

Lewis-Clark State College- Coeur d'Alene
SW 321: Psychological Basis of Behavior
Fall 2009 - 3 Semester Hours Credit
The class meets in HP 215 on Wednesdays 12:30-3:00

Instructor: John R. Seaman, M.S.W., Ph.D., M.B.A.

Office: 1000 W. Hubbard, Suite 142

Phone: (208) 292-2678

e-mail: jrseaman@lcwarriormail.com

Office Hours: Wednesday and Friday afternoons. 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. 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, strengths based perspective, the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice with all populations, particularly the oppressed and at-risk members of society.

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.

I. COURSE DESCRIPTION AND OVERVIEW

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. This course provides the knowledge and theory base for movement into the upper division practice courses and into HBSE II.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

Much of our knowledge base about individuals, groups, families, and communities is developed through courses in anthropology, sociology, psychology, biology, political science and economics. Social work generalist practice builds on this knowledge and entails the steps of assessing the client, planning an intervention strategy, implementing the intervention with the client, evaluating each step in the process, terminating appropriately, and following-up with the client and referral sources where needed. To assist the social work student in acquiring a framework for social work practice, we approach the generalist practice model from an ecological systems thinking perspective. This sequence of courses in Human Behavior and Social Environment takes a person-in-environment focus on individuals as they develop over the life span and are part of and influenced by the interactive relationships with families, groups, communities and institutions and the influence of diversity in terms of ethnicity, race,

class, sexual orientation and culture in our pluralistic society.

III. COURSE OBJECTIVES

Course Objectives

Through the measurements of class discussion, exams, and class exercises 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 relationships 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 values of the profession
6. Awareness of policy and practice interrelatedness with Human Behavior and Social Environment.

IV. TEXTS AND REQUIRED READING

1. Newman and Newman (2008) *Development Through Life*, 10th Ed. Belmont, CA: Wadsworth Cengage Learning. ISBN: 0495506524
iChapters.com
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

V. TEACHING METHODS/CLASS CLIMATE

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 are also evaluated on their personal and professional behavior or conduct in class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Use of lap-tops and cell phones: It is permissible to use laptops during class discussions, but not during exams. In addition, it is considered unprofessional behavior to use the computer for other than taking notes during lecture/discussion periods. Use of the Internet, checking emails, Facebook, or other non-class related activities during class will result in a reduction of your final grade by 5 points for each occurrence. Cell phones should be turned off or set for vibrate during class if an urgent call is expected. If you do need to respond to a message during class, please leave the classroom.

Disabilities: The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

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.

SPECIAL ACCOMMODATION:

If you need course adaptations or accommodations because of a disability, if you have a medical condition that will effect your performance or attendance, if you need special arrangements in case the building must be evacuated, please share that with me during the first week of class.

Call me at 292-2678 or Email me at jrseaman@lcmail.lcsc.edu

VI. Class Assignments and Grading Procedures

Deadline for Submission of Class Assignments

Classroom assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.

Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may request permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grade will automatically be reduced by 10% per day. No extra credit points are given.

Illness and emergencies can occur on occasion. For this reason, emergencies can be accommodated so that you will not lose all the points for an assignment or exam, but there will be reductions in the total points you can earn. Rather than giving a zero for missing a paper or exam, there are ways to regain most of the points. When circumstances prevent you from taking an exam on time, there is a 10% deduction from you total score for taking the exam late. If you are more than a few days late taking an exam, your professor has to write a make-up exam so arrangements will have to be made to take this exam. There is a 10 point deduction from your score for taking a make-up exam.

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 5 workdays 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 make-up work.

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.

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 be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. Students should have 75% of the course work completed in order to qualify for an incomplete. It is the responsibility of the student to request, in writing an Incomplete prior to 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 fourth week of classes in the next term, including summer session. Students who fail to complete the required work by the agreed upon date, will be assigned a grade of "F".

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The University expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. 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 Student the Director of the Social Work Program.**

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.). 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. All work must be completed in 12 font preferably Times New Romans style.

Note: 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.

A. Student evaluations in this course consists of four major areas:

1. Exams which are noted in the Class Schedule
2. Written assignments
3. Classroom participation. See explanation below.

1. Exams: There will be an exam on each chapter assigned in the text book. These exams will be in-class, closed-book exams. The number of points for any given exam will vary depending on the complexity of the chapter and on the type of exam (essay and/or objective). The exam will include material brought up in class by the professor or students.

There may be a final exam for this class which will consist of selected questions taken from chapter exams earlier in the course.

2. Written Assignment: Discrimination Paper

Discrimination Paper
Due: Tuesday, December 8
75 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

20 points -Thoroughness
 10 points - Clarity
 10 points - Insight
 25 points - Application of course content and research
10 points - APA Formatting
 75 points total

3. Classroom participation: 5 points can be lost for failing to participate in any given class. Participation requires being present in the classroom during the whole class session, being prepared for class, and answering questions based upon the readings. If you are not present at whatever time roll is called, you will be counted as absent.

Participation is included in your evaluation for two important reasons: **One**, when you are not present, the class is diminished by not having your ideas, your presence, and/or your influence on our thinking. **Two**, being in class also expresses your interest in the class and your ability to conduct yourself in a professional manner.

Participation also exemplifies your commitment to the work to be done and your professionalism which is so important to your future employers. **Three**, research on class attendance and employment has shown that your attendance in class is highly correlated with your attendance on the job. As a professional program, Social Work faculty must make assessments about your readiness to enter the field at the professional level.

A Further Note About Class Attendance: The student is expected to attend all class sessions for this course. If greater than 30% of the classes are missed, the grade for the course becomes and automatic “F.”

Calculation of Grades

Because of the variety of assignments and exams, no extra credit points are given.

Calculation of Final Grade

Assessment of the quality and quantity of student work will be made on the basis of the exams, class participation and any other assignments made during the course. The total scores will be determined as a percentage of the total points available as follows:

| | |
|------------------|-------------|
| 95-100% | = A |
| 90-94% | = A- |
| 85-89% | = B+ |
| 80-84% | = B |
| 75-79% | = C+ |
| 70-74% | = C |
| 65-69% | = C- |
| 60-64% | = D |
| Below 60% | = F |

You can always determine what your grade is at any time by using the same formula as your professor:

Total points earned/total points possible = %

REFERENCE LIST

The following resources are suggested in order to provide the student with supplementary material which can explain or elaborate on concepts used in this course:

- American Psychiatric Association. (1994). Diagnostic and statistical manual of mental disorders TR (4th ed.). Washington, D.C.: American Psychiatric Association.
- Bronfenbrenner, U. (1989). *Ecological systems theory*. In R. Vasta (Ed.) Annals of child development: Vol. 6 Theories of child development: Revised formulations and current issues. Greenwich, CT: Jail Press.
- Brooks, W. (1986). Human behavior/social environment: Past, present, future or folly? Journal of Social Work Education. 22, pp. 18-23.
- Foster, R., Hunsperger, N. & Anderson, J. (1989). Family-centered nursing care of children. Philadelphia: Harcourt, Brace, Jovanovich.
- Gerhart, U., Brooks, A (1993). The social work practitioner and antipsychotic drugs. Social Work. 28, pp. 454-460.
- Germain, C.B., Gitterman, A. (1987). Ecological perspective. In Anne Minahan (Ed.) Encyclopedia of social work (18th ed.) Silver Springs: NASW pp. 488-499.
- Harmon, R.R., & Blieszmer, R. (1990). Filial responsibility expectations among adult child-older adult parent pairs. Journal of Gerontology: Psychological Sciences, 45 110-112.
- Johnson, H., Atkins, S.P. Battle, S.F., Hernandez-Arata, L., Hesselbrock, M., Libassi, M.F., Parish, M.S. (1990). Strengthening the "Bio" in the Biopsychosocial Paradigm. Journal of Social Work Education. Spring/Summer. pp. 109-123.
- Macht, M.W., & Ashford, J.B. (1991). Introduction to social work and social welfare. New York: Merrill/Macmillan Publishing Company.
- Menconi, P., Peace, R., Coleman, L. (1989). Family: Living under the same leaky roof. Serendipity House.
- Meyer, C.H. (1988). The Eco-systems perspective. In R.A. Dorfman (Ed). Paradigms of clinical social work. New York: Brunner/Mazel, pp. 255-294.
- Sigelman, C.K., & Shaffer, D.R. (1991). Life span development. Pacific Grove: Brooks/Cole.
- Williams, J., Karls, J., Wandrei, K. (1989). The person-in-environment (PIE) system for describing problems of social functioning. Hospital and Community Psychiatry, 40, 1125-1127.