CSWE EPAS Policy Statement

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Catalog Description

Reviews and analyzes a number of theoretical and empirical approaches to understanding the development of the child through adolescence; implications for practice and policy.

Expanded Description of Course Content:

This course offers students an opportunity to explore the normal development of the person from conception through adolescence integrating developmental and socialization theory in order to build a knowledge base for social work practice. The effects of diversity of ethnicity, race, class, gender, sexual orientation, and culture on development will be explored.

The rationale for the course is that whether a social work practitioner is in direct practice with children and families or in positions of planning and administering child family services, an in-depth understanding of development is necessary for effective interventions.

Student Learning Outcomes:
Upon completion of the course students will have attained a grade of B or better on tests, written, online and oral assignments

1. Two Major Tests on course content

2. A major paper applying theory to a child including the biological, social, emotional, and cognitive domains.

3. An oral presentation on some special aspects of child development

4. Online Discussions

The assignments noted will allow the students:

To review ways in which optimal health and well-being of children is promoted or blocked.

To realize the importance of social and economic justice for children.

To learn to evaluate theories of development of children in order to make application to client situations, including clinical, community, and social welfare policy and services.

To learn ethics and values associated with bio-psycho-social theories. Students are to develop an awareness of their personal values, clarify conflicting values, and ethical dilemmas about course content.

To learn the importance of adherence to the NASW Code of Ethics in order to identify values and ethical issues that can arise when working with diverse populations.

Requirements:

Prerequisite: SOCW 5301 and 5317.

Required Textbooks and Other Course Materials:
Week 1, June 9

- Introduction to the course, Syllabus, Expectations and Individual Introductions
- Chapter 1: History, Theory and Research Strategies
- Chapter 2: Biological and Environmental Foundations

Week 2, June 16

- Chapter 3: Prenatal Development
- Chapter 4: Birth and the Newborn Baby
- Assignment of Groups and Topics (Outline Given)
- Video

Week 3, June 23

- Chapter 5: Physical Development in Infancy and Toddlerhood
- Chapter 6: Cognitive Development in Infancy and Toddlerhood
- Group Activity

Week 4, June 30

- Chapter 7: Emotional and Social Development in Early Childhood
- Chapter 8: Physical Development in Early Childhood
- Group Activity
- Annotated Research Paper Due

Week 5, July 7

- Mid Term Exam
- Chapter 9: Cognitive Development in Middle Childhood
- Chapter 10: Emotional and Social Development in Early Childhood

Week 6, July 14

- Chapter 11: Physical Development in Middle Childhood
- Chapter 12: Cognitive Development in Middle Childhood
- Group Activity

Week 7, July 21
Chapter 13: Emotional and Social Development
Chapter 14: Physical Development in Adolescence
Group Activity

**Week 8, July 28**
- Chapter 15: Cognitive Development in Adolescence
- Group Presentations
- **Major Paper Due**

**Week 9, August 4**
- Chapter 16: Emotional and Social Development in Adolescence
- Group Presentations

**Week 10, August 11**
- Final Exam
- Course Evaluations

**Descriptions of major assignments and examinations with due dates:**
Upon completion of the course, students will have completed the following:

A. Exams July 7 and August 11

Student Learning Outcome 1

B. An annotated research paper done on a special issue of child development combining research and theory with illustrations from practice to elucidate the theory. Paper will include implications for at-risk populations, promotion of family and child well-being, and social work ethics.

C. Following a review of special topics...students will be placed in groups for presentation in class on July 28th & August 4th.

Student Learning Outcome 3
D. A term paper which is an assessment of a child you know applying the theory learned in this class. Use the Child Behavior Check List or other appropriate instruments for assessment. The core of the paper addresses five domains of child development with accompanying theory that is well documented from the text and other sources. Issues of policy, practice (macro and micro) should be addressed. Conclusion will consider implications of theory for diverse and at-risk populations, child well-being, and social work ethics.

Student Learning Outcome 2

E. Class participation – each student will bring material to class and illustrate concepts being discussed.

Note: Course Syllabus Changes – The course instructor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions so long as course objectives are met and the overall grading criteria are maintained.

Grading Policy:

Exams- 2 @ 100 points Each
GroupPresentation-30 Points
Annotated Research Paper- 45 Points
Child Assessment Term Paper- 65 Points
Quizzes-20 Points
Online Class -20 Points
Participation- 20 Points
400 Total Points

360 and Above= A
320 -359.9=B
289-319.9=C
240-288.9=D
An annotated research paper will be completed on a special issue of child development combining research and theory with illustrations from practice to elucidate the theory. Paper will include implications for at-risk populations, promotion of family and child well-being, and social work ethics.

A Child Assessment Term Paper which is an assessment of a child you know applying the theory learned in this class. Use the Child Behavior Check List or other appropriate instruments for assessment. The core of the paper addresses five domains of child development with accompanying theory that is well documented from the text and other sources. Issues of policy, practice (macro and micro) should be addressed. Conclusion will consider implications of theory for diverse and at-risk populations, child well-being, and social work ethics.

More Explanations of Assignments will be given, if needed.

Attendance Policy:

Please note each absence will result in 5 points taken off of your final point value. If you miss more than 2 classes, you will receive the grade of F in the course. If you miss more than 2 classes it is up to you to drop the course. Arriving in class tardy will result in point deduction. Students who arrive to class on time and attend every class will receive 10 points added to their point value at the end of the course.

Drop Policy:

If you choose to drop the class, you have the responsibility to complete the paperwork according to the University’s schedule. Not doing so will result in a failing grade.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.
As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:**
It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.
"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Student Support Services Available:**
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Librarian to Contact:**

John Dillard

Web Page: http://libraries.uta.edu/dillard/

Ph: 817-272-7518

E-mail: dillard@uta.edu
Grade Grievance Policy: See Graduate Catalog

Bibliography:


interparental conflict on parental emotional unavailability and children’s adjustment
difficulties. *Child Development Perspectives, 77*(6), 1623-1641.

Perspectives, 77*(6), 1539-1553.