



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5403-221: Psychosocial Development

### Course Description:

This course will review human development through the lifespan from a psychosocial approach with a special emphasis on early development and its influence on subsequent stages of development. The theories of Freud, Erikson, and Piaget will be emphasized to explicate different aspects and orientations of developmental theory. Students will be encouraged to apply their own experiences developmentally and/or those of people they know to the theories and information presented.

### Class Dates, Location and Hours:

Dates: March 12 -17, 2019

Location: Rota, Spain. Please contact the Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: February 11, 2019

### Site Director:

Email: [aprota@ou.edu](mailto:aprota@ou.edu). Phone: 34-956822799.

### Professor Contact Information:

Course Professor:	Anthony Natale, MSW, PhD
Mailing Address:	Anne and Henry Zarrow School of Social Work 700 Elm Ave #352 Norman, OK 73019-0315
Telephone Number:	(405) 325-1408
Fax Number:	(405) 325-4202
E-mail Address:	<a href="mailto:anatale@ou.edu">anatale@ou.edu</a>
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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online.

1. Feldman, R.S. Lifespan Development: A topical approach (3<sup>rd</sup> edition) ISBN 13: 9780134225906

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:

The purpose of this course is to help students:

- develop an understanding of human development as a product of genetic, maturational, societal, and self-directed factors;
- to be able to identify the developmental stages and the tasks associated with each stage;
- to be able to explain how successful resolution of each developmental crisis contributes to the development of a prime adaptive ego quality; and
- to be able to explain how unsuccessful resolution of each developmental crisis contributes to core pathology.

## Course Outline:

Session	Topics	Readings Discussed
Session 1 3/12	Introductions Course Overview Orientation to Lifespan Development	Course Text- Chapter 1
Session 2 3/13	Genetics, Prenatal Development and Birth Physical Growth and Aging across the Life Span	Course text- Chapters 2, 3
Session 3 3/14	Health and Wellness Cognitive Growth: Piaget and Vygotsky & Information Processing	Course text- Chapters 4, 5, 6
Session 4 3/15	Language Development Intelligence	Course text – Chapters 7, 8
Session 5 3/16	Social and Emotional Development Development of Self Moral Development and Aggression Gender and Sexuality	Course text- Chapters 9, 10, 11, 12
Session 6 3/17	Friends and Family Schooling, Culture and Society Death and Dying	Course text – Chapters 12, 13, 14, 15

## Assignments, Grading and Due Dates:

All assignments are to be submitted to the correct folder on the Canvas course website.

### Assignment 1 - Human Development Activity

Choose one of the ten possible human development activities below. **Be sure to use content from the course textbook** to assist with completing your chosen assignment.

#### Choice 1 - Childhood Observation (5 pages)

With parental permission, observe a child in the Early Childhood stage of development (ages 2-6) doing routine activities. Your observation of this child should be at least three hours. You can conduct one three-hour-long observation or break your observations into shorter segments. You are not required to engage in activities with the children, but can if the situation warrants such interaction. Be sure to document the dates and times of your observation and what was observed.

1. You should discuss what you observed and how it relates to one of the developmental theories in your textbook.
2. Describe how the child's behavior matches or differs from the "normal" developmental milestones outlined in the theory.

1. Include your assessment of the child's behavior.
2. Detail the biopsychosocial factors that could be/are impacting the child's development and behavior.
3. Describe your assessment of the child's future development.

Choice 2 - Exploring Attachment Security with Ecological Systems Theory (5 pages)

List as many factors as you can that might affect attachment security. Review Bronfenbrenner's ecological systems theory.

1. For each factor you listed, determine the level of the environment (microsystem, mesosystem, exosystem, or macrosystem) with which it is associated.
2. Provide examples of bidirectional influences that contribute to attachment security.
3. Describe the circumstances under which third parties foster attachment security.
4. Explain how third parties compromise attachment security.

Choice 3 -Evaluating Gender-Stereotyped Toys (5 pages)

Visit a local toy or department store and evaluate toys that might encourage violence and gender stereotyping.

1. Describe to what extent do "masculine" toys emphasize violence and high activity.
2. Describe how "feminine" toys emphasize quiet, home-based, and prosocial pursuits.
3. Observe and describe how "masculine" toys are separated from "feminine" toys.
4. Are gender-stereotyped toys heavily promoted at the front of the store or at the ends of aisles?

Choice 4 - Evaluating Gender-Stereotyped Television (5 pages)

Watch several children's cartoons and/or obtain two or three children's picture and beginning-reader books. Using examples from the cartoons and books,

1. Describe how males and females are represented.
2. Detail in what ways characters are portrayed in gender-stereotyped roles.
3. Determine if males and females are equally represented in exciting plot activities?
4. Describe how the behaviors, attitudes, and characteristics of male and female characters and determine if they are strongly gendered stereotyped?

Choice 5 - Promoting Self-Esteem in School-Age Children Presentation (15 PowerPoint slides)

You have been asked to speak to a group of parents and teachers about promoting self-esteem in school-age children. Prepare a PowerPoint presentation including:

1. Describe how the levels of self-esteem change during middle childhood
2. Using peer-reviewed research detail the factors that contribute to self-esteem change.
3. Describe some influences on self-esteem.
4. Detail the consequences of low self-esteem and extremely high self-esteem.
5. Describe some strategies for promoting self-esteem
  - a. Students should include research on mastery-oriented attributions and learned helplessness.

Choice 6 - Creating a Health Education Class for Adolescents (5 pages)

You have been asked to design a health education class for junior high and high school students. Using your course text and peer-reviewed publications for your guide:

1. Present a detailed list of topics you would include in your class including: nutrition, sleep, sexuality, and substance use/abuse.
2. Describe how you would present abstinence education with information about preventing STDs and adolescent pregnancy. Be sure to cite literature to support your inclusions.
3. Detail how would you address issues surrounding sexual orientation.
4. Describe the cognitive changes during adolescence you will consider when planning your class.
5. Identify provide and explanation for any information that you would not include in your class.

Choice 7 - Popular Press Advice Regarding Parent–Child Sexuality Communication (5 pages)

1. Locate two articles in the popular press (Magazines such as Parents, Ladies' Home Journal, Working Mother, and Redbook) that give parents information on adolescent sexuality or advice on discussing sex with their children.
2. Critique the articles they find by answering and providing an explanation for each question:
  - a. What topics are covered?
  - b. Are values discussed in addition to the biological details of sex?
  - c. Are the more difficult topics, such as homosexuality, contraception, and STDs, discussed?
  - d. What is the quality of the information in the articles?
  - e. Does the information seem accurate (supported by research in course text)?
  - f. What specific advice, if any, is given for improving communication between parents and children?
  - g. Are the articles culturally sensitive?

Choice 8 - Parent–Child Relationships in Adolescence (5 pages)

Prepare a speech for a local parent organization about parent–child relationships in adolescence.

Using the course text and peer-reviewed publications:

1. List topics to include in the presentation including:
  - a. Describe myths about parent–child relationships during adolescence?
  - b. Describe whether high levels of parent–child conflict are common in most families.
  - c. Detail behavioral changes parents can expect as children transition from middle childhood to adolescence.
  - d. Describe how parents should respond to their child's growing need for autonomy?
  - e. Detail behaviors parents should avoid and describe why.

Choice 9 - Partner Relationship Characteristics (6 pages)

Examine preferred characteristics of romantic partners by analyzing personal advertisements (ads) in the newspaper or on the Internet. If the selected newspaper or Internet site has a large number of personal ads, systematically sample the ads by reading every fifth number of ads.

1. Compare the preferred characteristics of partners in the ads with research on mate selection.
2. Identify and describe the characteristics women seek in a heterosexual partner.
3. Identify and describe the characteristics men seek in a heterosexual partner.
4. Identify and describe the characteristics women seek in a same-sex partner.
5. Identify and describe the characteristics men seek in a same-sex partner.
6. Detail any age differences in preferred characteristics.
7. Describe the characteristics that men and women reveal about themselves.
8. Determine if people seek partners like themselves.
9. Describe whether the advertisers seem to be seeking long-term or short-term relationships.
10. Explain whether the ads are representative of the general population's preferred characteristics for romantic partners.

Choice 10 - Death Perceptions Interview (5 pages)

Interview a peer, a parent, and a grandparent (or another elder) about death anxiety. Record the answers to each question and identify the age and gender of the interviewees.

1. Please indicate whether you agree, disagree, or feel neutral about the following statements. After each statement, ask the interview to elaborate on their answers.
2. Closed-ended questions:
  - a. "Never feeling anything again after I die upsets me."
  - b. "I hate the idea that I will be helpless after I die."
  - c. "The total isolation of death is frightening to me."
  - d. "The feeling that I will be missing out on so much after I die disturbs me."
3. Open-ended questions:
  - a. The thing I fear most about death is?
  - b. What I believe happens after death is?

## Assignment 2 – Course Participation

Students are asked to evaluate their participation at the end of the course based on:

- Demonstrated preparation for class by reading all course materials beforehand
- Active participation in class discussions
- Avoided cross-talking
- Punctual and consistent attendance

## Assignment 3 - Psycho-Social Interviews (8 pages total)

Conduct short interviews with one person from each of three different developmental lifespans (early childhood - adolescence, early- middle adulthood, and late adulthood).

- For each interviewee in one page describe the subject and their responses. Follow each description with a one-page application of at least 5 developmental concepts relevant to that age. I.E. Use examples from their interview to illustrate physical, social, emotional, or cognitive development. (6 pages total)
- In two pages, describe the insights you gained about lifespan development by completing this assignment. What was most interesting to you? Most surprising? What are you encouraged to learn more about?
- **Sample Interview Questions:**
  1. What do you care most about?
  2. Who are the most important people in your life?
  3. What do you do with most of your time?
  4. What are your goals?
  5. What advice would you give to someone our age?
  6. Which stages of your life have been most enjoyable? The most important?
  7. What have been some of the most significant events of your life? Why? What age were you at each event?

### Grading:

Assignment	Due Date	Percent of Grade
Human Development Activity	3/5/19	40%
Class Participation	3/23/19	20%
Psycho-Social Interviews	3/23/19	40%

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

- 100-91 = A: Excellent: Work exceeds course expectations
- 90-81 = B: Good: Work meets course expectations
- 80-71 = C: Fair: Work marginally meets course expectations
- 70-61 = D: Poor: Work minimally meets course expectations
- 60 or below = F: Failure: Work does not meet course expectations

**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](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](mailto: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

Anthony P. Natale, MSW, Ph.D.

### Education

- 1997 Bachelor of Social Science, Washington State University
- 1999 Master of Social Work, Portland State University
- 2005 Doctor of Philosophy, Social Work, University of Denver

### Current Positions

- Associate Professor, Graduate Programs Coordinator
- Anne and Henry School of Social Work, University of Oklahoma 2005-present
- Advanced Programs Professor since 2007

### Frequently Taught Advanced Programs Courses

- SWK 5313 Social Welfare Policy
- HR 5113 Cultural Diversity in Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5093 Introduction to Graduate Studies in Human Relations

### Major Areas of Teaching and Research Interest

- Administration and Community Practice
- Social Policy
- Evaluation of Prevention Programs
- HIV/AIDS
- Global Health

### Representative Publications and Presentations

- Natale, A. P. (2008). **HIV Transmission Factors: Denver MSM Culture and Contexts.** *Journal of HIV/AIDS and Social Services*, 7 (3) 241-264. DOI: [10.1080/15381500802307500](https://doi.org/10.1080/15381500802307500)
- Natale, A. P., & Moxley, D. P. (2009). Service engagement with high-risk men who have sex with men: Challenges and implications for social work. *Journal of Social Work in Healthcare*, 48 (1), 38-56. DOI: [10.1080/00981380802440536](https://doi.org/10.1080/00981380802440536)
- Natale, A. P. (2009). HIV and AIDS: MSM needs, wants and desires for HIV prevention. *Journal of Gay and Lesbian Social Services*, 21 (1), 149-72. DOI: [10.1080/10538720802494768](https://doi.org/10.1080/10538720802494768)
- Natale, A. P. (2009). Denver MSM socio-structural factors: Preliminary findings of perceived HIV transmission risk. *Journal of HIV/AIDS and Social Services*, 8 (1), 35-56. DOI: [10.1080/15381500902736152](https://doi.org/10.1080/15381500902736152)
- Natale, A.P, Biswas, B., Urada, L., & Schyette, A. M. (2010). Global HIV and AIDS: Calling all social work educators. *Social Work Education*, 29 (1), 27-47. DOI: [10.1080/02615470902810868](https://doi.org/10.1080/02615470902810868)
- Natale, A.P. & Baker, D.R. (2010). HIV/AIDS Scholarship: Bibliometric analysis of social work scholars, schools and journals. *Journal of Social Work in Healthcare*, 49 (7), 669-686. DOI: [10.1080/00981380903539467](https://doi.org/10.1080/00981380903539467)
- Miller-Cribbs, J.E., Cagle, B.E., Natale, A.P., Cummings, Z. (2010). Thinking about think tanks: Strategies for progressive social work. *Journal of Policy Practice*. 9, 284–307. DOI: [10.1080/15588742.2010.487251](https://doi.org/10.1080/15588742.2010.487251)

### Representative Honors and Awards Received

- 2005 Faculty Member of the Year - University of Denver
- 2010 Graduate Faculty Member of the Year- Anne and Henry School of Social Work, University of Oklahoma

### Major Professional Affiliations

- Council for Social Work Education – CSWE
- Society for Social Work Research - SSWR