

Syllabus for
**SWK 311 / PSY 301—Human Behavior and the Social Environment /
Developmental Psychology**
3 Credit hours
Spring 2003

I. COURSE DESCRIPTION

The course focuses on the theories and knowledge of human bio-psycho-social-spiritual development throughout the life span. Helps supply the human behavior in the social environment content for the social work professional degree plan. Emphasizes examining the mutual interdependence between the developing individual and his or her various social systems, which include family, groups, organizations, and community. Topics include developmental theories, stages of development, normal developmental tasks and milestones, developmental problems, human diversity and the Behavior Dynamics Assessment model. The course is cross-listed as PSY 301—Developmental Psychology.

Prerequisites: BIO 101; PSY 201; SOC 101.

II. COURSE GOALS

The course is designed to increase the student's understanding of the development of human behavior in the context of the social environment at various system levels.

III. COURSE OBJECTIVES

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

- A. discuss HBSE as a knowledge basis for generalist practice; (week 1).
- B. discuss the bio-psycho-social-spiritual model of human development; (week 1).
- C. identify research methodologies applied to the study of human development; (week 1).
- D. differentiate developmental issues of diversity, nature vs. nurture, and continuity vs. discontinuity; (week 1).
- E. define traditional & contemporary theoretical viewpoints in human development including: psychoanalytic, psychosocial, behavioral, cognitive, humanistic, ecological systems, morality/spirituality, and feminist; (week 2).
- F. describe ecomapping and genograms; (week 2).
- G. distinguish developmental issues and relate the bio-psycho-social-spiritual model to the following life stages: prenatal, infancy, early childhood, middle childhood, early adulthood, middle adulthood, late adulthood, and death/dying; (weeks 3-14).
- H. relate cultural diversity issues which affect development in each of the life stages; (3-14).
- I. discuss how macro level issues (i.e., poverty, culture, racism, sexism, ageism, etc.) impact development; (weeks 1, 2, 3, 4, 6, 8, 9, 11, 12, 14).
- J. critically analyze professional articles relating to relevant topics concerning various developmental life stages; (weeks 7 & 11).

IV. TEXTBOOK

Hutchison, E.D. (1999). *Dimensions of human behavior: Person and environment*. Thousand Oaks, CA: Pine Forge Press.

Hutchison, E.D. (1999). *Dimensions of human behavior: The changing life course*. Thousand Oaks, CA: Pine Forge Press.

Freiberg, K.L. (Ed.). (2001). *Annual editions: Human development 01/02* (29th ed.). Guilford, CT: McGraw-Hill/Dushkin.

American Psychological Association. (2001). *Publication manual* (5th ed.). Washington, DC: Author.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
2. Double cuts will be assessed for absences immediately preceding or following breaks or holidays.
3. Excessive absences can reduce a student's grade or deny credit for the course.
4. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it be in the form of print, video, multimedia, or computer software.
5. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

B. Course Policies and Procedures

1. Evaluation Procedures

- a. The student's evaluation is based on the following:

Critique	100	
Unit Exams (2)		200
Final Exam	100	
Pop Quizzes (5)		<u>50</u>
Total Points	450	

- b. The following grade scale applies

A = 405 - 450 Points

B = 360 - 404

C = 315 - 359

D = 270 - 314

F = 000 - 269

- c. Due Dates

- (1) All assignments are due at the beginning of class on their respective due dates.
- (2) Major assignments turned in after the due date are penalized at the rate of 10 percent per late day.
- (3) Minor assignments (20 points or less) are penalized 50 percent if turned in one day late and are not accepted after that.

2. Other Information

- a. Course Structure--The course utilizes two class sessions per week and will incorporate a variety of teaching formats.
- b. Journal Article Critiques (7 pgs.)
 - (1) Two articles are selected.
 - (2) The students use an APA formatted reference entry as the title for their paper.
 - (3) The paper is a comprehensive critique of significant points presented in the article, the critique shall be supported by professional knowledge (e.g. citations from the HBSE text or other professional source) and not the student's opinion.
- c. Examinations—Two unit exams and a comprehensive final will be given. The unit exams consist of 75 multiple-choice questions and are worth 100 points each. The final exam consists of 75 multiple-choice questions and is worth 100 points.
- d. Missed Exams
 - (1) All missed exams must be made up by the end of the week following the originally scheduled exam.
 - (2) Excused Misses: No fees or points are deducted for legitimate excuses from administration, physician, nurse, or professional counselor.
 - (3) Unexcused Misses: The makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam.
- e. Cheating/Plagiarism
 - (1) Students suspected of cheating receive no points for that exam or quiz with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
 - (2) Students suspected of plagiarism receive no points for that written assignment with no opportunity for a makeup. Additionally, he or she faces possible disciplinary action by the University.
 - (3) All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- f. Changes—Class attendance is considered an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes and to contact the instructor if he or she is unsure of what is expected.
- g. Office hours are posted on the instructor's door and are announced in class. If students cannot make the posted hours, they can see the instructor after class or leave a message on voice mail with contact times. Appointments are arranged.
- h. Students are expected to attend classes and to participate in class activities and discussion. Consequently, the student who has one or two unexcused absences receives no point penalties. The student who has more than two unexcused absences receives a five-point deduction from his or her final score for each absence beyond two.
- i. Three tardies are treated as one unexcused absence.
- j. An excused absence consists of administration excuses for required University activities or written verification of the student's inability to attend class and/or complete assignments provided by a physician, counselor, or pastor. This written verification by a professional must include his/her rationale for the absence and/or the inability to complete assignments.

VI. COURSE CALENDAR

A. Week 1

1. Assignments Due: Chapter 1 (P&E)
2. Activities: Lecture/Discussion
3. Topics:
 - a. Introduction
 - (1) History
 - (2) HBSE as a Knowledge Base for Generalist Practice
 - (3) Bio-Psycho-Social-Spiritual Model
 - (4) Research Methodologies
 - (5) Issues: Diversity (e.g., culture, ethnicity, gender, sexual orientation, poverty, etc.), Nature vs. Nurture, Continuity vs. Discontinuity, etc.
 - b. Theoretical Viewpoints
 - (1) Psychoanalytic
 - (2) Psychosocial
 - (3) Behavioral

B. Week 2

1. Assignments Due: Chapter 2 (P&E); Chapter 3 (CLC)
2. Activities: Lecture/Discussion
3. Topics:
 - a. Theoretical Viewpoints (cont.)
 - (1) Cognitive
 - (2) Humanistic
 - (3) Ecological Systems
 - (4) Morality/Spirituality
 - (5) Feminist
 - (6) Theory and Diversity Issues
 - b. Diversity in Community Life
 - c. Diversity in Family Life
 - d. Anomie and Symbolic Interactionism
 - e. Behavior Dynamics Assessment Model
 - f. Addictions Cycle Model of Behavior Development
 - g. Ecomapping and Genograms

C. Week 3

1. Assignments Due: Chapters 3 & 4 (P&E)
2. Activities: Lecture/Discussion/Film
3. Topic: Prenatal Development
 - a. Film (as appropriate)
 - b. Gene/Context Interaction
 - c. Conception
 - d. Family Planning
 - e. Mechanics of Heredity
 - f. Genetic Defects
 - g. Chromosomal Disorders
 - h. Diagnostic Techniques
 - i. Prenatal Periods
 - j. Systems Factors Affecting Prenatal Development (e.g. poverty, minority status)
 - k. Childbirth
 - l. Prematurity

- D. Week 4
1. Assignments Due: Chapters 5 & 6 (P&E)
 2. Activities: Lecture/Discussion
 3. Topic: Infancy
 - a. Theory Overview
 - b. Health and Physical Growth
 - c. Socioeconomic Factors
 - d. Motor Development
 - e. Sensory Development
 - f. Cognitive Development
 - g. Language Development
 - h. Social Contexts
 - (1) Bidirectional Influence
 - (2) Attachment
 - (3) Family Diversity
 - (4) Fatherhood
 - i. Emotions/Temperament
 - j. Moral/Spiritual Development
 - k. Daycare Issues
 - l. Early Gender-Role Influences
 - m. Gender Differences/Similarities
 - n. Exceptionality
- E. Week 5
1. Assignments Due: None
 2. Activity: Lecture/Discussion/Review/Exam
 3. Topics:
 - a. Infancy (cont.)
 - b. Review for Exam
 - c. Unit Exam 1
- F. Week 6
1. Assignments Due: Chapters 4 & 5 (CLC)
 2. Activity: Lecture/Discussion/Self-Inventory
 3. Topic: Early Childhood
 - a. Theory Overview
 - b. Physical and Motor Development
 - c. Cognitive Development
 - d. Language Development--Cultural Contexts
 - e. Preschool Education
 - (1) Cultural Comparisons
 - (2) Multicultural Education
 - f. Socializing Emotions
 - g. Play
 - h. Development of Self-Esteem
 - i. Gender Identity
 - (1) BEM Sex-Role Inventory
 - (2) Androgyny
 - j. Development of Prejudice
 - k. Family Contexts
 - (1) Family as a Social Institution
 - (2) Parenting Styles
 - (3) One-Parent Families
 - (4) Discipline

- (5) Divorce and Remarriage
- (6) Family Life in Racial/Ethnic Communities

G. Week 7

- 1. Assignments Due: Article Critique #1
- 2. Activity: Lecture/Discussion/Film
- 3. Topic: Middle Childhood
 - a. Film: Age 7 in America (Diverse Families)
 - b. Theory Overview
 - c. Physical/Motor Development
 - d. Cognitive Development
 - (1) Problem-solving Skills
 - (2) Reasoning
 - e. Intelligence and Testing
 - (1) Cultural Sensitivity
 - (2) Exceptionality
 - f. Kohlberg and Moral Development
 - g. Family Contexts
 - (1) Sibling Influence
 - (2) Domestic Violence
 - h. Peer Groups--Gender and Ethnicity
 - i. Education--Multicultural Issues
 - j. Television
 - k. Childhood Stress
 - l. Exceptionality

H. Week 8

- 1. Assignments Due: Chapter 6 (CLC)
- 2. Activity: Lecture/Discussion
- 3. Topic: Adolescence
 - a. Defining Adolescence--Cultural Differences
 - b. Theory Overview
 - c. Changing Families and Roles
 - d. Adolescent Subcultures
 - e. Puberty
 - f. Cognitive Development
 - (1) Critical Thinking
 - (2) Creative Thinking
 - (3) Egocentrism
 - g. Moral/Spiritual Development
 - h. Substance Abuse--Ethnic Issues
 - i. Mental Health Issues
 - (1) Eating Disorders
 - (2) Depression
 - (3) Suicide
 - j. Delinquent Behavior--Gangs

I. Week 9

- 1. Assignments Due: Chapters 7 & 8 (P&E)
- 2. Activity: Lecture/Discussion
- 3. Topic: Adolescence (cont.)
 - a. Sexual Identity
 - b. Gender Roles
 - c. Sexual Behavior
 - d. Sexually Transmitted Diseases

- e. Teen Parenting--Racial Issues
- f. Identity Development
 - (1) Family Influences
 - (2) Cultural/Ethnic Aspects of Identity
 - (3) Gender Differences
- g. Family Contexts
- h. Peer Groups
 - (1) Racial Influences
 - (2) Affiliation and Attraction
 - (3) Social Influence
 - (4) Dating
- i. Adolescent Stress

J. Week 10

- 1. Assignments Due: None
- 2. Activity: Lecture/Discussion/Review/Exam
- 3. Topics:
 - a. Review for Exam
 - b. Unit Exam 2

K. Week 11

- 1. Assignments Due: Chapter 7 (CLC)
- 2. Activity: Lecture/Discussion/Stress Inventories
- 3. Topic: Early Adulthood
 - a. Theory Overview
 - b. Rites of Passage
 - (1) Cultural Differences
 - (2) Minority Group Membership
 - c. Maturity
 - d. Stress
 - e. Self-Administered Stress Instruments
 - f. Physical Development
 - g. Cognitive Development--Gender Differences

L. Week 12

- 1. Assignments Due: Chapter 14 (P&E)
- 2. Activity: Lecture/Discussion
- 3. Topic: Early Adulthood (cont.)
 - a. Marriage and Family
 - (1) Love
 - (2) Lifestyle Choices
 - (3) Diversity
 - (4) Circumplex Model
 - (5) Family Life Cycle
 - (6) Communication
 - (7) Children and Divorce
 - (8) Domestic Violence
 - b. Patterns for Work/Career
 - (1) Career Options
 - (2) Gender Issues
 - (3) Affirmative Action
 - c. Personal Development--Male vs. Female Individuation

M. Week 13

1. Assignments Due: Chapters 9 & 11 (P&E)
2. Activity: Lecture/Discussion
3. Topic: Middle Adulthood
 - a. Theory Overview
 - b. Physical Development
 - (1) Climacteric
 - (2) Health and Culture
 - c. Sexuality
 - d. Cognitive Development--Intellectual Decline?
 - e. Marriage and Family
 - (1) The "Sandwich Generation"
 - (2) Step-parenting
 - f. Personality Development
 - (1) Levinson and Gender Differences
 - (2) Midlife Crisis and Culture
 - g. Work/Career Patterns
 - (1) Women's Issues
 - (2) Dual Career Families

N. Week 14

1. Assignments Due: Chapter 8 (CLC)
2. Activity: Lecture/Discussion/Film
3. Topic Late Adulthood
 - a. Ageism
 - b. Theory Overview
 - c. Defining Aging
 - d. Physical Development
 - e. Cognitive Development
 - (1) Changes
 - (2) Wisdom
 - (3) Alzheimers
 - f. Social Development
 - (1) Gender Differences
 - (2) Sexuality
 - (3) Work/Career
 - (4) Elder Care
 - (5) Cultural Differences
 - g. Elder Abuse
 - h. Film: Elder Guardianship

O. Week 15

1. Assignments Due: None
2. Activity: Lecture/Discussion/Review
3. Topics:
 - a. Dying and Spirituality
 - (1) Longevity
 - (2) Defining Death
 - (3) Stages of Dying
 - (4) Bereavement and Grieving
 - (a) Stages of Grief
 - (b) Rituals
 - (c) Cultural Differences
 - (5) Euthanasia
 - (6) Suicide

- (a) Racial Issues
 - (b) Gender Issues
- (7) Spirituality--Diversity
- b. Review for Final Exam

BIBLIOGRAPHY of Recommended Readings for HBSE

- Acocck, A., & Demo, D. (1994). *Family diversity and well-being*. Thousand Oaks, CA: Sage.
- Allen-Meares, P., & Shapiro, C. (Eds.). (1989). *Adolescent sexuality*. Binghamton, NY: Haworth Press.
- Austrian, S.G. (Ed.). (2002). *Developmental theories through the life cycle*. Irvington, NY: Columbial University Press.
- Bass, S., & Morris, R. (Eds.). (1993). *International perspectives on state and family support for the elderly*. Binghamton, NY: Haworth Press.
- Bethel, E. R. (1995). *AIDS: Readings on a global crisis*. Needham Heights, MA: Allyn & Bacon.
- Bosma, H., Graafsma, T., Grotevant, H., & DeLeVita, D. (Eds.). (1994). *Identity and development*. Thousand Oaks, CA: Sage.
- Brothers, B. J. (1994). *Attraction and attachment*. Binghamton, NY: Haworth Press.
- Burton, L. A. (Ed.). (1992). *Religion and the family*. Binghamton, NY: Haworth Press.
- Children's Defense Fund. (1994). *Child care and development: Key facts 1994* [Research Paper]. Washington, DC: Author.
- Coke, M., & Twaite, J. (1995). *The black elderly*. Binghamton, NY: Haworth Press.
- Corcoran, J. (2000). *Evidence-based social work practice with families: A lifespan approach*. New York: Springer Publishing.
- Davis, L. (Ed.). (1994). *Building on women's strengths*. Binghamton, NY: Haworth Press.

- DeCrescenzo, T. (Ed.) (1994). *Helping gay and lesbian youth*. Binghamton, NY: Haworth Press.
- Edwards, R. L. (Ed.). (1995). *The encyclopedia of social work*. (19th ed.). Washington, DC: NASW Press.
- Eisenberg, N. (Ed.). (1993). *Divorce and the next generation*. Binghamton, NY: Haworth Press.
- Everett, C. A. (Ed.). (1993). *Divorce and the next generation*. Binghamton, NY: Haworth Press.
- Farrell, W. (1993). *The myth of male power*. New York: Simon & Schuster.
- Faulkner, A., Roberts-DeGennaro, & Weil, M. (Eds.). (1993). *Diversity and development in community practice*. Binghamton, NY: Haworth Press.
- Gelles, R., & Loseke, D. (Eds.). (1988). *Intimate violence*. Thousand Oaks, CA: Sage.
- Gelles, R., & Loseke, D. (Eds.). (1993). *Current controversies on family violence*. Thousand Oaks, CA: Sage.
- Getzel, G., & Mellor, M. (Eds.). (1985). *Gerontological social work practice in the community*. Binghamton, NY: Haworth Press.
- Glick, H. R. (1994). *The right to die: Policy innovation and its consequences*. Irvington, NY: Columbia University Press.
- Hanson, S., Heims, M., Julian D., & Sussman, M. (Eds.). (1994). *Single parent families*. Binghamton, NY: Haworth Press.
- Kahana, Ed., Biegel, D., & Wykle, M. (Eds.). (1994). *Family caregiving across the lifespan*. Thousand Oaks, CA: Sage.
- Keigher, S.M., Fortune, A.E., & Witkin, S.L. (Eds.). (2000). *Aging and social work: The changing landscapes*. Annapolis JCT, MD: NASW Press.
- Kelly, P. (1994). *Developing healthy stepfamilies*. Binghamton, NY: Haworth Press.
- Kramer, B.J., & Thompson, Jr., E.H. (Eds.). (2002). *Men as caregivers: Theory, research, and service implications*. New York: Springer Publishing.
- Levitt, P., & Waters, M.C. (Eds.). (2002). *The changing face of home: The transnational lives of the second generation*. New York: Russell Sage Foundation
- Levy, C. S. (1993). *Social work ethics on the line*. Binghamton, NY: Haworth Press.
- Lewis, K. G. (Ed.). (1992). *Family systems application to social work*. Binghamton, NY: Haworth Press.
- Marsiglio, W. (Ed.). (1995). *Fatherhood*. Thousand Oaks, CA: Sage.
- Martin E., & Martin, J. (1995). *Black experience-based social work*. Washington, DC: NASW Press.
- McAdoo, H. (Ed.). (1993). *Family ethnicity*. Thousand Oaks, CA: Sage.

- Mezey, M.D. (Ed.). (2001). *The encyclopedia of elder care: The comprehensive resource on geriatric and social care*. New York: Springer Publishing.
- Morales, J., & Bok, M. (Eds.). (1993). *Multicultural human services for AIDS treatment and prevention*. Binghamton, NY: Haworth Press.
- NASW. (1994). *Social work speaks*. (3rd ed.). Washington, DC: Author.
- Olson, M. M. (Ed.). (1994). *Women's health and social work*. Binghamton, NY: Haworth Press.
- Schoenberg, R., & Goldberg, R. (Eds.) (1984). *Homosexuality and social work*. Binghamton, NY: Haworth Press.
- Simon, R.J., & Roorda, R.M. (2000). *In their own voices: Transracial adoptees tell their stories*. Irvington, NY: Columbia University Press.
- Sommers, C. H. (1994). *Who Stole Feminism? How Women Have Betrayed Women*. New York: Simon & Schuster.
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- Trickett, E., Watts, R., & Birman, D. (Eds.). (1994). *Human diversity*. San Francisco: Jossey-Bass.
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- Webb, N.B. (Ed.). (2001). *Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners*. Irvington, NY: Columbia University Press.

Kiel, R.
Name of Instructor

SWK 311/PSY 301
Course #

HBSE/Dev. Psy.
Title of Course

Behavioral Sciences
Name of Department

MISSION

The lifestyle at ORU is rooted in the word "Wholeness." ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body.

GENERAL OUTCOMES

1. Spiritual Development
2. Physical Development
3. Communication
4. Analysis
5. Problem Solving
6. Valuing in Decision-making
7. Social Interaction
8. Global Perspectives
9. Effective Citizenship
10. Aesthetic Responsiveness

MAJOR OUTCOMES

Discuss systems dynamics inherent in each stage of development.

Discuss mutual interdependence of developing individual with various system levels.

Identify cultural similarities and differences that affect development.

Discuss value and ethical issues relating to diverse populations.

Identify research designs relevant to the study of human development.

Identify normal developmental tasks and milestones for each stage.

Discuss processes leading to poverty, racism, sexism, ageism, disablement, and alienation and their implication for SWK practice.

COURSE GOALS

Increase the student's understanding of the development of human behavior in the context of the social environment at various system levels.

ASSESSMENT OF COURSE GOALS

STIMULI

Written assignment.

Exams.

Discussion.

Self-assess instruments.

Alumni Survey.

Practicums.

CRITERIA

Term paper.

Unit exams x 2.

Pop quizzes x 5.

Final exam.