School of Social Work

SWK 511 Human Behavior in the Social Environment I
Online

<mark>SCHEDULE</mark>

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Overview of Course

Course Description

This foundation course in Human Behavior in the Social Environment is designed to provide foundation students with an understanding of the bio-physical, psychological, and behavioral aspects of human development from before birth

through adolescence. Content in this first course covers interactions between individuals, families, and their relationship to the social environment. Systems theory is the underlying context use to underpin all other major theories of individual and family development. Life stages will be considered in diverse frames of reference, e.g. different cultures/ethnicity/races, gender and sexual orientation, poverty, and physical or mental disabilities. In addition to theory, practical skills in parenting, communications, self-esteem and relationship building will be explored. As you know, adults learn differently than children and do not respond well to lecture-only formats, note learning, or memorization. For that reason, this class will incorporate various learning venues to include group discussion and activities, outside speakers (when available) and audio-visual presentations as much as possible to supplement course assignments and readings.

Course Objective(s)

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 system 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.

Relationship to Other Courses

This course is an integral part of the foundation sequence in the program. It is the first exposure to systems theory, which is essential to an understanding of the generalist and advanced generalist courses, as well as field practicum courses.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflects the bolded competencies and the following practice behaviors:

2.1.2.2 Recognizes and manages personal values to guide practice

2.1.7.1 Utilize conceptual frameworks to guide the processes

2.1.7.2 Critique and apply knowledge to understand person and environment

Course Structure

Texts and Associated Materials

Required Texts:

Zastrow, C.H., Kirst-Ashman, K.K., & Hessenauer, S.L. (2019). *Understanding human behavior and the social environment.* 11th ed. Belmont CA: Brooks/ Cole-Thomas Learning.

Additional articles and handouts will be given throughout the semester to enhance the students' knowledge base.

Overview of Course Assignments

EXAMINATIONS:

All students are expected to read the assigned text and examinations will be given over the assigned reading and PowerPoint material.

Assignment #1: -- SELF REFLECTION PAPER (100 points)

Reflect upon your life including your experiences from birth through adolescence and your reasons for becoming a social worker. This is not a full self-revelation of all of your life experiences, but look at key factors that led you to this career.

Using the introductory course materials we have read so far (chapter 1), what influenced your life course? Identify, define and apply 4 theories/perspectives and 8 concepts that can help you further understand your previous life stages that brought you to where you are now. Underline the applied concepts and theories.

Explore the concerns/issues you faced as a teenager. Incorporate, as appropriate, any possible impact on culture, ethnicity, race, sexual orientation, physical/cognitive/developmental factors, socio- economic status, spirituality or other aspects of the human condition which impact your worldview.

Paper should be 4-5 pages in length. Minimum of 3 peer reviewed journal references. The first reaction paper should be written in first person.

Assignment #2 -- REACTION PAPER 2 (beginning of Research Paper): 50

1. You need to pick a subject significantly different from yourself. Interview and write a case study of a life event during their child or adolescent experience of the person's life stages of development (referred to as the "subject" or you may make up a fake name with parenthesis around the name for the first use).

2. Examine the NASW Code of Ethics that relate to human diversity with regard to the worth and dignity and how this relates to the person you interviewed.

3. Format: Third Person. No need for a cover page and 1-2 pages, double-spaced 12-point font – Graded on spelling, grammar and completion and clarity of each section (# 1 & 2) Your paper should be organized and should have three distinct sections as instructed in number 1-3. For example you sections could be titled: Case study, NASW Code of Ethics, and How I learned during my interview.

Assignment #3 -- ARTICLE REVIEW (50 points)

Find an article in a professional journal about an aspect of childhood or adolescence and/or a psychological theory of development related to your upcoming case study and upcoming research paper. Write a review of the article. The paper should be approximately 2-3 pages in length and typed, double-spaced. The paper should include three separate sections: reference, summary, and critique.

• The reference should be at the top of the first page and should be in APA style

• A concise summary of the major points, statements, or facts of the article

• The critique should contain how this article relates to your case study and research paper, class readings and discussions and your personal opinion about the article. Include what you think about the author's position and how the article fits in with your personal beliefs. What future research regarding this topic needs to be done or would be helpful.

Assignment #4 -- Research Paper (100 points):

A 10-12 page paper to be written utilizing an ecological perspective for analyzing the potential effect of a life event on a child or adolescent during one of Erikson's, stages of development. References required are 8-10 peer reviewed journal articles, you can use no more than 2 electronic references.

The purpose of this paper is to add to the student's understanding of how Erikson theory and ecological perspective applies to an in-depth analysis of a client. Also it is intended to add to the students' knowledge in assessing the impact of the micro, mezzo and macro levels on client functioning or potential functioning. The text should be focused on the following issues:

Characteristics of the client (e.g. memberships in a racial group, ethnicity, gender age etc). Describe a major event in a client's life.

Select and identify the issues of the stage when the major event occurred.

What will happen if this stage is traumatized? Describe the consequence of pathology for that stage in general terms, and secondly, illustrate how you subject will demonstrate this pathology. How will the trauma event ripple through subsequent stages? While this is speculation, use the subsequent conflicts as described by Erikson to defend your speculation. Also, discuss the relationship of this event and its potential to produce

social and economic oppression as well as other continuing risk factors for the individual.

Finally, discuss any specific cultural issues and how these may have impacted the client.

<u>Examples</u>

A five year old African-American child loses a parent in an automobile crash A thirteen year old witnesses a school shooting at his/her middle school

**** If you would like to do a research paper utilizing a different approach or subject, review with the instructor. Once you have chosen your topic inform the instructor of your subject.

GUIDELINES FOR ALL WRITTEN WORK

Written work for this class must be in APA style using 12-point font. Grading criteria for written work includes: thoroughness, logical development of points, clarity of written expression, and application of scholarly research and appropriateness of information presented as it relates to topic chosen (See Rubrics for Grading Expectations). This is a graduate level course and expectations are considerably higher than those at an undergraduate level. It is important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting strengths and weaknesses, and presenting facts in a manner persuading the reader to his/her own conclusions. Citations from course texts, the internet (unless accessing an on- line journal or government document), popular magazines or handouts given by the instructor do not represent scholarly research and should be used sparingly.

Grading Scale

GRADING:

Assignment #1: Self Reflection	100 points	
Assignment #2: Reaction Paper	50 points	
Assignment #3 Article Review	50 points	
Assignment #4 Research Paper	100 points	
Weekly Online Discussions (10 points a week)	150 points	
Class participation	__ 50 points_____	
TOTAL	500 points	

Grades will be determined according to the following:

Points   Grade

450-500   A
400-449   B
350-399   C
300-349   D
Below 300   F

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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 162
Phone (903)886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

➢ 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one 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 university policy) will be administered:

Weekly **(class meets** **1X week)**	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly *(class meets 2X week)*	*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 t o 1 absence: No Penalty*	*2 Absences: 1 Letter grade drop*	*3 absences: Class grade of "F"*	

Online, Blended and Web Enhanced Classes: Just as students are required to attend

face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the _University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics._

University Code of Conduct _located in the Student Guide Book at_
http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents
To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.
Department Code of Conduct
 "Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)
Students are expected to read and understand the University's Academic Dishonesty
Policy

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Policy

The Office of the Provost documents and maintains a record of all incidents of academic
dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal
from the program and from the University.

*A student how fails to meet the professional expectation of the field of Social Work may
be suspended from further study by the School of Social Work.*

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are
released. New and updated functionality is also tested against the latest version of
supported browsers. However, due to the frequency of some browser releases, D2L
cannot guarantee that each browser version will perform as expected. If you encounter
any issues with any of the browser versions listed in the tables below, contact D2L
Support, who will determine the best course of action for resolution. Reported issues
are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested
against new versions of D2L products. Customers can report problems and receive
support for issues. For an optimal experience, D2L recommends using
supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively

against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-

us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

  Pop-ups are allowed.

  JavaScript is enabled.

  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

CLASS SCHEDULE

Week/ Week of	Reading Assignment	Assignments
Week 1 -- 8/26/2019	Course Syllabus	Weekly Discussion on what you Wish to learn from the class
Week 2 -- 9/2/2019	Chapter 1 (pgs1-44) Chapter 2 (pgs45-69)	Weekly Discussion
Week 3 -- 9/9/2019	Chapter 2 (pgs69-94)	Weekly Discussion **Assn #1 – Self Reflection paper due**
Week 4 -- 9/16/2019	Chapter 3 (pgs95-133)	Weekly Discussion
Week 5 -- 9/23/2019	Chapter 3-(pgs134-158)	Weekly Discussion
Week 6 – 9/30/2019	Chapter 4-(pgs159-202)	Weekly Discussion
Week 7 -- 10/7/2019	Chapter 4-(pgs202-232)	Weekly Discussion **Assn #2 - Reaction paper due**
Week 8 -- 10/14/2019	Chapter 5-(pgs233-251)	Weekly Discussion
Week 9 -- 10/21/2019	Chapter 5-(pgs251-281)	Weekly Discussion
Week 10 -10/28/2019	Chapter 6-(pgs282-319)	Weekly Discussion **Assn #3 -- Article Review due**
Week 11 -- 11/4/2019	Chapter 7-(pgs320-343)	Weekly Discussion
Week 12 -11/11/2019	Chapter 7-(pgs343-360)	Weekly Discussion
Week 13 -11/18/2019	Chapter 8-(pgs361-379)	Weekly Discussion
Week 14 -11/25/2019	Chapter 8-(pgs379-409)	Weekly Discussion Reminder: Research paper due next class
Week 15 -- 12/2/2019		Weekly Discussion **Assn #4 -- Research Paper due**

REFERENCE MATERIAL

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