Course Description
This course is one of two courses in the Human Behavior and the Social Environment curriculum area required for graduate social work majors. A major focus of Social Work 5105 is to provide students with an understanding of social work systems perspective within preventive, developmental, supportive, and residual approaches to social work practice. This course provides students with theoretical frameworks used by social work practitioners to understand an individual's behavior in interaction with the social environment and the forces which shape human behavior.

Course Objectives
By the end of the semester, students should be able to:
1. Discuss the unique perspective that social work has in viewing the relationship between the individual and environment in comparison to other helping professions.
2. Understand biological, psychological, social, and cultural determinants during childhood, adolescent, early adult, middle adult, and older adult developmental stages within the context of a broader environment.
3. Be familiar with ways that ethnicity, culture, gender, sexual orientation, class, disability, and other forms of diversity contribute to human development, resiliency, social stress, and economic social injustice and their implications for social work practice.
4. Discuss relevant research and to identify and conceptualize additional research needs relating to human behavior and the social environment.
5. Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values, in particular empowerment, shared responsibility, and social justice.

Teaching Methods
This course will incorporate a variety of teaching methods. These methods may include lecture, discussion, audiovisual materials, small group exercises, and guest speakers. A variety of case examples will be used to exemplify theories and developmental stages discussed. Students are expected to be active in the learning process. This implies substantive class participation, quality of participation will be judged over quantity. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and examinations.

Texts
2. Reserve readings where indicated on the following Course Outline and Schedule are required unless specified as optional selections. Reserve readings are available in the library.

Evaluation of Learning and Grading
1. Quizzes (30 points): There will be 3 quizzes valuing 10 points each.
   - The first quiz will be September 16 and will cover Systems Perspective.
• The second quiz will be September 30 and will cover Psychodynamic and Psychosocial theory.
• The third quiz will be October 14 and will cover Social Learning and Behavior theories.
2. Paper #1: Case assessment (20 points). Students will assess a fictional character from a feature film, using theoretical frameworks covered in class. The instructor will provide details and guidelines regarding this assignment. This paper is due November 4.
3. Paper #2: Case study (20 points). Students will assess an adult using the theoretical frameworks covered in class. The instructor will provide details and guidelines regarding this assignment. This paper is due November 18.
4. In-class projects (10 points). Each developmental unit will involve an in-class project, which will require both preparation and participation by each class member. A peer grading system will be used as part of the determination of individual grades for each in-class project.
5. Final Exam (20 points). Final exam will encompass the entire course and will be held as scheduled during UCF's final examination period.

A final course grade will be based upon the total number of points accumulated by a student on written assignments, participation, and attendance. The course grading scale is noted below:

Grades Scales Adopted by the Social Work Faculty

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


1. Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken during the first half hour of class and repeated immediately following any breaks during class. Any student who is not present during the taking of attendance will be categorized as absent that day. Any student with more than 3 absences during the semester will have their final grade dropped by one full letter grade. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.
2. Written assignments are due during class on the date listed in the syllabus. Any student unable to attend class on the date an assignment is due may turn their assignment in directly to the social work office on or before the due date. It is the student’s responsibility to see to it that their assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. Late assignments will be docked 10% for each calendar day that they are late. Assignments will not be accepted by email or fax. Because there will be no exceptions to this policy, students are encouraged to turn in assignments early, or exchange contact information with their classmates so that assignments can be turned in on time in the event of an emergency.
3. It is important that the social worker be able to demonstrate effectiveness and competence through the written word. For this reason, each paper will be graded for both clarity and content. All written work must follow the APA format. All written assignments must be typed in a 12-font print. Margins must be one inch. The cover page of a paper is not considered to be a page of text.
4. The syllabus is not considered to be a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to adjust reading requirements, assignment due dates, and other expectations at her discretion. Any changes in the syllabus will be announced in class.
Course Outline and Schedule

Unit 1- Weeks 1 & 2: August 26 & Sept 2
Introduction to the Social Systems Perspective of human development, and the impact of cultural diversity.
Readings:
1. Longres, chapters 1,2 & 3, pp. 2-72.
4. Bornman, 411-425
5. Dadkhah, Harizuka, & Mandal, 730-735.
6. Phinney, 143-152.

Unit 2 Weeks 3, 4 & 5 Sept 9, 16, 23
Basic theories of human behavior and development.
September 16: Quiz #1 Systems perspective

Unit 3 Weeks 6 & 7 Sept 30 & Oct. 7
Pregnancy, prenatal, and infancy development from a systems perspective.
Readings:
1. Pillari & Newsome, Chapters 2, pp. 231-264.
2. Dillar, Chapter 5, pp. 68-87.
September 30: Quiz #2 Psychodynamic and psychosocial theory

Unit 4: Weeks 8 & 9: Oct. 14 & 21
Toddlerhood and early-middle childhood development from a systems perspective.
Readings:
2. Hutchinson, Chapter 4, pp. 139-148.
3. Haight, pp. 213-221.
4. Estes, Chapter 13, 207-224
5. Abu-Saad, 479-488.
October 14: Quiz #3: Social Learning and Behavior theories

Unit 5: Weeks 10 & 11: Oct. 28 & Nov. 4
Adolescence and young adulthood development from a systems perspective
Readings:
1. Longres, Chapter 17, pp. 494-521
2. Hutchinson, Chapter 6, pp. 196-217
6. Abu-Ali, pp. 185-193
7. Cok, pp. 409-414
November 4: Paper #1 is due.
Unit 6: Weeks 12 : Nov 18  (No class Nov 11 Veteran’s Day or Nov 25 Thanksgiving)
Middle adulthood and older adulthood development from a systems perspective
Readings:
1. Longres, Chapters 18 & 19, pp. 522-545
2. Weaver, pp. 203-211
3. McQuaid, pp. 21-31
4. Stafford & Kline, pp. 85-92
5. Pillari & Newsome, Chapter 9, pp. 331-338.
6. Kleinke, Chapters 10 & 11, pp. 172-182 & 190-206
7. Speizer, pp. 17-34

November 18: Paper #2 is due.

Unit 7: Week 13 : December 2
Very old age and end-of-life from a systems perspective.

Final Examination schedule to be announced

Bibliography


