

SW 321: Human Behavior in the Social Environment I
Tuesday and Thursday, 10:30-11:45
Fall 2009

Lewis-Clark State College
Social Work Program
Revised: 8/09

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Office Hours: Tuesday 1:30-3:30 and Wednesday 8:30-10:30 and other times by appointment.

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strengths based perspective, the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

Note: Last day to add class/es or to drop without “W” grade on transcript is September 4, 2009. Last day to withdraw from class/es or college for the semester is October 30, 2009.

COURSE DESCRIPTION

This course builds upon the biological, behavioral, and social sciences of the Liberal Arts core. It adds a social systems perspective to explore the determinants of human behavior in infancy, childhood, adolescence, and adulthood. Class, ethnicity, race, and gender are emphasized, while family, group, organization, community, and society provide the person/environment transactional context. This course introduces the major psychological, sociological, and social work theories which underpin social work practice.

Pre-requisite: Psychology 101 or permission of the instructor

I. INTRODUCTION AND OVERVIEW

This course is the first of two human behavior courses which deal with research, theories, and concepts on individual and family development from an ecological perspective. This course builds upon the knowledge base from the Liberal Arts core in biology, psychology, political science, economics, sociology, and anthropology.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

This course is to be an introduction to developmental theories, concepts, and research on the beginning of the life span. The information is an aid to students in understanding the person in the environment, integrative perspectives in assessing the biopsychosocial and spiritual domains of the client. Attainment of this knowledge should promote self-growth as well.

The life span information is to assist students in working with different age groups and ethnicities, disabilities, the oppressed, and with people of color and/or with various gender/sex roles. The goal is to understand the interactions of domains interpersonally, and the effects of the environment interpersonally and systematically. This class should lead to a basis for assessment of clients within the ecological perspective and an information base of developmentally appropriate behavior.

III. PROGRAM GOALS AND COURSE OBJECTIVES

This course addresses the following Social Work Program Goals:

1. To provide learning experiences and opportunities in a variety of settings that develop generalist practice social work knowledge and skills needed to achieve a BSW career objectives and meet client needs.
2. To educate students on the ethical foundation of social work as stated in the NASW Code of Ethics where self reflection on one's own values and the understanding of how they influence relationships is emphasized.
3. To teach generalist practice social work knowledge and skills that prepare students to enhance human well-being and alleviate poverty, oppression, and other forms of social injustice through an understanding of social work history, social welfare policy analysis and development, advocacy, resource development and other social or political actions that promote social and economic justice.
4. Relying on a liberal arts foundation, teach generalist practice social work knowledge and skills that prepare students to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.

5. Engage and require students to develop, use, and critique research for evaluating practice and adding to the knowledge base of the profession.
6. Ensure students have learned to develop and apply assessment, intervention, and evaluation skills differentially based on diversity with a strengths-based perspective from an ecological point of view.
7. Encourage students to understand the ethical requirement of commitment to life-long learning.

Course Objectives

Upon completion of this course students will demonstrate:

1. Knowledge of a variety of theories and research about human growth and development;
2. Understanding of individuals as they develop over the life-span and have membership in families, groups, organizations, and communities;
3. Knowledge of the relationship among human biological, social, psychological, and cultural systems as they affect and are affected by human behavior;
4. Ability to relate important factors of human diversity and oppression in understanding individual behavior and the social environment;
5. Critical examination of one's personal value system in relation to human/environmental problems;
6. Familiarity with research related to human behavior and social environment;
7. Awareness of policy and practice interrelatedness with Human Behavior in the Social Environment.

IV. TEXTS AND REQUIRED READING

Required text:

Newman, B.M., & Newman, P.R. (2009) *Development through life: A psychosocial approach*. (10th ed.). Belmont, CA: Wadsworth.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: A.P.A.

V. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students shall not use cell phones, text message, or play computer games during class. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Students with Special Needs – The Americans with Disabilities Act of 1990 requires that the College provide reasonable accommodations to persons with disabilities as defined by the Act. Students with a disability seeking an academic accommodation must contact the Office of Student Life, 111 Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Course Website: There is a course website through LCSC Blackboard. The site contains all lecture power points, additional resources including links to useful websites, and the study guides for the quizzes. A copy of the syllabus is on the web page and all grades will be posted on the web page.

Textbook Companion Website: The textbook publishers have provided a companion website for students. There are practice questions for each chapter. Some questions on each of the quizzes will be taken from the list of questions provided on the companion website. The link to the website is in your text.

VI. Class Schedule*

Tuesday	Thursday
8/25 Topic: Introduce Course Review Syllabus Course Assumptions Reading: Syllabus Course Objectives: 1-7	8/27 Topic: Biopsychosocial Spiritual Perspective Reading: Chapter 1 Course Objectives: 1,2,3,4,5
9/1 Topic: Life Span & Poverty Reading: Chapter 1 Course Objectives: 2,4,6,7	9/3 Topic: Who Killed Cock Robin? Systems Perspective Reading: pp.73-76 Systems Theory Course Objectives: 1,7
9/8 Topic: What is a theory & what does theory have to do with social work? Reading: Chapter 2 Course Objectives: 1	9/10 Topic: Theory and Research Reading: Chapter 2 Course Objectives: 1,6
9/15 Topic: Evaluating a theory Reading: Chapter 2 Course Objectives: 1, 6	9/17 Topic: Psychosexual Theory (Dr. Freud) Reading: Chapter 3 Course Objectives: 1,2,3
9/22 Quiz 1 – Chapter 1, 2 & 3(pp.42-54)	9/24 Topic: Cognitive Theory Reading: Chapter 3 Course Objectives: 1,2,3
9/29 Topic: Learning Theory Reading: Chapter 3 Course Objectives: 1,2,3	10/1 Topic: Diversity & Cultural Theory Reading: Chapter 3 Course Objectives: 1, 4
10/6 Topic: Social Theory Reading: Chapter 3 Course Objectives: 1,2,3	10/8 Topic: Genetics and Normal Fetal Development Reading: Chapter 4 Course Objectives: 1,2,3
10/13 Quiz 2 – Chapter 3	10/15 Topic: Psychosocial Environment & Culture

	Reading: Chapter 4 Course Objectives: 2,3,4,5
10/20 Topic: Abortion and Case Study Reading: Chapter 4 Course Objectives: 3,4,5	10/22 Topic: Infancy Reading: Chapter 5 Course Objectives: 1,2,3,4,6,7 Assignment Due: Theory Paper
10/27 Topic: Attachment Theory Reading: Chapter 5 Course Objectives: 1,2,3,6,7	10/29 Topic: Attachment Theory Reading: Chapter 5 & posted reading Course Objectives: 1,2,3,6,7
11/3 Topic: Role of Fathers Reading: Chapter 5 Course Objectives: 2,3,4,5,6,7	11/5 Quiz 3– Chapters 4 & 5
11/10 Topic: Toddlerhood – Physical Development Reading: Chapter 6 Course Objectives: 1,2,3	11/12 Topic: Toddlerhood – Emotional Development Reading: Chapter 6 Course Objectives: 1,2,3
11/17 Topic: Toddlerhood Reading: Chapter 6 Course Objectives: 1,2,3,6,7	11/19 No Class
11/24 Thanksgiving Break	11/26 Thanksgiving Break
12/1 Topic: Early School Age Reading: Chapter 7 Course Objectives: 1,2,3	12/3 Topic: Early School Age Reading: Chapter 7 Course Objectives: 1,2,3,4
12/8 Topic: School Reading: Chapter 7 Course Objectives: 2,4,6,7 Assignment Due – Discrimination Paper	12/10 Topic: Pulling it all together
Final Exam Tuesday, 12/15 10:30-12:30	

VII. Class Assignments and Grading

Details about each of these assignments can be found in Part VIII of this syllabus.

<u>Assignment</u>	<u>Points</u>	<u>Course Objectives</u>
Quiz 1	100	1,2,3
Quiz 2	100	1,2,3,4,5,6
Quiz 3	100	1,2,3,4,5,6,7
Final Exam	150	1,2,3,4,5,6,7

Theory Paper	300	1,2,3,4,5,6,7
Discrimination Paper	250	1,2,4,5,6

Grading Scale

A	1000-950 points	C+	819-790 points
A-	949-910 points	C	789-760 points
B+	909-880 points	C-	759-730 points
B	879-850 points	D	729-601 points
B-	849-820 points	F	600 points and below

A comprehensive final examination covering the entire course content will be given on **Tuesday, December 15 10:30-12:30.**

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor at the beginning of the class session unless otherwise arranged. Faxing class assignments is NOT permitted. E-mailed assignments will be accepted only under extraordinary circumstances and the student must receive permission from the instructor prior to emailing the assignment.

2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. The grade on any late assignment will automatically be reduced by 10% per day.

3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no makeup work.

4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.

5. Extra-Credit: There is no extra credit in this course.

Re-writing Assignments:

1. Students may re-write any assignment until they receive the grade they would like to achieve. (This policy does not apply to the quizzes or the final examination.)

2. To take advantage of this option, the original assignment must be turned in on time.
3. The student must make an appointment with the instructor within 7 days of the date the graded paper is returned. At that time a due date for the re-write will be established with the instructor.
4. All re-writes must be completed and submitted by 9:00 a.m. December 16.

Policy Regarding GPA

Social work majors must achieve a minimum of a C- (C minus) in all required social work courses. In the event that a student does not achieve at least a C- in the course, he/she will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 cumulative GPA in social work courses.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student's control. It is the responsibility of the student to request an Incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the next term, excluding summer session. Students who fail to complete the required work will be assigned a grade of "F".

Social Work Program Attendance Policy

Students are expected to attend all scheduled classes. Those students unable to attend a class are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Rare exceptions to this policy may be made at the discretion of the instructor.

Academic Honesty and Plagiarism*

The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

*In addition to action by the professor, all incidents will be reported to the Office of Student Affairs.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the **Writing Center (792-2433)** may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

VIII. Assignments

Theory Paper Due: Thursday, October 22 300 points

The purpose of this paper is to develop skills in applying theories of human behavior to understanding and explaining the behavior of an individual. Select an event in the life of a fictional, historical or living individual. For example, you can use an episode of *The Simpsons* or situation comedy, a character in a current film, a US President or other well known individuals. On pages 76-77 of your textbook is an example of a similar assignment. You may consult additional sources to increase your understanding of a theory but this is not required. If you consult additional sources, be sure to properly cite them in your paper.

The paper is to cover all of the following points:

- Describe the character and situation you will be using

- Summarize the three theories in your own words
- Apply each of the theories to the character and his or her behavior and discuss how the theory explains or interprets the behavior
- Which theory provides the most complete explanation of the character's behavior? Explain
- Discuss one strength and one weakness of each theory.
- How culturally competent is each of the theories?
- Which theory is the most consistent with your own understanding of human behavior? Explain

Format

- Five to seven pages in length
- 12 point type and double spaced
- APA formatting

Grading

75 points - Thoroughness

120 points - Correct application and interpretation of the theories

30 points - Clarity

60 points - Insight

15 points - APA Formatting

300 points total

Discrimination Paper
Due: Tuesday, December 8
250 points

The purpose of this assignment is for you to discuss an experience you or someone close to you had with discrimination or prejudice and to apply content from this course and research to the experience. Once you have decided on the experience you will discuss, locate three (3) peer-reviewed articles on the effects of prejudice or discrimination or the dynamics of prejudice and discrimination. For example if you experienced discrimination as a young child find articles about the effects of prejudice or discrimination on the young child. If the situation is related to racial prejudice, locate articles on racial prejudice or if it is related to mental illness locate articles on stigma or prejudice against people with mental illness.

The paper is to cover all of the following points:

- Introduce the reader to this experience about which you are writing. Describe the details of the incident or situation.
- Describe the developmental stage at which this incident occurred.

- What was your reaction to the discrimination or prejudice? How did you cope with it? Are you still coping with it? Explain.
- Who else was affected by this experience and why?
- Has your view or understanding of this experience changed in any way based on the content of this course? For example, how does the content of this course relate to your experience?
- How has your view or understanding of this experience been affected by reading research on the topic? Explain.
- What conclusions can you draw after having written this paper?
- Be sure to include content from each of the three articles and properly cite them within the paper.

Format

- Six to eight page integrated essay addressing all of the above points
- 12 point type and double spaced
- Proper APA format including proper citations and reference list

Grading

100 points -Thoroughness
50 points - Clarity
20 points - Insight
60 points - Application of course content and research
20 points - APA Formatting
250 points total

BIBLIOGRAPHY