

**Western Washington University**  
**Woodring College of Education**  
**Department of Human Services & Rehabilitation**  
**Human Development & Human Services**  
**Course Syllabus - HSP 315 (4 credits)**  
**Winter 2009**

<b>Instructor:</b>	<b>Dr. John Korsmo</b>
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<b>Office:</b>	<b>Miller Hall, 411</b>
<b>Office Hours:</b>	<b>Thursdays, 11:00 to 1:00</b> <b>Other times by appointment</b>
<b>Class Meets:</b>	<b>Thursday, 2:00 – 4:50 PM</b> <b>(Plus one-hour out of class)</b> <b>January 8 – March 12</b>
<b>Location:</b>	<b>Miller Hall 158</b>

**Catalog Description:**

*‘An interdisciplinary examination of human development across the lifespan, with an emphasis on issues that are relevant to providing effective human services delivery. Topics examine theories related to physical, cognitive, social, and emotional development, normative and non-normative developmental processes, and the relationship between public policy, human services, and human development.’*

**Course Objectives:**

During the Quarter, we will relate our learning to the National Standards of the Council for Standards in Human Service Education (<http://www.cshse.org>). The Standards of focus for HSP 315 include:

1. Provide knowledge of human systems including individual, interpersonal, group, family, organization, community, and society, and their major interactions (#12).
2. Address the conditions that promote or limit optimal human functioning (#13).
3. Provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations (#20).

Based on the above Targeted Standards, the Course Objectives are:

1. Demonstrate knowledge of specific periods of development across the lifespan.
2. Apply normative and non-normative developmental principles and theories to issues in human services.
3. Identify the significance of diverse socio-cultural and contextual experiences including the role of families, communities, and institutions, as they relate to typical human adaptation and growth.
4. Reflect on future career goals in relation to interests in specific areas of the lifespan.

Standards are met in more than one course, but indicators (specifications) might be met in only one course. Below are the indicators (specifications) that have been designated for inclusion in this course.

**National Standards Aligned with Outcomes, Readings, and Assessments**

Standard #12 The curriculum shall include knowledge and theory of human systems, including individual, interpersonal, group, family, organizational, community, and societal, and their interactions.			
Indicators	Outcomes	Learning Activities	Assessment
<ul style="list-style-type: none"> <li>• Theories of individual human development</li> <li>• An understanding of the capacities, limitations, and resiliency of human systems</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of specific periods of development across the life-span (i.e., infancy, childhood, adolescence, adulthood/aging)</li> <li>• Apply normative and non-normative developmental principles and theories to issues in human services</li> </ul>	<ul style="list-style-type: none"> <li>• Text: All chapters (Particular emphasis on theory)</li> <li>• Service Learning Project: Life Book</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-based learning activities;</li> <li>• Quizzes;</li> <li>• Discussions;</li> <li>• Case studies</li> </ul>
<ul style="list-style-type: none"> <li>• Changing family structures and role</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the significance of diverse sociocultural &amp; contextual experiences including the role of families, communities, and institutions, as they relate to typical and atypical human adaptation and growth</li> </ul>	<ul style="list-style-type: none"> <li>• Text;</li> <li>• Family cases embedded in problem-based learning;</li> <li>• Web readings</li> <li>• Service Learning Project: Life Book</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-based learning;</li> <li>• Weekly activities</li> </ul>

<b>Standard #13</b> The curriculum shall address the conditions that promote or limit optimal human functioning.			
<b>Indicators</b>	<b>Outcomes</b>	<b>Learning Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>Major models concerned with the promotion of healthy functioning, prevention, maintenance, treatment and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Analyze developmental principles and theories as they apply to normative and non-normative development</li> </ul>	<ul style="list-style-type: none"> <li>Text;</li> <li>Websites;</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Case studies;</li> <li>Quizzes</li> </ul>
<b>Standard #20</b> The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.			
<b>Indicators</b>	<b>Outcomes</b>	<b>Learning Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>Awareness of diversity</li> <li>Reflection on personal self</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of diverse biological, sociocultural, and contextual backgrounds and experiences as they relate to human adaptation and growth</li> <li>Reflect on future career goals in relation to interests in specific areas of the lifespan</li> </ul>	<ul style="list-style-type: none"> <li>Text- throughout (contextual and sociocultural perspectives on human development)</li> <li>In-class discussion and end of quarter written reflection</li> <li>Service Learning Project: Life Book</li> </ul>	<ul style="list-style-type: none"> <li>Problem-based learning;</li> <li>Case studies</li> <li>In-class discussion and participation;</li> <li>Written reflection</li> </ul>

### Required Text

Sigelman, C. K. & Rider, E. A. (2008). *Lifespan human development* (6<sup>th</sup> Ed.). NY: Thomson/Wadsworth.

**(Note: the 5<sup>th</sup> edition may be substituted)**

Additional readings will be assigned throughout the Quarter

### Expectations

This is an interactive course, with a combination of readings, video showings, small and large-group discussions and activities, and short lectures. There are two key assignments that will guide learning: a 4-part case study involving people in various developmental stages of their life; and a service-learning project, creating a ‘Life Book’ for a child who is being adopted through the Department of Child and Family Services (DCFS) in Whatcom County. The Life Book project will include investigating developmental milestones for a child and his or her family members. For the case study, you will relate your understanding of human development to human services practice, providing recommendations for service for each family member presented in the case study – recommending real services that can be found in our local communities.

The Life Book assignment will provide you with experience in the field, at the DCFS office in downtown Bellingham, and perhaps at your child's home or other places of significance to the child. This is an exciting and challenging project, as you will be working on a real case and communicating with family members and staff members to create something that will be presented to adopting families at the end of the quarter.

We will discuss a range of issues related to lifespan development in this course, and differences of opinion are sure to emerge. I will encourage you to communicate your opinions respectfully, and to utilize the diversity of perspectives as a platform for deeper understanding. This being said, your attendance and active participation are both expected and necessary.

**Assignments and Point Distribution**  
**(Detailed assignment expectations will be provided separately):**

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**Attendance & Participation**

**10 Points**

As stated above, attendance is crucial – but even more important than merely showing up is *engagement*. I will base my assessment on your level of active participation in class, including group discussions and activities. For full points, you will be in class each week, actively engaged in discussions and activities, and prepared to discuss topics from the readings and other assignments.

**Case Study: 'The Barton Family'**

**40 Points (10 per chapter)**

This four-part case study will inform you about a year in the life of a hypothetical family living in Whatcom County (or whichever county you currently live in). You will receive four separate readings about the family throughout the quarter. Each one will provide information about the family at different times over the course of a calendar year; Fall, Winter, Spring, and Summer. You will focus on a different general stage of lifespan development for each chapter of the case - either infancy & childhood (0 to 10 years old); early, middle, and late adolescence (10 to 20 years old); early & middle adulthood (20 to 50 years old) or; later adulthood (50 + years old). You will have two weeks to work on each chapter, identifying human service support needs and making recommendations for local services (local to you, wherever you are). You will present your work from each part of the case study in short papers (approximately 4-5 pages each, APA format). You should be prepared to discuss your service recommendations on the dates when papers are due. Detailed instruction and guidelines will be provided in a separate document.

**Due on: 3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> class sessions.**

**Life Book Assignment:****35 Points**

You will engage in a service-learning project (with one to two partners from class) that includes creating a 'Life Book' for a child who is being adopted through the Department of Child and Family Services (DCFS). You will work at the DCFS office periodically throughout the quarter to compile information – and literally create the Life Book, which will be presented to the youth and his or her adoptive family at the end of the quarter. Families will be invited to the final class, although the families who cannot attend will be given the Life Book by a DCFS case worker. This assignment will include review of the child's case history (at DCFS) and may include such investigatory work as interviews with family members, case workers, teachers or others who know the child; observations of child-family interactions, or other involvement with the families. You and your partner(s) should jointly create the Life Book (the book itself is worth 10 points), and you are expected to individually write a 4 to 6-page reaction paper (worth 25 points) that reflects on your learning throughout the project. Papers should include discussion of your child's development and how his or her current stage has been influenced by previous experiences in life, linking your opinions to the text and in-class discussions. Grades for this assignment are based on both the final product of the Life Book, and on your reaction paper. Detailed instructions and guidelines will be provided in a separate document. For more information about Life Books, visit <http://adoptionlifebooks.com>. **Due by final class session.**

**Quizzes:****15 Points (5 each)**

Due to the content-rich nature of this course, there will be three quizzes throughout the Quarter. You will receive additional information regarding what to prepare for prior to each quiz, however the questions will be drawn directly from the text. Quizzes will be take-home, and administered during the **4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> weeks of class.**

<b>Class Calendar (subject to change)</b>			
<b>Session</b>	<b>Topics</b>	<b>Readings</b>	<b>Due: (what to turn in)</b>
Week 1 1/8	Course Overview Review Syllabus DCFS Orientation Overview of Life Books		Volunteer Application for DCFS (filled out in-class)
Week 2 1/15	Genes & Environment; Prenatal Development & Birth	Sigelman, Rider, Ch's. 1-2	Life Book Pre-Questionnaire
Week 3 1/22	Understanding Human Development;  Theories of Human Development	Sigelman, Rider, Ch's. 3-4	Case Study Paper, Part 1
Week 4 1/29	Health and Physical Development;  Perception	Sigelman, Rider, Ch's. 5-6	Quiz #1 (administered during the week)
Week 5 2/5	Cognition;  Memory & Information Processing	Sigelman, Rider, Ch's. 7-8	Case Study Paper, Part 2
Week 6 2/12	Intelligence & Creativity;  Language & Education	Sigelman, Rider, Ch's. 9-10	
Week 7 2/19	Self and Personality;  Gender Roles and Sexuality	Sigelman, Rider, Ch's. 11-12	Quiz #2 (administered during the week)  Case Study Paper, Part 3
Week 8 2/26	Social Cognition;  Moral Development	Sigelman, Rider, Ch's. 13-14	
Week 9 3/5	Family Developmental Psychology  Death and Dying	Sigelman, Rider, Ch's. 15-16	Case Study Paper, Part 4
Week 10 3/12 (may be an off- campus site!)	Making Sense of it All  Relating Human Service to Human Development	Sigelman, Rider, Ch. 17	Completed Life Book  Reaction Papers Due  Quiz #3 (administered during the week)  Life Book Post-Questionnaire

## Course Grading and Assessment

GRADE	POINT and (%) RANGE
A	96 – 100
A-	90 – 95
B+	87 - 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 - 69
D	64 – 66
D-	60 – 63
F	Below 60

NOTE: Grading is not based on effort or improvement; it is based on the quality of output. Grading standards are described in the WWU bulletin. This is a four-credit class. **You are expected to spend approximately 12 hours per week completing work related to the class.** You will be given the opportunity to evaluate both the course and me at the end of the quarter. Informal feedback is welcome at anytime.

### POLICIES

#### **Academic Dishonesty Policy:**

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see the University Bulletin) and WWU's Academic Honesty Policy at <http://www.acadweb.wvu.edu/senate/acc/accPlagiarism.htm>.

#### **Attendance Policy:**

Success in this course depends on thoughtful participation. Therefore, you are expected to participate in every class session.

#### **Late Assignment Policy:**

Late work will not be accepted unless you have discussed it with me in advance and an agreement (to turn it in late) has been reached. (Even if an agreement has been made to turn your work in late, there will be at minimum a 10% point-deduction per day.) Work will be considered late if I do not receive it by the beginning of the class when it is due. Due dates for all assignments will be provided to you in advance, along with instruction and support for successful completion.

**Written Work Policy:**

All written work must be typed, double-spaced, and grammatically correct. Poor writing and submission of work that does not address assignment criteria will influence the final grade. For assistance with writing assignments contact WWU's Writing Center at <http://www.acadweb.wvu.edu/writepro>.

**“K” Grade Policy:**

Students who request a “K” (Incomplete) grade must be doing acceptable work up until the 8th week in order to be eligible to receive an incomplete. “The grade of K (Incomplete) is given only to a student...when extenuating circumstances make it impossible to complete course requirements on schedule.” (Extenuating circumstances do not include mere lateness in completing work.) You must ask for the “K” grade and a contract must be completed stating what must be accomplished to satisfy the incomplete. A date of completion must be specified on the contract. You will be given the grade you earned at the time of the incomplete contract minus any points associated with incomplete assignments if course work is not completed as agreed upon with the contract. Please review the statement regarding the assignment of incomplete grades in the Western Washington University Bulletin.

**Reasonable Accommodation Policy:**

It is the policy of Western Washington University to provide reasonable accommodations to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, contact WWU dis/Ability Resources for Students at (360) 650-3844 or [www.wvu.edu/depts/drs/](http://www.wvu.edu/depts/drs/).

**Corresponding by Email:**

All students should use mywestern accounts for official class email. You are welcome to forward your WWU email to a personal account. However, please make sure that the forwarding system works by sending your self a test email.



## Additional Recommended Resources

### Text Based:

- Bekerman, Z., Burbules, N., & Keller, D.S. (2006). *Learning in places: The informal education reader*. Bern: Peter Lang Publishing.
- Bronfenbrenner, U. (2004). *Making human beings human: Bioecological perspectives on human development*. Thousand Oaks, CA: Sage Publications.
- Kail, Robert V., and Cavanaugh, John C. (2004). *Human Development* (3rd Edition). Brooks/Cole Publishing Company: Pacific Grove, CA.
- Nussbaum, M. (2001). *Women and human development*. Cambridge: Cambridge University Press.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford: Oxford University Press.
- Samantrai, K. (2004). Culturally competent public child welfare practice. Pacific Grove, CA: Brooks/Cole.
- Thomas, R. (1999). *Human development theories: Windows on culture*. Thousand Oaks, CA: Sage Publications.
- Wainryb, C. (2004). The study of diversity in human development: Culture, urgencies, and perils. *Human Development*, 47, 131 (in Proquest).

### Web Based:

- Aging and Disability Services Administration (WA): <http://www.aasa.dshs.wa.gov/>
- Alcohol related birth defects: <http://www.cdc.gov/ncbddd/fas/>
- National Strategy for Suicide Prevention: <http://www.mentalhealth.samhsa.gov/suicideprevention/strategy.asp>
- Benard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school, and community. Located at [http://nwrac.org/pub/library/f/f\\_foster.pdf](http://nwrac.org/pub/library/f/f_foster.pdf)
- Department of Social and Health Services (WA): <http://www1.dshs.wa.gov/>
- *Head Start Leaders Guide to Positive Child Outcomes*: [http://www.headstartinfo.org/leaders\\_guideeng/tableofcontents.htm](http://www.headstartinfo.org/leaders_guideeng/tableofcontents.htm)
- Human Development Resource Net: <http://www.yorku.ca/hdrnet/sitemap.asp?id=110>
- Children's Alliance: <http://www.childrensalliance.org>
- *United Nations Human Development Report* (2005): <http://www.undp.org/>
- *Vygotsky Resources*: <http://www.kolar.org/vygotsky/>

Order Date: 03/18/2009

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