



University of Michigan-Flint
Department of Social Work
Social Work 301
Fall 2009



Course Title: Human Behavior and Social Environment: Micro Systems
Prerequisite knowledge: PSY 100, SOC 100, BIO 104

Course Time: Tuesday and Thursday 1230-145pm, 405 French Hall, 3 credits

Professor Contact: Kathleen Woehrle, Ph.D.
454 French Hall: 762-3390

Office Hours: Tuesday and Thursday 11-1200 a.m.

Course Description

This course provides students with the foundation knowledge of human behavior and environment influences. Social systems theory will be introduced and used to conceptualize interaction between the individual and the social environment. The course includes an overview of human development from conception through ageing within the context of family and micro social groups.

Course Objectives

The Social Work curriculum at the University of Michigan-Flint is accredited by the Council on Social Work Education to prepare students for a bachelor degree in social work. The BSW curriculum is structured by 4 goals and seventeen objectives to assure students who graduate with the accredited BSW degree are prepared for successful practice as a generalist social worker. Each core course in the curriculum is designed to provide particular content, socialization to social work values and ethics, and direct instruction in specific skills necessary for successful practice as a generalist social worker.

SWR 301 is the fourth course in the core curriculum and first in the Human Behavior and Social Environment track. Although students are likely to learn something about each of the seventeen program objectives, your primary focus of study will be on how the individual grows and develops over time and how development is influenced by the social contexts. Our study will focus on the mutually influencing aspects of cognition, biology, and psycho-social development across the life span. Our thinking will be organized by systems theory and we will keep central attention to the variability in typical development. Please notice how these expectations are also linked directly to the course calendar

Course Learning Objectives:

Program Objective 1.1: Effectively utilize critical thinking in practice settings. (CSWE 2001, EP3.0.1)

Upon successful completion of the course the student will be able to:

- a. Apply developmental theories to a client system.
- b. Critique developmental theories in terms of research limitations as well as appropriate applications.

- c. Identify recommendations for social work practice based on application of human development theories to observations of client systems.

Program Objective 1.2: Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will be able to:

- a. Discuss diversity in developmental pattern and outcome.
- b. Identify challenges to developmental theories in application to diverse populations.
- c. Articulate concepts of diversity and commonalities of the human experience.
- d. Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.
- e. Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during developmental stages through the life-span (prenatal, infant-toddler, preschool, school-age, adolescent, early adulthood, middle adulthood, late adulthood).

Program Objective 1.5: Adapt the knowledge and skills of generalist social work to practice settings of varying sizes and approaches. (CSWE 2001, EP3.0.6)

Upon successful completion of the course, the student will be able to:

- a. Perceive how all elements of Bartlett's definition contribute to the appropriate recommendations for practice.
- b. Identify developmentally appropriate practices with clients based on age and stage of development.
- c. Identify a range of appropriate strategies of intervention based on the nature of presenting issues.
- d. Identify appropriate foci of intervention with client issues observed at the individual and family level of social functioning.
- e. Identify the five principles of generalist practice.
- f. Locate the HBSE content within the five principles of generalist practice.
- g. Discuss diversity in developmental pattern of family life.
- h. Demonstrate skills in relating observations of individuals to developmental theory.

Objective 1.6: Utilize knowledge of bio-psycho-social characteristics as they apply to individual behavior as a means to understand interactions among and between individuals and the various social structures they encounter. (CSWE 2001, EP3.0.7)

Upon successful completion of the course, the student will be able to:

- a. Describe basic human development across the life cycle.
- b. Describe the principles of social systems theory.
- c. Describe the relationship between and influence of family interaction on individual development.
- d. Describe stress and coping mechanisms of effective adaptation within the individual and family context.
- e. Identify key concepts of developmental stages in bio-psycho-social functioning.

- f. Apply key concepts of developmental stages in bio-psycho-social functioning to explain client behavior.
- g. Apply the principles of systems theory to describe the reciprocal relationship between the individual and the family.
- h. Identify element of meeting needs, boundary, structure, power and interaction patterns representative of high quality of family functioning.
- i. Differentiate Psychodynamic, Developmental Life Cycle, Role Theory, Conflict Theory and Ecological Perspective explanations of family challenges.
- j. Identify milestones in cognitive, biological, and psychosocial development across the life-span span (prenatal, infant-toddler, preschool, school-age, adolescent, early adulthood, middle adulthood, late adulthood).
- k. Identify reciprocity in family-individual relationships across the lifespan (prenatal, infant-toddler, preschool, school-age, adolescent, early adulthood, middle adulthood, late adulthood) which foster healthy development, recognized diverse development patterns, and buffer social factors for populations at risk.

Program Objective 2.1: Demonstrate an understanding of and respect for the positive value of diversity. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will be able to:

- a. Acknowledge the relationship between social work values and the contribution of differential assessment with diverse populations.
- b. Classify situations according to the key terms in the program's definition of diversity.
- c. Defend the positive value of diversity, particularly in deliberations about the rights and dignity of individuals.
- d. Adhere to practice strategies that reflect a positive value of diversity while interactions with peers, faculty and university personnel.
- e. Observe clients based on a differential assessment rubric.
- f. Match intervention strategies with particular assessment criteria.
- g. Coordinate intervention strategies with the needs emerging from a differential assessment.
- h. Identify frequently occurring points of diversity at stages across the life-span (prenatal, infant-toddler, preschool, school-age, adolescent, early adulthood, middle adulthood, late adulthood) in cognitive, biological and psychosocial development.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will be able to:

- a. Recognize client circumstances that meet the criteria for definitions of oppression and discrimination.
- b. When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.
- c. Replicate the practice of professional social workers when confronting discriminatory or oppressive mechanisms.
- d. Classify multiple definitions of family according to purposes of social work practice and populations at risk.
- e. Identify manifest and latent functions of the family as a social institution.

- f. Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the stages of development across the life-span (prenatal, infant-toddler, preschool, school-age, adolescent, early adulthood, middle adulthood, late adulthood).

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of this course, the student will be able to:

- a. Demonstrate preliminary skill in presenting personal communicable research to other professionals
- b. Explore current research on a topic of interest in human development.

Program Objective 3.2: Demonstrate insight into the impact of social policies upon client systems. (CSWE 2001, EP3.0.8)

Upon successful completion of the course, the student will be able to:

- a. Explore the use of developmental theories in client assessment and evaluations within agencies experienced at stages across the lifespan Identify frequently occurring points of diversity at stages across the life-span (prenatal, infant-toddler, preschool, school-age, adolescent, early adulthood, middle adulthood, late adulthood).
- b. Hypothesize on consequences of developmental assessments in terms of services provided.

Program Objective 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (CSWE 2001, EP3.0.9)

Upon successful completion of the course, the student will be able to:

- a. Identify strengths and weaknesses of research leading to developmental theories.
- b. Demonstrate successful use of library resources.

Syllabus Changes

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced in class. If a student is unable to attend a class, it is his/her responsibility to check with the instructor or a classmate to determine what announcement may have been made in the missed session.

Professional Expectations of Social Work

Standards of Academic Integrity

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

College Level Report Writing

All social work courses require papers written outside of class to conform to college level writing standards. Begin your professional career with a writing manual. APA is the standard manual in social work and the social sciences. Minimum expectations of written work include: typed, double spaced, appropriate margins, correct spelling, proper use of standard English vocabulary and grammar, good organization, appropriate structure and form (use of headings and subheadings). All written assignments must include a cover sheet containing the report writer's name, assignment name, assignment title, course name, date and instructor's name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references. Please note that Wikipedia is not an acceptable resource for this course (and most others). If you need to refer to an encyclopedia, please use one that is juried by scholars.

Course Policy on Attendance & Professional Conduct

As the fundamental course providing thinking in the dual focus of the individual and family development across the lifespan, it is important that I teach you this foundation in preparation for your eventual professional practice. Therefore, I will measure your cognitive, affective, and behavioral readiness for professional practice. This includes an obligation to recognize those students who do not master professional comportment (i.e., gate keeping). Listed below are criteria we will use to begin that process in this class.

- Repeated (more than 2) absences or lateness will be identified to the department's field director as questionable for intern appropriateness, and professional responsibility, student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.
- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major is considered as grounds for academic dismissal.

- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations, who need to be reached by phone, may request permission to receive calls during class.
- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

Course Policy on Late Papers/Assignments

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

Diversity Statement

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

ADA Statement

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456).

Course Assignments and Learning Evaluation

There are three types of course assignments: 1. Exams and Quizzes, 2. In-Class assignments, and 3. Term paper. These assignments are described briefly below and in detail in the assignment guidelines.

1. Exams and Quizzes

Exams Worth 100 points each = 300 points

There will be 3 exams. They will consist of multiple choice and short answer-essay. All questions are based on the reading and class discussion. Make-up exams MUST be taken before the next scheduled class. It is your responsibility to contact me and arrange for this, otherwise, you get a zero. Medical contingencies lasting for more than 1 week may be considered for additional time to make up the exam.

2. In-Class Assignments

Regular Attendance (-5 points)

Students are expected to read course materials ahead of class, attend each class session, arrive on time, and remain until class is dismissed. Grades are reduced when these minimum expectations are not met.

Class Participation (-5 points)

Students are expected to remain attentive to lecture and class discussion. Students are expected to be prepared to respond to direct questions from faculty about pre-reading course materials and the content of the course as presented in class. Students are expected to remain attentive and respectful to classmates during class discussions, and spontaneous in class assignments. Grades are reduced when these minimum expectations are not met.

In-Class Activities (Worth 100 points)

Each class session is important to your learning. Every day, I will record attendance and notice who is participating and the quality of the remarks relative to the course content. In addition, there are several days during the semester when I will assign members of the class to small group activities. Students will document their activity in class and turn the papers in for grading. Together, these activities will be used to measure a student's learning and contribute to the overall grade.

3. Term – Paper (Worth 100 points)

Each student will observe a movie (i.e., Little Miss Sunshine) and choose a client from within the characters of the movie. The student will record observations of individual and family development and compare the observations to expectations for development derived from the theories presented in class. The student will write a psycho-social assessment of the client from the comparison, and submit the paper according to APA standards. Specific details of the term paper assignment are available in the Blackboard Course Companion under the Assignments Icon.

Evaluating Learning

In this class, evaluating learning is directly related to the determination of a letter grade at the end of the semester. Grades are assigned based on the accumulation of points.

Final Grades

A	500-475
A-	474-449
B+	448-423
B	422-397
B-	396-371
C+	370-345
C	344-319*
C-	318-293
D+	292-268
D	267-243
D-	242-217
N	216 -

* Notes:

1. Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.
2. This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

Text Book and Reference Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Anderson and Carter (1990) (4th Edition). *Human Behavior in the Social Environment*. NY: Aldine de Gruyter.

Berger, K. (2005) (6th Edition). *The Developing Person through the Life Span*. NY: Worth Publishing.

Longres, J. (2000) (3rd Edition). *Human Behavior in the Social Environment*. IL: F.E. Peacock Publishers, Inc.

NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

Social Work 301 Course Calendar

Week Unit	Topic and Preparation	Class Activity	Objective	Assessment
Week 1	Topic: Course Introduction Review of Stage Theories and Criticisms in light of diverse populations Reading: <u>Berger Chapter 1: Introduction</u> <u>Berger Chapter 2: Theories of Development</u>	Small Group completion of review of concepts from Into to PSY Lecture on Stage Theories	Describe basic human development across the life cycle.	Exam 1 Discussion
			Discuss diversity in developmental pattern and outcome.	Exam 1 Discussion
			Identify challenges to developmental theories in application to diverse populations.	Exam 1 Discussion
			Identify key concepts of developmental stages in bio-psycho-social functioning.	Exam 1 Discussion
			Identify strengths and weaknesses of research leading to developmental theories.	Exam 1 Discussion
			Critique developmental theories in terms of research limitations as well as appropriate applications.	Exam 1 Discussion
Week 2	Topic: Generalist Practice: Reading: UMF's Definitions: Generalist Practice Diversity Definition	Small group guided review of Intro to SWR content Lecture	Acknowledge the relationship between social work values and the contribution of differential assessment with diverse populations.	Exam 1 Discussion
			Classify situations according to the key terms in the program's definition of diversity.	Exam 1 Discussion
			Identify the five principles of generalist practice.	Exam 1 Discussion
			Articulate concepts of diversity and commonalities of the human experience.	Exam 1 Discussion
			Perceive how all elements of Bartlett's definition contribute to the appropriate recommendations for practice.	Paper
			Locate the HBSE content within the five principles of generalist practice.	Exam 1 Discussion
Week 3	Topic: Systems Theory <u>Readings:</u> <i>UMF's Principles of Systems Theory (adapted from Anderson and Carter, 1990)</i> Longres: <u>Ch. 2</u>	Small group guided review of Systems Theory Reading	Describe the principles of social systems theory.	Exam 1 Discussion
			Apply the principles of systems theory to describe the reciprocal relationship between the individual and the family.	Exam 1 Discussion Paper

	<p><i>A Systems Approach to Human Behavior: The Individual as a System</i> Longres: <u>Ch. 3</u> <i>Person in Environment: Social systems and social roles.</i> UMF's Principles of Systems Theory</p>	Lecture		
Week 4	<p>Topic: Family as an Institution Family Assessment</p> <p>Reading: <u>Longres Text Reading:</u> Ch. 8 <i>The Family as a Social Institution.</i> Ch. 9 <i>Diversity in Family Lifestyles.</i> Ch. 10 <i>The Family as a Social Organization.: Identifying Well-Being</i> Ch. 11 <i>The Family as a Social Organization: Analyzing Well-Being.</i></p> <p>Review SOC 100 Intro. to Sociology Relationships & Interaction Family, group, community, Organizations, Institutions</p>	Lecture	Describe the relationship between and influence of family interaction on individual development.	Exam 1 Discussion Paper
		Small Group Discussion	Discuss diversity in developmental pattern of family life.	Exam 1 Discussion Paper
			Describe stress and coping mechanisms of effective adaptation within the individual and family context.	Exam 1 Discussion Paper
			Classify multiple definitions of family according to purposes of social work practice and populations at risk.	Exam 1 Discussion Paper
			Identify manifest and latent functions of the family as a social institution.	Exam 1 Discussion Paper
			Identify element of meeting needs, boundary, structure, power and interaction patterns representative of high quality of family functioning.	Exam 1 Discussion Paper
			Differentiate Psychodynamic, Developmental Life Cycle, Role Theory, Conflict Theory and Ecological Perspective explanations of family challenges.	Exam 1 Discussion Paper
			Defend the positive value of diversity, particularly in deliberations about the rights and dignity of individuals.	Discussion Paper

Week 5	Prenatal Development Individual's Development Biological Cognitive Psycho-social The family Context Berger Text Reading: <u>Chapter 3:</u> <i>Heredity and Environment</i> <u>Chapter 4:</u> <i>Prenatal Development and Birth</i> Review BIO 104-Human Biology Meiosis and Mitosis Genetics and Body Systems & Interactions	Faculty Guided Review Reading Notes Lecture - Small group discussion – complete guided questions – report out findings	Identify milestones in prenatal cognitive, biological and psychosocial development.	Reading notes Exam 1
			Identify frequently occurring points of diversity in pre-natal cognitive, psycho-social and biological development.	Reading notes Exam 1
			Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the prenatal stage of development.	Exam 1 Discussion
			Identify reciprocity in family-prenatal relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.	Exam 1 Discussion
			Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.	Discussion
			Explore the use of developmental theories in client assessment and evaluations within agencies experienced in the prenatal of development.	Discussion
			Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during pre-natal development.	Discussion Paper
Week 6		Exam 1		
Week 7	Infant-toddler Development Individual's Development Biological Cognitive Psycho-social The family Context	Faculty Guided Review Reading Notes Lecture -	Identify milestones in infant-toddler cognitive, biological and psychosocial development.	Reading notes Exam 2
			Identify frequently occurring points of diversity in infant-toddler cognitive, psycho-social and biological development.	Reading notes Exam 2
			Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the infant-toddler stage of development.	Exam 2 Discussion

	<p>Berger Text Reading: <u>Chapter 5:</u> <i>The First Two Years: Biosocial Development</i> <u>Chapter 6:</u> <i>The First Two Years: Cognitive Development</i> <u>Chapter 7:</u> <i>The First Two Years: Psycho-social Development</i></p>	<p>Small group discussion – complete guided questions – report out findings</p>	<p>Identify reciprocity in family-infant-toddler relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.</p> <p>Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.</p> <p>Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the infant-toddler stage of development.</p> <p>Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during infant-toddler development.</p>	<p>Exam 2 Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion Paper</p>
<p>Week 8</p>	<p>Preschool Development Individual's Development Biological Cognitive Psycho-social</p> <p>The family Context</p> <p>Berger Text Reading: <u>Chapter 8:</u> <i>The Play Years: Biosocial Development</i> <u>Chapter 9:</u> <i>The Play Years: Cognitive Development</i> <u>Chapter 10:</u> <i>The Play Years: Psycho-social Development</i></p>	<p>Faculty Guided Review Reading Notes</p> <p>Lecture -</p> <p>Small group discussion – complete guided questions – report out findings</p>	<p>Identify milestones in preschool cognitive, biological and psychosocial development.</p> <p>Identify frequently occurring points of diversity in preschool cognitive, psycho-social and biological development.</p> <p>Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the preschool stage of development.</p> <p>Identify reciprocity in family-preschool relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.</p> <p>Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.</p> <p>Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the preschool stage of development.</p> <p>Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the</p>	<p>Reading notes Exam 2</p> <p>Reading notes Exam 2</p> <p>Exam 2 Discussion</p> <p>Exam 2 Discussion</p> <p>Discussion</p> <p>Discussion</p> <p>Discussion Paper</p>

			rights and dignity of individuals and the family during preschool development.	
Week 9	School -Age Development Individual's Development Biological Cognitive Psycho-social The family Context Berger Text Reading: <u>Chapter 11:</u> <i>The School Years: Biosocial Development</i> <u>Chapter 12:</u> <i>The School Years: Cognitive Development</i> <u>Chapter 13:</u> <i>The School Years: Psycho-social Development</i>	Faculty Guided Review	Identify milestones in school-age cognitive, biological and psychosocial development.	Reading notes Exam 2
		Reading Notes	Identify frequently occurring points of diversity in school-age cognitive, psycho-social and biological development.	Reading notes Exam 2
		Lecture -	Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the school-age stage of development.	Exam 2 Discussion
		Small group discussion – complete guided questions – report out findings	Identify reciprocity in family-school-age relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.	Exam 2 Discussion
			Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.	Discussion
			Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the school-age stage of development.	Discussion Paper
			Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during school-age development.	Discussion Paper
Week 10	Adolescent Development Individual's Development Biological Cognitive Psycho-social The family Context Berger Text Reading: <u>Chapter 14:</u>	Faculty Guided Review	Identify milestones in adolescent cognitive, biological and psychosocial development.	Reading notes Exam 2
		Reading Notes	Identify frequently occurring points of diversity in adolescent cognitive, psycho-social and biological development.	Reading notes Exam 2
		Lecture -	Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from	Exam 2 Discussion

	<i>Adolescence: Biosocial Development</i> <u>Chapter 15:</u> <i>Adolescence: Cognitive Development</i> <u>Chapter 16:</u> <i>Adolescence: Psycho-social Development</i>	complete guided questions – report out findings	normative expectations at the adolescent stage of development.	
			Identify reciprocity in family-adolescent relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.	Exam 2 Discussion
			Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.	Discussion
			Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the adolescent stage of development.	Discussion Paper
			Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during adolescent development.	Discussion Paper
Week 11	Draft Paper Prepared	Exam 2 Peer Review of Paper	Demonstrate skills in relating observations of individuals to developmental theory.	Paper Peer Review
			Demonstrate preliminary skill in presenting personal communicable research to other professionals.	Peer Review
			Identify recommendations for social work practice based on application of human development theories to observations of client systems.	Paper Peer Review
			Identify developmentally appropriate practices with clients based on age and stage of development	Paper
			Apply developmental theories to a client system.	Paper
			Apply key concepts of developmental stages in bio-psycho-social functioning to explain client behavior.	Paper
			Replicate the practice of professional social workers when confronting discriminatory or oppressive mechanisms.	Paper Peer Review
			Adhere to practice strategies that reflect a positive value of diversity while interactions with peers, faculty and university personnel.	Paper Peer Review

Week 12	<p>Early Adulthood Individual's Development Biological Cognitive Psycho-social The family Context</p> <p>Berger Text Reading: <u>Chapter 17:</u> <i>Early Adulthood: Biosocial Development</i> <u>Chapter 18:</u> <i>Early Adulthood: Cognitive Development</i> <u>Chapter 19:</u> <i>Early Adulthood: Psycho-social Development</i></p>	Faculty Guided Review Reading Notes	Identify milestones in early adulthood cognitive, biological and psychosocial development.	Reading notes Exam 3
			Identify frequently occurring points of diversity in early adulthood cognitive, psycho-social and biological development.	Reading notes Exam 3
		Lecture -	Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the early adulthood stage of development.	Exam 3 Discussion
		Small group discussion – complete guided questions – report out findings	Identify reciprocity in family-early adulthood relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.	Exam 3 Discussion
			Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.	Discussion
			Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the early adulthood stage of development.	Discussion Paper
			Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during early adulthood development.	Discussion Paper
Week 13	<p>Middle Adulthood Biological Cognitive Psycho-social The family Context</p> <p>Berger Text Reading: <u>Chapter 20:</u> <i>Middle Adulthood: Biosocial Development</i> <u>Chapter 21:</u></p>	Faculty Guided Review Reading Notes	Identify milestones in middle adulthood cognitive, biological and psychosocial development.	Reading notes Exam 3
			Identify frequently occurring points of diversity in middle adulthood cognitive, psycho-social and biological development.	Reading notes Exam 3
		Lecture -	Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the middle adulthood stage of development.	Exam 3 Discussion
		Small group discussion – complete guided	Identify reciprocity in family-middle adulthood relationships which foster healthy development, recognized	Exam 3 Discussion

	<i>Middle Adulthood: Cognitive Development</i> <u>Chapter 22:</u> <i>Middle Adulthood: Psycho-social Development</i>	questions – report out findings	diverse development patterns and buffer social factors for populations at risk. Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues. Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the middle adulthood stage of development. Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during middle adulthood development.	Discussion Discussion Paper Discussion Paper
Week 14	Late Adulthood Individual's Development Biological Cognitive Psycho-social The family Context Berger Text Reading: <u>Chapter 23:</u> <i>Late Adulthood: Biosocial Development</i> <u>Chapter 24:</u> <i>Late Adulthood: Cognitive Development</i> <u>Chapter 25:</u> <i>Late Adulthood: Psycho-social Development</i> <u>Epilogue:</u> <i>Death and Dying</i>	Faculty Guided Review Reading Notes	Identify milestones in late adulthood cognitive, biological and psychosocial development. Identify frequently occurring points of diversity in late adulthood cognitive, psycho-social and biological development.	Reading notes Exam 3 Reading notes Exam 3
		Lecture -	Identify social factors that contribute to the risk of poverty, oppression or discrimination of clients who differ from normative expectations at the late adulthood stage of development.	Exam 3 Discussion
		Small group discussion – complete guided	Hypothesize on consequences of developmental assessments in terms of services provided.	Paper Discussion
		questions – report out findings	Identify reciprocity in family-late adulthood relationships which foster healthy development, recognized diverse development patterns and buffer social factors for populations at risk.	Exam 3 Discussion
			Identify a range of appropriate strategies of intervention based on the nature of presenting issues.	Paper
			Identify appropriate foci of intervention with client issues observed at the individual and family level of social functioning.	Paper Discussion
			Observe clients based on a differential assessment rubric.	Paper
			Match intervention strategies with particular assessment	Paper

	<i>FINAL PAPER DUE</i>		criteria.	
			Demonstrate adherence to Social Work values and ethics in the process of deliberating social issues.	Discussion
			Demonstrate successful use of library resources.	Paper
			Coordinate intervention strategies with the needs emerging from a differential assessment.	Paper Discussion
			Explore the use of developmental theories in client assessment and evaluations within agencies experienced at the late adulthood stage of development.	Paper Discussion
			Recognize client circumstances that meet the criteria for definitions of oppression and discrimination	Paper Discussion
			When confronted with institutional policies that are discriminatory or oppressive, align their behavior to standards of social and economic justice.	Paper Discussion
			Advance the purposes of social work through recommendations to practice that advance the positive value of diversity, particularly in deliberations about the rights and dignity of individuals and the family during late adulthood development.	Discussion Paper
Final		Exam 3		