COURSE DESCRIPTION
SSS 223 examines the dynamics of normal and abnormal development and functioning across the lifespan among individuals and families. Micro/clinical–level theories will be explored within the context of a) the bio–psycho–social–spiritual dimensions of human behavior and b) their relationships to social work’s person–in–environment perspective. Micro/clinical–level theories covered in this course include the following: behaviorism, cognitive development, moral development, psychodynamic theory, psychosocial theory, social cognitive theory, symbolic interaction, systems theory, and transpersonal theory. Instructional methods include required readings, coursework and class assignments, student participation, and other forms as deemed appropriate.

EDUCATIONAL OBJECTIVES
1. Articulate the dynamics of social work’s person–in–environment perspective within the context of human behavior’s biological, psychological, social, and spiritual dimensions.
2. Recognize the importance of theory in social work practice.
3. Appreciate the importance of theory in providing an empirical basis for conducting research.
4. Engage in critical thinking through application of concepts from micro/clinical–level theories as a means to assist in analyzing and exploring human behavior within diverse, cultural contexts.
5. Demonstrate effective oral and written communication skills.
6. Enhance one’s knowledge of normal development throughout the lifespan and recognize how development is influenced by various internal and external factors.
7. Develop an understanding of mental health conditions and their influence on/impact at the micro/clinical (re: individuals & families), mezzo (re: communities & organizations), and macro (society) levels.
8. Be familiar with social work’s ethical principles, values, and standards and their consistency with theories of human behavior.

9. Build a foundational knowledge base for generalist social work practice with diverse populations that is informed, objective, and respectful.

COURSE REQUIREMENTS

Required Text


Recommended Text

Other Recommended Resources


COURSEWORK AND DUE DATES

QUIZZES: Students will take four brief, objective–style quizzes related to their understanding of the theories discussed in class. Quizzes will be given at the beginning of the class that pertains to their respective due dates listed below. Fifteen minutes will be allotted for completion of each quiz.

**QUIZ I** 2/6/17
**QUIZ II** 2/28/17
**QUIZ III** 3/20/17
**QUIZ IV** 4/3/17

CASE STUDIES: Students will write three case studies using three of the assigned readings from ENG 326. For detailed information and submission format, see pages eight and nine of the syllabus.

**CASE STUDY I** 2/20/17
CASE STUDY II  3/27/17  
CASE STUDY III  4/10/17  
PRESENTATIONS:  4/24/17  

TAKE–HOME EXAM: Students will complete an integrative, take–home exam. The exam will be comprised of several discussion and essay–type questions.

TAKE–HOME EXAM DUE DATE 5/2/17

Class Attendance and Participation

STUDENTS ARE EXPECTED TO ATTEND CLASS AND PARTICIPATE IN DISCUSSIONS. Participation is defined as reading and reflecting upon the required readings prior to class in order to understand the context of the discussion and to speak informatively on the day’s topic. It is understood that some students will have an easier time that others with spontaneous class participation while others will have an easier time with pre–planned questions and comments. Both types of contributions are valued.

BEING LATE FOR CLASS WITHOUT PRIOR NOTIFICATION IS A DISRUPTIVE BEHAVIOR. Thus, each time a student is late (i.e., he/she arrives at 6:11 p.m. or later according to the room clock), the instructor reserves the right to deduct 1% from this individual’s overall grade for attendance and participation.

REQUESTS FOR EXCUSED ABSENCES MUST BE MADE PRIOR TO CLASS COMMENCEMENT. That is, prior to or on the date a student is requesting to be excused from class, his/her email regarding such must be received by the instructor by 6:10 p.m. or earlier according to Cardinal Mail’s date–time stamp. Emergencies happen and prior notification is not always possible. In these rare cases it is your responsibility to notify the instructor as soon as possible and provide an explanation as to the nature of your emergency. In addition, it is your responsibility to make arrangements with the instructor to make up any missed assignment. However the instructor reserves the right to not excuse absences deemed at not valid. Unexcused absences will be recorded as zero points for that day’s attendance and participation grade.

ABSENCES DUE TO ATHLETIC PARTICIPATION REQUIRES ADVANCED NOTIFICATION. Students participating in CUA athletic sport activities must notify the instructor in a timely manner of any potential absences from class, provide written documentation of their athletic participation, and plan ahead for any potential class absences. Absences without prior notification are considered unexcused absences. Students are responsible for making up any missed work as normally expected in the course class schedule.

F. Late Coursework Policy

All case studies (.doc/.docx) and an electronic copy of your presentation (.ppt/.pptx/.pdf) are to be emailed as attachments to your instructor no later than 6:10 p.m. on their respective due dates. Submissions received after 6:11 p.m. are considered late and will incur an automatic five–point
penalty. After 24 hours, an additional five points will be deducted. Assignments submitted after 48 hours will not be accepted and the grade for such will be entered as a zero. These penalties will apply unless you have made prior arrangements with the instructor. Extensions will not be granted the day an assignment is due. If you should need an extension (e.g., health reasons, family emergency, etc.), you must discuss this with your instructor at least 48 hours (excluding weekends and holidays) in advance of the due date.

G. Weighting of Coursework

ATTENDANCE and PARTICIPATION 10% CASE STUDIES 20% TAKE–HOME EXAM
20% PRESENTATION 25% QUIZZES 25%

H. Grading Policy

Grades for the course are based on the University grading system. Grades for the case studies papers will be evaluated for depth and content, clarity of thought, grammar, organization, sentence structure, spelling, and usage and selection of references. In addition, papers are to adhere to APA format. As such, students should be familiar with the sixth edition of the Publication Manual of the APA and use the manual as a guide for all written work to be completed during this course.

Grading System

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A–</td>
<td>90-92</td>
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<td>C</td>
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<tr>
<td>C–</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69 (Lowest Passing)</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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I. Electronic Devices

RECORDING OF CLASSROOM LECTURES IS PROHIBITED unless advance written permission is obtained from the instructor. Students who require recording or other adaptations lectures as a reasonable accommodation for a disability should contact the Office of Disability Support Services (DSS) in advance in order to obtain permission for the recording and must provide the instructor with written documentation. The University has instituted a policy on recording of classroom lectures, which may be accessed at: http://policies.cua.edu/academicgrad/recordingclassroomlecturesgraduate.cfm.

USING CELL/SMART PHONES OR OTHER MOBILE COMMUNICATION DEVICES IS
NOT ALLOWED. The use of cell/smart phones or other mobile communication devices is distracting and disrespectful; thus, their use during class is prohibited except in an emergency. In such instances, students are to leave the classroom and return in a prompt, courteous manner. In consideration of others, individuals should either silence or turn their cell phone ringers to vibrate while in class. Please note the instructor may confiscate the disruptive device after one warning for the duration of class. Any subsequent disruption will result in a cumulative 5% deduction from one’s overall grade for attendance and participation.

UTILIZING LAPTOPS, TABLETS, OR OTHER COMPUTER DEVICES IS PERMITTED FOR NOTE– TAKING PURPOSES ONLY. Students who ignore this policy and utilize computer devices for purposes other than taking notes will be dismissed from class. Each dismissal will result in a cumulative 5% deduction from one’s overall grade for attendance and participation.

J. Course and Instructor Evaluation

MSPS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged.

CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to MSPS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proofread by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE: TOPIC & READINGS
*The Instructor reserves the right to modify this schedule if needed. Students will be alerted of any changes in class and by email notification via Blackboard.*

Class 1  
The Nature of Theories & Lifespan Development  
1/9/2017  Newman & Newman Chapters 1 & 2  
Robbins et al: Chapter 1;  

1/16/17  NO CLASS MLK HOLIDAY

Class 2  
LAST DAY TO ADD/DROP FULL SEMESTER COURSES  
1/23/17  Psychodynamic Theory & Behaviorism  
Robbins et al: Chapter 7; Newman & Newman Chapters, Psychosexual Theory (pp.28-35); Robbins et al: Chapter 12 (pp. 345-351)

Class 3  
Cognitive Development & Social Learning Theory & Exchange Theory  
1/30/17  Newman & Newman: Chapter. 2, Cognitive Development (pp.35-40); Robbins et al.: Chapter 9 (pp.260-266); Newman & Newman Chapter 2., Social Learning Theory (pp.40-41); Robbins et al. Chapter 12 (pp.351-365; 369-376)  
QUIZ I: CLASSES 1 & 2

Class 4  
Moral Development & Transpersonal Theory  
2/6/17  Newman & Newman Chapter 7, Cognitive Development (pp.249-250); Robbins et al. Chapters 9 & 13

Class 5  
Systems Theory & Symbolic Interaction & Role Theory  
2/13/17  Newman & Newman Chapter 2 Systems Theory (pp.52-54); Robbins et al. Chapters 2; Newman & Newman: Chapter 2 Social Role Theory (pp.48-51); Robbins et al. Chapters 10  
CASE STUDY I DUE

DUE TO ADMINISTRATIVE MONDAY CLASSES HELD ON TUESDAY

Class 6  
Psychosocial Theory & Mental, Emotional, & Behavioral Disorders  
2/20/17  Newman & Newman Chapter 3; Robbins et al. Chapters 8;  

Class 7  
Psychosocial Theory & Mental, Emotional, & Behavioral Disorders  
2/21/17  Newman & Newman Chapter 3; Robbins et al. Chapters 8; viewing of People Say I’m Crazy documentary of man living with mental illness.

Class 8  
Pregnancy & Prenatal Development  
2/28/17  Newman & Newman Chapter 4  
QUIZ II: CLASSES 3-5

3/6/17  SPRING RECESS
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Chapters</th>
<th>Date</th>
<th>Notes</th>
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<tbody>
<tr>
<td>9</td>
<td>Infancy &amp; Toddlerhood</td>
<td>Newman &amp; Newman Chapters 5 &amp; 6</td>
<td>3/13/17</td>
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<tr>
<td>10</td>
<td>Childhood (Early &amp; Middle)</td>
<td>Newman &amp; Newman Chapters 7 &amp; 8</td>
<td>3/20/17</td>
<td>QUIZ III: CLASSES 5 &amp; 6</td>
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<tr>
<td>11</td>
<td>Adolescence &amp; Transitioning to Adulthood</td>
<td>Newman &amp; Newman Chapters 9 &amp; 10</td>
<td>3/27/17</td>
<td>CASE STUDY II</td>
</tr>
<tr>
<td>12</td>
<td>Early &amp; Middle Adults</td>
<td>Newman &amp; Newman: Chapters 11-12</td>
<td>4/3/17</td>
<td>QUIZ IV: CLASSES 8 &amp; 9</td>
</tr>
<tr>
<td>13</td>
<td>Older Adults</td>
<td>Newman &amp; Newman: Chapters 13-14</td>
<td>4/10/17</td>
<td>CASE STUDY III</td>
</tr>
<tr>
<td>14</td>
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<td>Newman &amp; Newman: Chapters 15</td>
<td>4/24/17</td>
<td>PRESENTATIONS</td>
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<td>5/2/17</td>
<td>NO CLASS TAKE-HOME EXAM DUE:</td>
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<td>NO CLASS EASTER MONDAY</td>
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CASE STUDIES (3.5 PAGES OF TEXT)*
*This does not include your cover page.

Students will write three case studies based on four of the assigned readings from ENG 326.\(^1\) The primary purpose of these assignments is for you to demonstrate, through careful consideration and analysis, how the theories below relate to the content of your readings. You are to select one character from each reading and apply concepts from the following theories:

- **CS I:** Psychodynamic Theory or Social Cognitive Theory
- **CS II:** Moral Development or Transpersonal Theory
- **CS III:** Symbolic Interaction or Role Theory

Case studies (.doc/.docx) are to be emailed to your instructor by 2:10 p.m. on their respective due dates. **Please name your attachments as follows: 223 Last Name CS # (e.g., 223 White CS I).** Hard copies and .pdf attachments will not be accepted.

**CONTENT: 50 POINTS**

**First Page of Text: 15 Points**
- Summary of the reading (*one paragraph, no more than eight lines*): 5 points
- Character demographics (*one paragraph, no more than eight lines*): 5 points
- Explanation of your understanding of the theory’s overall relevance in regards to examining the character. Identification of three to four theoretical concepts you will be applying (*one paragraph, no more than eight lines*): 5 points

**Second and Third Pages of Text: 30 Points**
- Application of the theoretical concepts to the character: 30 points

**Final Half Page of Text: 5 Points**
- Summary: 5 points

**APA STYLE: 15 POINTS**

Headings: 1 point
1–Inch Margins: 1 point
Double–Spaced: 1 point
Two Spaces after each Sentence: 1 point
Times New Roman (font face and 12–point within text): 2 points
Cover Page (format, font face, and 12–point): 3 points
Running Head (format, font face, and 12–point): 3 points
Page Numbers (format, font face, and 12–point): 3 points

**MECHANICS: 20 POINTS**

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\(^1\) Social work majors are required to be concurrently enrolled in ENG 326. If you are not a social work major, please see the instructor for alternative options.
PRESENTATION: OVERVIEW

You are to develop a **20–minute** presentation on an assigned topic. The instructor reserves the right to deduct a graduated percentage from an individual’s overall presentation grade when his/her presentation is significantly less than 20 minutes. As such, it is recommended that you practice delivering your presentation in order to meet this requirement.

Students may include **one video clip**, but it must be no longer than three minutes and 30 seconds, appropriate (i.e., not exploitive, prejudiced, superficial, etc.), and relevant (i.e., not filler).

Upon conclusion of your presentation, your classmates and instructor will allot an additional 10-15 minutes for questions and comments.

Students are not to merely copy and paste information into their presentation slides. This is **plagiarism** and will not be tolerated. Any individual who plagiarizes, regardless of intent, will receive an **automatic zero**.

As with a scholarly paper, you are to cite your sources and provide a reference list at the end of your presentation. Please note, all references and citations will be checked.

You are to provide your classmates with a hardcopy of your presentation or one–page summary. Presentations (.ppt/.pptx/.pdf) are to be emailed to your instructor by 2:10 p.m. on your assigned date. **Please name your attachment as follows: 223 Last Name Topic** (e.g., 223 White Autism).