Course Description - Skill development in assessing "person-in-environment" throughout the life cycle. Study of the interaction of biopsychosocial, cultural and systemic influences upon human functioning (Credit: 3 semester hours).

Course Learning Objectives - By the end of the course, students should be able to:

1. Explain the life cycle from a person-in-environment perspective using developmental theories of normative biological, cognitive, psychosocial and moral development.
2. Describe major forces that have shaped and continue to shape one's own development, behavior and values.
3. Discuss the impact of biological, psychological, cultural and social stressors on individuals during stages of the life cycle, problems in functioning that may result, and sources of resiliency to deal with stressors.
4. Demonstrate an appreciation for diversity in people's backgrounds and lifestyles.
5. Describe the influence of social institutions upon human development and behavior.
6. Assess the relationships between human development, individual needs, and environmental factors using a person-in-environment perspective.
7. Assess the relationship between individual functioning and societal inequities, especially racism, classism, sexism, heterosexism and ageism, and their influence on the achievement of social and economic justice for vulnerable populations.
8. Use problem solving, critical thinking skills, and a strengths orientation as approaches for understanding and analyzing human development and behavior.
9. Assess the interaction between social systems, cultural values and individual behavior.
10. Use research findings to understand human development and behavior.
11. Critique the person-in-environment perspective as one of several possible approaches for the study of human growth and development.

Evaluation of Learning and Grading - Achievement of learning objectives will be measured as described below:

1. Examinations (75%) - Three (3) exams, containing multiple choice questions, will be given during the term. Each exam will count for 25% of the final grade. Exam #1 covers material presented in unit 1; exam #2 is on content from units 2-4. Units 5-8 will be covered in exam #3. (See next page for tentative exam dates.)
2. Assessment Exercise (25%) - Students will complete a written self-assessment exercise in which they describe and analyze their experiences during at least one of the developmental stages covered in the course. (Also see next page for due date.) Responses to the assessment questions must be typed, double-spaced and referenced using the documentation style described in the latest edition of the Publication Manual for the American Psychological Association. Information about use of APA citations and references, as well as additional guidelines for this exercise, will be furnished by the instructor.

In written assignments, students are expected to present their ideas clearly and to adhere to professional standards of writing (e.g., use correct grammar, punctuation, sentence structure, spelling, etc.) Work not conforming to these standards, or demonstrating serious deficiencies in common English usage, will be returned ungraded, and the student must meet with the instructor concerning revisions required for resubmission. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. For information on the UWC, phone (407) 823-2197 or http://reach.ucf.edu/uwc. Course learning objectives will stress classroom discussion, small and large group experiential exercises, and use of audiovisual
aids. Students are expected to attend each class session and to participate in classroom activities. Students are responsible for documenting their attendance by signing a class roll that will be distributed by the instructor during class meetings. More than three (3) unexcused absences or excessive partial absences (i.e., arriving late or leaving class early) during the semester may result in lowering of the final grade. More than four unexcused absences can result in a FAILING GRADE for the course. (See the School of Social Work's BSW Student Handbook for more information on attendance requirements.)

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall Points</th>
<th>Grade Point Value</th>
<th>Grade</th>
<th>Overall Points</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
<td>C</td>
<td>74-76</td>
<td>2.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.75</td>
<td>C-</td>
<td>70-73</td>
<td>1.75</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.25</td>
<td>D+</td>
<td>67-69</td>
<td>1.25</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3.00</td>
<td>D</td>
<td>64-66</td>
<td>1.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.75</td>
<td>D-</td>
<td>60-63</td>
<td>0.75</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.25</td>
<td>F</td>
<td>59 or below</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Tentative Due Dates for Assignments

Exam #1 - September 20, 2004 (week 5) Assessment Exercise - November 15, 2004 (week 13)
Exam #2 - November 1, 2004 (week 11)
Exam #3 - December 6, 2004 (final exam week)

Course and Classroom Policies and Procedures - See the BSW Student Handbook for a detailed discussion of the School of Social Work's class policies and procedures. Noted below are general guidelines for the course:

1. Extra credit work will NOT be available. All exams and the assessment exercise must be completed in order to pass the course. Students may NOT elect to skip an exam or the exercise and accept a lower grade.
2. Five (5) points will be deducted from the student's final grade if an assignment is submitted late. NO ASSIGNMENT WILL BE ACCEPTED AFTER THE LAST DAY OF CLASS. Make-up exams (in essay format) will be given ONLY in exceptional circumstances and solely at the instructor's discretion.
3. Students registered with UCF's Office of Student Disability Services, and having special needs which require accommodation for the successful completion of this course, should see the instructor no later than the end of the first week of class. Failure to do so may result in accommodation(s) not being made.
4. Students are expected to demonstrate behaviors in the classroom that positively contribute to class discussion. Alternative points of view should be offered and received with tact, and students are encouraged to express diversity of ideas and differences of opinion. Therefore, students should feel free to express their personal opinions and to refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.
5. In certain circumstances, an incomplete grade may be given per School and University policies. Arrangements must be made with the instructor and documented in writing for the completion of the course requirements.
6. Students can access their final course grade on the internet; however, the instructor is willing to mail final grades to students who provide a stamped, self-addressed envelope. The instructor cannot provide students with grades by phone nor can grades be posted in the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up in the Social Work Office.

COURSE OUTLINE AND SCHEDULE

UNIT 1- WEEKS 1-4: INTRODUCTION/OVERVIEW OF KEY THEORIES AND ASSESSMENT METHODOLOGY

Dates: August 23 through September 13, 2004 (No class on Labor Day Holiday-Monday, September 6)

Unit Learning Objectives
1. Identify basic assumptions that underlie the organization and focus of the course.
2. Explain the basic characteristics of developmental stages.
3. Recognize the systemic relationship between human behavior, the social environment and human services.
4. Interpret the nature vs. nurture and deficit vs. difference approaches to understanding human behavior.
5. Identify selected methods, theories and principles for studying growth and change throughout the life cycle.
6. Describe the psychosocial approach, including the interrelationships among the biological, psychological and societal systems.
7. Consider ethical guidelines that should be followed in conducting research with human subjects.
8. Define key terms: theory, social role, systems theory, reference groups, life span, life expectancy, etc.

Content
1. Preview of course content and requirements
2. Basic assumptions regarding human behavior
3. Lifespan research and ethics
4. (Bio)psychosocial perspective: concepts, components, strengths and limitations
5. Developmental stages and the concept of readiness
   a. Age related
   b. Building block effect
   c. Sequential and invariant
6. Development of self-awareness and sensitivity to human diversity
   a. Ethnic minorities
   b. Women’s issues
   c. Alternative lifestyles
7. Theories of change (overview)
   a. Biological evolution
   b. Psychosexual development
   c. Social learning, roles and systems
   d. Cultural theory
   e. Cognitive development and learning
   f. Others
8. Ecological perspective: health and human development
   a. Common health problems
   b. Causes of birth defects
   c. Causes of disease
   d. Body systems affecting behavior
9. Nature vs. nurture and deficit vs. difference
   a. Intelligence, temperament and personality
   b. Sex roles
   c. Health and growth
10. Explanation and criticism of theories and analytic schemes (assessment tools) to be used in the course
   a. Psychosexual theory – Freud
   b. Cognitive development – Piaget
   c. Moral development – Kohlberg
   d. Social systems analysis
   e. Psychosocial crises of the life stages - Erikson
   f. Basic human needs - Maslow
   g. Social role analysis
   h. Others
11. The scientific method and models for assessing human development
Reading

Learning Methods
1. Lecture-discussion.
2. Assigned reading from text.
3. Small and large group activities (self-assessments).
4. Audiovisual aids.

UNIT 2 - WEEKS 5-7: PRENATAL DEVELOPMENT AND INFANCY (First 24 months)
Dates: September 20 through October 4, 2004

Unit Learning Objectives
1. Discuss the biopsychosocial context of pregnancy, especially the reciprocity between the pregnant woman and the developing fetus.
2. Describe prenatal development and genetic and environmental influences that may affect the fetus.
3. Discuss childbirth, bonding, attachment and temperament.
4. Note abnormalities of newborns.
5. Identify general milestones in physical, psychosocial, and cognitive development during infancy.
6. Assess the impact of family, race and ethnic group upon development during infancy.

Content
1. Conception and pregnancy
2. Reciprocal relationship between mother and developing infant
3. Prenatal development: genetic and environmental influences
4. The birth experience and bonding
5. Developmental abnormalities of newborns
6. The infant: separation of self and attachment
7. Infancy: sensorimotor stage, especially object permanence
8. Basic trust vs. mistrust
   a. Development of love and functions of the ego
   b. Anxiety and ego development
9. Physical development of the infant: body changes and motor development
10. Diversity in parenting and home environments
    a. Family size, structure and parenting patterns: roles of the mother, father and other caregivers
    b. Social, cultural and economic considerations
    c. Racial, ethnic, single mother, alternate sexual preference considerations

Reading

Learning Methods
1. Lecture-discussion.
2. Assigned readings from text.
3. Videotapes (optional).
4. Exam #1 (covers unit 1) in week 5.

UNIT 3 - WEEKS 8 AND 9: TODDLERHOOD (ages 2-3) AND EARLY SCHOOL AGE (ages 4-6)
Dates: October 11 and October 18, 2004

Unit Learning Objectives
1. Identify general milestones in physical, psychosocial, cognitive and moral development during toddlerhood and early childhood.
2. Assess the impact of family, community, race, ethnic group and social class on development during toddlerhood and early childhood.
3. Explain typical toddlerhood and early childhood behavior.
**Content**

1. Pre-operational thought
2. Language development
   a. Development of self through language
   b. Role taking
3. Autonomy vs. shame and doubt
   a. Social demands and the developing ego
   b. Diversity in parenting
4. Typical toddlerhood and early childhood behavior
   a. Locomotor and representational skills
   b. Messing and smearing
   c. Childhood friendships
   d. Temper tantrums
   e. Feeding problems
   f. The negative stage
   g. Fears and rituals
   h. Sibling rivalry
   i. Impulse/self-control
   j. Importance of play: fantasy and group play
5. Initiative vs. guilt
   a. Development of the superego
   b. Diversity in parenting
6. Theories of sex role identification
   a. Psychosocial theories
   b. Social role theories
   c. Cognitive theories
   d. Others
7. Physical development
   a. Body changes
   b. Motor development
8. Early moral development
9. Self-esteem in toddlerhood and early childhood
10. Diversity in early childhood
    a. The nurturing environment and sustaining environments
    b. Effects of social expectations on school readiness
    c. Effects of ethnic minority group status, social class, race and sex

**Reading**
Newman and Newman, Chapters 7 and 8: "Toddlerhood" and "Early School Age."

**Learning Methods**
1. Lecture-discussion.
2. Assigned reading from the text.
3. Videotapes (optional).

**UNIT 4 - WEEK 10: MIDDLE CHILDHOOD (ages 6-12)**
**Date: October 25, 2004**

**Unit Learning Objectives**
1. Identify general milestones in physical, psychosocial, cognitive and moral development during middle childhood.
2. Assess the impact of family, school, community, race, ethnic group and social class on middle childhood behavior.
3. Explain typical middle childhood behavior.
4. Explore the impact of exposure to violence on development during middle childhood.
Content
1. Concrete operations: conservation, combinatorial and classification skills
2. Industry vs. inferiority
3. Human diversity in middle childhood
   a. Expanding adult influences - school and community
   b. Peer influences, team play and friendship
   c. Effects of race and ethnicity
4. Physical development: body changes and motor development
5. Self-evaluation in middle childhood
6. Interpersonal violence: impact during childhood

Reading: Newman and Newman, Chapter 9: "Middle Childhood."

Learning Methods
1. Lecture-discussion.
2. Assigned reading in text.
3. Videotapes (optional).

UNIT 5 - WEEKS 11 AND 12: EARLY AND LATER ADOLESCENCE (ages 12-18 and 18-24)
Dates: November 1 and November 8, 2004

Unit Learning Objectives
1. Identify general milestones in physical, psychosocial, cognitive and moral development during early and later adolescence.
2. Assess the impact of family, school, community, race, ethnic group and social class on development during early and later adolescence.
3. Assess the social role of the adolescent in our culture.
4. Distinguish between adolescence roles defined as problems and roles seen as acceptable in our culture.
5. Examine factors associated with risk-taking behavior (e.g., drug abuse) during adolescence.

Content
1. Developmental milestones during adolescence
   a. Maturation of morality
   b. Formal operational reasoning
   c. Mental health and emotional disorders (e.g., eating disorders, depression)
   d. Sexual development
2. Physical maturation: impact of early and late maturing on self-concept, social relationships, etc.
3. Developmental tasks: early and later adolescence
4. Role of the adolescent: socializing the adolescent through home, school and community
5. Psychosocial crises: group identity vs. alienation and individual identity vs. identity confusion
6. Autonomy from parents
7. Work experiences and career choices: impact of education and sex-role socialization
8. Diversity in the adolescent experience

Reading
Newman and Newman, Chapters 10 and 11: "Early Adolescence" and "Later Adolescence."

Learning Methods
1. Lecture-discussion.
2. Assigned reading in text.
3. Videotapes (optional).
4. Exam #2 (covers units 2-4) during week 11.
UNIT 6 - WEEK 13: EARLY ADULTHOOD (ages 24-34)
Date: November 15, 2004

Unit Learning Objectives
1. Identify general milestones in physical and psychosocial development during early adulthood.
2. Assess the impact of demography, sex, race, ethnic group and social class on developing intimate relationships and selecting a partner.
3. Understand the impact of major life stressors (e.g., divorce) during early adulthood.

Content
1. Adulthood roles and the "social clock"
2. Lifestyle as an expression of individual identity and diversity in lifestyles
3. Work experiences and skills
4. Partnership selection
5. Intimacy vs. isolation
6. Changing marital and sex roles
7. Impact of ethnic and racial discrimination on successful achievement of adult status
8. The decision to have children and child rearing
9. Balancing work and family tasks
10. Divorce

Reading: Newman and Newman, Chapter 12: "Early Adulthood."

Learning Methods
1. Lecture-discussion.
2. Assigned reading in text.
3. Videotapes (optional).

UNIT 7 - WEEK 14: MIDDLE ADULTHOOD (ages 34-60)
Date: November 22, 2004

Unit Learning Objectives
1. Identify general milestones in physical and psychosocial development during middle adulthood.
2. Assess impact of societal inequities, based on race, sex and ethnicity, on the successful assumption of adult role(s) in middle adulthood.
3. Use a psychosocial perspective to examine the impact of workplace discrimination on career access and advancement.

Content
1. The developmental cycle of the family and maturational crises
2. The world of work as a context for development in middle adulthood
   a. Managing a career
   b. Midlife career changes and joblessness
3. Family life in middle adulthood
   a. Maintaining a vital relationship with a spouse or partner
   b. Parenting and caring for aging parents
   c. Managing a household
   d. Nurturing relationships
4. Generativity vs. stagnation
   a. Physical changes
   b. Midlife transitions
   c. Alternative developmental theories of middle age
   d. Diversity in mature adults
5. Workplace discrimination: obtaining and advancing in a career

Reading: Newman and Newman, Chapter 13: "Middle Adulthood."
UNIT 8 - WEEK 15: LATER ADULTHOOD AND VERY OLD AGE (ages 60-75 and 75 until death)
Date: November 29, 2004

Unit Learning Objectives
1. Identify general milestones in physical and psychosocial development in later adulthood and very old age.
2. Discuss cognitive functioning in later adulthood and very old age, especially factors promoting intellectual vigor.
3. Describe the impact of demography, sex, race, ethnic group and social class on people during later adulthood and very old age.
4. Assess the impact of societal inequities, based on race, sex, ethnicity, sexual orientation, and other factors related to minority status, on the aging experience in later adulthood and very old age.
5. Discuss how culture can influence the aging process and various roles associated with work and retirement in later adulthood and very old age.
6. Examine role gain (e.g., grandparenting) and role loss (e.g., widowhood) in later adulthood and very old age.
7. Explain cultural and psychological aspects of death and dying.

Content
1. Sociological aspects of aging
   a. Culture, aging and family life
   b. Aging and retirement
   c. Status, role losses and new roles (e.g., grandparenthood)
   d. Diversity in aging
2. Biological aspects of aging
   a. The demography of aging: race, sex and ethnicity
   b. Physical changes, health and primary diseases of the aged
   c. Diversity in aging
3. Psychological and cognitive aspects of aging
   a. Organic brain damage
   b. Grief and depression
   c. Promoting intellectual vigor: effects of aging on memory, intelligence, thinking and problem solving
   d. Diversity in aging
4. Psychosocial crises: ego integrity vs. ego despair and immortality versus extinction
5. Issues related to death and dying, especially as influenced by culture
   a. Accepting terminal illness, anticipating death and grief processes
   b. Alternative developmental theories of aging and death
   c. Ethical issues in defining death and in terminal illness
   d. Diversity in dying and views of death

Reading: Newman and Newman, Chapters 14 and 15: "Later Adulthood" and "Very Old Age."

Learning Methods:
1. Lecture-discussion.
2. Assigned reading in text.
3. Videotapes (optional):
4. Exam #3 (covers units 5-8) during final exam week.


