SW 322: Human Behavior in the Social Environment II  
Monday & Wednesday, 10:30-11:45  
Spring 2017

Lewis-Clark State College  
Social Work Program  
Revised: 01/2017

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Office: Expedition Hall 15

Office Hours: Wednesdays 1:30-3:00; Thursdays 1:30-3:00; others by appointment. Please feel free to stop by my office any time.

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will 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. Finally, our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects in the community in which they live by conducting program evaluations and needs assessments through our research sequence, which culminates in a public symposium. (Revised January 7, 2016)

Note: Last day to add class/es or to drop on-line is January 23, 2017; last day to drop class without “W” grade on transcript is January 30, 2017. Last day to withdraw from class/es or college for the semester is April 6, 2017.

COURSE DESCRIPTION  
This course assumes and builds upon the content of SW 321 and focuses the application of that content on the life span of individuals, dynamics of families, and groups. Prerequisites: Psychology 101 and SW 321 or permission of the instructor.
INTRODUCTION AND OVERVIEW

This course is the second of two human behavior courses which deal with research, theories, and concepts of 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.

PURPOSE OF THE COURSE IN THE CURRICULUM

This course is to be an introduction to developmental theories, concepts, and research on the life span. The information is an aid to students in understanding the person in the environment and integrative perspectives in assessing the bio-psycho-social 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 systemically. This class should lead to a basis for assessment of clients within the ecological perspective and an information base of developmentally appropriate behavior.

TEXTS AND REQUIRED READING

Required text:


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 the next 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 messages, 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.

Class Assignments, Grading and Competencies

Details about each of these assignments can be found in the section on assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>EPAS COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>Children’s Media Paper</td>
<td>200 points</td>
<td>Competency 2.1</td>
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<tr>
<td></td>
<td></td>
<td>Competency 4.2</td>
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<td></td>
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<td>Competency 6.1</td>
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<td>Competency 7.1 7.2 7.3</td>
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<tr>
<td>Chapter Assignments (2)</td>
<td>200 points</td>
<td>Competency 2.1</td>
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<td></td>
<td>(100 each)</td>
<td>Competency 3.2</td>
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<td>Competency 4.2</td>
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<td>Competency 6.1 6.2</td>
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<td>Competency 7.1 7.2 7.3</td>
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<tr>
<td>Developmental Paper</td>
<td>300 points</td>
<td>Competency 1.2 1.3</td>
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<td>Competency 2.3</td>
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There will be no final examination for this class.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-950 points</td>
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<tr>
<td>A-</td>
<td>949-910 points</td>
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<tr>
<td>B+</td>
<td>909-880 points</td>
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<td>B</td>
<td>879-850 points</td>
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<td>B-</td>
<td>849-820 points</td>
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<tr>
<td>C+</td>
<td>819-790 points</td>
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<td>C</td>
<td>789-760 points</td>
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<td>C-</td>
<td>759-730 points</td>
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<td>D</td>
<td>729-601 points</td>
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<tr>
<td>F</td>
<td>600 points and below</td>
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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. The grade on any late assignment will automatically be reduced by 10% per day. 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.

3. Only work submitted before the close of the last scheduled class session (May 9, 2017) of the course will be accepted for inclusion in the grade for that semester.

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

Policy Regarding GPA

Social work majors must achieve a minimum of a B- in all required social work courses. In the event that a student does not achieve at least a B- in the course, he/she will be required to retake
the course. Additionally, students must maintain an overall GPA of 2.7 and a 3.0 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.

BIBLIOGRAPHY


Books.


### CLASS SCHEDULE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>CLASS SCHEDULE**</th>
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<tbody>
<tr>
<td>1/16</td>
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<tr>
<td>No Class</td>
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<td>Martin Luther King Jr. Day</td>
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<tr>
<td>1/18</td>
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<td>Review Syllabus</td>
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<td>Topic: Chapter 7 - Early Childhood Developmental Themes (pp. 302-4)</td>
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<td>1/23</td>
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<tr>
<td>Topic: Early Childhood</td>
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<td>1/25</td>
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<td>Topic: Early Childhood</td>
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<tr>
<td>Reading: Chapter 7 – Psychological Dimension (pp. 307-332)</td>
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<td>1/30</td>
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<td>Reading: Chapter 7 – Social Dimension</td>
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<tr>
<td>Topic: Middle Childhood</td>
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<td>Reading: Chapter 8 – Developmental Themes</td>
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ASSIGNMENTS

Due dates for assignments are listed in the class schedule
Please note: Papers with incorrect APA formatting, grammar, and/or spelling errors will be returned ungraded.

Child Development Media Paper

Select one of the following Children’s Programs and watch 2 episodes:
- Mr. Rogers
- Sesame Street
- Sid the Science Kid
- Word World
- Zooboomafoo

The paper is to cover the following points:
- Briefly describe content of the two episodes (1 paragraph for each episode)
- For what developmental age group is the program appropriate? Explain using material from the textbook and lectures to support your points.
- Using the appropriate age group discuss how the program facilitates or inhibits the accomplishment of the developmental tasks associated with the stage.
- Does the program facilitate the resolution of Erikson’s developmental crisis associated with the age group? Explain.
- Select any two of the following diversity issues: gender, race, class, ethnicity, culture, family structure, and/or spirituality. What messages are conveyed about human diversity in the program? If the program does not adequately address the issue of diversity, how would you include it in the program?
- What messages are conveyed about varying physical abilities? If this is not adequately addressed in the program, offer suggestions about how you would modify the program to convey a positive message about diverse physical and mental abilities.
• What does the program teach about roles and relationships between adults and children?
• As a parent would you allow your child to view the television program? Why or why not?

Format
• Six-eight pages in length
• 12 point type and double spaced APA Format – References need to include the name of the television program properly cited as well as correct citations when using content from the textbook and/or course lectures

Grading
75 points – Thoroughness
75 points – Application of course content
25 points – Clarity
25 points – Insight
200 points

PEER LEARNING PRESENTATION
Presentation Date: As Assigned - 100 points

Students will be randomly placed in groups of two or three students and will be assigned a specific chapter, topic, and class session. The material should supplement information from the textbook and lectures and not repeat existing material. Presentations should be 15-20 minutes in length. Create a one- to two-page handout out on your topic. You have the liberty of teaching the topic in any manner you view as applicable. This could include a power point presentation, use of media, individual or group activities, etc., or all of the above. BE CREATIVE, dynamic and think outside the box! Social workers are often called upon to do trainings in and out of their agency settings.

Grading:
• Accuracy of information: 40 points
• Thoroughness: 30 points
• Creativity: 30 points
• Total: 100 points

CHAPTER ASSIGNMENTS
100 Points each

There will be 2 chapter-related assignments for Chapters 9 and 11. These assignments will take the form of open book assignments and may require additional resources to successfully complete the assignment. The questions for the assignment will be distributed no later than one week prior to the due date. These assignments will use a variety of formats and potentially be in class activities or group projects.

THE DEVELOPMENTAL PAPER
300 Points

The purpose of this assignment is to apply two theories of human behavior to your own current stage of development. You are to apply Erikson’s Psychosocial Model and then select one other theory from the
following theories: psychosexual, social role theory, gender role theory, or a theory of moral development (Kohlberg or Gilligan). You may use the textbook as the source of information for the psychosocial model being sure to correctly cite these references. For the second theory locate at least 5 peer-reviewed articles on that theory. Integrate the information from the peer-reviewed articles into the body of the paper. As these papers are highly personal reflections, all information in the paper is confidential and the instructor will treat the paper accordingly. I do not expect students to “tell all” but rather consider what is appropriate to share with your instructor.

Using the textbook identify your current psychosocial stage of development and address the following points in an 8-10 page essay using correct APA formatting:

- Apply the psychosocial model to your current stage of development.
  - Discuss how you are experiencing each of the developmental themes associated with the stage.
  - Discuss your resolution of the psychosocial crisis.
- Briefly discuss the key elements of the second theory and apply these elements to your current level of development.
- What are the similarities and differences between the two models in explaining your current situation?
- Which model do you believe more realistically reflects who you are at this point in your life? Explain.

The paper will be graded as follows:
- Quality of research: 50 points
- Thoroughness: 50 points
- Application of theories: 75 points
- Insight: 50 points
- Depth and detail: 75
- Total points 300

LIFE SPAN AND ELDER PAPER
200 Points

The purpose of this assignment is to discover the good news about getting older and to gain increased knowledge about ageism and its effects on older adults.

The assignment consists of two parts:
- Interview - Students are to interview an individual who is 70 years of age or older. It can be a friend, relative, or resident you are visiting in a nursing home. If you do not feel you have access to an older adult, the instructor will provide you with a name and phone number.
  a. Ask about the advantages or good news about being their current age.
  b. Ask about one of the developmental tasks associated with the age group.
  c. Ask about the psychosocial crisis associated with the age group.
  d. Ask about experiences or observations of attitudes toward older adults.
- Review of the literature
a. Locate one article from peer-reviewed literature that reflects the strengths of older adults or some other positive aspect of aging.

b. Locate one article from peer-reviewed literature that discusses research on ageism or ageist attitudes in our culture.

Paper – 6-7 pages in length – APA format

- Summarize the interview by discussing the following: (4 pages)
  a. The good news or advantages of their age.
  b. The developmental tasks.
  c. The psychosocial crisis.
  d. Perception of ageist attitudes.

- Summarize and cite each article and link something in the article to information you received from the interviewee. (2 pages)

The paper will be graded as follows:

- Application of Course Content: 75 points
- Thoroughness: 75 points
- Diversity: 25 points
- Insight: 25 points
- Total points: 200