COURSE OBJECTIVES AND OUTCOMES:

1. Students will learn empirically validated theories and knowledge of human bio-psycho-social-spiritual development and ways in which systems promote or deter people in the maintaining or achieving optimal health and well being.

2. Students will learn historical and contemporary theories of populations at risks to include a broadly based perspective re-defining the range of “normal” behavior in adulthood, and developmental tasks specific to gender, age, sexual orientation, disability, and culture.

3. Students will learn the reciprocal impact of relationships between individuals at the micro, mezzo and macro levels of environmental interaction using a systems theoretical approach.

4. Students will learn to recognize the interplay between theory development, theory selection, and value issues that affect the uses of theory.

RELATIONSHIP TO OTHER COURSES:
This course builds on theories and concepts provided in Human Behavior and Development in the Social Environment I and is a continuation of the study of development through the life cycle. The course addresses the empirical evidence on which theories are based, and relates this content to the importance of evidence in SWK 531. The course discusses mid and later life development, and relates this content to behavior in families and groups discussed in SWK 503.

TEXTS:


ADDITIONAL SUGGESTED READING:


GRADING:
Because this course is evaluated through written assignments as well as class participation, there will be a lag time between when the assignment is given and when I grade it. There will be a ruberic for grading each paper.

A 500 - 450 pts
B 449 - 400 pts
C 399 - 350 pts
Less than 350 pts must repeat the class

OVERVIEW OF ASSIGNMENTS:
Assigned readings as listed on your course schedule in fact assignments. Additional readings and assignments may be added as the semester progresses. It is important that you have read the material prior to class.

CHAPTER QUIZZES (100 POINTS 50 pts each) TO BEGIN no earlier than: 01/22/2013
There will be 2 assignments or announced 2 quizzes given to establish acquisition of knowledge gained through reading and discussion of assigned materials. These are a portion of your grade. They will be scheduled, timed, and cannot be made-up at a later date.

LITERARY RESEARCH PAPER (125 POINTS) DUE: 03/05/2013
A systematic review of literature related to a topic of interest for adult life. As a demonstration of critical thinking and the development of knowledge of theory, this paper will be in the form of an integrative literary review.

SOCIAL PROBLEM PAPER (125 PTS) DUE:04/16/2013
This paper (8 - 10 pages, double-spaced, one inch columns) will address a specific social problem that impacts human development and/or social functioning in middle to late adulthood.
and includes a major macro component. Possible topics include but are not limited to the following (professor must approve topic):

<table>
<thead>
<tr>
<th>Unemployment</th>
<th>HIV/AIDS</th>
<th>Homelessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ageism</td>
<td>Abuse and Neglect</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>Familial Caregiving</td>
<td>Poverty</td>
<td></td>
</tr>
</tbody>
</table>

**COMPREHENSIVE EXAM (100 POINTS) ON: 04/30/2013**

A comprehensive final will be given which reflects content from the entire course. The questions for the comprehensive examination will be taken from the weekly readings, power points, and quizzes.

**CLASS PARTICIPATION (50 pts) It is expected that all students participate in discussions and activities.** Evaluation of class participation is based on instructor observation during class sessions. Students will be given verbal feedback if problems are evident.

**POLICY ON DUE DATES:**

Assignments are due on the due date. No late assignments accepted.

Papers will be due to instructor by the class time on the assigned date. All papers must be submitted to instructor in a hard copy for grading purposes.

**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading(s)</th>
<th>Assignment/Activities</th>
<th>Link to Comp.</th>
<th>SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Introduction to and overview of course and expectations</td>
<td>Chapter 1 in Text: Intro to Human Behavior and the Social Environment</td>
<td>F 1.2; F 1.4; F 2.2</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>1/23</td>
<td>Discussion</td>
<td>Chapter 10 in Text: Biological Aspects of Young and Middle Adulthood</td>
<td>F 2.2</td>
<td>1, 4</td>
</tr>
<tr>
<td>1/30</td>
<td>Discussion</td>
<td>Chapter 11 in Text: Psychological Aspects of Young and Middle Adulthood</td>
<td>F 2.2</td>
<td>1, 4</td>
</tr>
<tr>
<td>2/6</td>
<td>Discussion</td>
<td>Chapter 11 in Text: Psychological Aspects of Young and Middle Adulthood</td>
<td>F 2.2</td>
<td>1, 4</td>
</tr>
<tr>
<td>2/13</td>
<td>Discussion</td>
<td>Chapter 11 in Text: Psychological Aspects of Young and Middle Adulthood</td>
<td>F 2.2</td>
<td>1, 4</td>
</tr>
</tbody>
</table>
2/20 | Chapter 12 in Text: Sociological Aspects of Young and Middle Adulthood | Discussion | F 2.2 | 1, 3, 4
2/27 | Chapter 12 in Text: Sociological Aspects of Young and Middle Adulthood | Discussion | F 2.2 | 1, 4
3/6  | Chapter 9 in Text: Gender | Literary Research Paper Due at the beginning of class | F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4 | 1, 2, 4
3/19 | Chapter 9 in Text: Gender | Discussion | F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4 | 1, 2, 4
3/26 | Chapter 13 in Text: Sexual Orientation | Assignment tba | F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4 | 1, 2, 4
4/2  | Chapter 13 in Text: Sexual Orientation | Social Problems Paper due at the beginning of class | F 2.2; F 2.1; F 3.2; F 3.1; F 1.2; F 1.4 | 1, 2, 4
4/9  | Chapter 14 in Text: Biological Aspects in Later Adulthood | Discussion | F 2.2 | 1, 4
4/16 | Chapter 15 in Text: Psychological Aspects in Later Adulthood | Discussion | F 2.2 | 1, 4
4/23 | Chapter 16 in Text: Sociological Aspects in Later Adulthood | Discussion/review | F 2.2 | 1, 3, 4
4/30 | | Comprehensive Exam | F 3.1; F 3.2 | 1, 2, 3

Note: Spring break is scheduled for 3/11-15 there will be no classes or assignments that week

BIBLIOGRAPHY: