SW321: Human Behavior in the Social Environment I
Fall 2017

Lewis-Clark State College
Social Work Program
Revised 8/2017

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OFFICE HOURS: Tuesday 11-3, or by appointment

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. Drawing on 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 inclusion of non-traditional aged, 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.

Note: Last day to add class/es or to drop on-line is August 25, 2017; last day to drop class without “W” grade on transcript is September 1, 2017. Last day to withdraw from class/es or
College for the semester is **November 9, 2017**.

**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, English 102 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. EPAS Competencies and Practice Behaviors (Expected Learning Outcomes) Met in Course**

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) establishes 10 Core Competencies and 41 Practice Behaviors that social work students are expected to
meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

**Education Policy 2.1 – Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are ten Core Competencies and 19 Practice Behaviors that are linked to course content and assignments. Core competencies and practice behaviors are also the learning objectives for this course.

2.1.1 Identify as a professional social worker and conduct one accordingly

  c. Attend to professional roles and boundaries

  e. Engage in career long learning

2.1.2 Apply social work ethical principles to guide professional practice

  a. Recognize and manage personal values in a way that allows professional values to guide practice

  c. Tolerate ambiguity in resolving ethical conflicts

2.1.3 Apply critical thinking to inform and communicate professional judgments.

  a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

  b. Analyze models of assessment, prevention, intervention & evaluation

  c. Demonstrate effective oral & written communication in working with individual’s families, groups, organizations, communities, and colleagues

2.1.4 Engage diversity and difference in practice
a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

c. Recognize and communicate their understanding of the importance of differences in shaping life experiences

2.1.5 Advance human rights and social and economic justice

a. Understand the forms and mechanisms of oppression and discrimination

2.1.6 Engage in research-informed practice and practice-informed research

b. Use research evidence to inform practice

2.1.7 Apply knowledge of human behavior and the social environment

a. Utilize conceptual framework to guide the process of assessment, intervention, and evaluation

b. Critique and apply knowledge to understand person and environment

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

a. Analyze, formulate, and advocate for policies that advance social well-being

2.1.9 Respond to contexts that shape practice

a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, emerging societal trends to provide relevant services

2.1.10 Engage, assesses, intervene, and evaluate with individuals, families, groups, organizations and communities

a. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities

d. Collect, organizes, and interprets client data

e. Assess client strengths and limitations

g. Select appropriate intervention strategies
VI. TEACHING METHODS/CLASS CLIMATE

The primary teaching approach in this class will be collaborative learning via online and classroom delivery. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in schedule and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule. There is NO makeup assignments allowed.

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. 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.

VII. Class Schedule:

Clarification: Students are responsible for the readings and videos assigned BEFORE class begins on the date listed. Experiential learning activities and class discussions will be based on the assigned reading. At the end of each chapter is an overview, summary, and key terms. This material will form the study guide for exams.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>August 23</td>
<td>Syllabus/Intros</td>
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<td>2</td>
<td>August 29</td>
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<td>Ch. 1</td>
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<td>3</td>
<td>September 5</td>
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<td>Ch. 1</td>
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<td>Quiz 1 Due</td>
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<td>4</td>
<td>September 12</td>
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<td>Ch. 2</td>
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<td>5</td>
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<td>Ch. 3</td>
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<td>8</td>
<td>October 10</td>
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<td>9</td>
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<td>10</td>
<td>October 24</td>
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<td>Peer Learning Presentation</td>
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<td>October 31</td>
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<td>Ch. 5</td>
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<td>11</td>
<td>November 7</td>
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<td>Ch. 5</td>
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<td>Quiz 5 Due</td>
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<td>12</td>
<td>November 14</td>
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<td>Peer Learning Presentation</td>
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<td>13</td>
<td>November 21</td>
<td>Thanksgiving Break</td>
<td>No Assignments</td>
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<td>14</td>
<td>November 28</td>
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<td>Theory Presentations</td>
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<td>15</td>
<td>December 5</td>
<td></td>
<td>Theory Presentations</td>
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<tr>
<td>16</td>
<td>December 12</td>
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<td>Finals Week</td>
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**Assignments:**

1. Written Assignments must be completed by the date noted on the assignment outline.

2. Assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Assignments are due by 11:59 p.m. Pacific Standard Time via Blackboard on the
date due. Late assignments will not be accepted. 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 the assignment will automatically be reduced by half a grade per day that assignment is late.

3. 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.

4. Extra-Credit: If offered, this credit, if earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

5. Attendance will be calculated in this class by instructor.

No assignment will be accepted if late by 7 or more days. All papers and tests should be kept until the end of the semester and the final grade has been assigned. You can expect me to be prepared and ready to teach class. It is your responsibility to discuss any concerns regarding the course, assignments, or grades with me at the initial time the concern is experienced. If circumstances arise which affect your ability to complete assignments or attend to class activities, it is expected that you will contact me as soon as possible to discuss the situation.

**READING**

Required Reading: Students are expected to complete all reading prior to class. At points in the semester, materials will be placed on Blackboard. It is the responsibility of the student to ask questions when assignments are not clear or if questions arise about the module activities.

**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 instructors 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.

Policy Regarding GPA

Students may apply for admission to the Social Work program when:

1. Students have completed 30 credits of the General Ed core including Math 123 and English 101.

2. Students have completed SW140/240 (Intro to Social Work) and SW241 (Generalist Practice) with a B- or better in each course.

3. Students have achieved a minimum overall cumulative college GPA of 2.5.

4. Students must maintain a cumulative Social Work GPA of 2.7 (It is expected that students earn a B- or better in the Social Work practice courses: SW341 (Micro), SW342 (Mezzo), and SW443 (Macro) to apply to and remain in the program.)

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 assign 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 participate in all scheduled weeks. Those students unable to participate are responsible for all work and class material. Attendance is taken weekly, it is required you do not miss more than two classes throughout the semester in all social work courses. Do not come to class late, which is a disruption to the professor and peers.
**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 instructor, all incidents will be reported to the Office of Student Affairs.

**Professional Writing Standards:**

All printed work submitted to this instructor 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.
**Communication:**

In social work it is preferred and taught to speak directly to the person you are having challenges with prior to speaking to others. This should be utilized with your professor as well as your classmates.

**2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

**Technology Use:** There is not texting, or web browsing allowed in the classroom. There may be times you are asked to use technology to research a topic or work in a group. You may take notes on technology and read textbooks only. You must have the professor opinion to record lectures.

**Behavior:** As developing social workers it is expected you utilize and practice the code of ethics while in the program as well as the classroom. Please demonstrate respect to everyone, no side talking, interrupting, etc. If you are as disruption to the classroom you will be asked to leave.

**2.01 Respect**

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.
IX. Participation and Assignments

Assignment 1: Quizzes – 250 points

There will be 5 quizzes which will incorporate all lectures, assignments, discussion, exercises, and readings. The quizzes will include multiple choices, true/false and short answer essay questions. Quizzes can be found on blackboard on the date specified in the course outline.

Assignment 2: Attendance and Participation - 300 points

Assignment 3: Theory Project - 200 points

Select a fictional character from literature, film, or television and apply one of the following theories to assist in the understanding of the character’s behavior:


In addition to material in the textbook, power points, and class handouts, the assignment requires five (5) peer-reviewed articles on the chosen theory from the academic literature. The paper should be 7-8 pages in length (this does not include title page, abstract, or references). All material must be in the student’s own words; therefore, there should be no direct quotations in the paper. Paper may have no more than five (5) citations from the textbook or class notes. The paper is to be written in proper APA format using correct citations and references. The paper should address all the following points:

- Briefly summarize your chosen character. (1-2 paragraphs)
- Explain and apply a minimum of five major concepts of the theory to the character’s behavior. Support your application with behavioral descriptions of the character. (2-3 pages)
- How does the theory increase our understanding of the character? (2 pages)
- Evaluate the theory using the five questions presented in class and contained in the power points on Evaluating Theory. (2-3 pages)
- What components of human behavior does the theory fail to address? (2-3 paragraphs)
Grading

- Quality of research, APA, grammar 50 points
- Application of theory 50 points
- Thoroughness, Insight and understanding 50 points
- Presentation 50 points (summary of paper)

The paper should address the following points:

- Apply four major concepts of each theory to the character’s behavior. How do these concepts increase the understanding of the character?
- What are the similarities and differences between the two theories with regard to understanding the character’s behavior?
- What components of human behavior does the theory fail to address?
- Which theory does a more effective job of explaining the character’s behavior?

Assignment 4: Human Behavior Research - 100

1. Prenatal care has been shown to reduce birth defects and low birth-weight. For further information, you could go to read information put out by the March of Dimes. Use the Position Paper Form and write a paper on your position on a factor that might help reduce birth defects.

2. Research cross-cultural (at least 3) variations in pregnancy, labor, and delivery procedures. What is involved in prenatal medical visits?

3. In the United States what are the stages of labor? Describe the birthing process. Why do the physicians put the baby on the mother’s chest? What procedures do the medical personnel do immediately after birth?

4. View the video clip of the ultrasound (posted on the website.) What do you see? Describe it in your own words.

5. Go to your text and read what the researchers and theorists have to say about pregnancy and what it means for individuals in various stages of the life span. Summarize it for the paper.
6. In addition to material in the text and class handouts, the assignment requires five (3) peer-reviewed articles from the academic literature related to topics above.

**Assignment 5: Peer Learning Presentation - 100 points**

Students will be randomly placed in groups and assigned a specific topic. Groups are responsible for teaching the class about the topic. The presentation material should supplement information from the textbook and lectures and not repeat information. Presentations should be 15-20 minutes in length. In addition to the presentation, create a one or two-page handout 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 the above. BE CREATIVE, dynamic, and think outside the box! (Rationale for the assignment: Social workers are often called upon to do trainings in and out of their agency settings.)

Grading: (Each person in the group will receive the same number of points.)

Accuracy of information:  40 points

Thoroughness: 30 points

Creativity: 30 points

Total: 100 points

**Assignment 6: Weekly Journal – 150 points**

Each week just answer the question: “What stood out to you in your learning, what made sense, what did not? How will I use it? What questions do I still have?

This is just your journal, it is private between instructor and student, and is done weekly.

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>EPAS</th>
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<tbody>
<tr>
<td>Quizzes (5)</td>
<td>250 points</td>
<td>EPAS 2.1.7a, 2.1.7b</td>
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<td>Theory Project</td>
<td>200 points</td>
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<td>EPAS 2.1.2a, 2.1.3a, 2.1.4a, c, 2.1.7a, b, 2.1.8a</td>
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<tr>
<td>Peer Learning Presentation</td>
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<td>Weekly Journals</td>
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IX. Selected Bibliography


