I. COURSE DOMAIN AND BOUNDARIES

This course focuses on human behavior in relation to the social environment by examining human development and experiences through a theoretical framework. The course examines several influences on life course development and human behavior, including biology, psychology, family/community dynamics, societal, and cultural influences. The impact of age, race, gender, social or economic class, ethnicity, nationality, religion, sexual orientation, physical and mental ability, and other identities will be emphasized. The underlying values, strengths, and challenges of different theoretical perspectives will be critiqued based upon empirical data, cultural and practice relevance.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
<td>Introduce</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>Introduce</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Introduce</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>Introduce</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Introduce</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic...
Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer
and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures
provided to an individual student so long as it does not impair the ability to pro-
vide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex
discrimination, sexual harassment, dating violence, domestic violence or stalking,
or if I otherwise observe or become aware of such an allegation, I will keep the in-
formation as private as I can, but as a faculty member of Washington University,
I am required to immediately report it to my Department Chair or Dean or di-
rectly to Ms. Jessica Kennedy, the University's Title IX Director. If you would
like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-
3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umrah
Hall. Additionally, you can report incidents or complaints to the Office of Stu-
dent Conduct and Community Standards or by contacting WUPD at (314) 935-
5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the
Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for
an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty,
staff and community members who have experienced or witnessed incidents of
bias, prejudice or discrimination against a student can report their experiences to
the University's Bias Report and Support System (BRSS)
team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with
students to resolve personal and interpersonal difficulties, many of which can af-
fect the academic experience. These include conflicts with or worry about friends
or family, concerns about eating or drinking patterns, and feelings of anxiety and
depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion
(CDI) supports and advocates for undergraduate, graduate, and professional
school students from underrepresented and/or marginalized populations, cre-
ates collaborative partnerships with campus and community partners, and pro-
motes dialogue and social change. One of the CDI's strategic priorities is to culti-
vate and foster a supportive campus climate for students of all backgrounds, cul-
tures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in
order to be successful in your time at Brown, beyond the mentioned accommoda-
tions, please contact your Academic Advisor or Danielle Bristow, Assistant Dean
for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. TEXTS AND READINGS
Zastrow, C. H., & Kirst-Ashman, K.K. Understanding Human Behavior and the So-
cial Environment, Edition: 10th edition
Readings as assigned (students will be notified via email and/or Canvas) – readings are subject to substitution to reflect newly published data or class interest.

VI. ORGANIZATION OF THE COURSE
This course is structured to provide a person in environment perspective within the underpinnings of life span development. This course will initially outline the basic conceptual frameworks. Then, each phase of the life cycle will be individually examined through the lens of each conceptual framework. From this knowledge of human development within the social environment, particular elements of human behavior will be further examined from a multidimensional perspective. Theory-driven practice is emphasized in the context of this course through evidence-based, capacity-building interventions at the individual, programmatic, organizational, and community levels. In this regard, effective use of self and skill development are stressed throughout the course.

Generally, each class is divided into the following sections:
- The first 10-15 minutes of class will be a check-in exercise. Students will examine the micro, mezzo, and macro systems they are apart of and tune into the factors that are influencing their and their classmates’ behavior for that week.
- The next 20-30 minutes of class will be devoted to class discussion. Each week a different group of students will lead the class discussion on the week’s assigned readings.
- The next 45-60 minutes will be devoted to lecture.
- For the remainder of the class students will be facilitated through a discussion or practice related activity.
- One 10-15 min break will be provided during the three hour session.

VII. ROLE OF INSTRUCTOR AND STUDENTS
Class attendance and participation: The developmental nature of learning in this class requires that students keep up with assignments and attend class sessions. Students are expected to participate in class; 10 points of the overall class grade is based on class participation as assessed by the instructors and fellow students. It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure one’s progress. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If you are unable to attend class, please contact the instructor in advance, or failing that, immediately afterwards.

Writing style requirements: Strong academic writing is fundamental to your success in graduate school. All assignments are required to be written in American Psychological Association (APA) format and follow the most current guidelines in
the APA publication manual. If you are unfamiliar with this formatting style, this
manual is available at the campus bookstore, the library, and the Brown Communi-
cation Lab.

VIII. ASSIGNMENTS AND GRADING CRITERIA

a. **Infancy & Adolescent Development Exam (20 points)**
   An online exam will be provided to students to assess their knowledge of In-
fancy and Adolescent development and the theories that influence their be-
behavior. This test will be conducted online through Canvas and taken at home
by students. Students may use any class reference or support materials for
the exam.

b. **Young, Middle, and Later Adulthood Aspects Exam (20 points)**
   An online exam will be provided to students to assess their knowledge of
Young, Middle, and Later Adulthood development and the theories that in-
fluence their behavior. This test will be conducted online through Canvas
and taken at home by students. Students may use any class reference or sup-
port materials for the exam.

c. **BioPsychoSocial & Theory Paper (30 points)**
   The purpose of this assignment is to critically examine the biological, psy-
chological, and sociological aspects and theories of a client, group, or com-
unity. Students are to focus on a topic and life stage that is of interest to
them and explain how relevant human behavior theories, social environ-
mental factors, and multidimensional approaches are impacting their lives
and presenting issues. Students are to write a minimum 10 page paper ana-
lyzing the biopsychosocial perspective and theories that would need to be
considered in social work practice. This paper needs to include at least 7
sources of which 4 are from academic sources. Paper should be written in
APA style, 12 size font, double spaced. Please see rubric for how the paper
will be evaluated.

d. **BioPsychoSocial & Theory Presentation (20 points)**
   Students will prepare a 10-15 minute presentation on their BioPsychoSocial
& Theory paper to present to a group of their peers. Additional time will be
given to field questions from their peers. Students’ presentations will be
evaluated by the instructor and peers.

e. **Participation (10 points)**
   All students are expected to be adult learners, actively contributing to class
discussions, small group exercises, and group projects. Comments should
contribute to the learning of classmates and each student will be rated on
these contributions. Each student is expected to come to class each week
having read the assigned material and ready to actively engage with the
learning community. Each student will be assigned to 2 reading groups..
Each will be assigned and responsible for facilitating their classmates through a thought provoking discussion of that weeks’ reading(s).

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<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Score</td>
</tr>
<tr>
<td>95-100</td>
</tr>
<tr>
<td>90-94</td>
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<tr>
<td>87-89</td>
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<tr>
<td>84-86</td>
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</tbody>
</table>

**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency(ies)</th>
<th>Dimension(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy &amp; Adolescent Develop-ment Exam</td>
<td>C1, C2, C3, C4</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Young, Middle, and Later Adulthood Aspects Exam</td>
<td>C1, C2, C3, C4</td>
<td>Knowledge, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>BioPsychoSocial &amp; Theory Paper</td>
<td>C1, C2, C3, C4, C7</td>
<td>Knowledge, Skills, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>BioPsychoSocial &amp; Theory Presentation</td>
<td>C1, C2, C3, C4, C7</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competency(ies)</th>
<th>Dimension(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate class discussions on assigned reading(s)</td>
<td>C1, C2, C3</td>
<td>Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Case studies discussions</td>
<td>C1, C2, C3, C4, C7</td>
<td>Knowledge, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
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</tr>
<tr>
<td>1</td>
<td>8/28</td>
<td>Introductions, review syllabus, intro to Human Behavior and the Social Environment</td>
</tr>
<tr>
<td>2</td>
<td>9/4</td>
<td>Biological Development in Infancy and Childhood</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>Psychological Development in Infancy and Childhood</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td>Social Development in Infancy and Childhood - Ethnocentrism and Racism</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>Biological Development in Adolescence</td>
</tr>
<tr>
<td>6</td>
<td>10/2</td>
<td>Psychological Development in Adolescence</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>Social Development in Adolescence - Gender, Gender Identity, Gender Expression, &amp; Sexism GUEST SPEAKERS</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>Biological Aspects of Young and Middle Adulthood</td>
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<tr>
<td>9</td>
<td>10/23</td>
<td>Psychological Aspects of Young and Middle Adulthood</td>
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<tr>
<td>10</td>
<td>10/30</td>
<td>Social Aspects of Young and Middle Adulthood - Sexual Orientation GUEST SPEAKER</td>
</tr>
<tr>
<td>11</td>
<td>11/6</td>
<td>Biological Aspects of Later Adulthood</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Psychological Aspects of Later Adulthood</td>
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<tr>
<td>13</td>
<td>1120</td>
<td>GUEST SPEAKER</td>
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<td>11/27</td>
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<td>14</td>
<td>12/4</td>
<td>Presentations</td>
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<tr>
<td>15</td>
<td>12/11</td>
<td>Presentations and Class wrap up</td>
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