Human Behavior in the Social Environment: Infancy Through Adolescence

Class Meeting: Time & Location: Tuesday and Thursdays 10:30-11:45 EUR 109
Office Hours: Time & Location: Tuesdays 12-2 pm 4015 Mariposa Hall

Instructor Contact Information:
- E-mail: wolf@csus.edu
- Phone: TBA! (email is preferred and the best way to get in touch with me)

1. General Description:

This first half of a yearly course examines individual development from infancy to adolescence in the context of the family, community, and society, as well as implications for service and service systems.

2. Course Objectives and Related Competencies Addressed:

Upon completion of this course you will be able to:
1. Describe prominent theories that help us understand human behavior over the life course in the context of the social and physical environment;
2. Apply theoretical and multi-level systems knowledge to real world situations including working with client systems;
3. Analyze human development from birth through adolescence from a life course perspective;
4. Evaluate your learning process through critical self-reflection;
5. Demonstrate appropriate and respectful professional behaviors that abide by the NASW’s Code of Social Work Ethics;
6. Formulate case assessments based on theoretical, systems, and life course knowledge.
This course contributes to your development of the following core competencies and practice behaviors:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behaviors</th>
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| **Competency 1:** Demonstrate Ethical and Professional Behavior | Social workers:  
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;  
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;  
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;  
- use technology ethically and appropriately to facilitate practice outcomes; and  
- use supervision and consultation to guide professional judgment and behavior. |
| **Competency 2:** Engage Diversity and Difference in Practice | Social workers:  
- Apply and communicated understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;  
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and  
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients |
| **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice | Social workers:  
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and  
- engage in practices that advance social, economic, and environmental justice. |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Social workers:  
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |
### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers:
- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Source: Final 2015 Educational Policy (CSWE, 2015)

### 6. Teaching Method:

My first goal in teaching is to establish effective communication with you. I encourage you to come visit me in office hours or send emails as questions and concerns arise. I will typically respond to emails within 24-48 hours during the course session. Proactive and creative problem solving is an essential social work competency. Please let me know as early as possible if there are circumstances impacting your ability to attend or participate in groups, class, or completing required work.

I have designed this course to appeal to a variety of learning styles, including those who learn by hearing, reading, discussing, and doing. The classroom content will include a mixture of lectures, discussions (in large and small groups), and activities. The required material will also be varied and include a textbook, journal articles, and media sources. The goal of your assignments is to ensure that you are able to remember, understand, apply, analyze, evaluate, and create using the material presented in the course. I have high standards and expect excellent quality work from all students.

### 7. Course Required Text and Materials

*Required Textbooks:*

Note: There are several earlier editions of this text available. If you purchase an earlier edition, please spend some time looking through the newest one (you are welcome to come by office hours and look at mine) to see how significant the differences are. You will be responsible for knowing the assigned material in this newest edition.

*Other Resources:*

Other required readings and/or viewings are listed in the weekly schedule or will be announced later in the semester. All non-textbook readings will be available on the course website.

8. **Attendance and Participation Expectations**

**Class attendance:** Class attendance is a very important component in this course. It is essential for you to be here, be prepared, and be ready to engage. In the event that you are sick or cannot attend class for other reasons, you should notify me before the beginning of class (note that it will still count as an absence, unless there are extreme extenuating circumstances and I tell you otherwise). You may miss up to two classes without consequence, but each subsequent absence will result in two points off your course grade. I will take attendance towards the end of class, and extreme and chronic tardiness may count as an absence and/or impact your participation grade.

**Participation:** Please read, listen to, or view all of the assigned course materials by the first class of the week (Tuesday). You'll be expected to share your knowledge, experience, comments, feedback, and alternative opinions. Different people have different styles, so for some of you, speaking out in class may be a challenge. If you are one of those people, look for opportunities to “step forward” as we’ll be eager to learn from you. If you are one of those people who speaks often in class, remember to reflect on ways that you might “step back” to make room in the discussion for others. Discussions (and learning!) involve give and take, and work best when we are respectful of those around us.

A note on technology: *Note-taking on computers is here to stay and can be a useful and environmentally friendly learning tool.* As an instructor, it is obvious that computers can often be a distraction, not just for those that are off-task but also those that surround them. Please be considerate and consider the impact of your in-class use of computers, cell-phones, and other tablets on the overall learning environment. Our class periods are relatively short and 99% of personal texts, phone calls or emails can wait. If you are using these devices off-task or in a distracting manner I may ask you to leave your participation grade will be affected.

9. **Summary of Assignments (100 Total Points Possible)**

*Participation (10 points)*

- Participation will be based upon a communally designed rubric (to be decided the first week of class)

*Oral Presentations (10 points)*

- Together with your small group (which will be assigned by me), you will present a mini-
lesson on one of the theories discussed in this course. Presentation dates and topics (randomly assigned by me) will be determined on the 2nd session of class.

- You will receive a group grade based on the overall quality of the presentation (rubric to be distributed). You will also be asked to evaluate the contributions of your group members, which will be taken into account in class participation grades.
- Please email me an outline of your presentation 1 week before the presentation date. You are also welcome to visit me in office hours to discuss the presentation.
- Your presentation will last between 15 and 20 minutes and include the following:
  1. A quick overview of the theory
  2. A critical analysis of the theory in light of other material in the course (what is the theory missing? Does it apply to all people and circumstances? What might you add or change?)
  3. A brief discussion, activity, skit, song, etc… to help your fellow students understand or integrate the material. This is where you can get creative- I’m also here to help with ideas.
  4. A one-page handout of resources such as books, websites, films, music, etc… that relate to the theory (to be emailed out to the whole class before the presentation).

Case Study Paper (25 points)
- You will be asked to write a 6 page paper (not including a title page or references) based on a case study of a child. In this paper, you will be asked to analyze the case from a multi-dimensional perspective. Your assessment should cite course materials and relevant theories and be written as if it is a professional document. The paper will be due on Sunday, November 22nd at 11:59pm and will be submitted to the SacCT website. The specific paper prompt will be distributed by the 4th week of class.
- Your paper should be 12-point font (Times New Roman preferred), with 1-inch margins. Your citations should be presented in APA style and listed at the end of the document. Responses should be fully formed, well-written, free of grammatical errors or typos, and display advanced critical thinking.

In-class Quizzes (25 points)
- There will be six brief quizzes during the semester (dates are listed on the syllabus below). The quiz topics are listed in the topic areas below and will focus on course readings. Four of these quizzes will be taken individually through the SacCT course website. These quizzes will last approximately 20 minutes and include 10ish questions. While you may use the course textbook for these quizzes, you will not be allowed to access other internet content or consult with other individuals. Before the first quiz, you will need to install a security feature called “Respondus Lockdown Brower” on your computer. Please visit [http://www.csus.edu/atcs/tools/lockdown-browser/installation.html](http://www.csus.edu/atcs/tools/lockdown-browser/installation.html) for information about how to install the program and [http://www.csus.edu/sacct/student/sacct-respondusldb-runningupdates.pdf](http://www.csus.edu/sacct/student/sacct-respondusldb-runningupdates.pdf) for instructions on how to take an exam with the program. I have heard from other Professors that some students have had problems with installation and have needed technical support. A few could not get it onto their computers and have needed to take quizzes on campus computers. Please approach this task early so that you don’t discover last minute technical problems.
- For the other two quizzes you will be allowed to meet with and discuss the questions and answers within a small group (assigned by me). These quizzes will take place in class. In the case of significant differences of opinion, students will be able to submit individual
answers. Part of your task for these quizzes, however, will be working with your classmates to select answers based on your text, notes, and readings. These quizzes will include approximately 15ish questions and last 40ish minutes. Each group will need to ensure that at least one group member has a wifi-enabled laptop in class on the days of the group quizzes. Laptops can be borrowed free of charge from several places on campus- please contact me if you need more information.

- Quizzes are worth 5 points each and your lowest quiz grade will be dropped. Since one quiz can be dropped in case of absence or illness, make-up quizzes will only be available in highly extenuating and documented circumstances. If this applies to you, please contact me as soon as possible.

**Comprehensive Final Exam (30 points)**
- Your comprehensive final exam will include material from all class lectures, readings, and other assigned material. The exam will test both your knowledge of course concepts as well as your ability to apply that knowledge to case examples. The test will include multiple choice and essay questions.

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<tr>
<th>ASSIGNMENT</th>
<th>OBJECTIVES</th>
<th>RELATIVE VALUE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>1,2,3,5</td>
<td>10%</td>
<td>Entire course</td>
</tr>
<tr>
<td>2. Oral Presentation</td>
<td>1,2,5</td>
<td>10%</td>
<td>Varies</td>
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<tr>
<td>3. Case Study Paper</td>
<td>2,3,4</td>
<td>25%</td>
<td>11/22</td>
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<tr>
<td>4. In-class Quizzes</td>
<td>1,3</td>
<td>25%</td>
<td>09/24 09/15</td>
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<td>12/8</td>
</tr>
<tr>
<td>5. Comprehensive Take Home Exam</td>
<td>2,5,6</td>
<td>30%</td>
<td>12/17 10:15am-12:15 pm</td>
</tr>
</tbody>
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10. Grading Scale and Procedures

*Final Grades:* Your final grade for this course will be based on the total number of points you accumulate following the below guidelines:

A 100-95  C 69-65
A- 94-90  C- 64-60
B+ 89-85  D+ 59-55
B  84-80  D  54-50
B- 79-75  D- 49-46
C+ 74-70  F  45 or below

*Policy on Late Assignments:* Assignments must be submitted by the due date and time listed under each assignment. There are **no extensions** on written work for any reason **without my**
prior consent. I will subtract 2 points for the first day that any unexcused assignment is late, 5 additional points for the second day, and will not accept unexcused late assignments after that point.

Formatting Requirements: All written work must be submitted typed using Times New Roman 12 pt. font, double-spaced, and 1” margins. All of your written work should be original and have properly referenced citations according to the current American Psychological Association (APA) style manual.

11. Academic Integrity

Neither cheating nor plagiarism will be tolerated. Any evidence of either will result in a score of zero (0) on that assignment or examination and potential larger consequences. Assignments/exams submitted by you and that bear your name are presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your written work, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course. Be guided by this dictum: "If you did not write it, then you have to cite it." Please also remember that when you use more than 4 words in a row from a source you must include quotation marks.

12. Important Resources on Campus:

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Writing Center website at www.csus.edu/writingcenter.

12. Diversity and Values

In this course we will pay particular attention to the nature, causes, and consequences of issues of diversity such as: race, gender, culture, ethnicity, sexual identity and orientation, and social class, as they relate to individuals and families in the social environment. We will pay particular attention to issues of diversity and social injustice over the life span/ life course and their impact on oppressed and marginalized populations. Given the nature of this course, we will consider the relative fit of theories and conceptual frameworks to both the experiences of individuals as well as various social groupings.

13. Students with Special Learning Needs

The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD).
TOPIC AREAS AND SEQUENCES

September 1 & 3: Opening Class

1. Icebreakers & Introductions
2. Discussion of syllabus: topics, readings, and assignments
3. Group development of guidelines for class discussions & participation
4. Why theory? HBSE or SEHB?

Required Readings

Review syllabus


Dominus, S. (2015, July 9). The mixed up brothers of Bogotá. The New York Times (available on course website)- be prepared to discuss this on the 3rd

MODULE 1: THEORETICAL PERSPECTIVES ON HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

September 8 & 10: Introduction to the Multidimensional Approach

1. What is a multi-dimensional approach?
2. Examining person, environment, & time
3. Social justice and oppression
4. How do we “know” what we know?

Required Readings

Hutchison, Chapter 1, “A Multidimensional Approach”

September 15 & 17: Theoretical Perspectives on Human Behavior

1. Introduction to theoretical perspectives: systems, conflict, rational choice, & social constructivist perspectives
2. Class activities

Required Readings

Hutchison, Chapter 2, “Theoretical Perspectives on Human Behavior”
September 22 & 24: Theoretical Perspectives on Human Behavior continued….

1. Introduction to psychodynamic, developmental, social behavioral, and humanistic perspectives
2. Class activities
3. Individual quiz: due September 24 (Focused on Chapters 1 & 2 of textbook and Elder article)

Required Readings


September 29 & October 1: The Biological Person

1. Examining the role of biological systems in processes in behaviors and outcomes
2. Class activities
3. Class presentations

Required Readings

Hutchison, Chapter 3, “The Biological Person”

View “Living with a traumatic brain injury” available at https://www.youtube.com/watch?v=dyqGys9Htb0 (approx 30 minutes)

October 6 & 8: The Psychological Person

1. Introduction to theories of cognition, emotion, & cognitive/emotional disorders
2. Class activities
3. Class presentations

Required Readings

Hutchison, Chapter 4, “The Psychological Person”


October 13 & 15: The Spiritual Person

1. Understanding spirituality and human behavior
2. Bridging differences between communities of faith, and with those without faith
3. Individual quiz: due October 15 (Focused on chapters 3, 4, & 5 of the textbook)
4. Class presentations
Required Readings

Hutchison, Chapter 5, “The Spiritual Person”

October 20 & 22: Culture & the Physical Environment

1. The role of the physical environment in our lives
2. Defining culture and post-modern approaches to culture

Required Readings

Hutchison, Chapter 6, “Culture and the Physical Environment”


MODULE 2: THE EARLY LIFE COURSE

October 27 & 29: The Human Life Course: The Journey Begins!

1. Review of lifecourse perspective
2. In-utero development
3. Implications for social work practice
4. Group based quiz: October 29 (at the beginning of class!) (Cumulative Focus on Module 1)

Required Readings

Hutchison, Chapter 10, “The Human Life Course: The Journey Begins”


November 3 & 5: Infancy & Toddlerhood

1. Understanding physical, cognitive, and socio-emotional development in early life
2. Class activities
3. Distribution and discussion of fourth portfolio prompt
4. In-class individual quiz: (Focused on Chapters 10 & 11 of textbook)

Required Readings

Hutchison, Chapter 11, “Infancy and Toddlerhood”

November 10 & 12: Early Childhood

1. Understanding physical, cognitive, and socio-emotional development in early childhood
2. Class activities

Required Readings

Hutchison, Chapter 12 “Early Childhood”

November 17 & 19: Middle Childhood

1. Understanding physical, cognitive, and socio-emotional development in middle childhood
2. Class activities
3. In-class individual quiz: November 19 (Focused on Chapters 12 & 13 of textbook)

Required Readings

Hutchison, Chapter 13, “Middle Childhood”


November 24: Adolescence

1. Beginning understanding of physical, cognitive, and socio-emotional development in adolescence
2. Class activity

Required Readings

Listen to: “Adolescence, the age of opportunity: Interview with Laurence Steinberg, Ph.D.” available at The Social Work Podcast: http://socialworkpodcast.blogspot.com/2014/09/steinberg.html

December 1 & 3: Adolescence

1. Continuing discussion of physical, cognitive, and socio-emotional development in adolescence
2. Class activities
Required Readings

Hutchison, Chapter 14, “Adolescence”

December 8 & 10 – Course Review

1. In-class group quiz: December 8 (at the beginning of class) (Cumulative focus)
2. Review for comprehensive final exam

***FINAL EXAM SCHEDULED FOR DECEMBER 17th from 10:15-12:15 LOCATION TBA***

CONGRATULATIONS!!!