SCHOOL OF SOCIAL WORK

SWK 513: Human Behavior in the Social Environment II

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COURSE DESCRIPTION:

This course is designed to provide foundation students with knowledge and theoretical understanding of the biophysical, psychological and behavioral aspects of human development within a variety of social systems. In this course we will study human development with attention to the interaction between individuals, families and the changing social environment as it pertains to the phases of adulthood. Traditional approaches to life stages will be considered, as well as less traditional issues such as the impact on human development. With the foundation knowledge of human development and the understanding of biophysical, psychological and social interactions, this course will incorporate a theoretical perspective of Community Organization within the context of a Generalist Social Work perspective.

GOALS & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Students will be able to reflect the following competencies:

F l.2 Demonstrate research-informed practice and practice-informed research (2.l.6)

F 1.4 Engage in change strategies with individuals, families, groups, organizations & communities (2.l.l0)

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Students will be able to reflect the following competencies:

F 2.1 Engage in policy practice (2.l.8)

F 2.2 Apply social work ethics & principles (2.l.2)

2. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Students will be able to reflect the following competencies:

F 3.1 Engage as professional social workers (2.l.l)

F 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession (2.l.9)

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.

TEXT:

Publication manual of the American Psychological Association (2009). 6th e.d. Washington DC: American Psychological Association.

Zastrow, C.H. & Kirst-Ashman, K.K. (2010). *Understanding human behavior and the social environment.* 8th ed. Belmont, CA: Brook/Cole.

TECHNOLOGY REQUIREMENTS FOR WEB-BASED COURSE:

This course was developed as a web-based course and will be facilitated using eCollege, the Learning Management System used by Texas A & M University-Commerce. Please follow course instructions for submitting assignments. ***Do not email an assignment unless you have received prior permission.***   Lost or incorrectly submitted assignments will not receive credit.

Please note there is 24/7 technical help available for eCollege; students are responsible for resolving any technical issues during the course. It is suggested that you notify the instructor of technical issues; however, resolution of technical issues, including systemic eCollege and/or individual personal network or hardware issues, is the responsibility of the student.

If there are issues accessing eCollege through MyLeo here is an alternate link:
http://online.tamu.org

CLASS ATTENDANCE AND PARTICIPATION:

ONLINE CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs.
If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:

All assignments are due *at the time/date* stated in the Course Schedule. Late assignments will automatically have 25 points deducted from the grade per day beginning with the due date and each day thereafter. *ASSIGNMENTS WILL NOT BE ACCEPTED AFTER ONE WEEK* past the due date. (*Assignments due on Monday will not be accepted after class begins the following Monday*). **Please do not email assignments** *unless you have received prior permission. It is easy to "lose" an email or have trouble in opening attachments.*

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style: including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process for all written assignments will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time.

At the discretion of the instructor, it may be required to submit written assignments via "Turn-It-In", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. If a paper is found to be plagiarized, the student will receive an "F" for the course and referred to the Department for further possible action.

Below is a partial list of factors that are addressed in the grading process:

Any error in APA reference or citation format from the latest edition
Lack of quotation marks at the beginning and end of all direct quotes
Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
Incomplete sentences (i.e., sentences without a verb)
Run-on sentences (i.e., sentences that run together without appropriate
    punctuation and capitalization delineating each sentence)
Incorrect spelling
Inappropriate and inconsistent verb tense
Lack of noun-verb agreement
Incorrect use of capitalization (e.g., social work is generally not capitalized)
Incorrect use of possessives (examples of correct use are Shawn's book, the
    parents' child)
Any contractions (e.g., I'm, can't, won't), except in direct quotes from another
    source)
Lack of neatness (e.g., hand written corrections, uneven indentions)
Papers that are not typewritten
Use of a size other than #12 font
Lines not double spaced
Margins that are less than or wider than 1 inch
Failure to indent the first line of a paragraph
Incoherent sentences

OVERVIEW OF ASSIGNMENTS:

ANALYTIC PAPERS (4 papers @ 10 points = 40 points):

A two page double-spaced paper will summarize the reading assigned for the week (see course calendar). The paper should identify and *critique* at least **four key points** from the reading. This paper is to be the student's personal reflection and critique of each reading assignment. The paper is not intended to be a summary of the reading. Points will be deducted for a simple listing or summary of assigned reading. (See Grading Rubric).

QUIZZES (6 @ 20 points = 120 points):

Quizzes will be given which reflects content from all weekly assigned material, including lectures, videos, hand-outs and class readings. Each quiz will be timed and cannot be made-up if missed. The format may include multiple choice, true/false, short answer and essay questions.

COMPREHENSIVE EXAM (50 points):

A comprehensive exam will be given which reflects content from the entire course, including all assigned material. The format may include multiple choice, true/false, short answer and essay questions. Questions may also come from any weekly reading quizzes.

RESEARCH PAPER (100 points):

Each student will choose a topic of interest that relates to middle or late adulthood developmental stage. The paper will then: 1) describe and explain the issue from both an individual and environmental perspective. In other words, what are the factors (both individual and environmental) that may explain this issue? Then, 2) what are some possible solutions or areas that may help with this issue?

The paper should utilize the professional literature and contain at least seven (7) sources in addition to the course text. The paper should be 8 – 10 pages in length. (See Grading Rubric).

CASE STUDY (40 points):

Each group of students will be given a case study. The group will develop an appropriate assessment and intervention. (See Grading Rubric).

PARTICIPATION (11 discussions, 1 Case Critique; 85 points):

Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a central component of this course. Discussions typically cover content included in the textbook or assigned readings provided through supplemental course resources. A typical Reading Discussion requires 4-6 posts: one initial response to the discussion prompts, followed by 3-5 responses to other students' posts and replies. Prompts will be available well in advance of the deadline. Please post early so that others may reply.

Students will also complete an evaluation of other groups case studies using an evaluation form.

GRADING SCALE:

The course utilizes a 10% grading scale. In other words, 90% of the available points are required to earn an "A," 80% for a "B," etc. If the available points change during the semester the scale below will be adjusted.

391.5 - 435 points = A
348 – 391.4 points = B
304.5 – 347 points = C
> 304.4 – Don't go here!

GRADING RUBRICS

Analytic Papers (10 points)

ELEMENT	POINTS AVAILABLE
Four points	2
Critique: 1) No Listing 2) No Summary	5
Presentation (see syllabus on written assignments)	3

Research Paper (100 points)

ELEMENT	POINTS AVAILABLE
Introduction 1) History of issue 2) Why it is important? 3) Relevant concepts	20
General Issue Assessment 1) Individual Factors 2) Environmental Factors 3) Combination Theories	30
Application of Solutions 1) Individual Factors 2) Factor Interaction 3) Example(s)	30
Overall Effectiveness: 1) References 2) Presentation (see syllabus on written assignments)	20

Case Study (40 points)

ELEMENT	POINTS AVAILABLE

Complete Assessment:
   1) Issues Identified
   2) Issues Prioritized
	15

Intervention(s):
      1) Which Issues?
      2) Justification
      3) Evidenced-based?
	15

Overall Effectiveness:
   1) References
   2) Clarity
   3) Holds Interest
	10

Discussions

CRITERIA	LEVEL of ATTAINMENT			
	1	**2**	**3**	**4**
Purpose and Context of the Discussion *Includes considerations of purpose, audience, and the circumstances surrounding the task(s) or topic of discussion.*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned topic and focuses all posts in the discussion.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned topic (e.g., the posts align with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned topic (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned topic (e.g., expectation of instructor or self as audience).
Individual Contributions to the Discussion *Includes completing posts in time for others to respond, as well as responding to others in way that advances thinking and understanding.*	Completes all assigned posts by deadline; posts are thorough, comprehensive, and advance the discussion. Proactively helps other team members advance their understanding of the topic.	Completes all assigned posts by deadline; posts are thorough, comprehensive, and advance the discussion.	Completes all assigned posts by deadline; posts advance the discussion.	Completes all assigned posts by deadline.
Facilitates the Contributions of Others *Includes engaging with others by building upon or synthesizing their contributions and inviting others to offer their perspective(s).*	Engages others in ways that facilitate their contributions by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages others in ways that facilitate their contributions by constructively building upon or synthesizing the contributions of others.	Engages others in ways that facilitate their contributions by restating the views of others and/or asking questions for clarification.	Engages others by acknowledging their posts. (e.g.posts replies such as 'Good job' or 'Nice work')
Learning from Others *Includes providing evidence of an adjustment in one's own understanding, attitudes, or beliefs because of learning from others.*	Demonstrates evidence of adjustment in own understanding, attitudes, or beliefs because of working with and learning from others.	Reflects on how own understanding, attitudes and beliefs are different from those of others. Exhibits curiosity about what can be learned from others.	Has awareness that own understanding, attitudes and beliefs are different from those of others. Exhibits little curiosity about what can be learned from others.	Expresses understanding, attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from others.
Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond the assigned task, introducing new ideas, tackling controversy, advocating unpopular ideas or solutions.*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assigned topic in the discussion.	Incorporates new directions or approaches to the assigned topic in the discussion.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.

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