SW321: Human Behavior in the Social Environment II

Course Information

Semester: Fall 2022

Semester Hours: 3

Classroom Location:

Class Time: DeArmond 107, Wednesday 1:30-4:15pm

Instructor Information

Instructor: Tiffany Renner, LMSW

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Office Location: Harbor Center Suite 140

Office Hours: Tuesday 11-3

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, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

- Provide competent services to promote social, economic, and environmental 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, using a range of prevention and intervention methods, 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, practice-informed research, and research-informed practice.

(Revised March 2022)

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.

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.

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.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

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.

Educational Policy 2.1: Core Competencies Definition

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.

Because 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 the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	**Demonstrate Ethical & Professional Behavior**
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes

COMPETENCY	DESCRIPTION
COMPETENCY 2:	**Engage Diversity and Difference in Practice**
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	**Advance Human Rights and Social, Economic and Environmental Justice**
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 4	**Engage in Practice-informed Research and Research-informed Practice**
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 6	**Engage with Individuals, Families, Groups, Organizations, and Communities**
6.1	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
COMPETENCY 7	**Assess Individuals, Families, Groups, Organizations, and Communities**
7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th Ed.). Washington, D.C.: Author.

Ashford, LeCroy (2018, 2013). Human Behavior in the Social Environment *(*6th Ed*.).* Boston, MA Cengage Publications, Inc.

Classroom Expectations

Attendance

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. 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. Exceptions to this policy may be made at the discretion of the instructor. (Found in Social Work Handbook p. 17).

Tardiness

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 Social Work Handbook.

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.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged and approved by the instructor.

2. 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 are not accepted, if submitted late 5% will be marked off each day late.

Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work be submitted.

Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work, which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

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 (7TH 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-point font, preferably Times New Romans style or a similarly readable 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 based on your written work.

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 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 Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and

possibly the Vice President of Student Affairs. 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).

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

Social and Economic Justice

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 visit LCSC's Diversity web page for more information.

Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the **NASW CODE OF ETHICS**, social workers should strive to:

- Eliminate personal and institutional discrimination,

- Ensure access to needed resources and opportunities for all persons,

- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,

- Respect cultural diversity in society,

- Advocate changes that improve social conditions and promote social justice,

- Encourage participation in the democratic process, and

- Encourage people to develop their own voice.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
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	63-69.9%	F	62.9% and below

Grade Definitions

LETTER GRADE	DEFINITION
A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

Class Assignments

1. **Reading Tests (250) Points**
   There will be 5 tests, which will incorporate all lectures, assignments, discussion, exercises, and readings. The quizzes will include multiple choices, true/false, short answer, and essay questions. Tests are located on CANVAS on the date specified in the course outline.

2. **Attendance (300) Points**
   This is an engaging class, you will be assigned groups, we will be doing in class assignments, it is important that you attend class to be a part of the process and to be a part of the group.

3. **Case Study 2 @ 50 points: outline in class**

4. **Theory Paper Drafts: (100) Points**: outline in class

5. **Theory Paper (150) 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:

> Freud – Psychodynamic Theory, Bandura – Social Learning Theory, Skinner – Behaviorism, Vygotsky – Cognitive Developmental Theory (This theory is best applied to young children), Cognitive Theory, Kohlberg – Theory of Moral Development, Ainsworth – Attachment Theory

> 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 9-10 pages in length (this includes title page or references). The paper should address all the following points:

The paper is to cover all the following points:

- Briefly summarize your chosen character.
- 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.
- How does the theory increase our understanding of the character?
- What components of human behavior does the theory fail to address?
- How does the theory guide you to understand the character's behavior?
- How does the theory explain the character's behavior and why?

Format

- 12-point type and double spaced

- Proper APA format – title page, abstract, running head, and proper format for references used

Grading

- Quality of research, APA, grammar: 25 points
- Application of theory: 75 points
- Thoroughness, Insight and understanding: 50 points

6. **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 creatively! (Rationale for the assignment: Social workers are often called upon to do trainings in and out of their agency settings.)

The paper will be graded as follows: (Each person in the group will receive the same number of points.)

- Accuracy of information: 40 points
- Thoroughness: 30 points
- Creativity: 30 points
- Total points 100

Tentative Class Schedule

Week & Date	Activity	Readings	Assignments – Points
Week 1 **August 22-28**	Syllabus Overview of Class	**Ch. 1**	Attendance - 20
Week 2 **August 29-September 4**	Introduction to Human Behavior in the Social Environment	Ch. 1	Attendance - 20
Week 3 **September 5-11**	Introduction to Human Behavior in the Social Environment	Ch. 1	Attendance - 20 **Exam Ch. 1 - 50**
Week 4 **September 12-18**	An Integrative Multidimensional Framework	Ch. 2	Attendance – 20
Week 5 **September 19-25**	An Integrative Multidimensional Framework	Ch. 2	Attendance – 20 **Draft 1 - 50**
Week 6 **September 26-October 2**	An Integrative Multidimensional Framework	Ch. 2	Attendance – 20 **Exam Ch. 2- 50**
Week 7 **October 3-9**	Pregnancy, Birth, and the Newborn	Ch. 3	Attendance – 20 **Case Study-50**
Week 8 **October 10-16**	Pregnancy, Birth, and the Newborn	Ch. 3	Attendance – 20
Week 9 **October 17-23**	Pregnancy, Birth, and the Newborn	Ch. 3	Attendance – 20 **Exam Ch. 3- 50**

Week 10 **October 24-30**	Infancy	Ch. 4	Attendance – 20 **Draft 2-50**
Week 11 **October 31-November 6**	Infancy Peer Learning Presentations	Ch. 4	Attendance – 20 **Peer Learning Presentations – 100**
Week 12 **November 7-13**	Infancy	Ch. 4	Attendance – 20 **Exam Ch. 4- 50**
Week 13 **November 14-20**	Early Childhood	Ch. 5	Attendance - 20
Thanksgiving Break November 21-25	**NO CLASS**		
Week 14 **November 28-December 4**	Early Childhood	Ch. 5	Attendance – 20 **Case Study-50**
Week 15 **December 5-11**	Early Childhood	Ch. 5	Attendance – 20 **Exam Ch. 5 - 50** **Developmental Theory Paper – 200**
Week 16 December 12-15	Finals Week		**1000 Total Points**