Individual development, infancy through adolescence, in the context of the family, community and society. Implications for service and service systems.

I. Course Description

Using ecological, systems theory and diverse developmental frameworks, this course emphasizes the influence that context has in shaping individual and family dynamics across the life span. This course examines growth and development with special focus on lifespan from birth through adolescence in the context of family, community, complex organizations, and society in a world in which technological, economic, political and ecological systems are rapidly changing, thereby altering the world as an environment for human life. This course is built upon a foundation of the liberal arts perspective that students receive in general education courses and extends that perspective by integrating content about human behavior from such disciplines as human biology, philosophy, history, communication, ethnic and women's studies, sociology, economics, psychology, the humanities, and anthropology.

Multi-level systems theory, a central feature of the course's conceptual framework, examines the networks and social circles of relationships that link the individual with the context in which he or she functions. Diverse groups including ethnic and racial "minorities" (specifically, African American, American Indians, Asian Americans, and Chicanos /Latinos), diverse genders, people with disabilities, gays and lesbians and people experiencing poverty will be an important focus in this course. The impact of discrimination, social and political oppression will be explored as they impact human development. Identification of potential strategies to optimize well-being, to enhance social justice in the environment and to prevent harm to diverse individuals, families, groups, or communities will be explored. Empowerment and the strengths perspective will be emphasized.

This foundation course is organized to provide students with the core theoretical content and knowledge needed to critically analyze current research on development, dynamics and growth of individuals and families within their ecological context. The overall orientation expands the student's understanding and appreciation of the human condition.
Students will be expected to think critically and analyze critically the research and theoretical perspectives explored in this course. They are further encouraged to explore personal values and ethical implications of environmental conditions and their impact on development. This course is designed to help students to increase their own awareness and to assess the consequences of oppression on the ability of individuals, families, groups and communities to meet the needs that lead to optimal development. Students are expected to increase self-awareness of how their own development is consistent with or at variance with theoretical models examined in this course.

II. Course Objectives

Upon completion of this course each student receiving course credit will be able to:

1. Build on and extend the Liberal Arts Perspective in critically analyzing the process of and theories of human development as related to relevant use in social work practice and exercise critical thinking in the evaluation of theories and assessment of their relevance to client situations (CPS B6.1, B6.2, B6.7, B6.9) as demonstrated by class discussion, written response papers and course essays.

2. Understand that dynamic interactions occur among the biological, psychological, social, cultural, environmental, ecological, economic and political systems, which constitute the social environment in which human life unfolds, as well as interactions within those systems and appreciate human beings as agents of systems, change. Exercise critical thinking in the evaluation of theories and assessment of their relevance to client situations (CPS B6.1, B6.2, B6.3, B6.4, B6.5, B6.6, B6.7, B6.8, B6.9, B6.12), as demonstrated by class discussions, written response papers and course essays.

3. To understand the concepts of general systems theory, relate general systems theory to social work perspectives in connecting person-in-environment concepts, and reflect on the many implications of systems processes for development, particularly during birth through adolescence. Understand that systems promote as well as deter people in achieving or maintaining optimal health and well being. Further, students will understand that the ecological perspective is essential for multi-level assessment and multi-level interventions of generalist social work practice (CPS B6.4, B6.5, B6.6, B6.7, B6.8, B6.9), as demonstrated by analysis of the implications of those theoretical constructs in class discussions, written response papers and course essays.

4. To identify and explore the student's existing ideas about human functioning, the student's own values, and factors in the student's own developmental process that are consistent with or at variance with the theoretical developmental models explored during the semester CPS B6.3, -B6.3.6, & B6.4) as demonstrated by class discussion and written work.

5. Understand how environmental conditions (i.e. poverty, unsafe living quarters,
inadequate nutrition, lack of health care, deteriorated schools, and other manifestations of oppression or social stratification, material deprivation and inequitable distribution/access to life sustaining resources) impact upon human development (CPS B6.4, B6.5, B6.6, B6.7, B6.8, B69), and demonstrate that understanding in written work and classroom discussion.

6. Understand that negative social attitudes and behaviors, such as racism, sexism, homophobia, social exclusion, social stigma, and acts of violence and abuse impair human development (CPS B6.3, B6.4, B6.5, B6.6, B6.7), and demonstrate that understanding in class discussions, written work and classroom discussion.

7. Reframe deficit-based models of assessment by recognizing the strengths, coping skills and assets which reside in the natural support systems of disenfranchised individuals, families, communities and other vulnerable populations who have survived social oppression, with firm commitment to the use of concepts and skills that support client empowerment, (CPS B64, B6.5, B6.6, B6.7, B6.8, B6.9), and demonstrate that reframing and commitment in written work and classroom discourse.

8. Recognize the level of developmental knowledge and knowledge of systems processes required by social workers who attempt to effectively serve client systems in a manner compatible with values and ethics of the profession (CPS B6.3, B6.5, B6.7, B6.8), as demonstrated by class discussions, in-class writing and essay exams.

9. Recognize and critically examine the development of the individual as an integrated physiological, psychological, and social being.

**Area E Learning Outcome.**

Think critically about the theories and process of human development from the person-in-environment perspective which looks at the dynamic transactions that occur among the biological, psychological, social, cultural, environmental, ecological, economic and political systems. Measured by assignment number 1

10. Identify the internal and external influences that interact in human development and behavior within the context of the human life span.

**Area E Learning Outcome.**

Understand how environmental conditions (i.e. poverty, unsafe living quarters, inadequate nutrition, lack of health care, deteriorated schools, and other manifestations of oppression or social stratification, material deprivation and inequitable distribution/access to life sustaining resources) impact upon human development. Measured by assignments numbers 2 and 3

11. Critically examine their own individual behavior in relationship to the social environment and the family.
Area E Learning Outcome.
Identify and explore the student's existing ideas about human functioning, the student's own values, and factors in the student's own developmental process that are consistent with or at variance with the theoretical developmental models explored during the semester. Measured by assignment number 4

III. Course Format

This course is conducted on a lecture - discussion group basis. Both small group discussions and classroom discussions are regular features of class sessions. Audiovisual materials and guest speakers will supplement lectures.

COURSE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SYLLABUS, READING ASSIGNMENTS AND REQUIREMENTS DURING THE SEMESTER AS DEEMED IN THE BEST INTERESTS OF THE STUDENT'S LEARNING

IV. Texts & Readings:


#3 Additional handouts and reading assignments as class instructor deems appropriate for student learning.

V. Course Expectations

Because teaching principles are aimed at creating a learning community where all participants can engage in critical dialogue, there are certain course expectations. Individually and collectively we comprise the learning community. In order for all of us to enhance our learning experience it is expected for participants to come to class and actively participate. Attendance and participation: My expectation is all students arrive promptly to class and remain until the end. Please advise me if there are usual or unusual reasons that make this difficult for you. I will then ask you to work in collaboration with me to arrive at your grade for participation. If you are not in class, you will not be able to participate, yes? You are allowed one (1) unexcused absence. Students who have more that three (3) unexcused absences from class will not receive a passing grade for the course. Roll is taken at the conclusion of each class. Students who arrive late or who leave early will have their final grade lowered for lack of
consistent attendance and class participation. **Assigned readings:** you are expected to have read and reflected on assigned readings prior to class. **Assignments**: You are expected to complete assignments and turn them in on time. All papers should be computer generated, double spaced and free of spelling and grammatical errors. Please apply APA style for all written assignment both in the main text and in citing references. I cannot guarantee when late papers will be graded and returned though late papers will be graded down twenty five (25) five points for each day they are submitted passed the expected due date. **Ethical Practice**: It is expected that developing Social Workers become familiar with and adhere to the NASW Code of Ethics. This code should guide you both in the field and in the classroom. Class dynamics must be safe, appropriate, on topic, and respectful of opinion and diversity.

**Teaching Principles and Instructional Methods/Philosophies:**

Adult-learning principles will be used to facilitate learning. Teaching principles are aimed at creating a learning environment in which participants can engage in critical dialogue, reflection, and knowledge construction.

**Personal Development**: Teaching is aimed at building on learners existing competencies and recognizing their desire to develop new skills and knowledge. Recognition is given to the process of learning as a process that continues throughout life
**Multicultural Perspective**: Encourage and promote a climate that promotes exploration and learning through a multicultural lens that allows space for different perspectives
**Critical Theory Perspective**: A belief that learners have the capabilities to master the material. Historical and societal constraints may need to be addresses in order to clear the way for learning and transformation to occur.
**Mutual Respect**: Classroom participants deserve respect, each are individually and collectively valuable, providing unique contributions to the educational process.
**Engaged Pedagogy**: Teaching is a collaborative process in which teacher and learner are involved in continuous discourse, that all classrooms participants are committed and invested in working towards self-actualization.
**Self-Directed Learning**: Teaching involves creating an atmosphere of empowerment where students develop a sense of control and choice in the acquisition of knowledge
**Critical Consciousness**: Teaching is aimed at learners appreciating those values, beliefs, behaviors, and ideologies are relative and culturally transmitted.
**Social Justice**: Education is an empty process without transformation and action.

**VI. Course Assignments and Grading**

Written assignments are to be typed, double-spaced with one inch margins and 12-point font following the APA format. Written assignments are graded on content (thoroughness, clarity, completeness, and depth), and style and organization (grammar, spelling, editing, cohesion, clarity, creativity), APA style and bibliographic resources. Papers to be handed in on time, late papers will have reduced scores.
The utilization of your own voice/self as you struggle to integrate concepts and ideas and literature is of particular interest to me.

The following criteria are used to evaluate assignments:

Excellent performance (A level work) will demonstrate use of knowledge; the integration of concepts, theories, models and information from readings, lectures and class discussions in a way that demonstrates internalization. Assignments and participation in class discussions will also include personal points of view along with strong rationale, effective logic and appropriate examples. Written work demonstrates mastery in the following areas: organization—thesis in introduction, smooth relationship between ideas and between paragraphs, and overall structure and an integrative concluding section; clarity, understandability, good style and form; correct syntax, grammar, punctuation, and spelling; references are used appropriately and are in the proper format (APA)

Above Average performance (B level work) will contain some but not all of the strengths described in the A level work Can demonstrate the use of knowledge obtained in readings and class discussions. Generalization of ideas, observations, concepts and experiences are supported with empirical data, conceptual work generated by authors, practitioners or researchers, and/or original thoughts as in A level work. Assignments may be well written, but may not demonstrate the mastery of organization, clarity, and use of references and examples as is evident in the A level work.

Average performance (C level work) does not demonstrate a clear understanding of concepts and therefore struggles with internalization. Assignments and participation in class discussion is marked by tendency to rely on anted octal evidence and opinions with little emphasis on developing rationales or extending effective logic. Written work lacks clarity and understandability and does not consistently apply good style and form. Central ideas are not concrete, concise or clear.

Below average performance (D level work) is evident in assignments that are too general; they lack direct and specific focus on the topic. They are poorly organized and do not provide documentation and support for the topic. There are significant, unaddressed errors in style, grammar, syntax and use of references. Assignments and class participation shows evidence that student has not thought thoroughly or critically about the topics.

Failing (F level work) is work that fails to meet any of the minimal criteria discussed above.

Class participation and preparedness: Class discussion and exchange regarding the meaning and significance of the material presented in class and in the reading assignment is an important ingredient in higher education. Effective communication is essential to skilled social work practice. Additionally, you will work in small groups and it is expected that you be prepared to engage in productive activities and discourse with other learners. Attendance is included in this.
Regular class attendance and active participation is essential for the student learning. Active and focused student class participation is strongly encouraged by your Course Instructor. Student participation is determined by the student’s collaborative efforts and topic-focused input and responses as observed by Course Instructor.

**Content Mastery:** Understanding of the facts, concepts, and theories in the assigned readings.

**Communication skills:** Ability to inform others in an intelligent manner communicating ideas clearly and persuasively. Ability to listen to others and understand what they have said.

**Synthesis and Integration:** Ability to articulate connections between various readings.

**Values:** Ability to identify value content in class readings and discussions, and to articulate your own position in relationship to your own value base and to explain that position on some hierarchy of values.

**Relevance:** When participating in class think: is my question and or comment enhancing my or someone else’s learning? Does my question or comment further the discussion and or illustrate a critical point?

**THE COURSE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SYLLABUS AND READING ASSIGNMENTS AND REQUIREMENTS.**

**Assignment One DUE: September 28**

Observation and reflection of a life span segment (15 points)

(1) Choose a segment of the life span from pregnancy to adolescence that interests you: pregnancy (anytime during the 9 months), infancy (birth through about 18 months), toddler years (18 months through about 3 years), early childhood (4 years through about 6 years), middle childhood (7 years through about 12 years), adolescence (13 years through about 17 years),

(2) Create an opportunity for yourself to observe and interact with a group of people who are in the age phase you chose. Arrange to spend 1 hour interacting with and observing this group (in research methods we call this participant observation).

(3) After your participation and observation type two double spaced (12 point font) pages that:

* describe the group you observed and interacted with in terms of: age(s), ethnicities, sexual orientations, social classes, genders. (4 points)
* describe your experience of being with this group and one new thing you learned from this experience (4 points)
* describe your impressions of this age group in terms of what they do and say and how they express themselves. (4 points)
* Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts. (3 points)
Assignment two DUE: October 26
Exploring the professional literature on human development (25 points)

Locate three (3) scholarly articles from professional journals (this excludes magazines, newspapers, web sites) that discuss the life span segment you chose for assignment one. If you have trouble locating professional journals see the reference librarian in the CSUS library. Articles researched must be between 1997 and 2006.

One of the articles should discuss the biological issues related to the age group you chose in assignment one.

One of the article should discuss cognitive issues related to the age group you chose in assignment one.

One of the articles should discuss psychological or emotional issues related to the age group you chose.

Read each article and prepare an annotated bibliography for each one.

An annotated bibliography must include the following to earn full credit

- Names of author/s, title of article; source of article
- What the article is about
- Was the article an experimental design, a literature review or the author’s own point of view
- Did you find the article interesting and easy to read and if you would recommend this article, to say: social workers, psychologists) and why.
- The annotated bibliography is worth 20 pts.
- Use APA style to reference the articles you chose. (2 points)
- Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts. (3 points)

Assignment three DUE: November 9
Integrating observations, experiences, and the professional literature. (25 points)

Based on your observations and interactions from assignment one and the research you have done as part of assignment 2 from assignment two what would you say are the five most important issues facing the age group you chose. Be sure to support your choice of each of the five issues with evidence from your interactions, observations, and readings. (20 points)

Papers must be typed, double spaced, use 12 point font and be 4-5 pages in length
Use APA style citation and referencing. (2 points)
Use correct grammar, punctuation, and spelling and coherent and logically arranged
thoughts. (3 points)

**November 16: Class Workshop. All students will be working on group presentations.**

*Students who do not attend the class workshop will have 25 pts. deducted from their course grade.*

**Thanksgiving week – no class.**

**Assignment four DUE: December 7 & December 14**

Collaboration and presentation with colleagues. *(35 points)*

(1) You will form a group the other students in the class who chose the same age group as you did for assignment one. You will have one full class time to work with your group on this assignment.

(2) Meet with your group to discuss the findings you wrote about for assignments two and three.

Compile a list of these findings so as to incorporate the work of each person in your group. For example, you will want to summarize the various demographics of the groups you each interacted with and summarize the impressions and new learning that your group members wrote about for assignment two. You will want to summarize the most important issues noted in the papers of each person in your group.

(3) Now as a group, discuss the theories we have learned about this semester and choose one theory that your group can agree would be useful in social work practice with this age group including the other demographic characteristics of the people each of you interacted with.

Prepare and hand in a one page typed summary (only one summary for each group) that describes the theory, explains why it would be useful for social work practice with this group, and discusses its strengths and limitations for use with this age group and the demographic characteristics of the people with whom each of you interacted. Be sure to explain how well the theory accounts for issues of privilege and oppression. *(10 points)*

(4) Prepare to present your findings to the class. You will have 20 minutes to present. Be sure to use your time wisely so as to cover all parts of this assignment. **Be sure that each person in the group has responsibility for speaking during the presentation.** Be sure that your presentation is professional. Your group may want to pretend that funding for work with this group depends on how well you present.

Your group will need to share the following information with your colleagues: The age group and demographic characteristics of the people you interacted with, the most important issues facing this group, the theory your group chose, a brief explanation of the theory and its strengths and limitations for use with this group. *(25 points)*
| Week 1 | **TOPIC:** Introduction to course, readings, assumptions and expectations.  
Prediction of Future Outcomes Theoretical Perspectives on Human Behavior"  
Why study HBSE? Readings: CLC: Ch. 1/2  
What is the Function of Theory? P&E: Ch. 1/2 |
|---|---|
| Week 2 | Person-in-environment: through the lens of social systems/institutions  
Organizing the Social Work Ecological perspective  
Micro, mezzo & macro systems: singly and interrelated Readings: CLC: Ch. 1/2 P&E: Ch. 1/2 |
| Week 3 | Sociological Theories & Social Inequalities  
Theories of oppression, racism, sexism, classism, homophobia  
Sociological Impact of the Physical Environment on behavior "Self" as an organizing concept Readings: P&E: ch. 7,9 P&E: pg. 125-139 |
| Week 4 | **ASSIGNMENT #1 DUE**  
**TOPIC**  
The Impact of Biology and Genetic Factors  
Biological Systems throughout the Life Cycle  
The Links Between Socioeconomic status and Social Functioning continued...  
| Week 5 | **TOPIC**  
Stress and coping, Spiritually and Self  
Cognitive and Moral Development—Theories and Critiques  
Piaget, Kohlberg and Gilligan, Fowler, Wilber Readings: Ch 4 (P&E) The Psychological Person  
Ch 5-pgs (P&E) "Stress, Coping, and Adaptation"  
Ch 6 of #2 (P&E), "The Spiritual Person" Putting theory to Music |
| Week 6 | The meaning of "Culture"  
Multicultural perspective on Childhood Development  
Infancy through Early childhood. Considering theories of cognitive and moral development  
Film: "Black is Black Ain't"  
Readings: P&E Ch 8 |
## Week 7

**Topic:** Infancy and Early Childhood
- Developing knowledge of difference in early childhood
- The Impact of Early Childhood Development

**Readings:** Ch4-pgs 125-128 (CLC),

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## Week 8

**Topic:** Childhood and the School Environment
- Adjusting to Parenthood
- Early School Age (4 to 6 years) and Related Life Tasks
- Sociocultural Risk and Opportunity
- The Impact of Social Stratification on Educational Attainment
- Middle childhood and socialization. Considering the theory of symbolic interaction.

**Readings:** Review Chapter 4/5 of CLC

*ASSIGNMENT #2 DUE*

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## Week 9

**Topic:** Adolescence
- Issues of Emergent Sexuality: Tensions in the Family of Origin
- Culture, Gender and Class as Factors in Adolescent Options
- Separation from and Tensions in the Family of Origin
  
  *continued...*
- Family of Origin Issues: Patterns Linked to Risk of Family Incest, Addiction
- Unresolved Developmental Tasks: Multigenerational Family Vulnerabilities

**Readings:** Ch 6 of #1 (CLC) "Adolescence"

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## Week 10

**Topic:** Theories of identity development

**Readings:** review Ch 5 of (CLC) "Middle Childhood"

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## Week 11  **Class Workshop. All students will be working on group presentations.**

*Students who do not attend the class workshop will have 25pts. deducted from their course grade.*

*ASSIGNMENT #3 DUE*
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<td><strong>Week 13</strong> Theories of identity development (continued)</td>
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<tr>
<td><strong>Readings:</strong> P&amp;E: pages 57-59; also page 212 (review Exhibit 5.6 for discussion)</td>
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