



## 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](http://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

Course Syllabus: Fall 2021

### INSTRUCTOR INFORMATION

**Instructor:** Misty Ely, LCSW-S  
**Office Location:** Adjunct Office (virtually anywhere)  
**Office Hours:** By appointment  
**Office E-mail:** [misty.ely@tamuc.edu](mailto:misty.ely@tamuc.edu)

### COURSE INFORMATION

#### Textbook(s) Required

**Zastrow, C.H., Kirst-Ashman, K.K., & Hessenauer, S.L. (2019).** *Understanding human behavior and the social environment*. 11<sup>th</sup> ed. Belmont CA: Brooks/ Cole-Thomas Learning.

*Publication manual of the American Psychological Association* (2019) 7<sup>th</sup> ed.

Washington, DC: American Psychological Association

*Additional articles and handouts will be given throughout the semester to enhance the students' knowledge base.*

## 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 **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**

### **Instructional Methods**

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, research articles, and presentations will also be used to facilitate the students' learning. These exercises may include the use of videos, role-play, or structured

small group presentations. Material from the field or previous experiences will be used to illustrate class content and to provide integration between class and practice. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

### **Student Responsibilities or Tips for Success in the Course**

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Your involvement in this class is considered essential to your growth as a practitioner. You will be asked to discuss the material assigned, participate in exercises, interact with fellow students, etc. Knowing the "right" answers is not nearly as important as being willing to risk, explore your ideas, and be open to new information and concepts. Your presence in class along with preparation by having read and considered the assignments and participation in discussion threads are essential.

## 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

## Assessments AKA Assignments

### 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. How and what I learned during my interview.

*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/What 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](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](mailto: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. Please contact me for any questions, concerns, or further guidance on the assignments/class content.

## 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).  
<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](mailto: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 Spring 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

WEEK	WEEK OF	TOPIC	ASSIGNMENTS
Week 1	8/30-9/5	Course overview. Getting to know each other	Course Syllabus Discussion: Intros
Week 2	9/6-9/12	Human Behavior & Social Work Roles	Chapter 1 (1-44) Chapter 2 (45-69) Discussion Post
Week 3	9/13-9/19	Biological Development Infancy & Childhood	Chapter 2 (69-94) <b>Assignment 1: Self-Reflection Paper</b> Discussion Post
Week 4	9/20-9/26	Psychological Development	Chapter 3 (95-133) Discussion Post
Week 5	9/27-10/3	Emotional Development	Chapter 3 (134-158) Discussion Post
Week 6	10/4-10/10	Social Development	Chapter 4 (159-202) Discussion Post
Week 7	10/11-10/17	Systems Theory	Chapter 4 (203-232) Discussion Post
Week 8	10/18-10/24	Life events	<b>Assignment 2: Reaction Paper</b>
Week 9	10/25-10/31	Ethnocentrism	Chapter 5 (233-251) Discussion Post
Week 10	11/1-11/7	Racism	Chapter 5 (251-281) Discussion Post
Week 11	11/8-11/14	Social Work Roles in Human Rights & Social Justice	May & Quinn handout <b>Assignment 3: Article Review</b> Discussion Post
Week 12	11/15-11/21	Adolescence	Chapter 6 (282-297) Discussion Post
Week 13	11/22-11/28	Thanksgiving Week-Self Care	Self-care handouts Discussion Post
Week 14	11/29-12/5	Psychological reactions	Chapter 6 (297-319) Discussion Post
Week 15	12/6-12/12	Sexuality	<b>Assignment 4: Research Paper</b>
Week 16	12/13-12/17	Wrap up	