

SWK 5233-103: Human Behavior – Individuals, Families and Treatment Groups

Course Description:

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

Class Dates, Location and Hours:

Dates: October 20-21, November 3-4, 17-18, and December 1-2, 2017
Location: Room 115, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Fridays 5:00 – 9 p.m.; Saturdays, 9 a.m.-5 p.m.
Last day to enroll or drop without penalty: October 19, 2017

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Aimee Ryan, LCSW
Mailing Address: 700 N. Elm Avenue
Anne and Henry Zarrow Hall
Norman, OK 73019-1060
Telephone Number: (405) 474-6183
Email Address: aimee.r.ryan-1@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Broderick, P. C., & Blewitt, P. (2009). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson. ISBN 9780132942881.
2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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

Course Objectives:

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

- A. Identify, describe, and integrate perspectives, conceptual frameworks, and theories to develop a theoretical basis for generalist social work practice consistent with social work values and ethics;
- B. Use social systems theory to describe micro and mezzo level transactions which, and ways they promote or deter people in maintaining or achieving health and well-being;
- C. Describe how biology influences human development over the life span;
- D. Describe current theory of cognitive processing and development over the life-span;
- E. Describe the primary concepts central to understanding operant conditioning, respondent conditioning, and social learning theories;
- F. Describe theories of identity development which explain gender, cultural, spiritual, family, and psychosocial development over the life-span;
- G. Understand structural family theory within a systems perspective;
- H. Use theoretical knowledge to identify and describe the distinctive developmental features of populations-at-risk in society

Social Work Competencies and Practice Behaviors:

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

Competency 2:

Students have read and discussed the Social Work Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

Associated behaviors:

F 2.1- Recognize personal values in a way that gives priority to professional values in guiding practice (**Assessed in assignment # 1**)

Competency 3:

Students are knowledgeable about scientific inquiry and the importance of critical reading of research.

Associated behaviors:

- **F 3.1-** Identify and appraise multiple sources of knowledge, including research-based knowledge (**Assessed in assignment # 1**)
- **F 3.4-** Identify and describe multiple theoretical perspectives (**Assessed in assignments #1, 2**)

Competency 7:

Students are knowledgeable about human behavior across the life span. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.

Associated Behaviors:

- **F 7.1-** Discuss conceptual framework that guide the processes of assessment, intervention, and evaluation (**Assessed in assignments # 1, 2, 3**)
- **F 7.2-** Understand the complex interrelatedness of individuals and the various systems that comprise their social environment (**Assessed in assignments # 1, 2, 3**)
- **F 7.3-** Understand the basic developmental processes, achievements, and challenges through the lifespan (**Assessed in assignments # 1, 2, 3**)

Competency 10:

Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Associated Behaviors:

F 10.2 (a)-Collect, organize and interpret basic client data multidimensional bio-psycho-social spiritual assessments (**Assessed in assignments # 1, 2, 3**)

Teaching and Learning Methods:

Course will be conducted using a variety of teaching methods such as (but not limited to) exams, lecture, papers, blog writing, student presentations, group discussion, interactive activities, role plays, guest speakers, relevant online teaching supports, and other creative measures to stimulate comprehension of materials. There will be one break provided during class sessions.

Students are expected to attend and actively participate in all classroom discussions, group exercises, and reading assignments. Completion of assigned readings is essential to maximum participation and integration of class discussions and will be measured through course assignments. Attendance is a major factor in the class responsibility component of the semester grade. Professional use of self is evidenced in interpersonal communications, preparation, attention, and appropriate participation in class discussions and exercises. Elements of generalist social work practice knowledge, values, skills and emphasis on the NASW Code of Ethics, including a professional demeanor, are expected criteria for all students in peer and instructor interactions.

Major Course Divisions:

- A. The Profession of Social Work
 - a. NASW Code of Ethics
 - b. Understanding systems perspectives
 - c. Understanding the strengths perspective
- B. Foundational understanding the role of theory in social work practice
 - a. Definition of theory and conceptual framework
 - b. Scientific inquiry in context of theory development
 - c. Epigenetic Framework
- C. Psychological theories of individual behavior within a social work perspective
 - a. Foundational principles of behaviorism
 - b. Foundational principles of psychosocial development
 - c. Foundational principles of social learning theory
 - d. The role of cognition in learning
 - e. The impact of Adverse Childhood Events
- D. Family theory within a social systems framework
 - a. Social systems perspective
 - b. Foundational principles of Structural Family Theory (subsystems, roles, functions, dynamics)
 - c. Stages of family development
- E. Physical development over the lifespan
 - a. Anatomy of nervous system and brain
 - b. Physical changes related to development and aging
- F. Cognitive development over the lifespan
 - a. Stages of cognitive development
 - b. Cognitive processing and memory
 - c. Theories of intelligence

G. Emotional development over the lifespan

- a. Emotional intelligence

H. Social development over the lifespan

- a. Identity development
- b. Attachment theory
- c. Relationship development
- d. Social adaptation for populations-at-risk

Course Outline:

Date	Topic	Reading	Assignment Due
Session 1 Oct 20	Introductions and Course Overview Human Development History	Syllabus Chapter 1	CPAs 1-4 due by noon October 20
Session 2 & 3 Oct 21	Epigenesis Cognitive Development in Early Years Emotional Development in Early Years	Chapter 2 Chapter 3 Chapter 4	Introductory Paper due by October 30 11:59 pm
Session 4 Nov 3	Emerging Self and Socialization in Early Years	Chapter 5	CPAs due by noon November 3
Session 5 & 6 Nov 4	Cognition in Middle Childhood Self and Moral Development in Middle Childhood Gender and Peer Relationship Development	Chapter 6 Chapter 7 Chapter 8 Chapter 14	NA
Session 7 Nov 17	NA	Review Chapters 1-8 examples Questions on Canvas	Exam 1 (Midterm) CPAs 9 & 10 due by noon November 17
Session 8 & 9 Nov 18	Physical, Cognitive and Identity Development in Adolescence The Social World of Adolescence Physical and Cognitive Development in Young Adulthood Socioemotional and Vocational Development in Young Adulthood	Chapter 9 Chapter 10 Chapter 11 Chapter 12	Draft of Integrative Paper (outline & references due November 29 by 11:59 pm to peer for review through Canvas
Session 10 Dec 1	Middle Adulthood: Cognitive, Personality and Social Development Living Well: Stress, Coping and Life Satisfaction in Adulthood	Chapter 13 Chapter 14	CPAs 11 & 12 due by noon December 1

Date	Topic	Reading	Assignment Due
Session 11 & 12 Dec 2	Gains and Losses in Late Adulthood	Chapter 15	Exam 2 (Final) Feedback due to Peer December 3 by 11:59 p.m. Final Draft of Integrative paper due December 15 by 11:59 pm

Assignments, Grading and Due Dates:

Integrative HBSE Case Analysis (100 points):

This analysis should include 12 pages of double spaced text, not including cover page, appendices and references. It should be formatted in APA style including cover page, no abstract, 1” margins, running head, headings, 12 pt. Times New Roman font, reference list, appendices, and in-text citations. You will receive a handout of the case that will provide the basis for this paper.

Problem Statement: 2-3 sentences that summarize the central problems.

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

Contextual Analysis: 3-page analysis of the central issues for this case.

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

Theoretical Analysis: 5-page analysis that relates class material to the case.

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

Appendices (2):

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

Reflection:

In two pages provide a reflection on what you learned in this analysis. Specify your learning outcomes and describe and how this will affect your perspective on individual or family dynamics and/or development.

Peer Review Drafts:

Students are given the opportunity to provide a nearly complete rough draft to peers for review and comments in class on November 10. Paper must be at least 75% complete and all in-text citations and references must be complete. If you would like the draft to be reviewed by the instructor, please email instructor separately requesting this. The instructor will return drafts with comments by November 23.

Exam 1 (50 points)

A closed book, 50 question multiple-choice exam covering the prenatal through early adolescent developmental periods (Chapters 1-8).

Exam 2 (50 points)

A closed book, 50 question multiple-choice exam covering the development periods of adolescence through death (Chapters 9-15).

Class Review (20 points)

At the beginning of each class session, individuals or groups of students (depending on enrollment) will be responsible for presenting a review of the previous session's material. This presentation (e.g. PowerPoint, infographic, or Prezi) will include the major points covered in the previous session and a relevant example of how the information the students are reviewing might be used in future social work practice. Students are encouraged to focus on one concept or theory for application. Additionally, students will create a short (1-2 page) overview of the presentation and application and email the document to the instructor to be posted on the class Canvas site. The handout is due to the instructor 30 minutes before the beginning of the class in which the students are presenting.

Class Presentation (20 points)

Throughout the semester, students will be responsible for teaching and reinforcing course content to their peers. At the beginning of the semester, the instructor will post a sign-up list of weeks and topics to be covered. Generally, these will be broad theoretical concepts or stages of a theory. Individuals or groups of students (depending on enrollment and the number of concepts to be covered) will present the topic and show a short video clip demonstrating the topic. Students are encouraged to create their own video clips of family members or friends (with appropriate permission) to show in class. The students are welcome to utilize lecture material and/or to supplement with outside material in addition to the video clip. Students will email the link to the video to the instructor so it can be posted to the Canvas course site.

Blog Posts on Readings (50 points)

Blog posts will cover reading materials only in reflection or short answer format. Blog posts will be done at the beginning of each class period to cover the assigned readings. Readings for that class day will be eligible to be covered. All blog posts will be worth 5 points and lowest grade will be dropped.

Student Website Development Project (20 points)

In this assignment, which begins in class, students will learn how to create and maintain a web-based portfolio to utilize in SWK 5233 course and throughout their academic and professional career. Students will create a website, highlighting professional information to increase the student's marketability in an ever-increasing digital world and to stand out from the competition.

Students will bring tablet or laptop devices to class on designated day to use in a guided instructional lecture to begin creation of their personal/professional websites. Students are provided with a URL through <http://create.ou.edu> to utilize while enrolled at the University of Oklahoma. Students will include

(at minimum) the following features on their sites: title, theme, menu, blog roll, and biography. Grading will be based on if above features are present on their webpage.

Course Participation (10 points)

At the end of the semester, students will be given a chance to comment on their individual participation in classes. This includes, but is not limited to: completing assigned readings, actively engaging in discussion and classroom activities, attending class regularly and on time, returning from breaks in a timely fashion, abiding by the Anne and Henry Zarrow School of Social Work Student Performance Policy and the NASW Code of Ethics, and completing assignments in a timely fashion. The instructor will use this information, as well as personal observation regarding these areas, to assign a grade.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Methods of Evaluation

Students will be evaluated based on assessment of written materials submitted, performance on course exams, quizzes, reading blogposts and overall participation in classroom discussion and activities.

Breakdown of Class Grading Opportunities:

Assignment	Points Awarded
Integrative HBSE Paper	100
Exam 1 – Midterm	50
Exam 2 – Final	50
Blog posts	50
Class Presentation	20
Class Review	20
Student Website	20
Course Participation	10

Grading Scale: (Total points for course: 320 points)

90-100% = A: Excellent: Work exceeds course expectations

80-89% = B: Good: Work meets course expectations

70-79% = C: Fair: Work marginally meets course expectations

60-69% = D: Poor: Work minimally meets course expectations

59% or below = F: Failure: Work does not meet course expectations

Missing and Late Assignments:

Assignments are due on the assigned due date, unless otherwise specified. Late assignments will be deducted 5 points per 24 hour period, unless prior arrangements have been made or an emergency arises. Work will not be accepted beyond a week late, unless other arrangements have been made. If a student experiences an emergency, she or he should notify the instructor as soon as possible and be prepared to provide written documentation of the emergency. Technology issues generally will not qualify as an emergency.

It is important to note that per University policy, instructor is not able to issue “Incomplete” as a grade; “I” can be given by Graduate Coordinator. If coursework cannot be finished on time, please talk to instructor as soon as possible to discuss available options.

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

POLICIES AND NOTICES

Attendance/Grade Policy

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

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

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

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

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

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

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Aimee Ryan, MSW, LCSW

Education

- 1985 BSW University of Oklahoma
- 1989 MSW University of Oklahoma

Current Positions

Director of Social Work, Catholic Charities, Archdiocese of Oklahoma City

Major Areas of Teaching and Research Interest

- Suicide Prevention
- Gerontology
- Adoption

Representative Honors and Awards Received

Servant Leader of the Year