A. Description of Course Content

This course explores, within the context of a strengths and empowerment-based perspective, the bio-psycho-social development of persons from birth to death. It is strongly recommended that this course be taken before SOCW 3301. This course is required for Social Work Field Instruction and Seminar I (SOCW 4951).

B. Student Learning Outcomes

This course satisfies the University of Texas at Arlington core curriculum requirement in social and behavioral sciences. As such, it contains core objectives and learning outcomes in critical thinking, communication, empirical and quantitative reasoning, and social responsibility.

These are listed here with relevant assignments to assess these outcomes: Critical Thinking Skills include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Assessments: Signature Assignment

- Communication Skills include effective development, interpretation and expression of ideas through written, oral, and visual communication.

- Empirical and Quantitative Skills include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

- Social Responsibility includes intercultural competence, knowledge of civic responsibility, and the ability to
engage effectively in regional, national, and global communities.

Outcomes for All students:

Assessment: Exams, Group Presentation, Case Study Paper (Signature Assessment)
- Be able to explain the stages of life development from various theoretical perspectives.

Assessment: Group Presentation, Case Study Paper (Signature Assignment)
- Understand impacts of environmental, biopsychosocial, and sociocultural circumstances on a person’s development and behavior.
- Be able to use evidence-based literature and statistics to explain how environmental, biopsychosocial, and sociocultural circumstances affect a person’s development and behavior.

Student Learning Outcomes for Social Work Majors

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9 the primary foci are competencies 2 & 7.

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, my oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experience; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

The major assignments for this course are designed to give students opportunities to acquire as well as demonstrate knowledge, understanding, and ability as related to topics covered. Additionally, completion of these major assignments involves work on a variety of tasks and activities including interactive collaboration with colleagues in the course. The use of technology is promoted in this course and specific instruction will be given as necessary.

**Interactive Discussion**

Students will initiate and contribute to thought-provoking discussion with colleagues in the course. Students will initiate dialogue with their colleagues regarding an identified topic by sharing their thoughts, experiences, ideas, impressions, suggestions, feelings, creativity, resources, etc. according to specific question prompts. Students will then respond in a relevant and meaningful way to initial posts made by their colleagues in addition to responding to remarks made about their own initial posting. Discussions throughout the semester will include the practical application of the learning. Additional information on the content, style, and grading of this assignment is provided in Canvas. *Addresses competencies 2 & 7*

**Presentation**

Working in pairs, students will prepare and present knowledge of a specific age group’s development within the social environment giving special attention to diversity and risk and protective factors. Student pairs will create a presentation that demonstrate knowledge of the life course perspective as well as applicable human development theories covered in class sessions such as theories from Erikson, Piaget, and Bowlby. The student pair will be given the same score assessed for their presentation. Additional information on the content, style, and grading of this assignment is provided in the Canvas. *Addresses Core Competencies 2 & 7*
**Case Study**

Students will write a paper (i.e., creating a case study) based on an individual person to describe the life course perspective. Students will discuss how person-in-environment, biopsychosocial, sociocultural, and life stage perspectives reflect the person while giving specific attention to issues of diversity. As a result of completing this paper, students will reflect an understanding of the person as well as an understanding on describing and applying developmental theory to a real-life situation. Additional information on the content, style, and grading of this assignment will be provided in the Canvas. *Addresses Core Competencies 2 & 7*

**Exams**

There are three exams scheduled for this course. Each exam will be administered through the Canvas course portal once with no opportunity for make-up.

Students are to satisfy the assignments outlined by producing work expected at the bachelor's level. The ability to do this will influence the score assessed for assignments. Because this course is designed for a high level of interactive activity, students are expected to participate with valuable contribution at a level that matches high engagement and interaction. This will require taking responsibility to prepare for learning activities, coordinate and participate in scheduled meets with colleagues in the course, and assume a shared responsibility for the growth of self and the community of colleagues within the course learning environment.

Information exchange will happen regularly throughout the term of the course. Students must check Canvas and their MyMav e-mail daily to review announcements and query cafe' posts to become aware of updates, reminders, changes, clarifications, and other pertinent information. Failure to do so may impact ability to satisfy assignment and expectations. It is the sole responsibility of students to stay informed about the happenings related to the course and to communicate any challenges that arise.

**Extra Credit**

Opportunities for extra credit are not part of the activity and assignment schedule for this course but may be offered at the instructor's discretion. Students are responsible for completing activities and assignments as given according to the course schedule. However, in support of student learning and academic progress, opportunities to revise submitted work will be offered at specific times during the course term. Information regarding revision opportunities will be provided in Canvas.

**Late Submission**

Unless otherwise communicated, all assigned learning activities are due on a Sunday by 11:59pm (CST) on the date indicated with no exception. *Late submissions will not be accepted.* Students must submit all work using the appropriate link in the Canvas course portal as directed in the assignment instructions. *Any work submitted using the instructor’s UTA email or via the Microsoft Teams or Canvas messaging portal will not be accepted* unless given prior permission. The student remains responsible to immediately contact the instructor for permission to accept an assignment outside the due date and time in the event of technical challenges outside the students control expected to result in delay of a required submission. In extenuating circumstances (as determined by the instructor) and with timely notification (i.e. at least 24 hours prior to assignment due) an exception may be granted allowing for late submission.

**F. Attendance**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT
Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This is an online synchronous course. All instruction and related activities are online and virtual class meetings will occur at predetermined specified days/times as indicated in MyMav.

Class attendance and participation accounts for 100 points out of the 200 total points that may be earned for the course. Students are expected to attend class regularly. Attendance will be calculated for each class session. Students who arrive late, leave early, or otherwise do not remain actively present for the full class session will receive a deduction in attendance score for the class session. Attendance updates will be recorded in Canvas at midterm and at endterm. Each student is responsible for communicating any anticipated and unforeseen absences or delays as soon as possible. Allowances to complete missed work are not guaranteed. Absences may be waived with documentation; however, students must consult with the instructor to request consideration.

G. Grading

The table below outlines the major assignments scheduled for this course along with their maximum point value.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>50</td>
</tr>
<tr>
<td>Discussions (5 x 3 pts)</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Presentation</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Case Study</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Exams (3 x 10 pts)</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The final grade a student receives is based on an accumulation of points earned during the course term. The table below defines the point range for each letter grade that may be issued for this course.

<table>
<thead>
<tr>
<th>Numerical Range</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 - 200</td>
<td>A</td>
<td>Excellent work: above course expectations. [Demonstrated extensive knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>160 - 179</td>
<td>B</td>
<td>Good work: meets course expectations. [Demonstrated broad knowledge and understanding of concepts and processes.]</td>
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</tbody>
</table>
C
Fair work: minimally meets course expectations.
[Demonstrated adequate knowledge and understanding of concepts and processes.]

D
Poor work: below minimally meets course expectations.
[Demonstrated basic knowledge and understanding of concepts and processes.]

F
Insufficient work: does not meet expectations.
[Demonstrated little to no knowledge or understanding of concepts and processes.]

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

There are no make-up exams in this course.

I. Course Schedule

In this course, Monday is the scheduled start of a new module (i.e. week) and 11:59 pm Sunday is the scheduled end of the module (first week of the semester is an exception). The table below outlines the dates, modules, topics, and major assignments. Throughout the semester, modules will be made accessible in the Canvas course portal one at a time. Students are expected to complete all preparation tasks prior to participating in module activities and completing module assignments. As the instructor, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. In the event modification occurs, students will be notified in advance of the class session about the specific changes made to the scheduled agenda.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
<th>TOPIC</th>
<th>PREPARATION TASKS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 19-24</td>
<td>Introduction to the Course</td>
<td>Syllabus</td>
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<td>2</td>
<td>January 25-31</td>
<td>Life Course Perspective</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>3</td>
<td>February 1-7</td>
<td>Life Course Perspective Overview of Theories</td>
<td>Ch. 1 &amp; 2</td>
<td>Discussion</td>
</tr>
<tr>
<td>4</td>
<td>February 8-14</td>
<td>Conception, Pregnancy, Childbirth</td>
<td>Ch. 2</td>
<td>Exam 1</td>
</tr>
<tr>
<td>5</td>
<td>February 15-21</td>
<td>Infancy and Toddlerhood</td>
<td>Ch. 3</td>
<td>Discussion</td>
</tr>
<tr>
<td>6</td>
<td>February 22-28</td>
<td>Early Childhood</td>
<td>Ch. 4</td>
<td></td>
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<tr>
<td>7</td>
<td>March 1-7</td>
<td>Middle Childhood</td>
<td>Ch. 5</td>
<td>Discussion</td>
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<tr>
<td>8</td>
<td>March 8-14</td>
<td>Adolescence</td>
<td>Ch. 6</td>
<td>Exam 2</td>
</tr>
<tr>
<td>9</td>
<td>March 15-21</td>
<td>Young Adulthood</td>
<td>Ch. 7</td>
<td>Discussion</td>
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<tr>
<td>10</td>
<td>March 22-28</td>
<td>Middle Adulthood</td>
<td>Ch. 8</td>
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<tr>
<td>11</td>
<td>March 29 - April 4</td>
<td>Late Adulthood</td>
<td>Ch. 9</td>
<td>Discussion</td>
</tr>
<tr>
<td>12</td>
<td>April 5-11</td>
<td>Very Late Adulthood</td>
<td>Ch. 10</td>
<td>Case Study</td>
</tr>
<tr>
<td>13</td>
<td>April 12-18</td>
<td>Presentations</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 19-25</td>
<td>Presentations</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>April 26 - May 2</td>
<td>Presentations</td>
<td>Reflection &amp; Wrap-up</td>
<td>Presentations Exam 3</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Librarian to Contact**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

**L. Grade Grievances**

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

**M. Institutional Policies**

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
N. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

O. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.