



A&M-Commerce Supports Students' Mental Health

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 322: Human Behavior in the Social Environment I

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Kristen Nugent
Office Location: Frisco Campus
Office Hours: By Appointment
Office Phone: 903-468-3047
University Email Address: Kristen.Nugent@tamuc.edu
Preferred Form of Communication: **email**
Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Zastrow, C. & Kirst-Ashman, K. (2019). Understanding human behavior and the social environment (11th Ed.). Boston, MA: Cengage Learning
Publication manual of the American Psychological Association (2019) 7th ed.
Washington, DC: American Psychological Association

Course Description

This course examines biophysical, psychological, and behavioral domains of human development. Individuals and families' interactions with the environment are emphasized during each phase of the life cycle - infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years. Major theories to underpin assessment and interventions with individual and family client systems are presented, within the broader context of a systems approach.

Prerequisites: SWK 2361, 2362, 2289, and SOC 1306. Concurrent enrollment in SWK 328, 329, and 370 required; ANTH 2351 may be taken prior to or concurrently with this course. This course is restricted to social work majors and social welfare minors.

RELATIONSHIP TO OTHER COURSES:

This course, Human Behavior in the Social Environment I, requires concurrent enrollment in SWK 328, Social Welfare Policy; SWK 329, Micro Practice, and SWK 370 Writing Technology. This course provides the student with a theoretical framework to practice in the MICRO level of practice. It provides an understanding of how micro social work fits into the total delivery of social work services to clients and the profession of social work practice.

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 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 for more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

2.1.9.1 Is skilled at continuously discovering, appraising and attending to changing locales, populations, scientific and technological developments and emerging societal trends in order to provide relevant services.

2.1.10[b].4 Select appropriate intervention strategies.

GRADING

Assignments:

Erikson paper:	100 points
HBSE paper:	100 points
Four Exams:	<u>400 points</u> (4 @ 100 points each)

Total points possible: 600 points

Grading Scale:

A= 90 - 100% of the total points

B= 80 - 89%

C= 70 - 79%

D= 60 - 69%

F= 50 – 59%

Social Work Majors only: Less than 70%: Student must retake the class **Written**

Assessments

SWK 322 Assignments

ON DUE DATES:

All assignments are due ON THE DUE DATES. **NO** Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due.

There will be **NO MAKE-UP exams** offered. You will need to be in class on the day of examinations.

Assignment #1 – Application of Developmental Theory (100pts)

The purpose of this assignment is to apply Erikson's theory of development to the adolescent stage of the student's development. The paper should be approximately 3 pages in length, in addition to the cover page. Be sure to cite the text on the reference page as well as any other sources of information used. The paper should be specific, descriptive and well organized. The following outline is suggested:

- Introduction
- Purpose of the Paper
Application of Theory
- Include a brief overview of Erikson's theory of development.
- Provide two-three specific examples from your adolescence and early adulthood which exemplify or illustrate Erikson's theory (refer to text).
- Conclusion: Include conclusions and insights gained from this assignment.

Assignment #2 – HBSE Research Paper (100pts)

The purpose of this assignment is to enable students to research a topic of interest related to the content in Chapters 5, 9, or 13 (i.e, ethnocentrism, racism, gender roles, sexism, homophobia, and sexual orientation). Students are expected to demonstrate the skills necessary for writing a basic research paper. The paper should be 5-6 pages in length, in addition to the cover and reference page. The paper should include at least 3 journal articles from scholarly publications. Use of website based or Internet articles must be in addition to 3 journal articles. Topics for your paper should be relevant to course, i.e. human behavior in the social environment. Students are encouraged to talk with the instructor if they have questions about their chosen topic.

EXAMINATIONS:

There will be four exams throughout the semester. Examinations will focus on pertinent information discussed in class, lecture materials and course readings. Exam questions will consist of short answer, multiple choice, and true/false. Specifics of each exam will be discussed in class prior to the examination date. There will be NO Make-Up Exams.

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

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 SCHEDULE

Week	Content	CHAPTER/ASSIGNMENTS DUE
#1-8/31- 9/2	<p>Introduction and course overview: discussion of syllabus; review of major assignments and grading policy; description of class structure and outline</p> <p>Topic: Intro to Human Behavior and the Social Environment</p>	<p>Required reading: Syllabus & Chapter 1</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Introductions • Course overview presentation • Course expectations activity • Complete Self ID Form <p>In-class activities</p> <ul style="list-style-type: none"> • Assign Team Memberships • Team Activity • Team Readiness Assessment • Lecture and Discussion
#2-9/7-9	<p>Topic: Biological Development</p> <p>BSW Assembly Thursday 9/9 10am-2pm Attendance is Mandatory @ Sam Rayburn Student Center</p>	<p>Required reading: Chapter 2</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion
#3- 9/14-16	<p>Topic: Psychological Development</p>	<p>Required reading: Chapter 3</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion
#4-9/21-23	<p>Topic: Social Development</p> <p>Required reading: Chapter 4</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion • Review for Exam 1 	<p>Exam 1: Chapters 2-4 (online)</p>
#5-9/28-30	<p>Topic: Ethnocentrism, Racisms and other Isms</p>	<p>Required reading: Chapter 5</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion • Team Application Activity
#6-10/5-7	<p>Topic: Biological Development in Adolescence</p> <p>Required reading: Chapter 6</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion 	<p>Application of Developmental Theory (Submit in BrightSpace)</p>
#7-10/12-14	<p>Topic: Psychological Development in Adolescence</p>	<p>Required reading: Chapter 7</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion

#8-10/19-21	<p>Topic: Social Development in Adolescence</p> <p>Required reading: Chapter 8</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion • Review for Exam 2 	<p>Exam 2: Chapters 6-8 (online)</p>
#9-10/26-28	<p>Topic: Gender and Sexual Identities</p>	<p>Ch. 13</p> <p>Required reading: Chapters 9 &13</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion • Team Application Activity
#10-11/2-4	<p>Topic: Biological & Psychological Aspects of Young and Middle Adulthood</p> <p>Required reading: Chapters 10 & 11</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion 	
#11-11/9-11	<p>Topic: Sociological Aspects</p> <p>Required reading: Chapter 12</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion • Review for Exam 3 	<p>Exam 3: Chapters 10-12 (online)</p>
#12-11/16-18	<p>Topic: Biological & Psychological Aspects</p> <p>Required reading: Chapters 14 & 15</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion 	
#13-11/23	<p>Thanksgiving Week- Class on Tuesday only. We will be working On the HBSE Conceptual Paper</p>	

#14-11/30-12/2	<p>Topic: Sociological Aspects</p> <p>Required reading: Chapter 16</p> <p>In-class activities:</p> <ul style="list-style-type: none"> • Team Readiness Assessment • Lecture and Discussion 	<p>HBSE Conceptual Paper Due <i>(Submit in BrightSpace)</i></p>
#15- 12/7-9	<p>In-class activities.</p> <ul style="list-style-type: none"> • Course Assessment • Review for Exam 4 	<p>Exam 4: Chapters 14-16 (online)</p>

