I. Purpose and Description

SW620A is the second of a three-semester course designed to provide a conceptual framework to view and interpret behavior for Social Work practice. This framework includes the biological, psychological, sociological, and cultural perspectives, their reciprocal interaction, and their cumulative effect on human functioning. Human development is conceptualized as following a sequence with stage-specific characteristics, demands, and needs. In order to present this vast knowledge base in a manageable framework, selected theories will be applied to each of the life cycle stages. In each stage, specific attention is given to the impact of oppression, and the consequences of gender, race/ethnicity, socioeconomic status, and sexual orientation on development. Psychosocial theory provides the organizing framework.
II. Learning Outcomes and Competencies

After completing this course, students will demonstrate competencies in the following areas: (EPAS: Educational Policy and Accreditation Standards, Council on Social Work Education).

1. **EPAS 2 - Engage diversity and difference in practice (Advanced)**
   - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. [exams; paper]
   - California Social Work Education Center (CALSWEC) Foundation Competencies (CF 4.d)
   - Demonstrate ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.

2. **EPAS 4- Engage in Practice-informed Research and Research-informed Practice**
   - Use and translate research evidence to inform and improve practice, policy, and service delivery. [exams; paper]
   - California Social Work Education Center (CALSWEC) Foundation Competencies (CF 6.b)
   - Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.

3. **EPAS 7- Assess Individuals, Families, Groups, Organizations, and Communities**
   - 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; paper]
   - California Social Work Education Center (CALSWEC) Foundation Competencies (CF 7.a and 7.b)
   - Demonstrate beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention and evaluation.
   - Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment.

III. Texts and Readings

**Required:**
Additional Required Reading Materials:

Other required articles and resources will be available through Blackboard and links included in the syllabus. Articles for which links are provided are owned by the San Diego State Library system.

Recommended Texts:


Some helpful Evidence-Based Practice websites:
http://bjs.ojp.usdoj.gov/
http://www.naswdc.org/research/naswResearch/0108EvidenceBased/default.asp
http://www.nrepp.samhsa.gov/
http://www.cebc4cw.org/
http://www.campbellcollaboration.org/resources/links/links_social_welfare.php
http://www.campbellcollaboration.org/resources/links/links_crime_and_justice.php
http://www2.cochrane.org/reviews/

IV. Course Assignments

Assignment 1: Objective Comprehension - Exams (50% of final grade / each exam is 25%).

There will be two exams comprised of multiple choice, true-false, short answer questions on the required readings and class lectures of the course. Students are expected to study all assigned readings, whether or not they are discussed in class. The first exam will cover material from chapters 1-8 and the second exam will cover material from chapters 9-15.

Students are required to bring the #882-E Scantron Form, (green, short form- two forms are recommended) and a #2 pencil for each exam. Please refer to the class schedule for exam dates.

Assignment 2: Written Paper Assignment (40% of final grade).

Common Assignment in all sections.

Students will complete an ecological assessment that demonstrates an understanding of stage-based developmental theory and tasks. The students must also take into account the impact of culture, ethnicity, gender, class, and sexual orientation, as appropriate, in this
assessment. Two paper options will be offered for this assignment and are detailed in appendix A of the syllabus. Please refer to the class schedule for the required due date.

Assignment 3: Attendance, Participation, Exercises/Worksheets (10% of final grade).

As adult learners, students are expected to take an active role in creating a positive learning environment. Role plays and other experiential exercises are designed to give students an opportunity to practice the skills taught in class, as well as to begin to apply the course material to social work practice with clients. Students will benefit from actively participating in these exercises and will be better able to apply and integrate what they learn in class to their work with clients in their field placement.

Students will be evaluated on quality of participation, e.g. attendance, completion of class assignment, topic preparedness, understanding of the reading, application of reading to the discussion, group collaboration and group presentation, professional etiquette/behaviors in class, etc.

Attending all classes with no unexcused absences and completing all class worksheets and/or exercises is considered mid-level “B” participation (85%). Unexcused absences will cause students to lose participation points. Receiving a B+ (87–89), A- (90 – 94), or “A level” (95 – 100) for the participation and exercises/worksheets grade will depend on the degree to which students participate in class discussions and in the skill development portion of the course, whether experiential (i.e., role plays, case presentations), or written exercises (e.g. as the summary of one’s individual contribution to the group project, etc.).

Students are encouraged to bring in case situations from their field practicum to contribute to class discussions. They are expected to maintain client confidentiality at all times by changing names and disguising identifying information.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Formal Due Date</th>
<th>%</th>
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<tbody>
<tr>
<td>Comprehension – Exams (2 exams valued at 25% each)</td>
<td>3/15 &amp; 5/3</td>
<td>50</td>
</tr>
<tr>
<td>Ecological Assessment Paper</td>
<td>4/26</td>
<td>40</td>
</tr>
<tr>
<td>Participation (Exercises, Worksheets)</td>
<td>On-going</td>
<td>10</td>
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<tr>
<td>Total</td>
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<td>100</td>
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V. Grades

Grades will be administered in accordance with the policies set forth in the Graduate Bulletin and will follow the School of Social Work Grading Policy documented in the Graduate Student Handbook. The Graduate Student Handbook can be found at the following website: http://socialwork.sdsu.edu/docs/graduatehandbook091407.pdf.

Assignments will be completed in a timely fashion. No assignments will be accepted after the due date, unless otherwise negotiated prior to the due date. Extensions for assignments are generally not given, except at the instructor’s discretion for extenuating emergency circumstances.

**Grades will be determined in accordance with the following guidelines:**
1. Grades of A or A- are reserved for student work that not only demonstrates very good mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his 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 work that is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material being tested in the assignment.
3. A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets the basic expectations of the course.
4. A grade of B- denotes that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
5. A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in a student’s performance on the assignment.

**NOTE:** Completion of all components of the assignment would result in a grade of B. As per the guidelines above: *a grade of “B” is given to student work that meets the basic requirements of the assignment. It denotes that the student has done satisfactory work on the assignment and meets the basic expectations of the course.*

**The following grading scale will be utilized:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95–100</td>
</tr>
<tr>
<td>A-</td>
<td>90–94</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>
Incomplete Grade. On rare occasions (e.g., severe illness, family emergency), an “incomplete” grade may be granted, provided the student meets the criteria established by University and School of Social Work policies. These criteria include: (a) the instructor must agree that extenuating circumstances prevented the student from completing the work; (b) the student does not have to make up more than 30% of the required course work; and (c) the student and the instructor will sign a contract specifying the actions needed for the student to complete the course and a time line for completion.

VI. Course Policies

A. SDSU Faculty Senate Disability Policy:

San Diego State University School of Social Work abides by the Americans with Disabilities Act of 1990. 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. If SDS determines that a student has a disability and is eligible for academic accommodations (e.g., extended time for taking exams, etc.), it is the student’s responsibility to inform the instructor. 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.

B. Accommodation for Religious Observances:

Students will be allowed to complete examinations or other requirements in advance of a religious observance. However, it is the student’s responsibility to contact the professor in advance so that he or she can make the necessary arrangements. Please notify the instructor within the first two weeks of the semester if your religious observances conflict with class or due dates for professional arrangements can be made.

C. Academic Misconduct:

Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.

Academic misconduct, including plagiarism, is a serious offense in academia and will be treated according to the university policy, as written in the SDSU catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student Rights and Responsibilities as is mandated by the CSU Chancellor.
If you are unsure as to what is plagiarism: Students can take the 30-minute pre- and post-online quiz: SDSU Plagiarism: The crime of intellectual property by SDSU librarian Pamela Jackson, found at: http://library.sdsu.edu/guides/tutorial.php?id=28. For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html.

SDSU Academic Senate - University Academic Policies on Cheating and Plagiarism http://senate.sdsu.edu/policy/pfacademics.html

External Resources on Plagiarism:
Plagiarism: How to avoid it  http://www.aresearchguide.com/6plagiar.html
Cyber plagiarism: Detection and Prevention from Penn State. Wholesale Copying, Cut & Paste, Inappropriate Paraphrase, Citation Guidelines, Practice Exercise http://tlt.its.psu.edu/suggestions/cyberplag/cyberplagexamples.html

The NASW Code of Ethics states that social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed. Social workers should honestly acknowledge the work of and the contributions made by others (NASW, 1999).
Students should be careful to give appropriate authorship credit to anyone from whom they have obtained information for written assignments and class presentations, including citing books, journal articles, Internet websites, class lectures, professional colleagues, and/or classmates. The instructor has the right to check written assignments for plagiarism by entering portions of the paper into a variety of websites.

Additional Academic Misconduct situations will be handled according to University Policy. Students who are found committing other forms of academic misconduct (other than plagiarism and cheating) will also be subject to standards set forth by the University. Such action could result in failing an assignment, failing the class, or being expelled from the University.
Please refer to the current edition of the Bulletin of the Graduate Division.

D. Honesty and Integrity:

The NASW Code of Ethics asserts that social workers should “behave in a trustworthy manner” and “not participate in, condone, or be associated with dishonesty, fraud, or deception” (NASW, Rev 1999, Ethical Principles & Section 4.04). Social work students should conduct themselves in a manner consistent with the social work value of integrity and avoid all forms of academic misconduct including: cheating, plagiarizing, stealing course examinations, falsifying data, violating copyright laws, asking another student to sign the roll for them when they are not attending class, and/or intentionally assisting another individual in any of those actions. Please note the following definitions and policies:
Course Policies (In and Out of Classroom, e.g. social media, Blackboard, student communication, email, etc.):

NASW Code of Ethics, 2008:
The NASW Code of Ethics has been adopted as academic standards at the SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow all the principles of the NASW Code of Ethics (NASW, 1996, Revised 2008). The Code of Ethics specifies that social workers should be “continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them” (NASW, 1996, Revised 2008 Ethical Principles). Adherence to the Code of Ethics includes (but is not limited to) placing clients’ interests in highest priority, maintaining client confidentiality, demonstrating appropriate professional boundaries, treating one’s colleagues with respect, and maintaining standards of honesty and integrity.

Students are required to review and be in accordance with the NASW Code of Ethics at all times. NASW Code of Ethics: www.socialworkers.org/pubs/code/default.asp

Confidentiality. Students are expected at all times to maintain the confidentiality of clients that they have seen or are currently seeing in their field placements or work settings.

Best interests of clients. Students should use terminology that preserves the integrity of the person (e.g., “an individual diagnosed with schizophrenia”, “a child or adult diagnosed with Attention Deficit Hyperactivity Disorder”, “a child who has a learning disability”). Individuals should not be labeled with a condition (e.g., “a schizophrenic,” “a borderline,” or “the disabled”). Class members are encouraged to think about the source of information and its factual base before contributing to the class discussion. When in doubt, asking questions about appropriate terms for describing a client’s diagnosis or condition is encouraged.

Course Assignments:
Exams: Exams must be taken on the dates they are scheduled. If illness or other extenuating circumstances prevent students from taking an exam on the scheduled date, they should contact the instructor to discuss the reasons preventing them from taking the exam. The instructor may then negotiate another time for the student to take the exam.

Policy on late assignments. The instructor expects that students will turn in the written assignments by the due dates specified in the Course Outline. Students should contact the instructor immediately (by phone or email) if unforeseen circumstances (e.g., severe illness, family emergency) prevent completion of work by the due date. If the emergency is verifiable, and the instructor agrees that it justifiably prevented student from completing the assignment, the student may negotiate an extended time frame for completing the work. Late papers will not be accepted if the student has failed to contact the instructor prior to the due date. If the paper is late for any reason other than a verifiable emergency, but has been discussed with the instructor prior to the due date, the grade for the student will be reduced by two grade levels (e.g., from A to B+), and a new due date will be
established. The penalty for lateness will be increased to one full letter grade (three grade levels - e.g., from A to B) if the student still fails to turn in the assignment by the extended due date. The instructor may choose not to accept a paper that is more than ten days late, and the student would then receive a zero for the assignment.

Attendance / Absences: Attendance is expected. Adult learning requires diligent study of assigned readings, active participation in class discussions and attendance. Students are expected to come to class on time and stay for the entire class session. Note, attendance may be taken at the beginning of class and again after the break. Absences and partial class attendance can significantly interfere with students’ ability to meet course objectives and may impact the student grade. The instructor will excuse absences resulting from verified unforeseen circumstances (e.g., illness, family emergency, etc.). Vacations and other out of town activities will not be considered to be excused absences. Also, the student’s field practicum experience should not conflict with class time (in accordance with SSW policy).

As a professional, via their Blackboard email, students should notify the instructor in advance of class by email if they need to miss class, arrive late, or leave early. If there is no notification provided to the instructor, the absence is considered to be unexcused. When students miss class, they shall take responsibility for obtaining all information discussed and presented in class and posted on Blackboard. More than one unexcused absence will result in the final letter grade being lowered by half a grade (ex. B+ to B).

Participation/Classroom Etiquette:
Class participation means to be actively engaged in the learning process and demonstrate professionalism. This includes demonstrating interest in class discussions, refraining from doing other work in class, passing notes, or engaging in side conversations. I encourage you to contribute comments, ask questions, and be an active participant in your education. Please respect the contributions or others.

This course is a seminar, meaning that as adult learners, students are expected to take an active role in creating a positive learning environment by studying the assigned readings prior to class and actively contributing to class discussions. Students are expected to bring material from their advanced field placements to class discussions. This may include specific case examples, ethical dilemmas encountered that are relevant to the course material or sharing of knowledge obtained in the field placement. Small group exercises will occur in class. Students are expected to actively participate in any small group to which they are assigned.

Respect for colleagues. Students can show respect for one another through collaborating with the instructor to create a safe, interactive, and intellectually stimulating classroom environment. This means: (a) actively contributing one’s thoughts and opinions without monopolizing class discussions, (b) listening respectfully to one’s colleagues, and (c) respecting others’ rights to disagree and express different opinions.
Professional boundaries. Professional communication involves interacting with others in an assertive, genuine way that respects others’ privacy and is considerate of their needs. Students can maintain good boundaries by being aware of their level of self-disclosure and disclosing information that can be appropriately and safely shared in an academic setting.

E. Cell Phone, Social Media Free Zone:
There will be no use of cell phones, or social media on laptops, tablets, electronic devices, etc. during class time as these may create distractions to the student’s learning experiences and process. Thus social media time, e.g., reading emails, texting, tweeting, Instagram’s, etc. are not allowed during class time. The Instructor reserves the right to request students to remove electronic devices if or when distractions occur. All technology will be closed during exams, reviews, and class exercises.

In addition, students are required to review and be in accordance with the School’s “Guidelines for the Use of Social Media” policy.

Note: Class photos and/or recordings are not allowed at any time due to confidential discussions, case materials being presented, and for the protection of students, clients, and professional organizations.

F. Policies on Communication:
Communication with the Instructor: The instructor will use Blackboard to send emails to students notifying them of documents posted on Blackboard and/or updates to course assignments. Students are responsible for assuring that: (a) they are currently registered in the course, and (b) their current email is listed on the Blackboard system.

Blackboard: Materials for this course, including lecture PowerPoint slides, documents, grades, etc. will be posted on Blackboard. Documents/slides may be posted on the day of or after class. Students should check Blackboard on a regular basis for updates. All instructor slides and materials posted are intended to be used as references for student review of class discussions and reading materials. Any information from the readings may be included in exam questions even if the material has not been discussed in class. Note: Not all Power Points or readings will be discussed in class.

Office Hours: The instructor will maintain office hours as listed on the heading of this syllabus, is available at other times by appointment, and may also schedule office hours in the San Diego Community for easy student access.

Students are encouraged to use the office hours and community scheduled times for questions related to the assigned readings or required assignments. In order to make the best use of office hour time, the instructor encourages students to schedule appointments when possible. The instructor also welcomes questions from students via email (preferred
mode of communication is Bb email). Emails are viewed during business hours only (M-F). Please see contact information on the heading of this syllabus.

G. Teaching Methods:
Course objectives will be achieved through conceptual and experiential means. Methods of teaching will include lectures, class discussion of required readings, discussion groups, videotapes, written assignments, guest speakers, and experiential exercises focused on clinical skill development (e.g., role-plays, case presentations, values clarification exercises, assessment skills worksheets).

Although the primary responsibility for introducing, organizing, and explaining course content rests with the instructor, it is expected that students will take responsibility for their own learning, incorporate critical thinking skills, show professional respect to the instructor and to each other, and help create a classroom atmosphere that facilitates the teaching/learning process.

VII. Course Outline

The Course Outline is subject to changes by the instructor throughout the semester. Note that all readings will not be covered in class. Students are responsible for ALL assigned readings, regardless of whether they are discussed in class.

Please refer to next page.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
| Session 1  | - Course overview  
- Review syllabus assignments, schedule, and structure  
- The Development through Life Perspective | Chap 1. The Development through Life Perspective                                    |
| Jan 26     | Session 2  
- Theories for Understanding Human Development | Chap 2. Major Theories for Understanding Human Development                          |
| Feb 2      | Session 3  
- Theories for Understanding Human Development (cont.) | Chap 3. Psychosocial Theory                                                      |
| Feb 9      | Session 4  
Pregnancy & Prenatal Development  
Infancy (first 24 months) | Chap 4. The Period of Pregnancy & Prenatal Development  
Chap 5. Infancy                                                              |
| Feb 16     | Session 5  
Toddlerhood (Ages 2 & 3) | Chap 6. Toddlerhood                                                             |
| Feb 23     | Session 6  
Early School Age (4 to 6 years) | Chap 7. Early School Age                                                       |
| Mar 1      | Session 7  
Middle Childhood (6 to 11 years) | Chap 8. Middle Childhood                                                   |
| March 8    | Session 8  
Exam #1 covering Chapters 1-8 |                                                                                            |
| March 15   | Session 9  
Early Adolescence (12 to 18 years)  
Later Adolescence (18 to 24 years) | Chap 9. Early Adolescence  
Chap 10. Later Adolescence                                                        |
| March 22   | Session 10  
Early Adulthood (24 to 34 years) | Chap 11. Early Adulthood                                                      |
| April 5    | Session 11  
Middle Adulthood (34 to 60 years) | Chap 12. Middle Adulthood                                                      |
| April 12   | Session 12  
Late Adulthood (60 to 75 years) | Chap 13. Late Adulthood                                                      |
| April 19   | Session 13  
Paper Assignment due at beginning of class.  
Elderhood (75 until death)  
Death, Dying, and Bereavement | Chap 14. Elderhood  
Chap 15. Understanding Death, Dying, and Bereavement                                 |
| April 26   | Session 14  
Exam #2 covering Chapters 9-15 | Well Done and Congratulations on completing the course!                          |
| May 3      | Session 15  
Course Termination, Evaluations, and Summary |                                                                                            |
VIII. References


http://www.time.com/time/magazine/article/0,9171,1952313,00.html


(http://ngm.nationalgeographic.com/2011/10/teenage-brains/dobbs-text)


Appendix A –

Ecological Assessment – Paper Assignment

Purpose
The purpose of this assignment is to complete an ecological assessment of an individual that demonstrates your understanding of human development theories as well as stage-based developmental tasks observed in human behavior across the life span. Through this assessment, you must demonstrate knowledge of relevant theories presented in this course. In this case, knowledge is demonstrated through a brief description of the theory as well as through your ability to integrate the theory with the examples you provide. Thus, it is not sufficient to just provide a description or definition of a theory or a description of an example of human behavior and development. I have posted detailed grading rubrics as well as paper examples on Black Board for you to use while writing your paper.

Specifics
For this assignment you can choose one of two options that are described below. The paper length should be between 9-10 pages (excluding references), double-spaced with a 12-point font. Please stay within the page limits—no exceptions. (I will stop reading after page 10.) The paper must also include three empirically-based (that is, no review papers, book reviews, etc.) references to support your narrative.

References listed in the course bibliography of this syllabus do not count as references for this paper. APA format is only required for references; however, if you include a running head, abstract, etc., you will not be penalized. A title page, abstract, etc. does not count against your page limit of 10 pages.

Option #1: Child Developmental Observation, Interview & Report
The purpose of this option is to operationalize the concepts you are learning in the classroom and to experience the process of conducting an assessment with a young child (infancy to 12 years). Students will collect “data” through observation as well as through an interview with a parent/relative/guardian of the child. For this option, each student will prepare a paper that describes your interpretations of the child’s development and compare these observations to the developmental norms and milestones discussed in class and in the textbook.

General overview of option #1:
1. Observe the Child for 30 minutes
2. Interact with the Child using the knowledge you’ve gained through the observation to begin rapport building. Be sure to spend some time getting to know the Child.
3. Interview a parent/guardian/relative of the Child to gain more information about her or his development to date.
4. Write up your findings based on what you find from the first three parts of the assignment (1-3 above). Be sure to include the following in your report:
   a. Describe the child using your observations and interactions.
   b. Give examples of developmental “data” spontaneously displayed during the observation.
   c. Consider the information you’ve gathered through the observation and interview. Discuss whether the developmental milestones you observe or learn about from the observation/interview are consistent with the developmental stages/milestones discussed in your text or in lecture.
   d. Utilizing the information you gathered through observation and interview discuss your findings in terms of at least two major theories or concepts for understanding human development (i.e., Erikson’s Psychosocial Theory, Cultural Theory, Piaget’s Cognitive Development Theory, etc.). That is, discuss how these theories explain the behaviors you observed or learned about in your interview. Be sure to provide a description of the theory and be sure to integrate/synthesize the theory you’re discussing with the observations you’ve made—i.e., use the theory to describe what you’ve observed and/or what you learned in your interview.
   e. You should also address the impact of culture, race/ethnicity, gender, social economic status, sexual orientation, historical events, social movements, etc. on this individual’s development at the time of the observation.

Option #2: Bio-Psycho-Social Time Line
The purpose of this option is to “bring home” the developmental theories and concepts learned in class by applying and relating them to a personal experience. Students will create a “bio-psycho-social” timeline that depicts significant experiences and notable milestones throughout your life or the life of a family member, partner, or significant other. I suggest focusing on several developmental periods of growth (2-3) for this paper rather than attempting to discuss all periods of development in your life or the life of the individual you’re describing (of course, this could depend on the age of the individual you’re writing about).

The timeline should include a discussion of key developmental milestones and concepts as well as reflection of how the “events” from your timeline are explained theoretically. You will need to draw upon at least four different theories or concepts for understanding human development (i.e., Erikson’s Psychosocial Theory, Cultural Theory, Learning Theories, Piaget’s Cognitive Development Theory, etc.) to explain the developmental growth you describe in your paper.

Be sure to provide a brief description of each theory and be sure to integrate/synthesize theory with the examples you describe. You should also address the impact of culture, race/ethnicity, gender, social economic status, sexual orientation, historical events, or social movements, etc. on this individual’s development.