I. **Catalog Course Description:**
Theories, themes, and issues concerning the interaction among individuals—as they grow, change, and develop over the life course—and their social context are reviewed. Theories and assumptions about human behavior and diversity are critically applied to social work contexts. Values and ethical issues related to biopsychosocial development are examined.

II. **Course Overview:**
This course is designed to provide the theoretical and knowledge base for social work practice. It emphasizes the bio-pyscho-social development patterns of individuals and families as they interact in various environments. Theories of human behavior pertaining to individuals and families are critically reviewed. The course looks at the policy and research implications of human behavior in social environments. In keeping with the School’s mission, special attention is given to vulnerable populations and how social systems promote or deter the development of individuals and families.

III. **Place of Course in the Program:**
This is a required, first year, foundation course. There are no prerequisites.

IV. **The Council on Social Work Education Policy and Accreditation Standards:**
The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE uses the Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org.
The Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. This course will assist students in developing the following specific two competencies:

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

V. **Course Objectives:**

This course will enable students to:

1. Recognize that human behavior is multi-determined and that, from an ecological perspective, biological, psychological, sociological, cultural, organizational and community systems have transactional effects on individual and family functioning;

2. Identify the ways in which the social environment can constrain (through, for example, poverty, racism, sexism, ageism, homophobia) or enhance the development of individuals and families;
3. Critically evaluate and integrate various theories of human behavior regarding individuals and families;

4. Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations and thus better articulate professional values and ethics in support of social and economic justice as a means of promoting the optimum development of individuals and families.

VI. **School of Social Work Learning Goals:**
Successful completion of this course will contribute to the student’s ability to:

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

VII. **Required Texts:**


Books are available for purchase online or at the Rutgers University Book Store,
Gateway Transit Building
100 Somerset Street
New Brunswick, NJ 08901
(732) 246-8448

New Jersey Books may also sell texts (at 108 Somerset St., New Brunswick, 732-828-7401).

*Required Readings*
In addition to the main textbook, students are required to read other works for each class from a selection of books and journals. These required readings are listed by week later in this syllabus and can all be found on the Sakai site.

VIII. **Course Requirements:**
Students are expected to be active learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected. When students participate actively in class discussions learning is enhanced. It is important that reading assignments be completed prior to each session. Please take
responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures.

**Attendance is required.** Students are expected to notify the instructor prior to missing a session (see email and telephone numbers above). Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure. With 2 or more absences, the professor reserves the right to reduce the final grade. Students who leave during breaks will be marked as absent. You will not be penalized for missing class for appropriate reasons (e.g., illness and religious observances). If you are absent for medical reasons, you must bring a note from your doctor.

All written work must be typed. All assignments are due at the start of class on the assignment due date. Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments must follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format (see this website for a useful guide to APA, https://owl.english.purdue.edu/owl/resource/560/01/)

Student behavior in this course must comply with the university’s code of conduct. The entire code of conduct can be attained from Student Judicial Affairs Office or on-line at http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers Students should be aware that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

This course is meant to be interactive. Electronic devices easily disrupt attention and interrupt the learning process. **Use of cell phones for calls, texting or internet access is prohibited during class.** All cell phones must be silenced and stored out-of-sight before class begins (see instructor to discuss exceptions).

**Laptops** may be used in class only for presentations or to take notes. Inappropriate laptop use is easy to spot from the instructor’s vantage point. Failure to comply will result in point deductions in your grade at the instructor’s discretion. You may be dismissed from class if you use electronic devices for purposes unrelated to the class e.g. surfing the internet or answering email.

**IX. Course Assignments and Grading**

There are four assignments for this course. Your final grade will be based on the four assignments and class participation. Assignments must be submitted on the due date at the start of class or submitted by ecollage drop box **prior** to the start of class. All assignments are due at the start of class on the assignment due date. Papers not received in the first 30 minutes of class on their due date but submitted before the end of class will be considered a full day late and will be penalized accordingly. Late assignments will not be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments.
1. **Assignment One: Child Observation (20%)**
   Due: October 5, 2016

2. **Assignment Two: Adolescent Interview/Autobiography (20%)**
   Due: October 26, 2016

3. **Assignment Three: Parent Interview (25%)**
   Due: November 16, 2016

4. **Assignment Four: Developmental Interview (25%)**
   Due: December 9, 2016

5. **Class Participation (10%)**
   Class participation includes attendance, being on time for class, timely submission of written work, being prepared for class, active participation in class activities and thoughtful involvement in class discussions. *Regular verbal contributions in class are expected and required to receive full credit.*

Final grades will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

**Grading Standards**
The assignments in this course are designed for you to make connections between the course content and real-world circumstances. Good work will make several relevant connections and provide insightful analysis of the connections. Good writing does not simply repeat the findings of references. References should be used to support the points and goals of the paper.

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays exceptional analytical and/or creative ability; demonstrates high level critical thinking skills; insightful analysis and synthesis of theory and information; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Demonstrates effective analysis and synthesis of theory and information. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.
B = Good work; demonstrates a fundamental understanding of material; Basic synthesis of course content demonstrated. Written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; writing lacks clarity; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Designation of letter grades will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>C+</td>
<td>77-81</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
</tbody>
</table>

*Scores to be rounded up at .5

**ASSIGNMENT ONE (20 points): Child Observation**

**Due Date: October 5, 2016**

The purpose of this assignment is to help you integrate class material with real-world observations. Complete one of the following seven observations and write a brief paper (4-6 pages) of your observations. You have seven options to choose from Do only ONE of the observational assignments listed below: A-G. Note which option you are choosing on your paper.

**USE of THEORY (Applies to all options, A-G)**
- Regularly connect your observations in the paper to developmental theory and other course content.
- This assignment is not simply a description of your observations. The overarching goal is to describe how theories and concepts from the course are present in your observations and to provide critical analysis of the connections you make.
- Use a biopsychosocialspiritual perspective when appropriate.

**FORMAT (Applies to all options, A-G)**
- The paper should be about 4-6 pages, typed, 12 point font, double-sided if possible, double-spaced and carefully proofread.
- Include a title at the top of the first page with your name and date in the upper left corner. Indicate the option you are choosing.
- Do not include a cover sheet or title page and do not bind papers in plastic covers. Staple upper left corner; no paper clips, please.
- You may submit the paper electronically via the course website via Dropbox.
• Citations and references should be in APA format.
• References: Use the text, readings and outside sources you feel add to the paper. There is no set number of references. References should support the key observation points you have found and are discussing in the paper. Use as many as you need to produce a quality paper.

Grading Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance/format:</td>
<td>2</td>
</tr>
<tr>
<td>Writing/grammar:</td>
<td>2</td>
</tr>
<tr>
<td>Organization of Ideas:</td>
<td>4</td>
</tr>
<tr>
<td>Integration of course content:</td>
<td>6</td>
</tr>
<tr>
<td>Quality of thought:</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>

a. Spend 60 minutes observing a 5- to 6- month-old infant with one of his primary caregivers – either mother or father. Connect your observations to developmental theory and course content. Focus your observation on the following:

- Affective tone of parent and infant
- Parent’s physical handling of infant
- How well does s/he know the baby?
- Responsiveness to each other: eye contact, smiling, sharing perceptions, and attention
- Parent’s responsiveness to the baby: ability to see baby’s needs, read his signals and cues, take his perspective, see him “as he is”
- Dyadic regulation: if mismatches or distress occur (e.g. the infant becomes fussy, or the infant reacts to the parent’s attention shifting away from him), how do they restore a sense of synchrony?
- Play: If the observation includes play between the parent and infant, what is the content and process of the play? What do they do together, and how do they keep the play going?

b. Spend 60 minutes observing a 10- to 13- month-old infant who is on the verge of being able to walk, preferably in her home. Connect your observations to developmental theory and course content. Focus your observation on the following issues:

- Interaction – what is the balance of independent and attachment behavior? What does the infant do to gain the parent’s attention? Does she use babbling, gestures, smiles, or glances? Does she approach the parent? Does she share experience/objects with the parent by showing and pointing? How does the parent respond?
- Motivation – How intently does the infant practice physical skills such as crawling, pulling up, and cruising by holding on to furniture?
- Affective style/temperament – What affects and attitudes does the baby show as she practices physical skills? Descriptive terms might include exuberant, pleased with herself, determined, excited, reckless, self-contained, calm, irritable, easily frustrated, and the like.
Dyadic and self-regulation – Observe how the infant responds to frustration. For example, how does she react when she falls repeatedly? Does she become affectively disorganized? Does she remain task focused? Does she turn to caregiver for emotional support?

c. Spend 60 minutes observing toddlers and parents in a public place. A park or playground would be best, although a shopping mall or fast food restaurant would also be an interesting site for observation. Connect your observations to developmental theory and course content. Observe the following:

- Secure base, attachment, and exploration – If the toddler is in a place where she can play freely, note the balance she establishes between exploration and attachment. Do you see the toddler “checking in” with the parent either visually or verbally while she plays? How far does she move away from the parent? What does the parent do to stay in touch with the exploring toddler? What is the toddler’s activity level? What evidence do you see that supports the idea that toddlers are intensely interested in learning about their immediate world?

- Autonomy – What examples do you see where the toddler takes the initiative or insists on doing things his own way? How do toddler and parent react when the toddler’s assertion of will runs contrary to the parent’s wishes or intentions? How do the parent and toddler negotiate conflicts over safety? What type of temperament might you be observing?

d. Spend 60 minutes observing in a toddler room in a childcare center or preschool.

- What individual differences among children do you notice in the areas of motor skills and language ability?
- What kinds of play do you observe? Note examples of sensorimotor, imitative, symbolic, and interactive play.
- Observe for the “mine” phenomenon, looking for instances of possessiveness or conflicts over toys. How do toddlers respond to such conflicts? How do caregivers respond when a conflict occurs?
- Do you see instances of empathy and prosocial behavior?
- Do you see instances of the presence or absence of self-control? What forms does self-control take? What appears to precipitate breakdown in the control of impulses?

e. Spend 60 minutes or more observing in a preschool or childcare center with 4-6 year olds. Focus on the following:

- Dramatic play – Choose a group of children who are playing together. What are the themes and plots of the play? What roles do children choose or assign each other? Is the play gender segregated or not? How do the children deal with disruptions of the play scenario caused by conflicts over whose fantasy will prevail? What reflections of the mass media do you see in the play?

- Peer relationships – Choose two or three children who are playing together, either in dramatic play, building play, or other activities. Can you discern elements of friendship in the way they relate to one another? How do they resolve conflicts that arise? To what extent are other children allowed to enter or excluded from the play activity?
f. Spend 60 minutes observing a group of elementary-school children. Preferably observe in three contexts: the regular classroom, the playground at recess, and a special class such as music or gym. 

q. Choose one child and observe her or his behavior in class and interactions with peers at recess. In class, look for attentional capacities and interest in work. On the playground, look for social abilities, place in status hierarchies, and general level of involvement with peers.

q. Observe for gender-based behavior. Do girls and boys play in segregated groups as the developmental literature of middle childhood suggests? Do you see instances of sustained interactions between boys and girls? Do you observe differences in the themes of boys’ versus girls’ play and interactions?

q. Observe for behavior that reflects the social and moral values of school-age children. For example, do you see evidence of social rejection or stigmatization? Instances of prosocial behavior? Reactions to children who show difficulties controlling impulses? Controversies over rules or “correct” behavior? Negotiation of controversies?

g. Observe for developmental progress across middle childhood by spending one hour observing first graders (age 6-7) and one hour observing fourth graders (age 9-10). What differences do you see in areas of social skills, peer orientation, physical abilities, and self-regulation?

ASSIGNMENT TWO (20 points):

Adolescent Interview or Autobiography

Due Date: October 26, 2016

You have two options for this assignment A or B. You are required to select one (only one) of the options below for assignment two.

USE of THEORY (Applies to all options)
- Regularly connect your observations to developmental theory and other course content in the paper.
- Use a biopsychosocial perspective when appropriate.

FORMAT (Applies to all options)
- The paper should be about 5-7 pages, typed, 12 point font, double-sided if possible, double-spaced and carefully proofread.
- Include a title at the top of the first page with your name and date in the upper left corner. Indicate the option you are choosing.
- Do not include a cover sheet or title page and do not bind papers in plastic covers. Staple upper left corner; no paper clips, please.
- You may submit the paper electronically via the course website Dropbox.
- Citations and references should be in APA format.
- References: Use the text, readings and outside sources you feel add to the paper. There is no set number of references. References should support the key observation points you have found and are discussing in the paper. Use as many as you need to produce a quality paper.

Grading Criteria:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance/format:</td>
<td>2 points</td>
</tr>
<tr>
<td>Writing/grammar:</td>
<td>2 points</td>
</tr>
<tr>
<td>Organization of Ideas:</td>
<td>4 points</td>
</tr>
<tr>
<td>Integration of content:</td>
<td>6 points</td>
</tr>
<tr>
<td>Quality of thought:</td>
<td>6 points</td>
</tr>
<tr>
<td>Total</td>
<td>20 points</td>
</tr>
</tbody>
</table>

**Option A: Adolescent Interview**

In interviewing the adolescent, be sure to tell them that the interview is for a course on adolescent development. Assure them that they have the right not to answer questions and may stop the interview at any time. Let them know that no one will see the answers and that their names will not be used.

The questions are designed to help you explore key areas of the teen’s development. Feel free to add questions to the interview as appropriate, but be sure to cover all of the issues. Many of the questions are meant to have more than one or two sentence answers. You will need to use interviewing skills to probe for richer responses: e.g. Can you tell me more about that? I don't understand. Can you give me an example? How does that make you feel? How important is that to you? Using “uh-huh” and head nodding may also lead to more responding.

Begin your paper with a brief description of your adolescent. Then identify the adolescent's identity status. Include different aspects of development (e.g., intimacy/dating relationships, family relationships, peer groups, sexuality, future/career goals, work patterns, school
achievement and focus, etc.) and discuss how they contribute to their identity. If different in different areas of his/her life, describe this. Consider ethnicity, social class, gender, and sexuality.

Demonstrate command of the course content by connecting the findings of your interview to the course content and developmental theory. DO NOT SIMPLY SUMMARIZE the interview. You do not need to report all your findings. Instead, create a narrative that highlights your relevant developmental findings. Show analysis of your interviewee in a developmental context throughout the paper when appropriate. Are they on track? Are they demonstrating typical or atypical development in certain areas? Greater depth of analysis will improve your grade.

Do not simply provide a journal-like paper describing what the adolescent said. You must take the interview content and explore how it connects to development in an informed manner.

*Sample Interview Questions (create your own questions as appropriate)*

1. How old are you?
2. What grade are you in?
3. How old are your parents?
4. What type of work do your parents do?
5. How many brothers and sisters do you have?
6. Can you recall anything that happened in your childhood that may not have happened to your friends? What? How do you feel about it?
7. Do you think that this still affects you? How?
8. Is there anything else from your childhood that has had an influence on you?
9. What changes have you noticed in your height and weight over the past few years? How did you feel when these changes occurred?
10. Is there any one thing that you would like to change most about your body right now? What? Why?
11. Compared to your friends, would you say that you have grown about as fast as they have? Faster? Not as fast?
12. Are there any advantages/disadvantages to growing up faster or slower than your friends?
13. How would you describe yourself to someone who did not know you?
14. What kind of person would you like to be?
15. Do you participate in any athletics, clubs, or other activities? Tell me a little about them.
16. Do you like the activities that you are in? Do you wish you were involved more? less?
17. Is there a group of other girls/guys that you hang around with? How often do you see them? How long have you known them? What do you do together?
18. What do you think is important in a friendship?
19. Do you have any best friends? How would you describe them?
20. Do you have a steady boy/girlfriend? How often do you date?
21. How important do you think it is for parents to be strict with their teenager? Why?
22. Do you think your parents are strict with you?
23. How much say do you have in making rules and decisions in your home? Are you satisfied with this?
24. Do your parents pressure you about your schoolwork? How do you feel about this?
25. How much have your parents influenced your decisions about your future (college, career)? How do you feel about this?
26. How is school going for you right now?
27. What makes a good teacher? Can you describe one of your best teachers?
28. If you could change your school, what would you do to change it?
29. What would you like to do with your life? What do you reasonably see yourself doing in five years?
30. Is there anything else that you would like to tell me about yourself?

**Option B: Autobiography**

Autobiography: Choose an episode, event, relationship or time in your own adolescence which you feel was of considerable importance to you—try to capture it on paper as accurately as you can; it could be done almost as if it were a short story using description and dialogue (if you like). This part of the paper should be devoid of analysis. Then apply course content (theories, concepts, research findings) from the course readings and lectures and assess to what extent the course content enables you to understand your experience more fully in a developmental context. The aim here is to give you a deeper understanding of bio/psycho/social/spiritual development and to enable you to relate theory and your own life experience. The paper should be 5-7 pages in length. Use as many references as you need to achieve the point and goals of your paper.

Do not simply provide a journal-like paper describing your history. You must explore how the material discussed connects to development in an informed manner showing command of the course material.

**ASSIGNMENT THREE (25 points): Parenting Interview**

**Due Date: November 16, 2016**

**USE of THEORY**

- Regularly connect your observations to course content (developmental theories, concepts, research findings) in the paper.

**FORMAT (Applies to all options)**

- The paper should be about 6-8 pages, typed, 12 point font, double-sided if possible, double-spaced and carefully proofread.
- Include a title at the top of the first page with your name and date in the upper right corner. Indicate the option you are choosing.
- Do not include a cover sheet or title page and do not bind papers in plastic covers. Staple upper left corner; no paper clips, please.
- You may submit the paper electronically via the course website via Dropbox.
Citations and references should be in APA format.

References: Use the text, readings and outside sources you feel add to the paper. There is no set number of references. References should support the key observation points you have found and are discussing in the paper. Use as many as you need to produce a quality paper.

Grading Criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance/format</td>
<td>3</td>
</tr>
<tr>
<td>Writing/grammar</td>
<td>3</td>
</tr>
<tr>
<td>Organization of Ideas</td>
<td>5</td>
</tr>
<tr>
<td>Integration of content</td>
<td>7</td>
</tr>
<tr>
<td>Quality of thought</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

Parenting Interview
The family is the child’s first and most enduring context for development. Families consist of complex networks of relationships that are multi-directional in their influence and continuously readjust over time.

Your task is to (a) interview a parent about his/her experiences parenting one of his/her children, and (b) analyze the ways in which his/her parenting changed and adapted itself to the changing needs and abilities of his/her developing child (or failed to). Your focus on this assignment is on how parenting changes and adapts to the changing needs and abilities of a particular child, as the child develops. Therefore, if you are interviewing a parent who has more than one child, ask the parent to focus on his/her relationship with only one of his/her children.

To successfully complete this assignment, you must: 1- Interview a parent who has a child 17 or older. I encourage you to interview one of your own parents, as it may be enlightening and fun for both of you; otherwise any parent of a child older than 17 will do. Write a paper, 6-8 pages (double-spaced) that integrates what you have learned during the interview with the content covered in the course. This should not be a simple transcript of the interview, but rather a thoughtful integration and interpretation of the topics discussed in the interview with the class materials.

Use as many references as you need to produce a quality paper. In some cases you will describe either the child’s or the parent’s behaviors. In those cases, describe whatever contents and details you learned in the course of the interview that are relevant to the question you are addressing. Summarize what you learned in the interview, and include at least one direct quote of what the parent said in the interview to illustrate your description. You may also explore a child’s behaviors. In those cases, discuss how you understand the child’s behaviors and the changes in those behaviors in light of relevant developmental theories covered in the course. You must make explicit the links between the child’s behaviors and the relevant developmental theories. Provide at least two relevant references to support your arguments. In some cases you may find that you are more focused on the parent’s behaviors. In those cases, discuss explicitly whether in
your view the parent’s behaviors and the changes in those behaviors seem appropriate or inappropriate in reference to the developmental level of the child, and why.

Do not simply provide a journal-like paper describing what the interviewee said. You must take the interview content and explore how it connects to development in an informed manner. Demonstrate command of the course readings and course content by making relevant connections with insightful analysis of the connections.

ASSIGNMENT FOUR  (25 points): Developmental Interview

Due Date: December 7, 2016

The paper should be about 6-8 pages, typed, 12 point font, double-spaced, double-sided preferred, and carefully proofread. Include a title at the top of the first page with your name and date in the upper right corner. Do not include a cover sheet or title page. Staple upper left corner; no paper clips, please. You may also submit the paper electronically on the course website via Dropbox. Citations and references should be in APA format. Use as many references as you need to produce a quality paper.

Grading Criteria:
Appearance/format:  3  points
Writing/grammar:  3  points
Organization of Ideas:  5  points
Integration of content:  7  points
Quality of thought:  7  points
Total  25  points

Interview:
In this interview you will use biopsychosocial and developmental theory. The exercise facilitates your ability to take a theory and apply it in particular circumstances. In short, the interview will help you think about how theoretical models work in real life situations.

Paper

Follow these instructions:

- Identify someone who is from a social category (e.g., gender, ethnicity, social class, sexual orientation, or life-cycle stage) different from your own. Secure their cooperation and assure them that no names will be used; also, assure them that identifying information will be changed to assure anonymity. Do not select a Rutgers student!
- Do not select someone with easily identifiable problems, or someone who easily confesses problems. Instead, choose an interviewee who appears very content, happy, well adjusted, and successful. The interview assignment is not about explaining “problems.” It is about taking the developmental model and applying it to a “typical”
person. Why? If the model doesn’t help explain the ordinary, then why should we expect it to explain the extraordinary? This exercise is about how we view the ordinary, typical, and everyday.

- Interview the individual for two hours. Prepare a list of questions ahead of time designed to elicit responses about varied aspects of their development and allow the interviewee to review the questions; if the interviewee prefers not to answer one or more of your questions, then delete these before starting the interview. Ask for permission to take notes.

- To begin, identify the life stage into which your interviewee fits. Second, read the related chapters in the textbook and at least two additional sources; together these resources will provide the theoretical lens for your interview. Third, from these sources, generate a list of questions to be asked of your interviewee. In particular, construct your questions so that you can test how close your interviewee’s life stage fits the theory and research.

- Conduct the interview.

- Write a 6-8, doubled-spaced paper. Your paper should have four sections

  a) Highlight the theory or concepts that you want to discuss
  b) Describe your interviewee and their perceptions
  c) Connect the theory and research to your interviewee
  d) Briefly explore how you relate to your subject’s life stage

- Follow this outline:
  a) On the first page, summarize the resources; that is, describe how the theory or concept accounts for the particular life stage you are studying. In this section of the paper, you must appropriately cite your references at least once;

  b) In the next 2-3 pages, describe the interviewee’s perceptions of their life stage. Here, describe the answers to your questions without any commentary; that is, describe only what you see and hear during the interview; and,

  c) In the third section, compare your interviewee information with the theory you described in section (a). In this section, using the theory and your interviewee information, describe how the theory does or does not fit. Discuss why you think the theory explains your interviewee, or discuss why you do not think the theory explains the interviewee’s life-cycle stage. This is where you demonstrate command of the course content. Your grade will reflect the degree and depth of analysis to which you connect the theory to your interviewee.

  In this section you can bring in your personal commentary to discuss the limits and potential of the theory. If your theory does not work like the resources suggest, speculate on how the theory should be adjusted, changed, or abandoned. Ask yourself if the theory is sensitive to your interviewee’s cultural history.

  d) And finally, briefly discuss how you personally relate to your interviewee’s life stage and then, comment on how your identification (or lack of) might affect your establishment of a helping relationship with the interviewee.
**Course Evaluation**

Rutgers University evaluates both the course and the instructor. This survey is completed by students toward the end of the semester; all answers are confidential and anonymous. The instructor may also choose to conduct a midterm evaluation.

---

**X. Course Outline**

<table>
<thead>
<tr>
<th>WEEK ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions, course overview, academic integrity, instructor expectations, learning environment discussion, assignments overview.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Study Human Behavior in the Social Environment? The Biopsychosocial Perspective.</td>
</tr>
</tbody>
</table>


Read first half, up to p. 107.


<table>
<thead>
<tr>
<th>WEEK THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Psychological Dimension for Assessing Social Functioning</td>
</tr>
</tbody>
</table>

WEEK FOUR

The Social Dimension for Assessing Social Functioning & the Ecological Perspective

Moore, Wes. (2010), The Other Wes Moore: One Name, Two Fates. New York: Spiegel & Grau
Read second half, pp 108-186.


Recommended Reading:


WEEK FIVE

The Developing Brain, Pregnancy & Childbirth

Hutchison, Chapter 2


WEEK SIX

Infancy, Attachment, Parenting

Hutchison, Chapter 3


WEEK SEVEN

Toddlerhood
Hutchison, Continue Chapter 3


WEEK EIGHT

Early Childhood
Hutchison, Chapter 4


WEEK NINE

Middle Childhood
Hutchison, Chapter 5


WEEK TEN

Middle Childhood


Recommended Reading:

**WEEK ELEVEN**

**Adolescence**

Hutchison, Chapter 6


*Recommended Films:*

*Adolescent Cognition: Thinking in a New Key*

*Recommended Reading:*


**WEEK TWELVE**

**Young Adulthood.**

Hutchison, Chapter 7

WEEK THIRTEEN
Middle Adulthood
Hutchison, Chapter 8


WEEK FOURTEEN
Late Adulthood
Hutchison, Chapter 9


Recommended Reading:


WEEK FIFTEEN
Very Late Adulthood
Hutchison, Chapter 10


Recommended Film: Number Our Days

XI. Academic Integrity
Academic Integrity Policy
All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be
construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows: “Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This
notification shall be done within 10 days of identifying the alleged violation. Once the student
has been notified of the allegation, the student may not drop the course or withdraw from the
school until the adjudication process is complete. A TZ or incomplete grade shall be assigned
until the case is resolved. For more information regarding the Rutgers Academic Integrity
Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

It has been recommended by the Office of Student Conduct that the honor pledge below be
written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor
pledge to be written and signed on examinations and major course assignments submitted for
grading: On my honor, I have neither received nor given any unauthorized assistance on this
examination.

XII. Disability Accommodation
Rutgers University welcomes students with disabilities into all of the University's educational
programs. In order to receive consideration for reasonable accommodations, a student with a
disability must contact the appropriate disability services office at the campus where you are
officially enrolled, participate in an intake interview, and provide documentation:
https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your
request for reasonable accommodations, your campus’ disability services office will provide you
with a Letter of Accommodations. Please share this letter with your instructors and discuss the
accommodations with them as early in your courses as possible. To begin this process, please
complete the Registration form on the ODS web site at:
https://ods.rutgers.edu/students/registration-form.

Please Note: Any student who believes that s/he may need an accommodation in this class due to
a disability should contact the University Office of Disability Services, Lucy Stone Hall,
Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email
address: dsoffice@rci.rutgers. Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of
accommodation. (Undergraduate New Brunswick students should contact the Coordinator for
Students with Disabilities for their College.) Students who are taken courses in Camden should
contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden
Learning Center, Armitage, Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email
address: tpure@camden.rutgers.edu. Students who are taken courses in Newark should contact
Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350
ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter
of accommodation, should contact the instructor privately to discuss implementation of his/her
accommodations immediately. Failure to discuss implementation of accommodations with the
instructor promptly may result in denial of your accommodations.

XIII. Office on Violence Prevention and Victim Assistance
Our school is committed to fostering a safe, productive learning environment. Title IX and our
school policy prohibit discrimination on the basis of sex, which regards sexual misconduct —
including harassment, domestic and dating violence, sexual assault, and stalking. We understand
that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

XIV. Active Shooter Resources
Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus—http://rupd.rutgers.edu/shooter.php.

Bibliography:

Social work ethics

TEXTBOOKS on HBSE
Theories of Behavior Change

Systems Theory

Ecological Perspective

Feminist Theory

**Positive psychology**


**Strengths perspective & resiliency**


**Social capital**


**Chaos Theory**


**INDIVIDUALS AND THE SOCIAL ENVIRONMENT—through the life course**

**Psychodynamic Theory**


**I. Ego Psychology**


**Psychosocial Theory**


**II. Moral Development**


Critiques of Theoretical Perspectives


Adulthood: Early, Middle, Later, and Very Old Age


http://www.americanvalues.org/pdfs/wmmexsumm.pdf


Silverstein, M., Giarrusso, R., & Begnston, V.L. (2003). Grandparents and
grandchildren in family systems: A social-developmental perspective. In V.L. Bengston & A. Lowenstein (Eds.), Global aging and challenges to the family (pp.75-85). Hawthorne, NY: Aldine de Gruyter.


FAMILIES AND THE SOCIAL ENVIRONMENT


Diversity in Family and Community Experience & Social Work Interventions


Parenting and Parenthood


Special Challenges in Parenting: Special Needs Children, Adoptive Families, Intergenerational families


Impact of childhood trauma and traumatic family experiences on human development


Reder, Peter; Duncan, Sylvia. Child abuse and parental mental health. in Reder, Peter (Ed); McClure, Mike (Ed); et al. (2000). Family matters: Interfaces between child and adult mental health. (pp. 166-179). New York, NY, US: Routledge. xii, 347 pp.


END