I. COURSE PURPOSE
This is the first course of a two–semester sequence on human behavior and the social environment. 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.

II. EDUCATIONAL OBJECTIVES
• Articulate the dynamics of social work’s person–in–environment perspective within the context of human behavior’s biological, psychological, social, and spiritual dimensions.

• Recognize the importance of theory in social work practice.

• Appreciate the importance of theory in providing an empirical basis for conducting research.

• 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.

• Demonstrate effective oral and written communication skills.

As of June 17, 2016
• Enhance one’s knowledge of normal development throughout the lifespan and recognize how development is influenced by various internal and external factors.

• 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.

• Be familiar with social work’s ethical principles, values, and standards and their consistency with theories of human behavior.

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

III. COURSE REQUIREMENTS
A. Required Text


B. Recommended Texts

C. Other Recommended Resources and Media


D. 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.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Quiz I</td>
<td>9/13/16 (Tu)</td>
</tr>
<tr>
<td>Quiz II</td>
<td>9/20/16 (Tu)</td>
</tr>
<tr>
<td>Quiz III</td>
<td>9/27/16 (Tu)</td>
</tr>
<tr>
<td>Quiz IV</td>
<td>10/4/16 (Tu)</td>
</tr>
</tbody>
</table>

As of June 17, 2016
CASE STUDIES: Students will write three case studies using three of the assigned readings from ENG 326. For detailed information and submission format, see page nine of the syllabus.

**Case Study I**  10/11/16 (Tu)
**Case Study II**  10/27/16 (Th)
**Case Study III**  11/14/16 (Th)

PRESENTATION: Students will develop a presentation on an assigned topic related to a mental health issue.

**Presentation**  As Scheduled

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**  12/13/16 (Tu)

E. 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 than 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 2:11 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. Please note the exception for Thursday, October 15 on page seven of the syllabus.

**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 2:10 p.m. or earlier according to Cardinal Mail’s date–time stamp. Requests received once class commences will not be accepted and are considered to be unexcused. As such, zero points will be recorded for that particular day’s attendance and participation grade.

**Absences due to athletic participation require 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.

As of June 17, 2016
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 2:10 p.m. on their respective due dates. Submissions received after 2:11 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 not only for depth and content, but also for 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
A  95-100
A–  90-94
B+  87-89
B  83-86
B–  80-82
C+  77-79
C  73-76
C–  70-72
D+  67-69
D  63-66
D–  60-62
F  0-59

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 of

As of June 17, 2016
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. Disruptions will be handled on a case-by-case basis, with the potential to negatively impact the student’s attendance and participation grade.

**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 may 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**
NCSSS 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](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 NCSSS 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.

As of June 17, 2016
**CLASS SCHEDULE: TOPICS AND 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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>The Nature of Theories &amp; Lifespan Development</td>
<td>Newman &amp; Newman: Chapter 1</td>
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<td></td>
<td>Robbins et al.: Chapter 1</td>
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<tr>
<td>2</td>
<td>Psychodynamic Theory</td>
<td>Newman &amp; Newman: Chapter 2, Psychosexual Theory (pp.28-35)</td>
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<td></td>
<td>Robbins et al.: Chapter 7 (pp. 170-171; 173-176; and 189-200)</td>
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<tr>
<td>3</td>
<td>Behaviorism</td>
<td>Robbins et al.: Chapter 12 (pp. 345-351)</td>
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<tr>
<td>4</td>
<td>Cognitive Development</td>
<td>Newman &amp; Newman: Chpt. 2, Cognitive Development (pp. 35-40)</td>
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<td></td>
<td>Robbins et al.: Chapter 9 (pp.260-266)</td>
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<td><strong>QUIZ I: CLASSES 2 &amp; 3</strong></td>
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<td></td>
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<td>Robbins et al.: Chapter 12 (pp. 351 – 365; 369-376)</td>
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<tr>
<td>6</td>
<td>Moral Development</td>
<td>Newman &amp; Newman: Chpt 7, Cognitive Development (p.249-250)</td>
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<tr>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 9</td>
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<tr>
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<td><strong>QUIZ II: CLASSES 4 &amp; 5</strong></td>
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<tr>
<td>7</td>
<td>Transpersonal Theory</td>
<td>Robbins et al.: Chapter 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 2</td>
</tr>
<tr>
<td></td>
<td><strong>QUIZ III: CLASSES 6 &amp; 7</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>Symbolic Interaction &amp; Role Theory</td>
<td>Newman &amp; Newman: Chapter 2, Social Role Theory</td>
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<tr>
<td></td>
<td></td>
<td>Robbins et al.: Chapter 10</td>
</tr>
</tbody>
</table>

As of June 17, 2016
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Dates</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Class 10 | Psychosocial Theory                                       | 10/4/16 (Tu)| Newman & Newman: Chapter 3  
Robbins et al.: Chapter 8  
**QUIZ IV: CLASSES 8 & 9** |
| Class 11 | Mental, Emotional, and Behavioral Disorders & *People Say I'm Crazy* | 10/6/16 (Th)|  |
| Class 12 | **ADMINISTRATIVE THURSDAY - MEET**  
Pregnancy & Prenatal Development  
**DUE: CASE STUDY I** | 10/11/16 (Tu)| Newman & Newman: Chapter 4 |
| Class 13 | Infancy & Toddlerhood                                     | 10/13/16 (Th)| Newman & Newman: Chapters 5 & 6  |
| Class 14 | Presentations                                              | 10/18/16 (Tu)|  
**REACTIVE ATTACHMENT DISORDER (RAD)**  
**FETAL ALCOHOL SYNDROME/ALCOHOL–RELATED NEURODEVELOPMENTAL DISORDER (FAS/ARND)** |
| Class 15 | Early and Middle Childhood                                 | 10/20/16 (Th)| Newman & Newman: Chapters 7 & 8  |
| Class 16 | Presentations                                              | 10/25/16 (Tu)|  
**AUTISM SPECTRUM DISORDER**  
**OPPOSITIONAL DEFIANT DISORDER (ODD)** |
| Class 17 | Early Adolescence & Emerging Adulthood                     | 10/27/16 (Th)| Newman & Newman: Chapters 9 & 10  
**DUE: CASE STUDY II** |
| Class 18 | Presentations                                              | 11/1/16 (Tu)|  
**EATING DISORDERS (ANOREXIA AND BULIMIA NERVOSA)**  
**ADD/ADHD**  
**SCHIZOPHRENIA** |
| 11/3/16 (Th) | NO CLASS - Alternative assignment TBD                     |             |  |
| Class 19 | Early & Middle Adulthood                                   | 11/8/16 (Tu)| Newman & Newman: Chapters 11 & 12  |

As of June 17, 2016
# CLASS SCHEDULE: TOPICS AND READINGS (CONTINUED)

<table>
<thead>
<tr>
<th>Class 20</th>
<th>Presentations</th>
</tr>
</thead>
</table>
| 11/10/16 (Th) | **BIPOLAR DISORDER**  
**DEPRESSION**  
**SOCIAL ANXIETY DISORDER** |
| 11/11/16 (F) | **LAST DAY TO DROP COURSE WITH A “W”** |
| Class 21 | Presentations |
| 11/15/16 (Tu) | **GENERALIZED ANXIETY DISORDER**  
**POST-PARTUM DEPRESSION AND PSYCHOSIS**  
**OBSESSIVE COMPULSIVE DISORDER (OCD)** |
| Class 22 | Presentations |
| 11/17/16 (Th) | **POST TRAUMATIC STRESS DISORDER (PTSD)**  
**SUBSTANCE USE DISORDERS INCLUDING PRESCRIPTION DRUGS**  
**BORDERLINE PERSONALITY DISORDER (BPD)**  
**DUE: CASE STUDY III** |
| Class 23 | Presentations |
| 11/22/16 (Th) | **NARCISSISTIC PERSONALITY DISORDER**  
**PARANOID PERSONALITY DISORDER**  
**ANTISOCIAL PERSONALITY DISORDER** |
| 11/24/16 (Th) | **NO CLASS (Thanksgiving)** |
| Class 24 | Late Adulthood & Elderhood |
| 11/29/16 (Tu) | Newman & Newman: Chapters 13–15 |
| Class 25 | Presentations |
| 12/1/16 (Th) | **HOARDING DISORDER**  
**DEPRESSION IN ELDERHOOD**  
**SUBSTANCE ABUSE IN ELDERHOOD** |
| Class 26 | Presentations |
| 12/6/16 (Th) | **DELIRIUM**  
**ALZHEIMER’S DISEASE**  
**BEREAVEMENT RELATED DISTRESS** |
| 12/8/16 (Tu) | **NO CLASS – Patronal Feast of the Immaculate Conception** |
| 12/13/16 (Tu) | **DUE: TAKE–HOME EXAM** |

As of June 17, 2016
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 attachments as follows: 223 Last Name CS # (e.g., 223 Charles 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

Clarity of Thought/Organization: 5 points
Grammar/Sentence Structure: 5 points
Punctuation: 5 points
Spelling: 5 points

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.

As of June 17, 2016
PRESENTATION: OVERVIEW

Individuals are to develop a 15–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 15 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 two minutes, appropriate (i.e., not exploitive, prejudiced, superficial, etc.), and relevant (i.e., not filler).

Upon conclusion of your presentation, an additional 5-10 minutes will be allotted for questions and comments by your classmates and instructor.

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 attachment as follows: 223 Last Name Topic (e.g., 223 Charles Autism).

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PRESENTATION: RUBRICS

SECTION I: INTRODUCTION (5 POINTS)
- Briefly outline what will be covered in your presentation.
- Why did you select this topic?

SECTION II: DEFINITION, ASSESSMENT, DIAGNOSIS, & TREATMENT (30 POINTS)
- Define your topic. If relevant, specify any classifications, types, etc.
- What are the causes and symptoms of the disorder?
- How is the disorder diagnosed and treated?

SECTION III: CONTEXT (15 POINTS)
- Who is affected by this issue? Include prevalence data (aim for a minimum of five).
- Why is your topic a social work issue?
- How is your topic relevant to social work?

SECTION IV: PSYCHOSOCIAL THEORETICAL APPLICATION (40 POINTS)
Select one of Erikson’s psychosocial stages. Examine your topic in the context of the following:
- Developmental Tasks,
- Psychosocial Crisis,
- Resolution Process and Significant Relationships, and
- Coping Behaviors (i.e., both the virtue and core pathology)

Throughout your application and conclusion, consider/discuss the two sentiments below:
- Psychosocial theory views human development as a product of the dynamic interaction between a) one’s needs and abilities and b) societal expectations and demands.
- Psychosocial theory acknowledges that individuals have the ability to contribute to their psychological development.

REFERENCES (10 POINTS; AIM FOR A MINIMUM OF 10)
You are to cite and reference materials from class lectures, books, articles from peer-reviewed social work, psychology, medical, nursing, etc. journals as well as information from advocacy groups, research institutes, and other reputable public and private sources. Unacceptable sources of information include those from general websites (e.g., Wikipedia and About.com). Moreover, for the purposes of this assignment, the use of .com and .net websites is generally frowned upon. Thus, they should neither be cited nor referenced. Students who choose to use electronic media from .edu, .gov, and .org websites are expected to evaluate these sources in terms of, but not limited to, authorship, content, currency, scholarship, etc. You are required to have a minimum of three peer-reviewed journal articles.

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