

Social Work 321.60 & 321.61
Human Behavior in the Social Environment I



Instructor Information

Instructor: Marti Reese, MA, MSW, LCSW

Instructor email: mlreese@lcsc.edu (BEST method of contact)

Campus Office: Expedition Hall Room 16

Office Hours: Wednesdays 12-1 and by appointment

Class Location: Online/Canvas LMS

Course Description

This course is the first 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 a knowledge base from the Liberal Arts core in biology, psychology, political science, economics, sociology, and anthropology. 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 underpinning social work practice.

Pre-requisite: Psychology 101 or permission of the instructor.

Purpose of the Course in the Curriculum

This course is an introduction to developmental theories, concepts, and research on the beginning of the life span. The information is an aid to understanding the person in the environment and methods for 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 while being mindful of how diversity informs our assessments and interventions in the field of social work. This class should provide a basis for assessment of clients within the ecological perspective and an information base of developmentally appropriate behavior.

Expected Learning Outcomes

- Understand the application of the Biopsychosocial model when assessing clients
- Improve critical thinking skills as they apply to assessment, theory analysis, and research
- Have a basic understanding of some well-known developmental theories and research applied to assessment work in clients from birth to childhood
- Analyze and critique theoretical frameworks in the context of social work practice
- Engage in research and writing to improve professional writing skills
- Experience collaboration with colleagues in other fields

- Explore cultural differences in diverse populations and gain some understanding of the importance of cultural competence in social work practice
- Gain assessment skills that utilize good research, boundaries, critical thinking, and social work ethics

Technology Requirements

You will need reliable access to the internet, a word processor, web browser (to use Canvas) and email to succeed in this course. Please be sure you have all equipment necessary for typing, printing, and emailing required assignments.

Canvas LMS: Coursework, lectures, and other class activities such as discussion boards will be handled through Canvas, so please become familiar with the Canvas features and its help desk.

Texts and Required Reading

Required texts:

- Ashford, J.B., & LeCroy, C.W. (2018). *Human behavior in the social environment: a multidimensional perspective* (6th ed.). Belmont, CA: Brooks/Cole.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: A.P.A.
- Other readings as assigned

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 within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment and strengths-based perspectives. Through courses, internships, and student service activities the program prepares graduates to:

- Provide competent services to promote social and economic justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry and program evaluation.

(Revised February 2022)

Core Competencies and Practice Behaviors

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 EDUCATIONAL AND POLICY ACCREDITATION STANDARD (EPAS)** establishes 9 Core Competencies and 31 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.

Teaching Methods and Class Climate

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through online discussion, posted lectures, reading material, and media presentations. You will be required to participate in pairs and group work as directed—it is up to you to follow through and manage communication with your partner(s). Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in modules on Canvas. Although a calendar is included with this syllabus, be sure to check Modules and Announcements in Canvas for the most accurate assignment descriptions and deadlines.

Your classroom participation will consist of weekly postings and responses to the Discussion Board for this class on Canvas. These discussions will generally be centered around assigned reading, lecture notes, and assignments we are working on in class. Frequent missed posts or other unprofessional online behavior is likely to result in a lowered grade. While we will not always be formal in our online classroom, you are expected to behave in a manner consistent with a developing professional.

Students are also evaluated on their personal and professional behavior or conduct as described in the [BSW Handbook](https://www.lcsc.edu/media/7425714/social-work-student-handbook.pdf) (https://www.lcsc.edu/media/7425714/social-work-student-handbook.pdf). Please refer to the Handbook for further clarification.

Because of our commitment to social and economic justice, we are open to hearing all views and, when discussing politically charged subjects, all perspectives will be considered with a focus on critical thinking. Students are expected to be respectful of the opinions of others and willing to practice civil discourse.

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. Please see [LCSC's Diversity Commitment](https://www.lcsc.edu/diversity) Full URL: (https://www.lcsc.edu/diversity).

Attendance

Students are expected to attend all scheduled classes. Because this class is conducted online, this means that your weekly posts are equivalent to physical class attendance. Missing more than 2 of the weekly posts is considered excessive and may result in the reduction of your final grade by one letter grade (e.g., an A becomes a B). **You cannot make up missed posts or attendance once the deadline has passed, unless you have contacted me and made arrangements in advance.**

In order to received credit for attendance, you must post something related to the discussion board prompt on the discussion board each week. The number of points you receive for your posts count

as your participation grade. To receive full points for participation, you must follow all discussion board guidelines and respond to all questions/directions provided in the prompts. Please pay attention to discussion prompts and respond to them appropriately.

An important goal of social work education at LCSC is to prepare you for the challenging and rewarding jobs you will get when you graduate. Learning and developing your professional behaviors or “professionalism” is one important part of this preparation. Attendance and participation are necessary for you to learn about skills and professional behaviors in social work, but they are also a way for you to practice them.

Professional Social Workers are expected to be on time, present, engaged, and prepared when working with clients. Therefore, as a social work student you are expected to be on time, present, engaged, and prepared when taking classes (including online), participating in volunteer service, attending a practicum, or taking part in activities at LCSC. (In this class, this applies to you even if you are not a social work major!)

Announcements & Email

The Announcement feature on Canvas is a vital tool I will use for this class. I will frequently use it to provide feedback and updates for the class, so pay attention to both Announcements on Canvas and any messages from me via your LCSC email. **You are responsible for any information provided in Announcements or through email** so I recommend that you check each one daily.

Professional Writing Standards

One of the things you will be developing through your college career is your writing skills. If you struggle with writing, it is your responsibility to seek out and utilize resources such as the writing lab and campus writing tutors. For this class, all printed work submitted should be prepared in accordance with the *Publication Manual of the American Psychological Association* (7th Ed.) unless otherwise noted in the assignment. Therefore, allow sufficient preparation time for proofreading, correction of errors, and peer review as needed.

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 with misspellings and other editing problems will be graded down on this basis alone. All work must be completed in 12-point font, preferably Times New Roman or a similarly readable style.

Academic Honesty and Plagiarism

Students share with the faculty the responsibility for academic honesty and integrity. The College 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 Student Code of Conduct, in whole or part, could result in an “F” grade for the course. Please review information available online about the [Student Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct) (https://www.lcsc.edu/student-affairs/student-code-of-conduct). For information related to plagiarism and cheating, pay special attention to the section on [Academic Dishonesty](https://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct) (https://www.lcsc.edu/student-affairs/student-code-of-conduct/prohibited-conduct).

In addition to action by the professor, all incidents may be reported to Student Affairs.

Please see “Tips for Class Success” (in Module 1 on Canvas) for more information. You will be held responsible for knowing/understanding all information provided, so be sure to ask questions if you have any.

Incompletes

Students are expected to complete all work according to the expectations outlined in the syllabus and on assignments. Incompletes are not granted automatically. A grade of “T” may be assigned only in rare cases of serious illness, accident, or other catastrophic occurrences beyond the student’s control and only if the student has completed at least 80% of all coursework. It is the responsibility of the students to request an incomplete grade from the instructor before the end of the term. Incompletes will be granted at the teacher’s discretion. All work must be completed by the deadline specified by the instructor; otherwise the grade will become an “F.”

Shared Agency and Client Information

In the classroom and/or assignments, 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 NASW Code of Ethics.

Disability Accommodations

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides reasonable accommodations to eligible students who experience barriers in the educational setting due to learning, emotional/mental, physical, visual, or hearing disabilities. Instructors will provide accommodations to students only after having received a Letter of Accommodation from the Student Counseling Center: Disability Services. If a student would like to request accommodations, he or she must contact the Student Counseling Center: Disability Services so that a Letter of Accommodation may be sent to the instructor. Students requesting accommodations must contact the Student Counseling Center: Disability Services at the beginning of each semester, 208-792-2211.

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.

Assignment Policies, Descriptions, and Grading Scale

Deadline for Submission of Assignments

Last minute emergencies often occur because students don’t keep up on day-to-day tasks/homework. This is not grounds for flexibility on my part. Please keep up on class activities and talk to me early and often if you are struggling. If we make different arrangements in advance, many policies can be negotiable, depending on your situation.

Assignments are due as scheduled by the instructor.

Generally, you have an entire week or more to complete assignments, so if you struggle with deadlines, be sure you are getting your work done early. However, some specific policies regarding specific types of assignments are outlined below.

Discussion Boards: To receive attendance credit for the week, you **MUST** do at least an initial post on the discussion board before the due date. (I recommend you review the policy on attendance to understand the full impact of losing attendance credit.)

To receive full points on the Discussion Board, you must respond to at least two peers in each discussion. You cannot respond to peers until you have posted your initial discussion. Posting a blank discussion in order to open the board so you can see what everyone else posted will result in a zero for your Discussion Board points that week. If you accidentally post a blank discussion, email me right away. I will let it slide the first time as long as you email me, but if it happens again, you will receive a zero.

Case Studies & Papers: I will accept case studies and papers as long as I haven't finished grading the assignment for your particular section of the class. Anything that comes in after I've posted grades will be considered late and receive 0 points.

Collaborations: You will have an opportunity later in the semester to collaborate on a project with nursing students. This will require that you respond quickly and behave professionally with whomever you are paired. Please reach out to me right away if you are having problems with any group or collaborative work. I will help you and your colleagues resolve whatever barriers are in the way.

Assignment Descriptions: Detailed assignment descriptions are available on Canvas.

Extensions: You are welcome to talk to me about issues that you know of in advance and, when possible, I will accommodate your needs. This may include asking you to do assignments in advance rather than turning them in late. In most cases, you are better served to just **do the best you can and get an assignment in on time** than to ask for an extension.

Rewriting Assignments

Rewrites are only allowed if it is part of the original assignment structure or if the instructor asks you to re-do an assignment you turned in on time but did not do correctly. This is entirely at the discretion of the instructor. Points awarded for rewrites and due dates are at the discretion of the instructor as well.

If you want assistance on writing assignments, please do not hesitate to meet with me or utilize other resources on campus such as the [LCSC Online Writing Lab](http://www.lcsc.edu/writing-center/distance-students/) (http://www.lcsc.edu/writing-center/distance-students/) or other available online writing labs such as the [Purdue OWL](https://owl.purdue.edu/owl/purdue_owl.html) (https://owl.purdue.edu/owl/purdue_owl.html).

Assignment Changes

I will highlight any changes in assignments that occur ASAP, so be sure to **check your Announcements on Canvas daily**. Also, it is a good idea to review the official assignment description posted on Canvas (where you turn in the assignment). If you have any questions or notice any discrepancies, please be sure to let me know!

Assignments

Assignment	Points
Quiz: Class Tips & Syllabus	25
Discussion Boards & Participation	15 x 15 = 225
Assessment Practice Assignment	50
Article Summary Assignment	50
Paper 1: Exploring Theory Draft	50
Paper 1: Exploring Theory Final	100
Paper 2	150
Chapter Case Studies (Covering Chapters 3-5)	3 x 50 = 150
<u>Nursing Collaboration Project</u>	Total = 100
Interview	25
Project	50
Reflection	25
Diversity and Difference Reflections	5 x 20 = 100
Total	1000

Grading Scale

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
F	59.9% and below

Tentative Class Schedule

You are responsible for the reading assigned; please read/review all class material for each Module in Canvas. Supplemental materials as well as to do lists are in each Module on Canvas, so the calendar below just provides an overview and may not always reflect the most up-to-date information.

If you are in an online class, Discussion Boards are due EACH WEEK. They are not on this calendar, but they can be found in the modules and under “Discussions” on Canvas.

Chapter readings assigned are from the class textbook (*Human behavior in the social environment: a multidimensional perspective*) unless otherwise noted.

Date	Topics	Assignments
1 August 22	Syllabus/Class Intro Assignments this semester Why study HBSE?	<ul style="list-style-type: none"> • Read: Syllabus, Class Tips & Expectations • Read: Chapter 1 • Quiz: Class Tips & Syllabus
2 Aug 29	Chapter 1	<ul style="list-style-type: none"> • Read: Chapter 1 • Paper #1 Draft Assigned • Due: Chapter 1—Diversity and Difference Reflection (DDR)
3 Sept 5	Chapter 2 Multi-Dimensional Framework and Critical Inquiry	<ul style="list-style-type: none"> • Read: Chapter 2 • Review Assessment Practice Assignment
4 Sept 12	Chapter 2 The 4 Ps in the Biopsychosocial Model	<ul style="list-style-type: none"> • Read: Chapter 2 • Due: Chapter 2—DDR • Review Article Summary Assignment
5 Sept 19	APA 7 th ed Chapter 4 “Social Work and Self-Determination...” Article (for Article Summary Assignment)	<ul style="list-style-type: none"> • Read/Review Chapter 4 in the APA Manual • Read: “Social Work and Self-Determination” article • Due: Article Summary Assignment • Due: Assessment Practice
6 Sept 26	Social Work and Theory	<ul style="list-style-type: none"> • Due: Paper #1 Draft
7 Oct 3	Theory and Assessment	<ul style="list-style-type: none"> • Be prepared to share information about your topic for Paper #1
8 Oct 10	Chapter 3: Pregnancy, Birth and Newborn	<ul style="list-style-type: none"> • Read: Chapter 3 • Due: Paper #1 Final • Paper #2: Integrating Theory Assigned

9 Oct 17	Chapter 3	<ul style="list-style-type: none"> • Read: Chapter 3 • Due: Case Study #1 • Due: Chapter 3—DDR
10 Oct 24	Chapter 4: Infancy Reviewing Case Studies (1)	<ul style="list-style-type: none"> • Read: Chapter 4
11 Oct 31	Chapter 4	<ul style="list-style-type: none"> • Read: Chapter 4 • Due: Case Study #2 • Due: Chapter 4—DDR
12 Nov 7	Chapter 5: Early Childhood Reviewing Case Studies (2)	<ul style="list-style-type: none"> • Read: Chapter 5 • Due: Paper #2 • Interprofessional Education (IPE): Nursing/SW Partner(s) Assigned25
13 Nov 14	Chapter 5	<ul style="list-style-type: none"> • Read: Chapter 5 • Due: Case Study #3 • Due: Chapter 5—DDR • IPE Interview and Project Due
Nov 21-25	Thanksgiving Break	
14 Nov 28	Reviewing Case Studies (3)	<ul style="list-style-type: none"> • Final Competency Review (brainstorm activity will be available on Canvas)
15 Dec 5	Social Work Competencies IPE Review/Reflection	<ul style="list-style-type: none"> • Competency Review Discussion • IPE Reflection Due
16 Dec 12-16	Finals Week: There will be no final exam in this class.	
<ul style="list-style-type: none"> • Lecture Notes and/or a Power Point Video will be provided in your class folders. It is assumed you will review them at the beginning of each week. • There is a list in each Canvas Module outlining all reading and assignments for the specified week. Please refer to that list for complete weekly details. This calendar may not include all items on Canvas. 		