



School of Social Work

SWK 513: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II Spring 2020: Online

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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Office Hours: Mondays 1-5pm & Tuesday/Thursday 11am-2pm or by appointment

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Overview of Course

COURSE DESCRIPTION:

This course is designed to provide foundation students with knowledge and theoretical understanding of the bio-physical, 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 with the context of a Generalist Social Work perspective.

COURSE OBJECTIVE(S):

1. Students will learn empirically validated theories and knowledge of human bio-psychosocial-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.

RELATONSHIP 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.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

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 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 MSW 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. Content and assessment in this course reflect the bolded competencies and following practice behaviors:

2.1.3.1 Is skilled at appraising and integrating multiple sources of knowledge and practice wisdom

2.1.4.1 Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

2.1.5.1 Understands the forms and mechanisms of oppression and discrimination

2.1.71. Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation

2.1.7.2 Critique and apply knowledge to understand person and environment

2.1.9.2 Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Course Structure

Texts and Associated Materials

Required Texts:

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

Washington DC: American Psychological Association.

Zastrow, C.H., Kirst-Ashman, K.K. & Hessenauer, S.L (2018). *Understanding*

human behavior and the social environment. 11th ed. Boston, MA:

Cengage.

Overview of Course 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 (8 @ 10 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 (100 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 includes a major macro component. Possible topics include but are not limited to the following: (professor must approve topic):

Unemployment
Ageism
Familial Caregiving

HIV/AIDS
Abuse and Neglect
Poverty

Homelessness
Domestic Violence

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. This is a small group assignment, but you can divide the duties any way the group decides. 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. 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 D2L 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 D2L. The Power Point presentations will be made available on D2L 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

EXPERIENCE CULTURE OTHER THAN YOUR OWN (30 points)

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. 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

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

Below 60% = 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 in conflict will be allowed to prevail.

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 132
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:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>6 absences:</i> <i>Class grade of</i> <i>"F"</i>
<i>Summer 10-</i> <i>week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of "F"</i>	

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 D2L, students must log in and complete assignments as required in the course. Not logging onto D2L (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.

POLICY ON DUE DATES:

- 1) NO assignments will be accepted past the due date. If an assignment is not submitted by the specified due date and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, an arrangement between the instructor and student will be made for submission of assignments.
- (2). ALL written assignments will be submitted in the correct drop box, online in Bright Space D2L by the due date and time. DO NOT email an assignment to me unless you have issues submitting to bright space you may email it to meet the due date but will still

be required to submit to bright space once the issue is resolved. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments. There will be NO MAKE-UP quizzes or exams offered. Quizzes and Exams are offered online and you will need to take those within the designated timeframe. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

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

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 who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT 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, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

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((<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.

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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 who 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

			<p>or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
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.

Course Schedule

Week	Topic/Chapter	Assignments
1 1/30-2/2	Course Syllabus	Review Course Syllabus and Expectations
2 1/3-1/9	Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	Read Chapter 9 Chapter 9 Quiz
3 1/10-1/16	Chapter 10: Biological Aspects of Young and Middle Adulthood	Read Chapter 10 Chapter 10 Quiz Analytic Paper 1
4 1/17-1/23	Chapter 11: Psychological Aspects of Young and Middle Adulthood	Read Chapter 11 Chapter 11 Quiz
5 1/24-3/1	Chapter Report & Case Study Presentation	Team Chapter Report and Case Study-Group 1 Peer Assessments
6 3/2-3/8	Chapter 12: Sociological Aspects of Young and Middle Adulthood	Read Chapter 12 Chapter 12 Quiz Analytic Paper 2
7 3/9-3/15	SPRING	BREAK
8 3/16-3/22	Chapter Report & Case Study Presentation	Team Chapter Report and Case Study-Group 2 Peer Assessments
9 3/23-3/29	Chapter 13: Sexual Orientation and Gender Identity	Read Chapter 13 Chapter 13 Quiz
10 3/30-4/5	Chapter 14: Biological Aspects of Later Adulthood	Read Chapter 14 Chapter 14 Quiz Analytic Paper 3
11 4/6-4/12	Chapter Report & Case Study Presentation	Team Chapter Report and Case Study-Group 3 Peer Assessments

Week	Topic/Chapter	Assignments
12 4/13-4/19	Chapter 15: Psychological Aspects of Later Adulthood	Read Chapter 15 Chapter 15 Quiz Analytic Paper 4
13 4/20-4/26	Chapter 16: Sociological Aspects of Later Adulthood	Read Chapter 16 Chapter 16 Quiz Research Paper
14 4/27-5/3	Chapter Report & Case Study Presentation	Team Chapter Report and Case Study-Group 4 Peer Assessments
15 5/4-5/8	Finals Week	Comprehensive Exam (Chapters 9-16)