



SWK 513-01W: Human Behavior in the Social Environment II

COURSE SYLLABUS

Summer 2024

Web-based

INSTRUCTOR INFORMATION

Instructor: **Cristina Loera**

Office Location: **8750 N. Central Expressway/ Office 1943**

Office Hours: **Mondays 8pm-9pm/Available Upon Request**

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Preferred Form of Communication: **Email**

Communication Response Time: **Within 2 business days**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Zastrow, C.H., Kirst-Ashman, K.K. & Hessenauer, S.L (2018). *Understanding human behavior and the social environment* (11th ed.). Cengage.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

Microsoft Office 365

Access FREE at:

<https://inside.tamuc.edu/facultystaffservices/academictechnology/documents/Office-365-Students.pdf>

Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

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.

RELATIONSHIP TO OTHER COURSES

STUDENT LEARNING OUTCOMES

The 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. Listed below are the competencies and associated knowledge, skills, values and cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Demonstrate Ethical and Professional Behavior		
Make ethical decisions by applying the standards of the NASW Code of Ethics, Relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of	In the News	Knowledge, Skills and Cognitive and Affective

	Activity/Assessment	Dimension
ethics as appropriate to the context		
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	In the News	Knowledge, Skills and Cognitive and Affective
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication	In the News	Knowledge, Skills and Cognitive and Affective
Competency 2: Engage in Diversity and Difference in Practice		
Apply and communicate the understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels	Culture Other than their own	Knowledge, Values, Skills and Cognitive and Affective
Present themselves as learners and engage clients and constituencies as experts of their own experiences	Culture Other than their own	Knowledge, Values, Skills and Cognitive and Affective
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Culture Other than their own	Knowledge, Values, Skills and Cognitive and Affective
Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Course Quizzes Culture Other Than Their Own	Knowledge, Values, Skills and Cognitive and Affective
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Course Quizzes Culture Other Than Their Own	Knowledge, Values, Skills and Cognitive and Affective

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.

9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

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

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Assessments	Value
In the News (4 papers @ 25 pts.)	100 pts.
Cultural Experience Assignment	50 pts.
Quizzes (8 @ 10 pts.)	80 pts.
TOTAL	230 pts.

Due Date Policy

Assignments and exams are due on the indicated date. If you submit them late, 20% of the corresponding assessment will be deducted each day until submitted.

Assessments

1. IN THE NEWS

SEE RUBRIC: APPENDIX A

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. You will also 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 to the current event. The paper should identify and critique at least two key concepts from the reading.

2. CULTURAL EXPERIENCE

SEE RUBRIC: APPENDIX B

You must have a cultural experience with a culture other than your own. This cultural event or activity could be a celebration, religious service, theater production,

LGBTQIA+ gathering, AA/NA open meeting, or another event that meets the criteria. **Please step outside your comfort zone.** Write a 2-3 page reflection paper detailing your experience. You must present evidence (a ticket stub or program) to demonstrate your attendance. You can write this reflection paper in first person. Please proofread the paper prior to submission.

3. QUIZZES

Quizzes will be given, which reflect content from all weekly assigned material, including lectures, videos, hand-outs, and class readings. Each quiz will consist of 10 questions from the corresponding chapters, and you will be given extended time to complete once you enter the quiz. **The reason for this is that I want you to learn the material and just memorize it.** Each quiz will open with the course but will close on Sunday nights at 11:30 pm of the week that corresponds to the chapter assigned. You must take the quiz within the allotted time period. You cannot make up a quiz if missed. The format may include multiple choice, true/false, short answer, and essay questions.

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

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code")

focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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 (or copy/paste the following URL in your web browser:

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

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - [Procedure 13.99.99.R0.05](#).

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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Academic Dishonesty Form](#)

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI use in the course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

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](#)

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.

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 connections 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

School of Social Work & Council on Social Work Education-Specific Policies

Course Engagement

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 the Instructor, peers, and 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 may include but are not limited to, participation in 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 of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and the *National Association of Social Workers (NASW) Code of Ethics*.

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

Appendix A

Grading Rubric: In the News

Score	Possible Points	Point Breakdown	Area	Consisting Of
	5	Introduction of current event topic and direction or purpose of your paper (thesis statement). This should be, in general, what your paper is about. This should include the mention of the two topics that will be cited from the text.	Subject	Identification
	10	5 pts. each – Discussion of the two topics provided according to directions. Cite the textbook two times to demonstrate your comprehension of the information applying it to the current event.	Demonstration of Assimilation of Knowledge	Discussion
	5	Conclusion: Show utilization of critical thinking by synthesizing all material discussed into a cohesive summation of what was learned WITHOUT USING FIRST PERSON	Critical Thinking	Your Conclusion
	5	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader, APA used	Writing Competency	Professional Presentation
	25			

Appendix B

Grading Rubric: Culture Other Than Your Own

Score	Possible Points	Point Breakdown	Area	Consisting of
	10	Introduction of the cultural experience and include the following: <ul style="list-style-type: none"> • Describe the event - where you went- what you saw - experienced. • Describe your impressions – what you liked and did not like – whether anything surprised or made you uncomfortable. 	Subject	Identification
	20	Cite the textbook two times to demonstrate your comprehension of the information applying it to the cultural experience. You can cite from any portion of the textbook that aligns with your experience, Example: Culture or the particular population, etc. HINT: There is a subject index and “Culture” is in there in a number of places. As well if attended something that revolved around something from Chapter 9 you could cite from that area of the text. You can include this information either written at the end like a reference page, or you can reference something such as..... “As described in the text....” (10 pts. each)	Demonstration of Assimilation of Knowledge	Discussion
	10	Conclusion: Use critical thinking by synthesizing all the material discussed into a cohesive summation of what was learned and an overall impression of the experience.	Critical Thinking	Your Conclusion
	10	Grammar, spelling, and paragraphing are correct; headers provide a correct map for the reader; APA used (Cover Page, in-text citations, and the Reference page are A MUST). This can still be done on a slide, movie format, interview, etc.	Writing Competency	Professional Presentation
	50	TOTAL		

COURSE OUTLINE / SCHEDULE

Weeks	Class Meetings (Zoom)	Topics & Instructional Materials	Activities, Assignments & Examinations
Week 1 6/3-9	Zoom Meeting 6/3/24 @8pm "Meet and Greet"	Course Overview Chapter 9: Gender, Gender Identity, Gender Expression, and Sexism	<ul style="list-style-type: none"> Review Course Syllabus and Expectations Participate in the Meet/Greet Zoom Meeting Read Chapter 9
Week 2 6/10-16	ONLINE	Chapter 10: Biological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> Chapter 9 Quiz Due: 6/16/24 Read Chapter 10
Week 3 6/17-23	ZOOM Meeting 6/17/24 @8pm Discussion #1: "Transgender in Youth"	Chapter 11: Psychological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> Chapter 10 Quiz Due: 6/23/24 If you missed Discussion #1 please upload a Check-in video regarding your thoughts, observations and comments by 6/23/24.
Week 4 6/24-30	ONLINE	Chapter 12: Sociological Aspects of Young and Middle Adulthood	<ul style="list-style-type: none"> Chapter 11 Quiz Due: 6/30/24 In the News:#1 Choose Ch. 9 or 10 Due: 6/30/2024 Read Chapter 12
Week 5 7/1-7/7	ZOOM Meeting 7/1/24 @8pm Discussion #2: "The Opioid Epidemic"	Chapter 13: Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> Chapter 12 Quiz Due: 7/7/24 If you missed Discussion # 2, please upload a Check-in video regarding your thoughts, observations and comments by 7/7/24 Read Chapter 13

<p>Week 6 7/8-14</p>	<p>ONLINE</p>	<p>Chapter 14: Biological Aspects of Later Adulthood</p>	<ul style="list-style-type: none"> • Chapter 13 Quiz Due: 7/14/24 • In the News #2 Choose Ch. 11 or 12 Due: 7/14/24 • Read Chapter 14
<p>Week 7 7/15-21</p>	<p>ZOOM Meeting 7/15/24 @8pm Discussion #3: “Conversion Therapy”</p>	<p>Chapter 15: Psychological Aspects of Later Adulthood</p>	<ul style="list-style-type: none"> • Chapter 14 Quiz Due: 7/21/2024 • If you missed Discussion #3, please upload a Check-in video regarding your thoughts, observations and comments by 7/21/2024 • Read Chapter 15
<p>Week 8 7/22-28</p>	<p>ONLINE</p>	<p>Chapter 16: Sociological Aspects of Later Adulthood</p>	<ul style="list-style-type: none"> • Chapter 15 Quiz Due: 7/28/2024 • In the News #3 Choose Ch. 13 or 14 Due: 7/28/24 • Read Chapter 16
<p>Week 9 7/29-8/4</p>	<p>ONLINE</p>		<ul style="list-style-type: none"> • Chapter 16 Quiz Due: 8/4/2024 • “Cultural Experience” Assig. Due: 8/4/ 2024
<p>Week 10 8/5-8</p>	<p>ZOOM Meeting 8/5/24 @8pm Cultural Experience Presentations</p>		<ul style="list-style-type: none"> • In the News #4 Choose Ch. 15 or 16 Due: 8/8/2024