



University of Central Florida
School of Social Work

SOW 3104.0002 - Assessing I: Human Development

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Term: Fall 2009
Class Day: Thursday
Class Hours: 10:30AM-1:20 PM
Class Location: Classroom Bldg #120
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Course Description - Skill development in assessing "person-in-environment" throughout the lifecycle. Study of the interaction of biopsychosocial, cultural, and systemic influences upon human functioning (Credit: 3 semester hours).

Course Learning Objectives - By the end of the course, students should be able to:

1. Explain the life cycle from a person-in-environment perspective using developmental theories of normative biological, cognitive, psychosocial and moral development.
2. Describe major forces that have shaped and continue to shape one's own development, behavior and values.
3. Discuss the impact of biological, psychological, cultural and social stressors on individuals during stages of the life cycle, problems in functioning that may result, and sources of resiliency to deal with stressors.
4. Demonstrate an appreciation for diversity in people's backgrounds and lifestyles.
5. Describe the influence of social institutions upon human development and behavior.
6. Assess the relationships between human development, individual needs, and environmental factors using a person-in-environment perspective.
7. Assess the relationship between individual functioning and societal inequities, especially racism, classism, sexism, heterosexism and ageism, and their influence on the achievement of social and economic justice for vulnerable populations.
8. Use problem solving, critical thinking skills, and a strengths orientation as approaches for understanding and analyzing human development and behavior.
9. Assess the interaction between social systems, cultural values and individual behavior.
10. Use research findings to understand human development and behavior.
11. Critique the person-in-environment perspective as one of several possible approaches for the study of human growth and development.

Course Text Required: Newman, Barbara and Newman, Philip (2009, 2006). *Development through life: A psychosocial approach* (10th ed.). Belmont, California: Thomson (Wadsworth) Publishing Company.

Evaluation of Learning and Grading - Achievement of learning objectives will be measured as described below:

1. **Examinations (60%)** - Three (3) exams containing multiple choice questions will be given during the term. Each exam will count for 20% of the final grade. Exam #1 covers material presented in Units 1-2; Exam #2 is on content from Units 3-5. Units 6-8 will be covered in Exam #3. (See below for tentative exam dates.)
2. **Reflection papers(30%)** - Each student will complete three written reflection papers, each with a value of 10% of the final grade. (Assignment due date is noted below.) Reflection papers will require the student to relate a current event to a specific developmental stage of study in the class.

Additional guidelines and evaluation material for this exercise will be furnished by the instructor.

3. **In-class projects (10%)** There will be five in class projects requiring both in-class participation and preparation prior to class. The grades for each in-class project will be in part based on peer review. Additional guidelines and evaluation material for this exercise will be furnished by the instructor.

A **final course grade** will be based upon the total number of points accumulated by a student on the above noted evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	95-100	4.00	C	74-76	2.00
A-	90-94	3.75	C-	70-73	1.75
B+	87-89	3.25	D+	67-69	1.25
B	84-86	3.00	D	64-66	1.00
B-	80-83	2.75	D-	60-63	0.75
C+	77-79	2.25	F	59 or below	0.00

Tentative Due Dates for Assignments

- In-class project #1 9-17-09 (week 4)
- Reflection Paper #1 9-24-09 (week 5)
- Exam #1 – 10-1-09 (Week 6)
- In-class project #2 10-8-09 (week 7)
- In-class project #3 10-22-09 (week 9)
- Reflection Paper #2 10-29-09 (week 10)
- Exam #2 – 11-5-09 (Week 11)
- Reflection Paper #3 11-19-09 (week 13)
- In-class project #4 due Nov 19 (week 13)
- No class week 14 (Thanksgiving holiday)
- In-class project #5 due Dec 3 (week 15)
- Exam #3 - December 10, 2009 (Final Exam Week, Week 16)

Course Learning Methods: The instructor will use a variety of teaching strategies including: Lecture/discussion; case analysis; and small group activity. Video and audio illustrations will also be provided to spark student discussion.

POLICIES

In addition to the information below, the student should become familiar with School of Work Student Handbook and the Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

Students are asked to either place on vibrate or turn off cell phones and beepers during class sessions.

Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

Side conversations are discouraged because they distract the class.

The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given ONLY in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. Students who miss four (4) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a documented extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor. The instructor then MAY make an exception based on the circumstances.

Attendance during Finals Week: It is university policy that all classes MUST meet for either a final exam or a class session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover and references pages of a paper are not considered to be pages of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for the first day that they are late unless the student gained prior approval from the instructor. An additional letter grade will be lost for each additional week that the assignment is late.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Library Resources

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work- Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask a Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for "Ask a Librarian" is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>.

Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

Online Resources

Students are encouraged to follow the online projects detailed in the class text book.

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

COURSE OUTLINE AND SCHEDULE

UNIT 1- WEEKS 1- 3: INTRODUCTION/OVERVIEW OF KEY THEORIES OF DEVELOPMENT AND ASSESSMENT METHODOLOGY

Dates: August 27 through September 10, 2008

Due: No assignments due

Content:

1. Preview of course content and requirements
2. Basic assumptions regarding human behavior
3. Lifespan research and ethics
4. (Bio)psychosocial perspective: concepts, components, strengths and limitations
5. Developmental stages and the concept of readiness
 - a. Age related
 - b. Sequential and invariant
6. Development of self-awareness and sensitivity to human diversity
 - a. Ethnic minorities
 - b. Women's issues
 - c. Alternative lifestyles
7. Theories of change (overview)
 - a. Biological evolution
 - b. Psychosexual development
 - c. Social learning, roles and systems
 - d. Cultural theory
 - e. Cognitive development and learning
 - f. Others
8. Ecological perspective: health and human development
 - a. Common health problems
 - b. Causes of birth defects and disease
 - c. Body systems affecting behavior
9. Nature vs. nurture and deficit vs. difference
 - a. Intelligence, temperament and personality
 - b. Sex roles
 - c. Health and growth
10. Explanation and criticism of theories and assessment tools to be used in the course
 - a. Psychosexual theory - Freud
 - b. Cognitive development - Piaget
 - c. Moral development - Kohlberg
 - d. Social systems analysis
 - e. Psychosocial crises of the life stages - Erikson
 - f. Basic human needs - Maslow
 - g. Social role analysis
 - h. Others
11. The scientific method and models for assessing human development

Readings:

Newman and Newman, Chapters 1-3: "The Development through Life Perspective", "Psychosocial Theory," and "Major Theories for Understanding Human Development."

UNIT 2 - WEEKS 4-5: PRENATAL DEVELOPMENT AND INFANCY (First 24 months)

Dates: September 17 through September 24, 2009

Due: Sept 17 In-class project #1 due

Sept 24 Reflection paper #1 due

Content:

1. Conception and pregnancy
2. Reciprocal relationship between mother and developing infant
3. Prenatal development: genetic and environmental influences

4. The birth experience and bonding
5. Developmental abnormalities of newborns
6. The infant: separation of self and attachment
7. Infancy: sensorimotor stage, especially object permanence
8. Basic trust vs. mistrust
 - a. Development of love and functions of the ego
 - b. Anxiety and ego development
9. Physical development of the infant: body changes and motor development
10. Diversity in parenting and home environments
 - a. Family size, structure and parenting patterns: roles of the mother, father and other caregivers
 - b. Social, cultural and economic considerations
 - c. Racial, ethnic, single mother, alternate sexual preference considerations

Readings:

Newman and Newman, Chapters 4 and 5: "The Period of Pregnancy and Prenatal Development" and "Infancy."

UNIT 3 - WEEKS 6 AND 7: TODDLERHOOD (Ages 2-3) AND EARLY SCHOOL AGE (Ages 4-6)

Dates: October 1 and October 8, 2009

Due: Exam #1 (covers Units 1 & 2, Chapters 1-5) in Week 6 (Thursday, October 1st)

In-class project #2: due October 8

Content:

1. Pre-operational thought
2. Language development
 - a. Development of self through language
 - b. Role taking
3. Autonomy vs. shame and doubt
 - a. Social demands and the developing ego
 - b. Diversity in parenting
4. Typical toddlerhood and early childhood behavior
 - a. Locomotor and representational skills
 - b. Messing and smearing
 - c. Childhood friendships
 - d. Temper tantrums
 - e. Feeding problems
 - f. The negative stage
 - g. Fears and rituals
 - h. Sibling rivalry
 - i. Impulse/self-control
 - j. Importance of play: fantasy and group play
5. Initiative vs. guilt
 - a. Development of the superego
 - b. Diversity in parenting
6. Theories of sex role identification
 - a. Psychosocial theories
 - b. Social role theories
 - c. Cognitive theories
 - d. Others
7. Physical development
 - a. Body changes
 - b. Motor development
8. Early moral development

9. Self-esteem in toddlerhood and early childhood
10. Diversity in early childhood
 - a. The nurturing environment and sustaining environments
 - b. Effects of social expectations on school readiness
 - c. Effects of ethnic minority group status, social class, race and sex

Readings:

Newman and Newman, Chapters 6 and 7: "Toddlerhood" and "Early School Age."

UNIT 4 - WEEK 8: MIDDLE CHILDHOOD (Ages 6-12)

Date: October 15, 2009

Due: No assignments due

Content:

1. Concrete operations: conservation, combinatorial and classification skills
2. Industry vs. inferiority
3. Human diversity in middle childhood
 - a. Expanding adult influences - school and community
 - b. Peer influences, team play and friendship
 - c. Effects of race and ethnicity
4. Physical development: body changes and motor development
5. Self-evaluation in middle childhood
6. Interpersonal violence: impact during childhood

Reading: Newman and Newman, Chapter 8: "Middle Childhood."

UNIT 5 - WEEKS 9 and 10: EARLY AND LATER ADOLESCENCE (Ages 12-18 and 18-24)

Dates: October 22 and October 29, 2008

Due: In-class project #3 due Oct. 22

Reflection paper #2 due Oct. 29

Content:

1. Developmental milestones during adolescence
 - a. Maturation of morality
 - b. Formal operational reasoning
 - c. Mental health and emotional disorders (e.g., eating disorders, depression)
 - d. Sexual development
2. Physical maturation: impact of early and late maturing on self-concept, social relationships, etc.
3. Developmental tasks: early and later adolescence
4. Role of the adolescent: socializing the adolescent through home, school and community
5. Psychosocial crises: group identity vs. alienation and individual identity vs. identity confusion
6. Autonomy from parents
7. Work experiences and career choices: impact of education and sex-role socialization
8. Diversity in the adolescent experience

Readings:

Newman and Newman, Chapters 9 and 10: "Early Adolescence" and "Later Adolescence."

WEEK 11:

Date: November 5, 2009

Due: Exam #2 (covers Units 3-5, Chapters 6-10) in Week 11 (November 5th)

UNIT 6 & 7 - WEEKS 12 and 13: EARLY ADULTHOOD (Ages 24-34) and MIDDLE ADULTHOOD (Ages 34-60) and LATER ADULTHOOD (Ages 60-75)

Date: November 12 and November 19, 2008

Due: In-class project #4 due Nov 19

Reflection paper #3 due Nov 19

Content:

1. Adulthood roles and the "social clock"
2. Lifestyle as an expression of individual identity and diversity in lifestyles
3. Work experiences and skills
4. Partnership selection
5. Intimacy vs. isolation
6. Changing marital and sex roles
7. Impact of ethnic and racial discrimination on successful achievement of adult status
8. The decision to have children and child rearing
9. Balancing work and family tasks
10. Divorce

Reading: Newman and Newman, Chapter 11: "Early Adulthood."

Content:

1. The developmental cycle of the family and maturational crises
2. The world of work as a context for development in middle adulthood
 - a. Managing a career
 - b. Midlife career changes and joblessness
3. Family life in middle adulthood
 - a. Maintaining a vital relationship with a spouse or partner
 - b. Parenting and caring for aging parents
 - c. Managing a household
 - d. Nurturing relationships
4. Generativity vs. stagnation
 - a. Physical changes and midlife transitions
 - b. Alternative developmental theories of middle age
 - c. Diversity in mature adults
5. Workplace discrimination: obtaining and advancing in a career

Reading: Newman and Newman, Chapter 12: "Middle Adulthood" and Chapter 13: "Later Adulthood"

WEEK 14- No class (Thanksgiving holiday)

UNIT 8 – WEEK 15: VERY OLD AGE (75 until death) and UNDERSTANDING DEATH, DYING, AND BEREAVEMENT

Dates: December 3, 2008

Due: In-class project #5 due

Content:

1. Sociological aspects of aging
 - a. Culture, aging and family life
 - b. Aging and retirement
 - c. Status, role losses and new roles (e.g., grandparenthood, loss of family members, friends)
 - d. Diversity in aging

2. Biological aspects of aging
 - a. The demography of aging: race, sex and ethnicity
 - b. Physical changes, health and primary diseases of the aged
 - c. Diversity in aging
3. Psychological and cognitive aspects of aging
 - a. Organic brain damage
 - b. Grief and depression
 - c. Promoting intellectual vigor: effects of aging on memory, intelligence, thinking and problem solving
 - d. Diversity in aging
4. Psychosocial crises: ego integrity vs. ego despair and immortality versus extinction
5. Issues related to death and dying, especially as influenced by culture
 - a. Accepting terminal illness, anticipating death and grief processes
 - b. Alternative developmental theories of aging and death
 - c. Ethical issues in defining death and in terminal illness
 - d. Diversity in dying, views of death and the grieving process

Readings: Newman and Newman, Chapters 14 and 15: "Very Old Age" and "Understanding Death, Dying and Bereavement."

FINAL EXAM – WEEK 16

Date: December 10, 2008

Due: Exam #3 (covers Units 6-8, Chapters 11-15)

Selected References: Assessing I

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