San Diego State University
School of Social Work
Social Work 361: Human Behavior across the Life Span
Spring 2015

Section 23203   9:30am -10:45am Room-P-145
Section 23204   11:00am – 12:15pm Room-LSN-134
Professor Rosalind Corbett, MS Office: HH-220
Office Hours: Tuesday 12:30pm – 1:30pm
Thursday 12:30pm – 1:30pm
Email: rcorbett@mail.sdsu.edu [include “SW361-03 OR SW361-04” in subject line]
Phone (619) 619-895-0449

COURSE INFORMATION- Relation to Other Courses:
This course is open to Social work majors and junior standing, and all who have completed social work 382 by first day of semester. The following student levels are allowed: Junior, Senior, and Graduate.

Course Overview

I. Purpose and Description:
This course focuses on the major biological, psychological, social, cultural and environmental perspectives of human development throughout the life span and the implications for individual functioning and well-being. It is designed to provide the theoretical and knowledge base for social work practice. Theories of human behavior pertaining to individuals and families are critically reviewed. As a continuation of the HBSE undergraduate SW360 course on Human Behavior and the Social Environment, this course examines the impact of socioeconomic, gender, age, sexual orientation, ethnic and racial identification on growth and development. Special emphasis is placed on the exploration of the risk and protective factors affecting growth and development at all stages in the life cycle.
It is a fact that humans have an amazing capacity to adapt well to adversity—a phenomenon known as **resilience**. This course also uses a resilience framework to explore development across the lifespan, with implications for engaging in strengths-based social work practice. The approach presumes that resilience results from dynamic interactions between individuals and their environments and that every person has the potential to overcome significant challenge at any point in the life course. This conceptual framework encourages students to consider the role of resilience among the variety of factors for generalist social work assessment and intervention with diverse individuals, families, groups and communities.

**STUDENT LEARNING OUTCOMES/COMPETENCIES:**

[EPAS 2015]

**Educational Policy 1**—Demonstrate ethical and professional behavior

- Make ethical decisions by applying the NASW Code of Ethics and models for ethical decision-making [exams]

- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication [Literature Review paper]

**Educational Policy 2**—Engage diversity and difference in practice.

- Recognize and communicate understanding of the importance of differences in shaping life experiences. [measure: exams]
  - Articulate one’s values and beliefs and demonstrate the ability to recognize how they complement or conflict with the attitudes and beliefs of others. [measure: mc exams, Literature Review Paper]
  - Define the key principles of resilience theory and practice.[measure: exams]

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. [exams]

- Identify risk and protective factors at each stage of development from birth to late adulthood [measure: exams]

- Apply a resilience framework to social work practice (clinical and macro) with and on behalf of children, adolescents, adults, families, and communities. [measure: exams]

**Educational Policy 4**—Engage in Practice-Informed Research and Research-Informed Practice
a. Engage in critical analysis of quantitative and qualitative research methods and research findings [Literature review paper]
b. Use and translate research findings to inform and improve practice, policy, and service delivery [Literature review paper]

Educational Policy 6—Engage with Individuals, Families, Groups, Organizations, and Communities.
   a. Apply knowledge of human behavior and the social environment and practice context to engage clients and constituencies. [exams]

Educational Policy 7—Assess Individuals, Families, Groups, Organizations, and Communities.
   a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. [exams]

Educational Policy 8—Intervene with Individuals, Families, Groups, Organizations, and Communities.
   a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. [exams]

Enrollment Information

- Prerequisite: Social Work 382
- Adding/Dropping Procedures: Students are responsible for any adjustments to their own schedule. All of these schedule changes must be initiated through the Office of the Registrar. Please refer to the current Academic Calendar for deadline information.
- Instructor-initiated drop policy: Students who do not attend the first session and the beginning of the second class session of a course MAY BE DROPPED from that course by the instructor within the first 12 days of the semester. Students who do not meet course prerequisites can also be dropped by the instructor during the first 12 days of the semester. Students who have been dropped by the instructor will be notified of the action by
email. (Please make sure that e-Services Web Portal has your current email address on file.)

- **February 3, 2015:** Last day to add/drop classes or change grading basis.

### Course Materials


This text book can be purchased from the AZTEC Bookstore.

It can also be rented from Amazon.com for $24.99. It is recommended that you purchase and keep this book as a future reference, as you will be able to use it for many years to come.

- Recommended Course Materials can be accessed through Blackboard. This includes articles, chapter powerpoints, audio and video links

### Internet Resources:

- NASW Code of Ethics:

- National Center for Cultural Competence:
  [http://www.clcpa.info/](http://www.clcpa.info/)

- Children’s Bureau: Administration for Children and Families-U.S. Department of Health and Human Services:

- Zero to Three:

- National Institute of Mental Health:

- The Administration on Aging (AoA):

- Substance Abuse Mental Health Services Administration
(SAMHSA)
http://www.samhsa.gov/
  • The Resiliency Quiz.
    https://www.resiliency.com/free-articles-resources/the-resiliency-quiz/

Success in Course

Students should keep in mind the following recommendations:
  • Basic computer skills - email, surf the Internet, and create basic word processor files.
  • Microsoft Office 2010, or higher (Must include Word and PowerPoint).
  • A reliable email address that will not change from the beginning until the end of the semester.
  • A "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working!

It is also recommended that students:
  • Make use of the course materials available via Blackboard. Access to these materials is available once you have registered for the course.
  • Participate in discussions.
  • Complete readings and assignments by the dates indicated on the syllabus.
  • Check email on a daily basis.
  • Include course Section on your subject line. If you do not, your email may be overlooked or land in my spam folder

Course Structure and Conduct

  • Style of the Course: Traditional Lecture, Lecture-Discussion, Small Groups, and Class Activities
  • Technology Utilized in the Course (Blackboard).
Course Assessment and Grading

The course will be assessed and graded according to:

Grading Policies:

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
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<tr>
<td>A-</td>
<td>93-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-74</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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<td>D+</td>
<td>69-67</td>
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<tr>
<td>D</td>
<td>66-64</td>
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<tr>
<td>D-</td>
<td>63-60</td>
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<tr>
<td>F</td>
<td>59 or less</td>
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Final grades will be “averaged up” only if the total points are at .5 or above. (Ex. 89.5 becomes 90.) Grades with percentages below .5 will not be “averaged up”. (Ex. 89.4 remains 89.) The “averaging up” occurs at the time the instructor enters the grades into WebPortal.

Grades will be determined in accordance with the following guidelines:

1. Grades of A or A- are reserved for student work that is judged to be outstanding. The work demonstrated an excellent mastery of content and also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in his/her approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

2. A grade of B is given to student work that is judged to be praiseworthy. This grade denotes that the student has demonstrated a sound understanding of the material being tested in the assignment(s), and has demonstrated a moderate level of complexity in his/her approach to the assignment. The degree to which a student demonstrated this complexity or creativity determines whether he/she receives a B+, B, or B-.

3. A grade of C+ denotes that a student’s grasp of the content and expectations of the assignment are more than satisfactory.

4. A grade of C is given to the student that meets the requirement of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the expectations of the course.
5. A grade of C- denotes that a student’s performance was *less than satisfactory* on the assignment, reflecting a less-than-satisfactory grasp of content and/or expectations.

6. A grade of D is given to work that is judged to be *minimally passing*. It reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

7. A grade of D- or F denotes a failure to meet minimum standards, *reflecting serious deficiencies* in a student’s performance on the assignment.

**Other General Policies**

- No extra credit
- No make-up work
- No late assignments will be accepted; no exceptions

**THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

**Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Academic Honesty**

The University adheres to a strict [policy regarding cheating and plagiarism](#). These activities will not be tolerated in this class. Become familiar with the policy
(http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy (http://www.sa.sdsu.edu/srr/conduct1.html) and this helpful guide from the Library: (http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf)

**Turnitin**

Students agree that by taking this course, your required paper may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

**Contact Blackboard Collaborate Technical Support**

- Available 24 hours/day - 7 days/week
- North America, Toll Free: 1 (877) 382-2293

**Exams and Assignment Dates**

**Objective Comprehension: Four multiple choice tests will be given, each valued at 50 points for a total of 200 points of the final grade.** Each of the four tests will have 25-50 questions. The multiple-choice tests will be given on the following dates:

- **Test 1:** Thursday February 19, 2015 (25 questions X 2 points = 50 points)
• Test 2: Thursday, March 19, 2015 (50 questions X 1 point = 50 points)
• Test 3: Thursday, April 23, 2015 (25 questions X 2 points each = 50 points)
• Test 4: Thursday, May 12, 2015 (50 questions X 1 point = 50 points)

Literature Review Paper of a Human Developmental Topic: 100 points of the final grade.
You are to select a topic for a paper regarding a human developmental issue. It can be anything from fetal alcohol spectrum disorders to racial identity development to dementia in older adults. Select at least 3 peer-reviewed research articles that are studies on your topic and summarize them in your paper. Conclude your paper with a discussion of the implications of what you learned for social work practice or how you might apply what you learned to your future work with clients. Your paper should be 5 pages in length. Use 12 point Times New Roman font, APA format for your paper.
Submit through Turnitin on Blackboard. All submissions due by Sunday night at 11:59 pm – April 26, 2015. The rubric for this paper will be published on Blackboard by February 26, 2015.
This research paper is worth 100 points of your total grade.

Total Grade Summary:
200 points for 4 multiple choice exams (50 points each)
100 points for Literature review paper
Total: 300 points for final grade

Course Topics, Assignments and Class Outlines:
Please note: Media Links are attached to this document. See pages 12 through 15

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<th>Topic</th>
<th>Assignment</th>
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<td>Overview of Course</td>
<td>Chapter 1</td>
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<tr>
<td>Thursday, 1/22/15</td>
<td>Multidimensional Framework</td>
<td>Media Links for Chapter 1, See below</td>
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<td>Week 2</td>
<td>Chapter 1: A Life Course Perspective</td>
<td>Chapter 2</td>
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<tr>
<td>Tuesday, 1/27/15</td>
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<td>Media Links for Chapter 2</td>
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<td>and Thursday, 1/29/15</td>
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<td>Week 3</td>
<td>Chapter 2: Conception, Pregnancy, and Childbirth</td>
<td>Chapter 3</td>
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<td>Tuesday, 2/3/15 and Thursday, 2/5/15</td>
<td>Media Links for Chapter 3</td>
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<th>Week 4</th>
<th>Chapter 3: Infancy and Toddlerhood</th>
<th>Review for Test #1</th>
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<th>Review for Test #1 (Tuesday)</th>
<th>Chapter 4</th>
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<td>Tuesday, 2/24/15 and Thursday, 2/26/15</td>
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<th>Chapter 6</th>
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<tr>
<th>Week 8</th>
<th>Chapter 6: Adolescence</th>
<th>Review for Test #2</th>
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<td>Tuesday, 3/10/15 and Thursday, 3/12/15</td>
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<td>Media Links for Chapter 7</td>
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<tr>
<th>Week 9</th>
<th>Review for Test #2 (Tuesday)</th>
<th>Chapter 7</th>
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<tbody>
<tr>
<td>Tuesday, 3/17/15 and Thursday, 3/19/15</td>
<td>Test #2: Chapters 4-6 (Thursday)</td>
<td>Media Links for Chapter 7</td>
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<td>Tuesday, 4/7/15 and Thursday, 4/9/15</td>
<td><strong>Chapter 8: Middle Adulthood</strong></td>
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<td>Week 12</td>
<td>Tuesday, 4/14/15 and Thursday, 4/16/15</td>
<td><strong>Chapter 9: Late Adulthood</strong></td>
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<tr>
<td>Week 13</td>
<td>Tuesday, 4/21/15 and Thursday, 4/23/15</td>
<td>Review for Test #3 (Tuesday) Test #3: Chapters: 7-9(Thursday)</td>
</tr>
<tr>
<td>Week 14</td>
<td>Tuesday, 4/28/15 and Thursday 4/30/15</td>
<td><strong>Chapter 10: Very Late Adulthood</strong></td>
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<td>Week 15</td>
<td>Tuesday, 5/5/15 and Thursday, 5/7/15</td>
<td>Review for Test #4 Chapter10: Blackboard Articles and Videos</td>
</tr>
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<td>Week 16</td>
<td><strong>FINALS WEEK</strong> Tuesday, 5/12/15</td>
<td>Test #4: Chapter10: Finals week Blackboard Articles and Videos</td>
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</tbody>
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Media Links

APA online

Chapter 1
http://www.youtube.com/watch?v=PwtuZsHVd_I&feature=search
“Age is only a number”, this video explains chronological verses biological age (3:04)

http://www.youtube.com/watch?v=rSU8ftnnhmw
Jon Kabat-Zinn discusses stress and mindfulness meditation. (1:14:42)

http://www.youtube.com/watch?v=RLmKfXwWqTE
Population pyramids: Powerful predictors for the future. Explanation of how using a population pyramid helps policymakers and social scientists make sense of the statistics, using three countries’ pyramids as examples (5:01)

Chapter 2
http://www.youtube.com/watch?v=R8M0NUJVwoI
This is an interesting video of the processes of ovulation, fertilization, and development of the fetus (11:24)

http://www.youtube.com/watch?v=PsTm6duRRbs
4D ultrasound pregnancy at 8 weeks (2:25)

This is a video on natural childbirth (7:58)

Chapter 3
http://www.youtube.com/watch?v=TEXp9r99Gck&feature=search
An infant demonstrates developmental milestones from 2 to 4 months of age (6:50).

https://www.youtube.com/watch?v=TRF27F2bn-A
This is a collection of clips demonstrating Piaget’s stages of development including the sensorimotor, preoperational, concrete operations, and formal operations stages (6:17).

https://www.youtube.com/watch?v=DH1m_ZMO7GU
The “Strange Situation” experiment illustrates secure, insecure, avoidant, and ambivalent attachment (3:38).
Chapter 4
http://www.youtube.com/watch?v=g0ayolpR1xk&feature=search
Video clips with children illustrate Kohlberg’s Stages of Moral Development (5:03).

https://www.youtube.com/watch?v=f6SecdW4GNM
Video about Head Start programs and how the program promotes school readiness (10:38)

http://www.youtube.com/watch?v=4zeSBBbM59I&feature=related
This interesting video makes the connection between John Bowlby’s attachment theory and Harlow’s Rhesus monkey experiments (6:06).

https://www.youtube.com/watch?v=OrNBEhzjg8I
This video shows Harlow’s studies on the types of bonds developed between infant rhesus monkeys and surrogate mothers (6:07)

https://www.youtube.com/watch?v=hl -1O_rBLPU
This video shows young children playing and includes interviews from experts about the importance of play. (5:10)

Chapter 5
http://www.youtube.com/watch?v=naRK-OKOXV8
This video highlights the difference between how children describe their self-concept in early childhood and middle childhood (2:20)

http://www.youtube.com/watch?v=K9VmLJ3niVo&feature=fvw
This National Geographic documentary explores the five genders (3:18)

http://www.youtube.com/watch?v=IUeEhmpu0O0&index=3&list=PLDzUtc-uvjhPjHbSMUgk5x-bMtUs6qJaA
Friendships and play in middle childhood across cultures (4:17)

http://www.youtube.com/watch?v=Fhr3eFwBOvY&feature=related
If America is the land of plenty, why are so many going hungry? (4:43)

Chapter 6
http://www.youtube.com/watch?v=Nabx01I18Zg&feature=search
Teens talk about male and female changes at puberty (5:16)

http://www.youtube.com/watch?v=d5vrNYA_nik&feature=related
60 Minutes explores twin studies regarding sexual orientation (P1, 6:49)
60 Minutes explores twin studies regarding sexual orientation (P2, 6:52)

Research study illustrating peer influences on adolescent behavior (4:04)

Chapter 7
ABC 20/20 explores the price of Atheism (9:30).

Why are young people taking so long to grow up? Jeffrey Jensen Arnett discusses his theory of emerging adulthood (15:30)

This video is an interview of launching children into adulthood (4:30)

Chapter 8
CNBC explores the issue of midlife crisis. (10:00)

Dr. Phillips explains the physical changes that cause menopause and the resulting physical and emotional symptoms of this developmental milestone (3:16).

Tom Brokaw Reports on “Boomers” (1:26:45).

Middle adulthood is discussed – (P1, 9:32)

Middle adulthood continues to be discussed – (P2, 9:56)

Chapter 9
ABC 20/20 - John Stossel discusses issues of Health Service Accounts and Health Care (6:00).

ABC 20/20 - John Stossel discusses President Obama’s healthcare reform (6:26).

This video describes Alzheimer’s disease (3:14).
https://www.youtube.com/watch?v=wzkQyWpu10E
This video by the National Institute of Health (NIH) shows the intricate mechanisms involved in the progression of Alzheimer’s disease in the brain (4:21).

Chapter 10
http://www.cbsnews.com/video/watch/?id=4134057n
CBS news covers the issue of Medicare versus hospice care (2:46).

This CNN report investigates Japan’s growing population of centenarians (2:14).

http://science.discovery.com/videos/what-are-the-odds-aging.html
This Discovery video asks the question, “What are the odds you will live to be 100? (2:37)

http://www.youtube.com/watch?v=PefdHNnDuv4&feature=search
Connie Chung: ABC Primetime special, considers secrets to longevity (9:51).
References


