



SCHOOL OF SOCIAL WORK

SWK 513: Human Behavior in the Social Environment II
(This is a tentative syllabus)
Tuesdays 4:30pm-7:10pm

| | |
|----------------------|-----------------------------------|
| INSTRUCTOR: | Gracie Brownell, PhD., LMSW |
| OFFICE: | Henderson Hall 323B |
| OFFICE HOURS: | Tues & Thurs 9-11:00am; 2:15-3:15 |
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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 of different cultures, poverty, physical/mental disabilities, gender roles, sexism, ageism, and sexual orientation. 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.

PROGRAM 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 1.2 Demonstrate research-informed practice and practice-informed research (2.1.6)
- F 1.4 Engage in change strategies with individuals, families, groups, organizations & communities (2.1.10)

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

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F 2.1 Engage in policy practice (2.1.8)

F 2.2 Apply social work ethics & principles (2.1.2)

3. 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 (2.1.1)

F 3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession (2.1.9)

COURSE OBJECTIVES:

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.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate in writing and through class participation the formulation of an ecological frame of reference for describing human behavior which is based on foundation of systems theory.
2. Students will demonstrate through objective evaluation (exams) basic knowledge of the ecological factors stemming from biological, psychological, and sociological origins that affect the functioning of individuals, families, groups, organization and communities;
3. Students will demonstrate through objective evaluation and class participation the ability to synthesize information regarding specific human diversity factors (i.e. memberships in racial and ethnic groups, gender issues, and sexual orientation) which have influence from infancy through adolescence and can affect an individuals’ ability to cope with difficulties or changes in his/her environment.
4. Students will demonstrate through class participation, written assignments and objective evaluation an understanding of the relationship between individual growth and development and the larger systems in which it occurs, particularly families, groups, neighborhoods and communities.
5. Students will explain multi-determinants of social functioning including biological, psychological, spiritual, and socio-cultural factors that contribute to the make-up of the whole person.

PRACETICE BEHAVIORS

| Competency 2.1.2 | Competency Benchmark | Practice Behavior | Measures | Implementation | Analysis Procedure(s) |
|--|---------------------------------|---|-----------------|-----------------------|----------------------------------|
| Apply social work ethical principles to guide professional practice | | 2.1 Is knowledgeable about the value base of the profession | | | |
| | | 2.2 Is knowledgeable of, and abides by, laws relevant to social work | | | |
| | | 2.3 Recognizes and manages personal values to guide practice (e.g., on such issues as abortion and gay rights) | | | |
| | | 2.4 Tolerates well ambiguity in resolving ethical conflicts | | | |
| | | 2.5 Is able to apply strategies of ethical reasoning to arrive at principled decisions | | | |

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.

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| Quizzes (120pts) | | | | | | | | | |
|--|--------------------------|----------------------|---------------------|---------------------|---|--------------------------|----------------------|-----------------------|---------------------|
| Competency2.1.7 Apply knowledge of human behavior and the social environment | | | | | | | | | |
| PRACTICE BEHAVIOR 7.1 Is knowledgeable about human behavior across the life course | | | | | PRACTICE BEHAVIOR 7.2 Is knowledgeable about the range of social systems in which people live | | | | |
| F | D | C | B | A | F | D | C | B | A |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Did not meet expectations | Met minimal Expectations | Met All Expectations | Exceed Expectations | Achieved Excellence | Did not meet Expectations | Met Minimal Expectations | Met All Expectations | Exceeded Expectations | Achieved Excellence |

| Research Paper (120pts) | | | | | | | | | |
|--|--------------------------|----------------------|---------------------|---------------------|--|--------------------------|----------------------|-----------------------|---------------------|
| Competency2.1.7 Apply knowledge of human behavior and the social environment | | | | | | | | | |
| PRACTICE BEHAVIOR 7.4 Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development | | | | | PRACTICE BEHAVIOR 7.5 Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation | | | | |
| F | D | C | B | A | F | D | C | B | A |
| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Did not meet expectations | Met minimal Expectations | Met All Expectations | Exceed Expectations | Achieved Excellence | Did not meet Expectations | Met Minimal Expectations | Met All Expectations | Exceeded Expectations | Achieved Excellence |

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TEXTS:

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.

POLICY ON DUE DATES:

Promptness in completing assigned tasks and readings is a requirement of this course.

ASSIGNMENTS SUBMITTED AFTER THE BEGINNING OF THE CLASS PERIOD ON WHICH THEY ARE DUE 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 more than one week after the assigned due date and a “0” will be given for the grade. If students do not turn in all required assignments, they will be ineligible for any grade higher than a “C”.

CLASS ATTENDANCE AND PARTICIPATION:

- The expectation is that students will attend class, reflecting responsibility, which is inherent in the development as a social work professional. Roll is taken regularly. Students 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 experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as a .5 absence (2 tardies/early departures = 1 absence).
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to

| Weekly | Up to 2 absences No penalty | 3 absences 1 letter grade drop | 4 absences Class grade of “F” | |
|-------------------|--------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| Bi-weekly | Up to 3 absences No penalty | 4 absences 1 letter grade drop | 5 absences 1 letter grade drop | 6 absences Class grade of “F” |
| Summer 10-week | Up to 1 absence No penalty | 2 absences 1 letter grade drop | 3 absences Class grade of “F” | |

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ONLINE OR WEB-ENHANCED 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.

The course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

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.

TECHNOLOGY REQUIREMENTS

This is a web-enhanced course and will be conducted utilizing eCollege, which is available through myLeo @ <https://leo.tamuc.edu/>.

The following information has been provided to assist in preparing to use technology in your web-enhanced course.

The following technologies and a working knowledge of how to use them are required to be successful in this course:

- Internet connection - high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word - 2003 or 2007).
- Access to University Library site
- Access to University email

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Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0)
- Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0). on both Windows and Mac operating systems.
- Perform a "Browser Test" prior to start of your course. To launch a browser test, login to eCollege, click the "myCourses" tab, and then select the "Browser Test" link under support services.

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 literary 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).

Updated version 12.12

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

Gea Library- Room 132

Phone [\(903\) 886-5150](tel:9038865150) or [\(903\) 886-5835](tel:9038865835)

Fax [\(903\) 468-8148](tel:9034688148)

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-ItIn", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received

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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.

QUIZZES (4 @ 20 points = 80 points)

Quizzes will be given which reflect 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 (90 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 ON SOCIAL PROBLEM (100 points)

Each student will choose a topic of interest that relates to middle or late adulthood developmental stage. This paper (10 - 12 pages, 10 academic resources, APA format) will address a specific social problem that impacts human development and/or social functioning in middle to late adulthood and

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includes a major macro component. Possible topics include but are not limited to the following:
(professor must approve topic):

| | | |
|---------------------|-------------------|-------------------|
| Unemployment | HIV/AIDS | Homelessness |
| Ageism | Abuse and Neglect | Domestic Violence |
| Familial Caregiving | Poverty | |

CHAPTER REPORT AND CASE STUDY (40 points)

Each group of students will be given a case study. The group will develop an appropriate assessment and intervention.

Understanding Human Behavior and the Social Environment – CHAPTER REPORTS:
This is a small group assignment, but you can divide the duties any way the group decides. This assignment assesses outcomes #3, 4 and 5. You need to read the assigned chapter, prepare a Power Point presentation and present to the class on the assigned day. Each group member needs to participate in the class presentation and have approximately the same amount of time (45-60 minutes each). You should not simply read the introduction to each section, but summarize and present the materials using a case study to demonstrate chapter concepts. There must be a paper copy of the presentation outline given to the instructor prior to the presentation designating which group member is assigned to each section. The Power Point must be uploaded onto ecollege for grading. Each group participant must upload a copy for grading. If the group divided the Power Point and each member completed a different section, only the section completed by that student needs to be uploaded under that student's ecollege. The Power Point presentations will be made available on ecollege to others in the class.

The presentation must include:

1. Major Points including theories and concepts
2. Practical Applications (use a Case Study)
3. Use the Opening Questions, Key Ideas, and Implications for Social Work Practice as a guide.
4. Turn in outline to instructor by due date and prepare a 45- 60 minute presentation for the class on the Chapter.

DUE: See Course Outline, Topics, and Readings for Due Dates

PARTICIPATION (11 discussions/in class activities, 1 CULTURAL PAPER; 85 points)

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

EXPERIENCE CULTURE other than your own: 30

This assignment assesses outcomes #6, 7, 8, and 9. You need to have a cultural experience with a culture other than your own. This could be a celebration, religious service, theater production or other event that meets the criteria. One suggested event is the Texas Indian Market Festival in Arlington Texas January 22-24 2016. Write a paper 2-3 pages detailing your experience. You need to have evidence (a ticket stub or program) to demonstrate that you attended. The paper should be in

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first-person.

1. Describe the event – what you saw / experienced.
2. Describe your impressions – what you liked and did not like – whether anything surprised you or made you feel uncomfortable.
3. The paper should conclude with what you learned from the experience.

DUE: See Course Outline, Topics, and Readings for Due Dates

GRADING SCALE:

391.5 - 435 points = A

348-391.4 points = B

304.5 - 347 points = C

304.4 or below (fail)

Analytics Papers 10points

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

Research Paper (100 points)

| Element | Points |
|--|--------|
| 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 |

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COURSE SCHEDULE

| Week | Readings | Week | Completed Out-of-Class | In-Class Activities |
|-------------|---|-------------|--|---|
| 1 | Introduction & Overview of course and expectations Chapter 1 in Text: Intro to Human Behavior and the Social Environment | 1/19 | | (Select groups) |
| 2 | Chapter 10 in Text: Biological Aspects of Young and Middle Adulthood | 1/26 | | Group 1 |
| 3 | Chapter 11 in Text: Psychological Aspects of Young and Middle Adulthood | 2/3 | ANALYTIC PAPER 1 (Due at the beginning of class) | Group 2 |
| 4 | Chapter 11 in Text: Psychological Aspects of Young and Middle Adulthood | 2/9 | | Quiz 1 (Ch. 1, 10 & 11) |
| 5 | Chapter 12 in Text: Sociological Aspects of Young and Middle Adulthood | 2/16 | ANALYTIC PAPER 2 (Due at the beginning of class) | Group 3 |
| 6 | Chapter 12 in Text: Sociological Aspects of Young and Middle Adulthood | 2/23 | | **One on one about Research and cultural paper** |
| 7 | Chapter 13 in Text: Sexual Orientation | 3/1 | | Group 4 |
| 8 | Chapter 5 in text: Ethnocentrism and Racism | 3/8 | Social Problem Research Paper (section 1 & 2) (Due at the beginning of class. Not graded but 10 points will be deducted from final grade if one is not turned in) | Quiz 2 (Ch. 12, 13 & 5) |
| | SPRING BREAK | 3/15 | | WHOOO HOOOO!! |

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|----|---|-----------|---|--|
| 9 | Chapter 14 in Text: Biological Aspects in Later Adulthood | 3/22 | Cultural Paper (Due at the beginning of class) | Group 5 |
| 10 | Chapter 15 in Text: Psychological Aspects in Later Adulthood | 3/29 | ANALYTIC PAPER 3 (Due at the beginning of class) | Group 6 |
| 11 | Chapter 15 in Text: Psychological Aspects in Later Adulthood | 4/5 | | Quiz 3 (Ch. 14 & 15) |
| 12 | Chapter 16 in Text: Sociological Aspects in Later Adulthood | 4/12 | ANALYTIC PAPER 4 (Due at the beginning of class) | Group 7 |
| 13 | Chapter 16 in Text: Sociological Aspects in Later Adulthood Phases of adulthood: Global Perspective | 4/19 | | Quiz 4 (Ch. 16) |
| 14 | Phases of adulthood: Global Perspective | 4/26 | | Final Research Paper Due (online) |
| 15 | Review | 5/3 | | |
| | COMPREHENSIVE FINAL | Tues 5/10 | | Comprehensive Exam |

*** This bibliography is single-spaced to save paper. It is not in APA format for this reason.**

Updated version 12.12

BIBLIOGRAPHY:

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