



A&M-Commerce Supports Students' Mental Health

This syllabus is tentative and may be changed on the first day of class

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

SWK 511: Human Behavior in the Social Environment I Online

COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Dr. Gracie Brownell

Office Location: 323B Henderson - Commerce

Office Hours: Tuesday 10am-4pm

Please make an appointment for office hours

Office Phone: 903-468 8170

University Email Address: Gracie.Brownell@tamuc.edu (preferred)

Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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.

Software Required

Optional Texts and/or Materials

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.

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. *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 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 the following practicing 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 REQUIREMENTS

Minimal Technical Skills Needed

Instructional Methods

Student Responsibilities or Tips for Success in the Course

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	<u>60 points</u>
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

Assessments

SWK 511 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.

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>

COURSE OUTLINE / CALENDAR

	READING & ACTIVITIES	DUE DATE	Check when done
WEEK 1			
8/30/2021-9/5/2021 1st Zoom Meeting Tuesday 8/31 at 6pm	1. Course Syllabus	8/30	
	2. Weekly Discussion Respond to at LEAST one other posting	9/5	
WEEK 2			
	1. Read Ch. 1 (pgs1-44)	9/6	
	2. Read Ch. 2 (pgs 45-69)	9/6	

9/6/2021-9/12/2021	3. Post to Weekly Discussion	9/12	
	4. Respond to at LEAST one other posting	9/12	
WEEK 3			
9/13/2021-9/19/2021	1. Read Ch. 2 (pgs 69-94)	9/13	
	2. Assignment # 1-Self Reflection Due	9/19 by 11:59pm	
	4. Post to Discussion	9/19	
	5. Respond to at LEAST one other posting	9/19	
WEEK 4			
9/20/2021-9/26/2021	1. Read Ch. 3 (pgs 95-133)	9/20	
	2 Post to Discussion	9/26	
	3. Respond to at LEAST 2 other posting2	9/26	
WEEK 5			
9/27/2021-10/03/2021	1. Read Ch. 3 (pgs 134-158)	9/27	
	2. Post to Discussion	10/03	
	3. Respond to at LEAST one other posting	10/03	
WEEK 6			
10/04/2021-10/10/2021 2nd Zoom Check In Tuesday 10/5 at 6pm	1. Read Ch. 4 (pgs 159-202)	10/04	
	2. Post to Discussion	10/10	
	3. Respond to at LEAST one other posting	10/10	
WEEK 7			
10/11/2021-10/17/2021	1. Read Ch. 4 (pgs 202-232)	10/11	
	2. Post to Discussion	10/17	
	3. Respond to at LEAST one other	10/17	
WEEK 8			
10/18/2021-10/24/2021	1. Post to Discussion Respond to at LEAST one other	10/24	
	2. Assignment # 2-Reaction paper due	10/24	
WEEK 9			
10/25/2021-10/31/2021	1. Chapter 5 (pgs 233-251)	10/25	
	2. Post to Discussion	10/31	
	3. Respond to at LEAST one other	10/31	
WEEK 10			
11/1/2021-11/7/2021	1. Read Ch. 5 (pgs 251-281)	11/1	
	2. Post to Discussion	11/7	
	3. Respond to at LEAST one other	11/7	
WEEK 11			
11/8/2021-11/14/2021	1. May & Quinn Handout	11/8	
	2. Assignment # 3-Article Review due	11/14	
	3. Post to Discussion and Respond to at LEAST one other	11/14	
WEEK 12			
	1. Chapter 6 (pgs 282-297)	11/15	

11/15/2021-11/21/2021 3rd Zoom Check In on Tuesday 11/16 at 7pm	2. Post to Discussion	11/21	
	3. Post to Discussion and Respond to at LEAST one other	11/21	
WEEK 13			
11/22/2021- 11/24/2021 Happy Thanksgiving!	Engagement grade Peer review one other person's Research paper draft	11/22	
		11/24	
WEEK 14			
11/29/2021-12/5/2021	1. Chapter 6 (pgs 297-319) 2. 3.Post to Discussion and Respond to at LEAST one other	11/29	
	3.Assignment # 4 Research paper due	12/5	
WEEK 15			
12/6/2021-12/12/2021	1. Post to Discussion	12/12	
	2.Respond to at LEAST one other	12/12	
	4. Complete online class evaluation	12/12	