School of Social Work

SWK 511.01W -- Human Behavior in the Social Environment I
Online
<mark>This syllabus is tentative and maybe changed on first day of class</mark>

<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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Office Location: **323A Henderson – Commerce**
Office Hours: **Monday   12:00pm-4:00pm Commerce**
                        Tuesday   12:00pm -4:00pm
                        Please make apt. for office hours
Contact Info: **OFFICE PHONE: 903-886-5512**
                        Benjamin.may@tamuc.edu

"A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. "

"Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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

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.

Publication manual of the American Psychological Association (2019) 7th ed. Washington, DC: American Psychological Association

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 affected the client.

Examples

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)	140 points	
Class participation	60 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 online classrooms 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.

Office of Student Disability Resources and Services

Gee Library, Room 162

Phone: 903-886-5150

Email: StudentDisabilityServices@tamuc.edu

a. Notify instructor of course/s needing accommodations
b. YouSeeU Sessions
    i. Hire transcriptionist
    ii. Information needed from the instructor:
        1. Format used-YouSeeU, Adobe Connect, Other
        2. Link to live sessions
        3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)
        4. The day of the week of the live sessions (every Tuesday)
        5. The time of the live sessions (6:00-9:00pm)

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Students Responsibilities

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Class Engagement Policy

> ➢ **Student Engagement is Defined as the Following:**

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

> Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in theory clarification and (3) attentiveness.

> Students will engage in class material, reflecting responsibility, inherent in the development as a social work professional. Being able to engage in review, ponder and process class material and being prepared with online material is reviewed is imperative demonstrates emerging professional behavior expected in social work graduates. Time spent online will be monitored in each class to document students' engagement and 80% of class discussions will be monitored, graded and participation is expected to pass class (students will be given 2 engagement points for each of the 14 weeks for the Weekly assigned discussions adding up to 28 engagement points).

> Classroom video lectures, group exercises, weekly discussions, personal role-plays, and other online class experimental exercises are essential for a student's professional learning and continued development of self-awareness. You will be expected to attend one (1) of 2 online scheduled synchronous meetings and all attendance will be recorded and expected.

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 weekly (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

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. Many courses use the learning management system to administer course content. Below is information and resources for eCollege.

TECHNOLOGY REQUIREMENTS
LMS
All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

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

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. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport
Interaction with Instructor Statement

The Instructor will return your emails within a 24 hour period and a 48 hour time frame on the weekend. If you have an emergency please feel to email me your telephone number and I will try to return your email ASAP.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

I will try to work with you concerning Attendance/Lateness, Late Work, Missed Exams and Quizzes. There is no Extra Credit.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Students with Disabilities-- ADA Statement

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

Phone: 903-886-5150

Email: StudentDisabilityServices@tamuc.edu

    a. Notify instructor of course/s needing accommodations

    b. YouSeeU Sessions

        i. Hire transcriptionist

        ii. Information needed from the instructor:

            1. Format used-YouSeeU, Adobe Connect, Other

            2. Link to live sessions

            3. The dates of the live sessions (1/24/2018, 1/31/2018 etc.)

            4. The day of the week of the live sessions (every Tuesday)

            5. The time of the live sessions (6:00-9:00pm)

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the Carrying Concealed Handguns On Campus

document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

Weather-Related Closing of the University

The decision to remain open or close at off-site locations during inclement weather will be determined by review of the current environment and conditions by the Executive Director, Extended University, and/or with the following guidelines:

All off-site locations will activate their alert system regarding delays and closures in accordance with the above protocol. Some of these are in conjunction with the Commerce IRIS alert system.

CLASS SCHEDULE

Week of	Reading /Assignment	Weekly Assignments
Week 1 -- 8/24	Course Syllabus	Week 1 Discussion Welcome video
Week 2 – 8/31	Chapter 1 (pgs1-44) Chapter 2 (pgs45-69)	Week 2 Discussion Week 2 Video Lecture, Week 2 PPt - Ch1
Week 3 -- 9/7	Chapter 2 (pgs69-94) **Assn #1 – Self Reflection due**	Week 3 Discussion Week 3 Video Lecture, Week 3 PPt – Ch2
Week 4 -- 9/14	Chapter 3 (pgs95-133) YouSee-U Meeting Online 01W - 9/14 - 1-2pm - 02W – 9/14 - 2-3pm	Week 4 Discussion Week 4 Video Lecture, Week 4a PPt – Ch3 (part 1)
Week 5 -- 9/21	Chapter 3-(pgs134-158)	Week 5 Discussion Week 5 Video Lecture, Week 5 PPt – Ch3 (part 2)
Week 6 – 9/28	Chapter 4-(pgs159-202)	Week 6 Discussion Week 6 Video Lecture, Week 6 PPt – Ch4 (part 1)

Week 7 -- 10/5	Chapter 4-(pgs202-232)	Week 7 Discussion Week 7 Video Lecture, Week 7 PPt – Ch4 (part 2)
Week 8 -- 10/12	**Assn #2 - Reaction paper due**	Week 8 Discussion Week 8 Video Lecture
Week 9 -- 10/19	Chapter 5-(pgs233-251)	Week 9 Discussion Week 9 Video Lecture, Week 9 PPt – Ch 5 (part 1)
Week 10 -10/26	Chapter 5-(pgs251-281) YouSee-U Meeting Online 01W – 10/28 - 2-3pm - 02W – 10/28 - 3-4pm	Week 10 Discussion Week 10 Video Lecture, Week 10 PPt – Ch5 (part 2)
Week 11 -- 11/2	May & Quinn handout **Assn #3 -Article Review due**	Week 11 Discussion Week 11 Video Lecture
Week 12 -11/9	Chapter 6-(pgs282-297)	Week 12 Discussion Week 12 Video Lecture, Week 12 PPt – Ch6 (part 1)
Week 13 -11/16	Chapter 6-(pgs297-319) **Assn #4 Research paper due**	Week 13 Discussion Week 13 Video Lecture, Week 13 PPt – Ch6 (part 2)
Week 14 -11/23		Week 14 Discussion on personal theory most important

REFERENCE MATERIAL

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Psychological Association. 5th.ed. Washington DC:

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PRINCIPLES AND THEORIES OF DEVELOPMENT

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Wolfensberger, W. (1967). Counseling the parents of the retarded. In A.

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(Ed.), Mental retardation; appraisal, education and rehabilitation (pp. 329-378).

Chicago: Aldine Publishing Company.

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