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SWK 513: Human Behavior in the Social Environment II

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Jennifer (Frazier) Brown, LMSW-IPR

Office Location: N/A

Office Hours: By appointment

Office Phone: 214-298-1416

Office Fax:

University Email Address: Jennifer.Frazier@tamuc.edu

Preferred Form of Communication: **E-mail**

Communication Response Time: Within 2 business days, if through email

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Publication manual of the American Psychological Association (2019). 7th ed.
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.

Software Required

Optional Texts and/or Materials

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.

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.

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 of the following competencies for Advanced Generalist Practice (AGP). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

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

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect the 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

2.1.7.1. 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 REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

GRADING

Final grades in this course will be based on the following scale:

500-440 = A
439-380 = B
379-320 = C
319-260 = D
< 259 = F

Assessments

SWK 513 Assignments

1. 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.

2. IN THE NEWS (4 papers @ 20 points = 80 points)

You will need to choose a current event story from any type of media source that reflects the content of the readings up to this point and will need to be ready to discuss with the class. As well, you will write a one to two-page double-spaced paper applying the reading assigned for the week (see course calendar). This means you will apply and cite content in the chapter with

current event. The paper should identify and critique at least two key points from the reading.

- Points will be deducted for not citing the text two times at a minimum.
- Points will be deducted for using first person.

2. MID-TERM (50 points)

Mid-term exam covering Chapters 9-12. This exam will consist of multiple choice, true/false, and short answers. Questions may come from content from the first four chapters, power points, presentations, and discussions.

3. COMPREHENSIVE FINAL EXAM (100 points)

FINAL EXAM: The Final exam covers Chapters 13-16 as well as questions from the Chapters 9-12. You will have 4 hours to complete the Final Exam, as I believe that it is more important for you to learn the material than memorize it. A student can learn much more by going back through the content and finding answers, hence we both glean success. The student is successful in meeting their goals of getting a good grade, and I am successful in my students understanding and retaining material needed for practice. It is a WIN/WIN!

4. 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

5. CHAPTER REPORT AND CASE STUDY (50 points)

Each group of students will need to come up with a case study, with instructor's approval that goes along with the chapter your group is assigned from the text. 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 relate this case study to the assigned chapter, prepare a visual for the class or do a Power Point presentation, and present to the class at the assigned time. Each group member needs to participate in the class presentation and have approximately the same amount of time each during the presentation. 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 or outline submitted to D2L by each group member, including which group member is assigned to each portion. The Power Point or visuals must also be uploaded into D2L for grading under each student's name.] There will be a peer-group evaluation.

The presentation must include:

1. Major Points of the chapter 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 30-45 minute presentation for the class on the Chapter using the visual and case study.

6. EXPERIENCE CULTURE OTHER THAN YOUR OWN (60 points)

You need to have a cultural experience with a culture other than your own. This could be a celebration, religious service, theater production, LGBTQIA+, AA/NA open meeting, or other event that meets the criteria. Please step outside your comfort zone. Write a paper 2-3 pages detailing your experience. You need to have evidence (a ticket stub or program) to demonstrate that you attended. This reflection paper can be written in 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.

7. ENGAGEMENT ACTIVITIES (30 points)

Engagement activities will occur throughout the semester using a variety of means. This may include Discussions, zoom meetings, guest speakers, etc. Engagement Activities reflect as a percentage of the student's final grade. The engagement Activities are intended to enhance learning. Please see Engagement Schedule for Dates, times, and activities.

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>

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

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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.

Department or Accrediting Agency Required Content

Engagement Policy

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.

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.

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>

Tentative COURSE OUTLINE / CALENDAR

Week	Topic/Chapter	Assignments
1 1/11/21	Course Syllabus	Review Course Syllabus and Expectations
2 1/18/21	Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	Read Chapter 9 Chapter 9: Quiz due: 1/24/2021 by 11:59 pm. DISCUSSION #1: ENGAGEMENT
3 1/25/21	Chapter 10: Biological Aspects of Young and Middle Adulthood	Read Chapter 10 Chapter 10: Quiz due: 1/31/2021 by 11:59 pm. In The News #1 Due: January 31, 2021
4 2/01/21 Zoom Week	Chapter 11: Psychological Aspects of Young and Middle Adulthood	Read Chapter 11 Chapter 11: Quiz due: 2/7/2021 by 11:59 pm. DISCUSSION #2: ENGAGEMENT

5 2/08/21	Chapter Report & Case Study Presentation	Due: Group#1: Chapter Report and Case Study--(Chapters 9/10) Peer Assessments
6 2/15/21 Zoom Week	Chapter 12: Sociological Aspects of Young and Middle Adulthood	Read Chapter 12 Chapter 12: Quiz due: 2/21/2021 by 11:59 pm. "In the News:#2" Due: February 21, 2021
7 2/22/21	MID-TERM	Due: Sunday February 28, 2021by 11:59 pm
8 3/01/21 Zoom Week	Chapter Report & Case Study Presentation	Due: Group#2: Chapter Report and Case Study--(Chapters 11/12) Peer Assessments DISCUSSION #3: ENGAGEMENT
9 3/08/21	Chapter 13: Sexual Orientation and Gender Identity	Read Chapter 13 Chapter 13: Quiz due: 3/14/2021 by 11:59 pm. Cultural Experience Due: March 14, 2021
10 3/15/21	Chapter 14: Biological Aspects of Later Adulthood	Read Chapter 14 Chapter 14: Quiz due: 3/21/2021 by 11:59 pm. "In The News" #3 Due: Sunday March 21, 2021
11 3/22/21 Zoom Week	Chapter Report & Case Study Presentation	Due: Group#3: Chapter Report and Case Study--(Chapters 13/14) Peer Assessments
Week	Topic/Chapter	Assignments
12 3/29/21 Zoom Week	Chapter 15: Psychological Aspects of Later Adulthood	Read Chapter 15 Chapter 15: Quiz due: 4/4/2021 by 11:59 pm. "In The News" #4 Due: Sunday April 4, 2021
13 4/05/21 Zoom Week	Chapter 16: Sociological Aspects of Later Adulthood	Read Chapter 16 Chapter 16: Quiz due: 4/11/2021 by 11:59 pm. Research Paper Due: Sunday April 11, 2021

14 4/12/21		"In The News" #5 Due: Sunday April 18, 2021
15 4/19/21 Zoom Week		Due: Group #4 Chapter Report and Case Study-- Chapters 15/16) Peer Assessments
16 4/25/21	FINAL	(Comprehensive) Due Sunday April 25, 2021 by 11:59 pm

Engagement Activities: There are 10 Total Activities @ 3 points each totaling 30 points

To receive credit for the Engagement Activities you must do the following:

1. **Discussions (3)** : (Week 2, Week 3, and Week 8):

During the week the discussion is assigned, students are to respond to the instructor's prompt following the number of sentences and by **Wednesday at 11:59 pm**. Then students are to respond to two peers between **Thursday and Sunday by 11:59 pm** using the guidelines posted in the discussions such as 8-10 sentences when responding to the prompt and 3-5 sentences to each peer. "Me too, I agree, etc." do not constitute a reasonable response.

- **This is an "All or Nothing" assignment meaning if you do not meet ALL of the criteria, you will not receive ANY points for that discussion.**

2. **Zoom Meetings (7)**: Participate in the Zoom Meetings as indicated on the schedule.