NATURE OF COURSE

The course content includes individuals, families, small groups, organizations, and communities. Specifically, the course addresses human development and social functioning in these contexts and highlights the consequences of social structural inequity and social injustice for people at each system level. It also addresses the importance of globalism and the impact technological change on communication patterns, mobility and the creation of new communities through migration.

At the individual level, biological, psychological, psychosocial, and spiritual influences are examined across the life course. Social class/social status, gender/sexual orientation, and race/ethnicity are interwoven as structural factors shaping the development of individuals within a culturally diverse society.

Families, small groups, communities, and organizations are then examined as the social contexts in which people live and work from both traditional and alternative perspectives. Populations-at-risk are explored in relation to institutional discrimination and people’s access to larger systems, their interactions in those systems, and the actual operation of those systems. There will be an emphasis on developing learner understanding of risk and protective factors and the development of resilience across the life course.

The theme of oppression occupies a place of central importance in this course. Explored are the different forms oppression takes in various social systems, the obligations of social workers to address social injustice in generalist practice and to empower oppressed peoples. Attention will be given to the groups who are most at risk for multiple forces of oppression. The focus here is not on oppressed people as “victims” but rather a view of oppressed peoples as creatively maneuvering in a society in which they often lack the
power to secure the political, economic, and social resources enjoyed by others. Social work empowerment strategies to address the causes and consequences of social injustice and oppression are examined.

Learners will be encouraged to examine their own values in relation to a culturally diverse range of lifestyles, resources and experiences, and in relation to the profession’s concern for the respect and dignity of every individual. Learners will also be encouraged to embrace the social justice goals of the profession, including the value position of making social institutions more responsive to human need, particularly for client groups that lack economic, social, and political power in macro settings.

RATIONALE

This course provides a social work theory base for assessment and intervention in generalist practice, which will be the focus of the non-BSW learner’s first field placement. It will introduce learners to the theoretical base for our graduate curriculum: ecosystems theory, operationalized through the empowerment, strengths, and capacity-building perspectives of social work practice. This course helps learners understand the social context for individual, family, group, and community assessment and intervention and presents opportunities to integrate this knowledge through an examination of their own values in respect to oppression, discrimination, and social justice.

THEORETICAL PERSPECTIVE

The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF’s social work curricula are found in both explanatory theories (e.g., ecosystems theory) and change theories (e.g., psychodynamic and cognitive behavioral theories), operationalized through the perspectives of empowerment, strengths, capacity building, and evidence-based social work practice.

Ecosystems theory reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The strengths perspective emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples’ personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The empowerment perspective supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The capacity building perspective reinforces the social work profession’s mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need. Evidence-based practice entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant
scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

COURSE OBJECTIVES

After the completion of this course the learner will:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
   Measurements: Interview paper and Theory paper

2. Critique and apply knowledge to understand person and environment.
   Measurements: Theory paper, Learning Check, and Interview paper

3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
   Measurements: Learning check and Interview paper

4. Understand the forms and mechanisms of oppression and discrimination.
   Measurements: Theory paper and Learning check

5. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
   Measurements: Theory paper, Interview paper, and Learning check paper

6. Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power.
   Measurements: Theory paper, Interview paper, and Learning check paper

METHODS OF INSTRUCTION

This course will include diverse instructional methods, such as lectures, discussions, individual and group exercises, guest speakers, formal group presentations, online coursework and media.

TEACHING PHILOSOPHY

I see learning as a collaborative process between the instructor and the learners. I have structured this course based on my experience and the experience of others who have taught it to enhance opportunities for expanding awareness of oneself as an individual. I work from the strengths perspective and understand that the talents and needs each learner and each class as a whole brings to this experience are unique. The success of my
teaching depends on all of us putting forth our best efforts and communicating openly throughout this course.

COURSE EXPECTATIONS

Learner Responsibilities:
1. Participate in in-class exercises.
2. Come to each class session, come on time, and stay for the entire class period and return on time from breaks. Failure to attend any class sessions will affect your ability to contribute to class discussions and activities and thus will negatively affect your grade.
3. Participate in class discussions and individual or small group activities, which are vital to the learning in this course.
4. Listen attentively when others are speaking and keep cell phones turned off.
5. Have read assigned course material and be prepared to discuss content in class.
6. Write papers that follow the guidelines provided in this syllabus, use correct grammar and APA format, and demonstrate learner learning from the texts and class session lectures and activities.
7. Turn all assignments in on time (see Assignment-Due Policy below).
8. Keep the instructor informed of any issues that interfere with individual learning, attendance, and/or turning in assignments on time.

Instructor responsibilities:
1. To prepare class session activities that enhances and augment learner learning from the text.
2. To share the instructor’s knowledge that relates to course content.
3. To start and end each class session on time.
4. To listen attentively to learner contributions and questions.
5. To facilitate class discussions to maximize learner participation and keep focus on course content.
6. To respond to the extent possible to learner suggestions and questions.
7. To develop graded activities which evaluate learners’ learning from readings in the text and from class activities.
8. To evaluate and grade learner learning based on the criterion provided in this syllabus.
9. To give learners feedback on their performance.

USF Sarasota-Manatee Policies and Procedures
Academic Dishonesty
The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct. Current and archived catalogs may be found at: http://usfsm.edu/academics/
USF Student Code of Conduct: http://www.sa.usf.edu/srr/page.asp?id=88
Academic Disruption
The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Undergraduate Catalog or USFSM Graduate Catalog and the USF Student Code of Conduct. http://www.sa.usf.edu/srr/page.asp?id=88

Contingency Plans
In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency.

Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; email: disabilityservices@sar.usf.edu and website: http://usfsm.edu/disability-services/

Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See information available on the USFSM student and faculty webpages at www.usfsm.edu

Religious Observances
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf

Emergency Preparedness
It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness See information available on the USFSM student and faculty webpages at www.usfsm.edu

Web Portal Information
Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address. Therefore it is the student’s responsibility to check their USF email regularly.

Instructor Copyright
Students may not sell notes or other course materials.
COURSE REQUIREMENTS

Late assignments will be reduced by 10%. Please let the Instructor know if you will be turning in an assignment late.

A. Learning Check - 75 points; DUE: 10/6; 10/27; 11/3

The Learning check will be comprised of 3 essay questions which learners will complete on their own. Learners should utilize ONE of the following prompts for each essay.
   a. Chapter/ Discussion reflections or summary…
   b. I learned…
   c. I was surprised by…
   d. I am beginning to question…
   e. I am thinking about…
   f. Relevance and /or application to my current work or future career …

Learners may use their notes, references, books, and other sources to complete their essays, but may not ask questions or gain assistance from others to do so. Each essay is worth 25 points. Learners should use 12 font, double-spacing, APA style, and include a reference page if necessary. Title page and abstract are not necessary. The essay should be approximately one page (minimum 250 words). Submit through safeassign portal.

B. Interview Assignment – 125 points; DUE: 11/17

Learners will interview an older adult who is 60 years old or older. This must not be a person who is related to you or who you know well. You will conduct a Biopsychosocialspiritual assessment with this individual. A copy of the final paper (minus the conclusion and research sections) will be presented to the person in gratitude for their time. In planning to execute this assignment, be aware that the interview process will be lengthy (expect to spend 3-5 hours), requiring several sessions to collect all the information.

A letter and form are provided in the back of the syllabus for the person you will interview. She/He needs to read the letter and sign the form that explains the assignment and the parameters of confidentiality. The interviewee should keep the letter and one copy of the form. The other copy of the signed form needs to be turned in with the paper.

Learners must use the headings provided below in your paper. The headings are helpful guides for your interview. The paper should be approximately 12 pages in length, typed, double-spaced, using APA format. Please include a title page (abstract is not needed). Papers and signed forms will be submitted in hardcopy. Worth 125 points. See Rubric.

I. Interview Outline: 80 Points

Introduction
Mother’s Pregnancy
    Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Infancy
Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Toddler
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Early childhood
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Middle childhood
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Spiritual dimension

Adolescence
Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Young Adulthood
Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Middle Adulthood
Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Late Adulthood
Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Very Late Adulthood
Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Conclusion
- Identify Protective and risk factors for the interviewee
- Describe what you learned from the assignment

II. Research: 25 Points
Choose one problem which was reported by your interviewee and look up 5 professional references (books, book chaps., journal articles etc.) regarding the problem. Discuss the problem, provide current statistics/demographics on it, describe the causes, the consequences on micro, mezzo, and macro levels and the current treatments. Be sure to use citations in your paper and an APA style reference page at the end. This section should be 1-2 pages in length.

III. Timeline: 10 Points
Develop a timeline for your interviewee that includes major life events (positive and negative), transitions, etc.

IV. Writing, Grammar, and APA style: 10 Points

C. Theory paper- 100 points; DUE: 12/1
Choose one theory which was discussed in class or in the text and look up at least 5 peer-reviewed journal articles about the theory. Then write about the following:
1. Fully describe the theory including the main concepts and principles.
2. Assess the theory’s contribution to better understanding human behavior.
3. Using the articles you reviewed, critique the theory. Describe its strengths and weaknesses (what is it helpful in understanding, what isn’t it helpful in understanding).
4. Discuss how the theory addresses differences in people. Can it be used to explain and describe diverse human behavior (people of differing religions, races, sexuality, SES)? Explain.
5. Discuss the theory’s compatibility to economic and social justice (equality). The paper should be approximately 6 pages in length, double-spaced, 12 font, in APA style. Worth 100 points. Please submit electronically, title page and abstract are not necessary. See Rubric.

Grading and Course Requirements:

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<th>Points</th>
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<tr>
<td>Interview paper</td>
<td>125</td>
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<tr>
<td>Theory paper</td>
<td>100</td>
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<td>Total</td>
<td>300</td>
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</table>

Assignment Due Dates
All written work in the course will be due at the stated deadline in the Course Calendar section. Late papers will receive 10% off the total before grading. Please speak with the Instructor if you know you will be late with an assignment.

**Participation**
All learners are active participants in all meetings. This outline is a contract between the learner and the instructor. It is a working instrument that guides learning throughout the semester. A class environment that is conducive to learning requires respect for all participants. Learners and instructor are expected to conduct themselves in a respectful manner.

Attendance and participation are critical to successful learning. Participation includes voicing opinions, facilitating discussion, and speaking knowledgeably regarding the assigned readings. Participation will reflect quality, quantity and demonstrated respect for diversity and differences within the classroom. Developing a professional presence is a core objective in the course; no uses of pagers, cell phones, preparation of material for other coursework, or disrespectful conversations are appropriate in the learning environment.

**Correspondence**
Learners are expected to stay in communication with the instructor of this course via e-mail, Canvas or telephone. The preferred method of contact for the instructor is email. Only USF email accounts will be used in corresponding with the instructor.

**USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE**
The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

**USE OF PLAGIARISM TRACKING SOFTWARE**
The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit learner assignments to be checked for plagiarism. I reserve the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a learner's paper was plagiarized.

**FIRST CLASS ATTENDANCE**
This policy has been put into effect so that USF may effectively utilize classroom space and to insure that all learners have maximum opportunity to enroll in classes where demand exceeds availability of seats. Learners are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of learners who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop
learners who do not attend the first day of class. Learners having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor or the department prior to the first class meeting to request waiver of the first class attendance requirement. Learners who add courses or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor. Please note that the Registrar’s Office does not add learners whose names are handwritten on the first day class rolls to courses, and these learners are required to add the course by OASIS. To avoid fee liability and academic penalty, the learner is responsible for insuring that he/she has dropped or been dropped.

ATTENDANCE POLICY
Learners are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role-plays, guest speakers and other in-class experiential exercises are essential for a learner’s professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Accordingly, attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, and other documented crises, military duty, jury duty, religious holidays (consistent with University policy, 10-045), court-imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A learner is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes or more early, or does not come to class. Learners are allowed to miss two classes (for classes that meet twice weekly; or one class for classes that meet only once per week) without penalty. After that 5% off of the total grade may be deducted for each missed class, at the faculty member’s discretion. Learners are responsible for any missed material due to absences or lateness. Learners must participate in Online work/discussions as these are considered class attendance for those weeks when we do not meet face-to-face.

If a learner misses more that 20% of classes or 3 classes, he/she will automatically receive an “F” for the course.

Learners who experience an unforeseen circumstance such as a serious medical problem which interferes with their attendance or course assignments should notify the instructor immediately. Learners and instructors should familiarize themselves with the USF Incomplete policy.

EVALUATION CRITERIA FOR ASSIGNMENTS
See rubrics in appendix

GRADING SCALE
Points from assignments will be added together and the final grade computed on the scale shown.
REQUIRED TEXTBOOK(S)


SUPPLEMENTAL SOURCES

Some information available online:  [www.apastyle.org](http://www.apastyle.org)


Throughout the semester, the instructor will make use of materials in the General Reference Bibliography

### COURSE GUIDE

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<th>Topic</th>
<th>Reading Assignments</th>
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<td>Introductions, Review of syllabus</td>
<td>Ch.1 and 2 -CLC</td>
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<td>The Life Course and Conception, Preg., and Childbirth</td>
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<td>9/29/14</td>
<td>Late and Very Late Adulthood</td>
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<td><strong>Learning Check Essay Due</strong></td>
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<td>Dimensions</td>
<td>Ch.3 and 4-PE</td>
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<td>10/20/14</td>
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<td>Ch. 5, 6- PE</td>
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<td>10/27/14</td>
<td><strong>ONLINE CLASS</strong></td>
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<td>Culture and Physical Environment</td>
<td>Ch. 7 and 8 – PE</td>
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<td><strong>Learning Check Essay Due</strong></td>
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**November 1**

| Date     | Event                                                           |
|----------|                                                                |
| 11/3/14  | **ONLINE CLASS**                                               |             |
|          | Social Institutions and                                         |             |
|          | Organizations                                                   | Ch. 9 and 12- PE |
|          | **Learning Check Essay Due**                                   |             |
| 11/10/14 | Families                                                        |             |
| 11/17/14 | Small Groups                                                    |             |
|          | **INTERVIEW ASSIGNMENT DUE**                                   |             |
| 11/24/14 | **ONLINE CLASS**                                               |             |
|          | Communities                                                     | Ch. 13 and 14-PE |
|          | Social Movements                                                | Ch. 14 PE   |
| 12/1/14  | Course Integration & Evaluations                               |             |
|          | **THEORY PAPER DUE**                                            |             |

**APPENDICES**

University of South Florida, Sarasota - Manatee  
School of Social Work  
SOW 6105 – Foundations of Human Behavior
Consent Agreement for Interview Assignment

I, ________________________, agree to be interviewed for the Foundations of Human Behavior, USF social work class. I understand that the interview will take about 5 hours. I have been given a letter that outlines the areas that will be covered. I understand that I have the right to refuse to answer specific questions that are uncomfortable for me. I give permission for identifying names and information to be used in the paper. I will receive a copy of the paper. I understand that I can contact the course instructor with questions.

Check here, if you also give permission for the learner to audiotape the interviews. The audiotapes will be given to you or erased after the interviews are over.

_____________________________    ________________
Signature of person being interviewed       Date

_____________________________    ________________
Signature of learner            Date

[COPY FOR PERSON BEING INTERVIEWED.]
Consent Agreement for Interview Assignment

I, ________________________, agree to be interviewed for the
(please provide your name)
Foundations of Human Behavior, USF social work class. I understand that the interview
will take about 5 hours. I have been given a letter that outlines the areas that will be
covered. I understand that I have the right to refuse to answer specific questions that are
uncomfortable for me. I give permission for identifying names and information to be used
in the paper. I will receive a copy of the paper. I understand that I can contact the course
instructor with questions.

_____ Check here, if you also give permission for the learner to audiotape the
interviews. The audiotapes will be given to you or erased after the interviews are over.

_________________________________________  ___________________________
Signature of person being interviewed               Date

_________________________________________  ___________________________
Signature of learner                                Date

[COPY FOR INSTRUCTOR, TO BE SUBMITTED WITH PAPER.]
Dear Interview Volunteer,

Thank you so much for your interest in participating in this Interview project. I hope this will be a beneficial experience for both you and the learner who will be meeting with you.

The learners participating in this project are MSW learners at the University of South Florida. They are taking a class entitled Foundations of Human Behavior. This course focuses on human behavior theories and information about human development through the life span. Their assignment is to interview a person who is at least 60 years old. The interview process is expected to be somewhat lengthy over several sessions, up to about 5 hours total. Interview times should be scheduled between you and your learner to fit your schedules. You will be given a copy of the paper to keep.

The assignment recommends that the interviews cover the areas listed below. You can decline to answer any questions or to discuss any specific topics that feel uncomfortable to you. You will be asked to sign a paper that gives the learner permission to use your name and identifying information in the paper that will be turned in and graded by the instructor.

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<thead>
<tr>
<th>Introduction</th>
<th>Mother’s Pregnancy</th>
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<th>Early childhood</th>
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Biophysical dimension
Psychological dimension
Psychosocial dimension
Spiritual dimension

Young Adulthood
  Biophysical dimension
  Psychological dimension
  Psychosocial dimension
  Spiritual dimension

Middle Adulthood
  Biophysical dimension
  Psychological dimension
  Psychosocial dimension
  Spiritual dimension

Late Adulthood
  Biophysical dimension
  Psychological dimension
  Psychosocial dimension
  Spiritual dimension

Very Late Adulthood
  Biophysical dimension
  Psychological dimension
  Psychosocial dimension
  Spiritual dimension

Timeline

I hope that this interview project will be a very positive experience for you and that you will find it valuable to have a written record of the information listed above. Please feel free to contact me if you have any questions or comments before, during, or after the interview process.

Sincerely yours,
Kathy Black, Ph.D.
School of Social Work
University of South Florida, Sarasota-Manatee
8350 N. Tamiami Trail, Sarasota, Fl 34238
Grading Rubric- Interview Paper- 125 points

Stages with dimensions and Conclusion (80 points):
Thorough discussion of development in each stage including all dimensions or rationale for missing info. Identified protective and risk factors for the interviewee and explained them and wrote a thoughtful section on what they learned through the process.

Research (25 points):
Appropriate references used and thorough description of the problem, causes, consequences, and treatments.

Timeline (10 points):
Major transitions, events, role changes mentioned in paper are shown on timeline

Writing, Grammar, and APA style (10 points):
Correct spelling, appropriate grammar, full sentences, and accurate APA style

Total Grade= 
Theory Paper-Grading Rubric- 100 points

1. **Fully describe the theory** (10 points)
   Thorough and clear explanation of the theory including the main concepts and principles

2. **Assess the theory’s contribution to better understanding human behavior** (20 points)
   Learners discusses specific examples in which the theory has advanced the knowledge of human behavior

3. **Using the research you reviewed, critique the theory. Describe its strengths and weaknesses** (20 points)
   Learner understands the research and uses it to critically review the theory- discusses pros and flaws of the theory

4. **Discuss how the theory addresses differences in people.** (20 points)
   Learner addresses whether the theory can explain and predict human behavior in diverse people, whom, how?

5. **Discuss the theory’s compatibility to economic and social justice** (15 points)
   Learner addresses whether the theory mirrors the values of Swk which focus on reducing oppression and discrimination and improving justice.

**Appropriate Spelling, Grammar, and APA style= 10 points**
Correct spelling, appropriate grammar, and accurate APA style

**Appropriate articles obtained= 5 points**
Learner has used peer-reviewed journal articles (5 at least) to inform paper

Total Grade = _______________
**LEARNING CHECK ESSAYS: 75 points – 3 essays @ 25 points each**

Learning check essays will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>1=Weak (0-59%)</th>
<th>2=Somewhat Weak (60-69%)</th>
<th>3=Average (70-79%)</th>
<th>4= Strong (80-89%)</th>
<th>5=Very Strong (90-100%)</th>
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1. The topic for each journal entry follows the outline of the assignment.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. The entries provide a very descriptive explanation of that person's thoughts, feelings, and subjective reactions to the reading or discussion.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. The organization of the journal entries are clear and easy to follow.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. The spelling, grammar, and punctuation in the journal are accurate. The journal is neatly typed or handwritten.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. The journal entries critically analyze content and explore personal reactions and relevant issues.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |