



SWK 322.01B: Human Behavior & the Social Environment COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: Randi Wright, LCSW-S
Office Location: Hen. 308
Office Hours: by appointment
University Email Address: Randi.Wright@etamu.edu
Preferred Form of Communication: email
Communication Response Time: Within 2 business days

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required:

Zastrow, C. & Kirst-Ashman, K. (2019). Understanding human behavior and the social environment (11th Ed.). Cengage Learning

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

COURSE DESCRIPTION

This course examines biophysical, psychological, and behavioral domains of human development. Individuals and families, groups and communities interactions with the environment are emphasized during each phase of the life cycle - infancy and early childhood, adolescence, young adulthood, middle adulthood, and the later years. Major theories presented underpin assessment and interventions with individual and family, groups and many vulnerable and disenfranchised populations and the ethical implications for practice. The client systems presented work within the broader context of a systems approach.

Prerequisites: MATH 1342

Required: Concurrent enrollment in SWK 328, 329, and 370. This course is restricted to social work majors and social welfare minors.

The syllabus/schedule are subject to change.

Relationship to Other Courses

This course provides students with a theoretical framework for practice with a variety of populations, with a focus on those disenfranchised populations.

STUDENT LEARNING OUTCOMES

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/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 2: Students will engage in diversity and difference in practice.		
Students will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Weekly assignments, discussion, class activities	Skills, knowledge
Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Disenfranchised Population/community assignment	Knowledge, Values, Skills, Cognitive and Affective Processes
Competency 6: Social Work students will engage with individuals, families, groups, organizations and communities.		
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	the group project/paper/presentation on a disenfranchised population Weekly Assignments, Discussion	Knowledge, skills Knowledge, skills
Student will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	the group project/paper/presentation on a disenfranchised population	the group project/paper/presentation on a disenfranchised population
Competency 7: Students will Assess Individuals, Families, Groups, Organizations, and Communities.		

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Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	the group project/paper/presentation on a disenfranchised population	Knowledge, skills
Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	the group project/paper/presentation on a disenfranchised population Erikson paper	Knowledge, skills

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 OR 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.

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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.

Class Attendance and Participation

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet **once a week**, students can be absent up to 3 times through the semester with no penalty. If **4 absences** occur, the overall grade will be **dropped 1 letter grade**. If **5 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials

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GRADING

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

Evaluation for the course grade is according to the following formula:

Assessments	Value
Erikson paper	100
Disenfranchised Population/Community/Paper and Presentation	100
D2L Assignments/Discussions/Assessment/Activities	100
Midterm Exam	100
Final Exam	100
Total Possible	500

Social Work Majors only: Grade below 70%: Student must retake the class.

ASSESSMENTS

Erikson Paper: Application of Developmental Theory (100pts):

This assignment aims to apply Erikson's theory of development to the adolescent stage of the student's development. The paper should be approximately 3-4 pages in length, in addition to the cover page and reference page. Be sure to do in text citations throughout the paper and cite

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the text and any other sources of information used on the reference page. The paper should be specific, descriptive, and well organized. The paper must use APA 7th edition and include correct formats for the cover page, in text citations and the reference. Page. The outline and rubric will be available on D2L.

Please use the following outline:

- Introduction (approximately 1/2 page) ○ Purpose of the Paper
- Application of Theory (approximately 2-3 pages) ○ Include a brief overview of Erikson's theory of development.
 - Provide two-three specific examples from your adolescence and early adulthood that exemplify or illustrate Erikson's theory (refer to text).
- Conclusion (approximately 1/2 page) ○ Include conclusions and insights gained from this assignment.

PLEASE DO NOT USE FIRST PERSON EXCEPT WHEN DESCRIBING YOUR PERSONAL EXAMPLES FROM YOUR ADOLESCENCE.

Disenfranchised Population/Community/ Group/ Organization Paper and Presentation (100 pts)
This paper and project will expose students to HBSE at the micro, mezzo, and macro levels by using nontraditional disenfranchised populations/organizations/communities within the student's local community. These populations would include those groups that have had their power stripped away, have no voice, live under the whim of others, are void of rights, void of privilege, and are underrepresented many times due to their lifestyle, occupation, religious belief, race, criminal history, or other varying reasons.

Your population will need prior approval. Please make sure to get the instructor's approval before proceeding.

The instructor will cover the outline and rubric of the course, which is available in D2L. During the class presentations, the students are encouraged to have individuals from the disenfranchised populations in attendance for a Q&A time, recorded interviews, a slide show, or another educational platform. Prior to the group presentations, members are to work collaboratively on the presentation (See Outline and Rubric). The instructor will grade students on their individual paper and contributions to the project/presentation/paper. Group members will have the opportunity to submit an evaluation of the effort of each of their own group members as it relates to the paper and the presentation.

PLEASE DO NOT READ A POWER POINT TO THE CLASS WHEN DOING YOUR PRESENTATION. BE CREATIVE!

D2L Assignments/Worksheets/Discussions/Activities/Assessments: (100 pts)

Students have the opportunity to participate in various ONLINE D2L

Activities/Assignments/Discussions/Assessments for a total of 100 points throughout the semester. The activities will include a mixture of experiential activities, graded assessment tools, evaluated discussions, and assignments related to and applicable to the reading required for the course. The Assignments/Worksheets/Activities/ Discussions will vary to address students' differing learning styles.

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Midterm and Final Exams (100 pts each; 200 points total)

There will be a midterm exam and a final exam consisting of multiple choice, true/false, and short answers.

Due Date Policy

All Assignments are due in D2L by the due date. I will not be able to accept late work.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times, not meeting deadlines can have an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work feels it is good to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful in this course and the practice setting.

There will be NO MAKE-UP exams offered. You will need to take the exam by the due date in D2L.

Thank you for understanding and your willingness to take the first step toward your own success.

Course Outline/Calendar

Week	Date	Chapter	Assignment
Week 1	Aug 25	Review Syllabus, Introductions	D2L Activities
Week 2	Sep 1	Ch. 1, 2 & 3 – Biological, Psychological & Social Aspects of Infancy & Early Childhood	D2L Activities
Week 3	Sep 8	BSW Student Assembly Tuesday, 9/8 Attendance Required 2nd Floor Student Center 10am – 2pm Lunch provided	D2L Activities
Week 4	Sep 15	Ch. 4 – 5 Biological & Psychological Aspects of Adolescence	D2L Activities
Week 5	Sep 22	Ch. 6 – Social Aspects of Adolescence	D2L Activities Erikson Paper DUE
Week 6	Sep 29	Ch. 7 – 8 Biological & Psychological Aspects of Adolescence	D2L Activities
Week 7	Oct 6	Ch. 9 – Social Aspects of Adolescence	D2L Activities MID TERM EXAM

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Week 8	Oct 13	Ch. 10 – 11 – Biological Aspects of Adulthood	D2L Activities
Week 9	Oct 20	Ch. 12 – Social Aspects of Adulthood`	D2L Activities
Week 10	Oct 27	Ch. 13 – Biological Aspects of Later Adulthood	D2L Activities
Week 11	Nov 3	Ch. 14 – Psychological Aspects of Later Adulthood	D2L Activities
Week 12	Nov. 10	Ch. 15 – Social Aspects of Later Adulthood	D2L Activities
Week 13	Nov. 17	Review	
Week 14	Nov. 24	Review	Cultural Activity DUE
Week 15	Dec. 1	Review	FINAL EXAM

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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@etamu.edu.

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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>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

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@etamu.edu.

TECHNOLOGY-RELATED ISSUES

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

LEARNING MANAGEMENT SYSTEM (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

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- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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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.

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 online in the [Student Guidebook](#).

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Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

ACADEMIC INTEGRITY

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

USE OF ARTIFICIAL INTELLIGENCE

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

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software 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

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:

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Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Office of Student Disability Services](#)

NONDISCRIMINATION NOTICE

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

The Counseling Center at East Texas A&M University, 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

MENTAL HEALTH AND WELL-BEING

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code or go to https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.

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