung

[What's New in the Sixth Edition Manual](#) from the APA organization

2. Perrin, R. (2004). *Pocket Guide to APA Style*. Boston: Houghton Mifflin Company.

Course Content

This course provides a structure for students to identify, recall, illustrate, assess, apply, and critically analyze perspectives and theories for practice in social work. Course activities and assessments provide options to recognize how theories and perspectives are used for understanding, assessment, and application for intervention with clients in general and diverse groups in particular.

The major evaluation of students' progress on meeting competencies and accomplishing course learning objectives is the signature assignment. The Life Stage Observation Paper helps you apply knowledge to facilitate engagement with clients.

While there will be structured opportunities at the beginning and at the conclusion of this class for your feedback to the instructor, your reactions and suggestions to improve the course will be appreciated at any time.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

This course meets twice per week. Readings must be complete by Monday class meeting. Chapters as described below refer to the required text for this course. Other readings posted in the Modules on the course Canvas site.

Module 1: Course Introduction

Dates:

Overview

- A. Introductions
- B. Syllabus overview
- C. Introduction to human behavior and the social environment

Assignments

Readings

1. Chapter 1

Module 2: Multidimensional framework

Dates:

Overview

- A. Multidimensional framework
- B. Core concepts

Assignments

Readings

1. Chapter 2
2. Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American psychologist*, 56(3), 227.

Module 3: Foundations of Developmental Theories

Dates:

Overview

- A. Review of the ecological model and family systems theory
- B. Erikson's theory of psychosocial development
- C. Piaget's theory of cognitive development

- D. The strengths perspective
- E. Attachment theory

Assignments

Readings

1. Early, T. J., & GlenMaye, L. F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work, 45*(2), 118-130.
2. Saleebey, D. (2004) "The Power of Place": Another Look at the Environment. *Families in Society: The Journal of Contemporary Social Services, 85* (1), 7-16
3. Kivnick, H. Q., & Wells, C. K. (2013). Untapped richness in Erik H. Erikson's rootstock. *The Gerontologist, 54*(1), 40-50.

Module 4: Pregnancy and Birth

Dates:

Overview

- A. Pregnancy
- B. Birth

Assignments

Readings and media

1. Chapter 3
2. Hobel, C. J., Goldstein, A., & Barrett, E. S. (2008). Psychosocial stress and pregnancy outcome. *Clinical obstetrics and gynecology, 51*(2), 333-348.

Module 4: Continued, and the Newborn

Dates:

Overview

- A. Newborn
- B. Post-partum issues

Assignments

Readings

1. Bashiri, N., & Spielvogel, A. M. (1999). Postpartum depression: a cross-cultural perspective. *Primary Care Update for OB/GYNS, 6*(3), 82-87.
2. World Health Organization. (2017). Exclusive breastfeeding. Retrieved August 4, 2017, from http://www.who.int/nutrition/topics/exclusive_breastfeeding/en/
3. Martucci, J., & Barnhill, A. (2016). Unintended consequences of invoking the "natural" in breastfeeding promotion. *Pediatrics, peds-2015*.

Module 6: Infancy

Dates:

Overview

- A. Infancy

Assignments

Readings

1. Chapter 4
2. Dobbs, D. (2007). Your Mama or Your MAOA? Life Sciences, Mind Matters. [Scientific American news Blog: Your mama or your MAOA](#)
3. Halberstadt, A. G., & Lozada, F. T. (2011). Emotion development in infancy through the lens of culture. *Emotion Review*, 3(2), 158-168.
4. Review the materials at CDC Learn the Signs. Act Early. Website, focus on age 0-1 year (see Milestones in particular). [CDC Learn the Signs Act Early website](#)

Module 7: Early Childhood

Dates:

Overview

- A. Early childhood

Assignments

Readings

1. Chapter 5
2. Review the materials at CDC Learn the Signs. Act Early. Website, focus on age 1-5 (see Milestones in particular). [CDC Learn the Signs Act Early website](#)
3. Listen to the interview “Early assessment and early intervention for young children: What one mother’s story can teach us” – found here: [Mom Enough website](#)
4. Pachter, L. M., Bernstein, B. A., Szalacha, L. A., & Coll, C. G. (2010). Perceived racism and discrimination in children and youths: An exploratory study. *Health & Social Work*, 35(1), 61-69.

Module 8: Midterm exam

Dates:

Overview

- A. Revisit and review 1-7, exam prep, Monday
- B. Exam, Wednesday

Module 9: Middle Childhood

Dates:

Overview

- A. Middle Childhood

Assignments

Readings

1. Chapter 6
2. Kowaleski-Jones, L., & Duncan, G. J. (1999). The structure of achievement and behavior across middle childhood. *Child Development*, 70(4), 930-943.
3. McHale, S. M., Crouter, A. C., & Tucker, C. J. (1999). Family context and gender role socialization in middle childhood: Comparing girls to boys and sisters to brothers. *Child development*, 70(4), 990-1004.

Module 10: Adolescence

Dates:

Overview

- A. Adolescence

Assignments

Readings

1. Chapter 7
2. Arrington, E. G., & Wilson, M. N. (2000). A re-examination of risk and resilience during adolescence: Incorporating culture and diversity. *Journal of Child and Family Studies*, 9(2), 221-230.
3. Duncan, P. M., Garcia, A. C., Frankowski, B. L., Carey, P. A., Kallock, E. A., Dixon, R. D., & Shaw, J. S. (2007). Inspiring healthy adolescent choices: a rationale for and guide to strength promotion in primary care. *Journal of adolescent health*, 41(6), 525-535.
4. Siegel, D. (2014). Pruning, myelination, and the remodeling adolescent brain. *Psychology Today*. Retrieved from: <https://www.psychologytoday.com/blog/inspire-rewire/201402/pruning-myelination-and-the-remodeling-adolescent-brain>

Module 11: Emerging and Young Adulthood

Dates:

Overview

- A. Emerging and Young Adulthood

Assignments

Readings

1. Chapter 8
2. Hankin, B. L., Abramson, L. Y., Moffitt, T. E., Silva, P. A., McGee, R., & Angell, K. E. (1998). Development of depression from preadolescence to young adulthood: emerging gender differences in a 10-year longitudinal study. *Journal of abnormal psychology*, 107(1), 128.
3. Roberts, B. W., Caspi, A., & Moffitt, T. E. (2003). Work experiences and personality development in young adulthood. *Journal of personality and social psychology*, 84(3), 582.

Module 12: Middle Adulthood

Dates:

Overview

- A. Middle Adulthood

Assignments

Readings

1. Chapter 9
2. Srivastava, S., John, O. P., Gosling, S. D., & Potter, J. (2003). Development of personality in early and middle adulthood: Set like plaster or persistent change?. *Journal of personality and social psychology*, 84(5), 1041.

3. Widom, C. S., White, H. R., Czaja, S. J., & Marmorstein, N. R. (2007). Long-term effects of child abuse and neglect on alcohol use and excessive drinking in middle adulthood. *Journal of studies on alcohol and drugs*, 68(3), 317-326.

Module 13: Late Adulthood and Very Late Adulthood

Dates:

Overview

- A. Late Adulthood and Very Late Adulthood

Assignments

Readings

1. Chapter 10
2. Greene, R., & Cohen, H. (2005). Social work with older adults and their families: Changing practice paradigms. *Families in Society: The Journal of Contemporary Social Services*, 86(3), 367-373
3. Kivnick, H.Q., & Murray, S.V. (2001) Life strengths interview guide: Assessing elder clients' strengths. *Journal of Gerontological Social Work*, 34(4), 7-32.

Thanksgiving break, no class

Dates:

Module 14: Presentations

Dates:

Overview

- A. Presentations delivery

Assignments

Group Assignment

1. Presentations

Module 15: Presentations and Course Wrap-Up

Dates:

Overview

- A. Presentations delivery

Assignments

Group Assignment

1. Presentations

Final exam

Assignments and Grading

Instructions and due dates for each assignment will also be posted on Canvas. Instructor will discuss details and answer any questions related to assignment during the class and office hours.

Assignments must be typed, double spaced, with one-inch margins on all sides, carefully edited and proofed, 12 point font, and conforming to APA style (6th edition).

Assignments

1. In class Activities
 - a. DUE:
 - b. Final Grade Percentage:
2. Special Topic Group Project
 - c. DUE:
 - d. Final Grade Percentage:
3. Learning Consolidation write up and activity
 - a. DUE:
 - b. Final Grade Percentage:
4. Midterm Exam
 - a. Part 1 DUE:
 - b. Final Grade Percentage:
5. Final Exam
 - a. DUE:
 - b. Final Grade Percentage:
6. Life Stage Observation Project (signature assignment)
 - a. DUE:
 - b. Final Grade Percentage:

Assignment Details

Special Topic Group Project

This is a group project. Each student will sign up for a particular “life stage”, such as pregnancy, infancy, adolescence, etc. As a group, each life stage group will be given a special topic/scenario relevant to that life stage. For example, the group that has chosen “adolescence” might be given “eating disorders” as a special topic and a scenario that describes and individual and family dealing with eating disorders.

As a group, you need to develop a practice tip sheet that would be helpful for a client like the client in the scenario, or that a social worker might use when working with a client like the client in the scenario. You would develop this tip sheet from pulling information together from articles, websites, agencies, textbooks, etc.

The tip sheet should include at least 10 practice tips and you must consult at least 8 scholarly sources to develop the tip sheet.

On the day you present the tip sheet to the class, be prepared to turn in the following: a) a copy of the tip sheet b) a reference sheet in APA style with citations for all the sources you used c) a description of “who did what” to prepare the sheet. (In other words, I want to know how your group divided up work, and if you think everyone in the group has earned the same grade) d) Presentations should be 20 minutes long.

Communicate any issues or concerns regarding group dynamics to me in advance of the due date so that we can problem solve together.

Learning Consolidation write up and activity

Students will work in pairs and sign up for a week to present. Based on the readings posted in the Module selected, students will turn in a paper and lead a discussion in class. The paper should be brief (2 pages maximum) and include the following: a) Complete citation(s) b) In a paragraph, discuss what you have learned from the reading, and what it teaches you about human behavior in the social environment, and about social work practice. c) AHA: In a paragraph, share one “aha” point (examples: something that this reading clarified for you, something that you will take in to your practice, a take home message). d) MUDDY: In a paragraph, discuss something in the reading that remains confusing, something that is still a “muddy” point for you.

In addition to the paper, students will briefly present a summary of the above in class, highlighting the “aha” and the “muddy point.” Students will prepare discussion questions (minimum of three) and facilitate a discussion in class. Students should turn in their discussion questions along with their paper.

Note that this assignment may be completed using the same reading, or you may select one reading for your “aha” point, and a different reading for your “muddy” point.

Students should demonstrate an understanding of the material, the ways in which they grappled with the text, and engaged in critical thinking.

Midterm exam

Exam will cover modules 1-7.

Final exam

Comprehensive final exam. Exam is scheduled for

Life Stage Observation Project (Signature Assignment)

Observation Overview

Students should start by selecting a life stage to observe. Second, consider a plan for completing an observation: a setting where the student can be attentive to what occurs in real-time to a person or people through information received through the senses of sight and hearing. Next, a student should find and get permission, if necessary, for a suitable setting to conduct the observation given the life stage selected. Remember that observations need to be made personally and not digitally. For clarification, a real-time online environment can be selected, but students are asked not to use a recording or other digital device for audio or video record keeping in place of personal sensory observation (NO HIDDEN CAMERAS or hacking into another’s webcam).

The setting selected for the observation should allow for an observation lasting sufficient time for an observer to gather enough information about the selected life stage. A recommended amount of time is 30 minutes to 1 hour. Note that more time may be required under certain circumstances (e.g., going to observe infants in daycare but part of the time the babies are all sleeping).

The use of the word setting does not need to be interpreted as a single place or activity nor does it require an observer to be completely stationary.

Observers should be minimally involved with the person or people being observed. The goal is to be on the sidelines observing or acting as a shadow. Students' focus should be on observing and not participating.

Students should complete the observation ahead of the due date so they have time to integrate the observation with information in the textbook or other scholarly sources.

Student observers should pay attention to the behavior of the target person or people in the selected life stage. An observer may find it useful to take notes about what is seen and heard. Students should take care to insure judgements or assumptions are differentiated from objective accounts about observed behavior, activity, or interactions. To illustrate, social workers observe the effect of others but make assumptions or judgements about their mood.

The Content of the Project

The project should indicate the life stage selected and the selected setting for the observation.

Though a minute-by-minute account of the observation is not necessary, the project should have information about the observation including the objective information seen or heard during the observation and any assumptions or judgements about what was observed. For instance, the child's mood appeared happy (assumption), and he was smiling as he played for the first 15 minutes of the observation (objective observation).

The project should apply and integrate information from the observation with information relevant to the life stage. It may be helpful to think of the following questions in developing this part of the project: How does the observation match or contradict what is known about this developmental stage? Is there a developmental theory that might help explain behavior observed? How did the discussion overheard fit with information about the life stage?

The project should contain a component of self-reflection; students should supply reactions and self-evaluations about learning from completing this project.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below a C are Unsatisfactory in the BSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality