Course Title:
Human Behavior in the Social Environment: Individuals, Families and Treatment Groups

Course Number:
SWK 5233-102

Course Description:
The course critically examines contemporary topics in the field of human development from birth to death. The course provides an overview of current theory and research on development across the lifespan. Special emphasis is placed on controversies that have dominated the field and continue to be a source of research. Using an interdisciplinary approach, we will explore social, cognitive, physical, and biological factors that shape the course of human development. Attention is paid to how cultural context shapes and gives meaning to development.

Class Dates, Location and Hours:
Dates: October 18-19, November 1-2, 15-16, & 22-23 2013
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue. November 1-2 class will be at Zarrow Hall, Room 120.
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: October 17, 2013.

Site Director:
Cathy Yeaman. Assistant: Kathie Nicoletti. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Amy Stephens, MS, MSW, LCSW (Licensed Clinical Social Worker)
Mailing Address: 700 Elm Avenue
Anne and Henry Zarrow Hall #345
Norman, OK 73019-1060
Telephone Number: 405-922-6153
Fax Number: 405-325-7072
E-mail Address: Amy.L.Stephens-1@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fhcg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, at the conclusion of the course, students should have the ability to do the following:

1. Demonstrate the ability to think critically about issues relevant to human development.
2. Demonstrate the ability to connect theories of human development to human behaviors.
3. Demonstrate knowledge of health-related and intellectual activities associated with lifelong physical and intellectual health.
4. Demonstrate knowledge of the basic processes of growth and physical change in each area of the lifespan, including factors that support positive growth and minimize health problems.
5. Demonstrate knowledge of the basic processes of thought and how thought changes in each era of the lifespan, including factors that support positive change.
6. Demonstrate knowledge of basic emotional development including factors that influence individual differences and support positive change.

**Social Work Competencies and Practice Behaviors Assessed:**

Upon successful completion of the course students will demonstrate novice ability in the following areas:

- **EP 2.1.2 Competency:** Apply ethical principles in practice. Associated Behaviors:
  - Recognize and manage personal values in a way that allows professional values to guide practice *(Assessed in assignment # 1)*

- **EP 2.1.3 Competency:** Apply critical thinking to inform and communicate professional judgments. Associated Behaviors:
  - Distinguish, appraise, and integrate multiple sources of knowledge *(Assessed in assignment # 1)*
  - Analyze models of assessment, prevention, intervention and evaluation *(Assessed in assignment # 1, 2)*

- **EP 2.1.7 Competency:** Apply knowledge of human behavior in the social environment. Associated Behaviors:
  - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation *(Assessed in assignment # 1, 2, 3)*
  - Critique and apply knowledge to understand person and environment *(Assessed in assignment # 1, 2, 3)*

- **EP 2.1.10-b Competency:** Assessment. Associated Behaviors:
  - Collect, organize, and interpret client data *(Assessed in assignment # 1, 2, 3)*
  - Select appropriate intervention strategies *(Assessed in assignment # 1, 2, 3)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading</th>
<th>Assignment Due</th>
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</table>
| Session 1 10/18 | Introductions and Course Overview  
History, Theory, and Research Strategies  
Biological and Environmental Foundations | Syllabus  
Chapters 1 & 2 | Quiz 1 (at beginning of class)                      |
| Session 2 10/19 | Biological and Environmental Foundations  
Prenatal Development, Birth, and the Newborn Baby  
Physical Development in Infancy and Toddlerhood  
Cognitive Development in Infancy and Toddlerhood | Chapters 2, 3, 4, & 5 | Quiz 2                                             |
| Session 3 11/1 | Emotional and Social Development in Infancy and Toddlerhood  
Physical and Cognitive Development in Early Childhood | Chapters 6 & 7 | Quiz 3                                             |
| Session 4 11/2 | Physical and Cognitive Development in Early Childhood  
Emotional and Social Development in Early Childhood  
Physical and Cognitive Development in Middle Childhood  
Emotional and Social Development in Middle Childhood | Chapters 7, 8, 9 & 10 | Quiz 4  
Human Development Interview – Working drafts may be submitted (Optional) |
| Session 5 11/15 | **Mid-term Exam**  
Physical and Cognitive Development in Adolescence | Chapter 11 | Quiz 5  
Exam 1  
Integrative HBSE Paper-Working drafts may be submitted for review (Optional) |
| Session 6 11/16 | Emotional and Social Development in Adolescence  
Physical and Cognitive Development in Early Adulthood  
Emotional and Social Development in Early Adulthood | Chapters 12, 13 & 14 | Quiz 6  
Human Development Interview Due |
| Session 7 11/22 | Physical and Cognitive Development in Middle Adulthood  
Emotional and Social Development in Middle Adulthood | Chapters 15 & 16 | Quiz 7                                             |
| Session 8 11/23 | Emotional and Social Development in Middle Adulthood  
Physical and Cognitive Development in Late Adulthood  
Emotional and Social Development in Late Adulthood  
Death, Dying, and Bereavement | Chapters 16, 17, 18 & 19 | Quiz 8  
Exam 2  
Integrative HBSE Paper Due |
Assignments, Grading and Due Dates:

Exam 1 (25%)
A closed book, 50 question multiple-choice exam covering the developmental periods from pre-natal through middle childhood.

Exam 2 (25%)
A closed book, 50 question multiple-choice exam covering the developmental periods from adolescence through death.

Integrative HBSE paper (25%)

General Paper Outline - This analysis should include 12 pages of double spaced text, not including appendices and references. It should be formatted in APA style in regards to margins, headings, page numbers, font, reference list, appendices, and in-text citations.

- **Problem Statement.** 2-3 sentences that summarize the central problems. The summary may cross system levels, and succinctly identifies the crucial problems that contribute to the dilemma experienced by the family. This is not a question, but a statement that identifies a professional analysis of the essential problem(s) in the case. Work hard to analyze the situation and not just restate the dilemma, and identify what is causing it.

- **Contextual Analysis.** 3 page analysis of the central for this case. This should include an analysis of micro, mezzo, and macro systems using an ecological framework. In this case, it may help to think about issues between the social worker and client(s), functioning of the various systems, the context of the treatment, agency issues, and relationships between those involved in the case.

- **Theoretical Analysis.** 5 page analysis that relates class material to the case.
  1. Utilizing knowledge of biological development, identify the possible genetic or biological components contributing to the problem(s). In particular, consider possible adverse childhood events and the effects these events on neuropsychological development. Use at least 3 relevant sources (other than the course text) to support this portion of the analysis.
  2. Utilize one Lifespan Development Theory (i.e., Psychosexual, Social Development, Behaviorism) and contrast what you would expect in a healthy child of Ben’s age and what you see in Ben’s actual case. Be sure to use the appropriate theoretical concepts appropriate to the lifespan period you are describing.
  3. Utilize one Cognitive Theory (Cognitive Stages of Development, Socio-Cultural Learning theory, Information Processing Theory) and describe Ben's cognitive development, and contrast that to what you would expect to see in a child with normal cognitive development. Be sure to use the appropriate theoretical concepts.
  4. Utilize one specific Family Function Theory (Attachment Theory, Parenting Style, temperament) to describe the Hardin’s development, and contrast that to what you would expect to see in a well functioning family. Be sure to use appropriate theoretical concepts.

- **Appendices.** In one page apiece, please create a computer-generated genogram of the Hartin family, and an Ecomap of the Hartin family system.

- **Reflection.** In two pages provide a reflection on what was learned in this analysis. Specify your learning outcomes and describe and how will this affect your perspective on individual or family dynamics and/or development.
Integrative Paper Grading Rubric

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<thead>
<tr>
<th>Paper Outline</th>
<th>Points</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Problem statement</td>
<td>5</td>
<td>Statement is clear and concise, not more than 2-3 sentences, recognizes complexity and scope of the problem, and identifies the problem fully.</td>
</tr>
<tr>
<td>Contextual analysis</td>
<td>20</td>
<td>Identifies issues at multiple system levels, avoids restating facts of the case, and addresses complexity contextual variables.</td>
</tr>
<tr>
<td>Theoretical Analysis</td>
<td>40</td>
<td>Correctly applies 3 theories, shows understanding of the theory and demonstrates application.</td>
</tr>
<tr>
<td>Reflection</td>
<td>20</td>
<td>Shows depth of personal reflection and concrete learning outcomes to be used in practice</td>
</tr>
<tr>
<td>Appendix - Genogram and Ecomap</td>
<td>10</td>
<td>Neat, clear, accurate eco map and genogram.</td>
</tr>
<tr>
<td>References</td>
<td>5</td>
<td>Relevant sources, correctly utilized to support ideas, emphasis on content instead of authors, correctly cited.</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td>N/A</td>
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</table>

Human Development Interviews (8 pages total) (15%)

Conduct short interviews with one person from each of three different developmental life spans (early childhood - adolescence, early-middle adulthood, and late adulthood).

For each interviewee, in one page describe participant and their responses. Follow each description with a one page application of at least 5 developmental concepts relevant to that age. Use examples from their interview to illustrate physical, social, emotional, or cognitive development. (6 pages total)

In two pages, describe the insights you gained about lifespan development by completing this assignment. What was most interesting to you? Most surprising? What are you encouraged to learn more about?

Interview Questions:
1. What do you care most about?
2. Who are the most important people in your life?
3. What do you do with most of your time?
4. What are your goals?
5. What advice would you give to someone my age?
6. Which stages of your life have been most enjoyable? The most important?
7. What have been some of the most significant events of your life? Why? What age were you at each event?

Quizzes (10%)

Quizzes will cover reading materials only. Quizzes will be taken at the beginning of each class period to cover the assigned readings. Some quizzes will be taken individually, and others will be taken in small groups. All quiz scores will be averaged, and that figure will constitute 10% of the grade.
Grading:
This is a letter-graded course: A, B, C, D, or F.

Grading Scale:
100-93 = A: Excellent: Work exceeds course expectations
92-83 = B: Good: Work meets course expectations
82-73 = C: Fair: Work marginally meets course expectations
72–71 = D: Poor: Work minimally meets course expectations
70 or below = F: Failure: Work does not meet course expectations

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Master of Social Work Program Handbook:

OU Disability Resource Center:
620 Elm Avenue – Suite 166
Goddard Health Center
Norman, OK  73019-2093
405- 325-3852 (voice)
405-325-4173 (voice)
Email: drc@ou.edu

International students not fluent in English may request extended times for examinations.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Amy Stephens

Education
- Social Work, MSW, University of Oklahoma
- Human Development and Family Studies, MS, Iowa State University
- Family Relations and Child Development, BS, Oklahoma State University

Current Position
Coordinator, Community Residential Care program, Oklahoma City VA Medical Center

Frequently Taught Advanced Programs Courses
Human Behavior in the Social Environment

Major Areas of Teaching and Research Interest
- Human Behavior in the Social Environment
- Generalist Practice
- Social and Family Policy
- Human Diversity and Social Oppression
- Social Welfare in the Changing World

Representative Publications and Presentations

Representative Honors and Awards Received
- OU School of Social Work Phi Alpha Honor Society
- OU College of Law Nathalie Pierrepont Comfort Scholar
- OSU College of Human Environmental Sciences, Senior of Excellence

Major Professional Affiliations
National Association of Social Workers