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:** After completing this course, students will demonstrate competencies in the following areas: (EPAS: Educational Policy and Accreditation Standards, Council of 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. Textbooks/Readings:


Additional Required Readings: Other required articles and resources will be available through Blackboard.

IV. Course Assignments:

I will be using Blackboard to post assignments, readings, other course materials, class announcements, etc. Please check Blackboard frequently for up-to-date information. More information about course assignments will be given when they are assigned. Unfortunately, there are no extra credit
opportunities for this course. If you feel you are having trouble in this course, please meet with me as soon as possible.

Exams (exam #1 on 3/15/16 & exam #2 on 5/3/16): Two exams will be given during the semester. The exams will be comprised of multiple-choice, true-false, and short-answer essay questions. Students are expected to study fill 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. More details about the exams will be given several weeks before the exam date. Students will need to bring one blue book, one ParSCORE test form (red), and two #2 pencils. There are no study guides for the exams and exams will not be reviewed in class. Students are welcome to review their exams during office hours. (each 25% of final grade)

Ecological Assessment Paper (due: 4/19/16): 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. (50% of final grade)

All grades are assigned in accordance with the policies set forth in the MSW Handbook MSW students.

The following grading scale will be utilized:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
</tr>
<tr>
<td>94-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89-87%</td>
<td>B+</td>
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<tr>
<td>86-84%</td>
<td>B</td>
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<td>83-80%</td>
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<tr>
<td>69-67%</td>
<td>D+</td>
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<tr>
<td>66-64%</td>
<td>D</td>
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<tr>
<td>63-60%</td>
<td>D-</td>
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<tr>
<td>F 59% or less</td>
<td>F</td>
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</table>
1. Grades of A or A- are reserved for student work that not only demonstrates excellent 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-satisfactory understanding of the material being tested, and has exceeded expectations 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 satisfactory work on the assignment and meets the expectations of the course.

4. A grade of B- denotes that a student's performance was less than satisfactory on an assignment, reflecting only moderate grasp of content and is below 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.

V. Course Policies

**SDSU Faculty Senate Disability Policy:** 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.

**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 me in advance so that I can make the necessary arrangements.
**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://infotutor.sdsu.edu/plagiarism/index.cfm](http://infotutor.sdsu.edu/plagiarism/index.cfm).

For more information visit the Office of Student Rights and Responsibility: [http://studentaffairs.sdsu.edu/srr/academics1.html](http://studentaffairs.sdsu.edu/srr/academics1.html)

**ADDITIONALLY:**

Students agree that by taking this course all required papers will be submitted to Turnitin for textual similarity review 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. Another option is that you may request, in writing, that your paper not be submitted to Turnitin. However, if you choose this option you will be required to provide documentation to substantiate that the paper is your original work and does not include any plagiarized material. This is a completely paperless system. You will upload your paper to Turnitin and I will grade and make comments on this electronic copy. Furthermore, you will be able to view these comments on a PDF copy of your paper that you can save or print out for your records. Turnitin is fully integrated with Blackboard and should be easy to use. Please review instructions on how to use Turnitin well before your paper is due (see Turnitin resources on Blackboard under assignments for this course).

**NASW Code of Ethics:** The NASW Code of Ethics is an academic standard 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 (Revised, 1996). 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, Revised 1996, Ethical Principles). Adherence to the Code of Ethics includes 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.

**Attendance Policy:** Students are expected to attend every class and to remain in the class for the duration of the class. Failure to attend class, arriving late or lack of active participation may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

**Late Assignments:** Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. Students who do not inform instructor in advance, and skip the class on the date the assignment is due, will not have the opportunity to make the case of unanticipated circumstances. If the paper is late without permission, the grade will be affected. **Please note: Six points will be deducted for late assignments (except for approved extensions and accommodations) after grade is assigned based on merit, and one point for every additional day.**

**Class Etiquette:** Students are asked to refrain from knitting, needlework, personal grooming, laptop use (other than note-taking), text messaging, participating in any social networking activities, or other distracting personal behaviors during class. Cell phones should remain off or on vibrate only. Students are asked to arrive at class on time, as latecomers are a distraction.

**Written Assignments:** All assignments must be in APA format (6th edition). Assignments should be typed, double-spaced with 12 point font and 1” margins. Times New Roman font is suggested. Avoid colloquial expressions, proof-read all documents and employ correct grammar and standard English. **Assignment should be electronically submitted to the instructor via Blackboard as an attached Microsoft Word Point document, and are due any time before midnight on the day specified.**

**Incomplete Grade:** On rare occasions (e.g., documented illness or family emergencies), an “incomplete” may be granted as long as the student does not have to make up more than 30% of the required class work. If the student wishes to request an “incomplete,” he or she must discuss this with the instructor. The condition for removal of the
“incomplete” shall be determined by a written plan approved and signed by the student and instructor. It is expected the student will complete work within a one month time period. If the student still fails to complete the course within the extended time frame negotiated with the instructor the student will fail the class assignment.

VI. **Course Topics and Outlines:**

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.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
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</thead>
</table>
| Session 1 Jan 26 | - Course overview  
                   - Review syllabus assignments, schedule, and structure  
                   - The Development through Life Perspective | Chap 1. The Development through Life Perspective |
| Session 2 Feb 2 | Theories for Understanding Human Development | Chap 3. Psychosocial Theory |
| Session 3 Feb 9 | Theories for Understanding Human Development (cont.) | Chap 2. Major Theories for Understanding Human Development |
| Session 4 Feb 16 | Pregnancy & Prenatal Development  
                   Infancy (first 24 months) | Chap 4. The Period of Pregnancy & Prenatal Development  
                   Chap 5. Infancy |
<p>| Session 5 Feb 23 | Toddlerhood (Ages 2 &amp; 3) | Chap 6. Toddlerhood |
| Session 6 Mar 1 | Early School Age (4 to 6 years) | Chap 7. Early School Age |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>March 8</td>
<td>Middle Childhood (6 to 11 years)</td>
<td>Chap 8. Middle Childhood</td>
</tr>
<tr>
<td>8</td>
<td>March 15</td>
<td><strong>Exam #1 covering Chapters 1-8</strong></td>
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<tr>
<td></td>
<td>March 29</td>
<td><strong>No Class-Spring Break. ENJOY!!</strong></td>
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<tr>
<td>10</td>
<td>April 5</td>
<td>Early Adulthood (24 to 34 years)</td>
<td>Chap 11. Early Adulthood</td>
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<tr>
<td>11</td>
<td>April 12</td>
<td>Middle Adulthood (34 to 60 years)</td>
<td>Chap 12. Middle Adulthood</td>
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<tr>
<td>12</td>
<td>April 19</td>
<td>Late Adulthood (60 to 75 years)</td>
<td>Chap 13. Late Adulthood</td>
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<td><strong>Paper Assignment due.</strong></td>
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<tr>
<td>13</td>
<td>April 26</td>
<td>Elderhood (75 until death) Death, Dying, and Bereavement</td>
<td>Chap 14. Elderhood Chap 15. Understanding Death, Dying, and Bereavement</td>
</tr>
<tr>
<td>14</td>
<td>May 3</td>
<td><strong>Exam #2 covering Chapters 9-15</strong></td>
<td>Well Done and Congratulations on completing the course!</td>
</tr>
</tbody>
</table>
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.