



# LEWIS-CLARK STATE COLLEGE

## Social Work 322.60 & 322.61 Human Behavior in the Social Environment II

### Course Information

Spring Semester 2023

Semester Hours: 3

Class Location: Online/Canvas LMS

### Instructor Information

Instructor: Marti Reese, MA, MSW, LCSW

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

Campus Office: Expedition Hall Room 16

Office Hours:

- 12-1 Tuesdays
- By appointment (If you would like to meet in person, appointments can be scheduled on Tuesdays)

### 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 is the second 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.

Pre-requisites: SW 321 and Psych 101

### Purpose of the Course in the Curriculum

This course is a continuation of the introduction to developmental theories, concepts, and research on the human life span. The information is an aid to understanding the person in the environment and methods for assessing the biopsychosocial and spiritual domains of clients. Attainment of this knowledge should promote self-growth as well.

The life span information will 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.

### Core Competencies and Practice Behaviors

The Council on Social Work Educations sets educational standards for all accredited social work programs. As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Social Work Core Competencies and Practice Behaviors are addressed. In your required text, you can review the 9 competencies and 31 practice behaviors that are addressed in this course. While these competencies and practice behaviors are not measured in this course, the knowledge, skills, and values required to perform them are introduced and/or reinforced. We will review these from time-to-time and at the end of the course we will reflect on how our learning has reinforced them in a final assignment.

### Expected Learning Outcomes

- Practice the application of the Biopsychosocial model when assessing clients
- Develop critical thinking skills as they apply to assessment, interventions, and research
- Have a basic understanding of some well-known developmental theories and research applied to assessment work in clients from childhood to end-of-life
- Increase ability to tolerate differences of opinion regarding controversial topics and engage with colleagues who have different views
- Engage in research and writing to improve professional writing skills
- Improve ability to use collaboration with colleagues in social work and other fields to enhance learning and improve service delivery to future clients
- Acquire assessment skills that utilize good research, boundaries, critical thinking, and social work ethics

## 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 the Calendar attached to this syllabus. Additional reading assignments may be announced. 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 to the Discussion Board including responses to peers 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.

Throughout participation in the LCSC BSW Program, students are evaluated on their personal and professional behavior or conduct as described in the Social Work Student Handbook. Please refer to the Handbook for further clarification. You can find a link to it on our [Social Work Department website](https://www.lcsc.edu/social-sciences/social-work/lewiston-program) (<https://www.lcsc.edu/social-sciences/social-work/lewiston-program>) at the bottom of the page. Click on “Student Handbook” to access the document.

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.

## Required Course Materials

Ashford, J.B., & LeCroy, C.W. (2018). *Human behavior in the social environment: a multidimensional perspective* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: A.P.A.

**You will need reliable access to 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 will be collected through Canvas, so please become familiar with the Canvas features and its help desk. Discussions and attendance will also be managed through Canvas.

## General Course Policies and Accommodations

### Professional Classroom Expectations Policy

Definition of Classroom: Face-to-Face Classes, Zoom Sessions, Weekend Intensives, Discussion Boards, and/or Meetings (with Peers and/or Instructors)

Professional Social Workers are expected to be *on time, prepared, present, and engaged* when working with clients. Therefore, as developing professional Social Workers, you are expected to practice being *on time, prepared, present, and engaged* when enrolled in your classes (see definition of classroom above). These behaviors will be continuously assessed through use of the Rubric for Assessing Academic and Professional Behaviors and will significantly impact your academic and professional outcomes and preparation for a career in Social Work.

*(Developed in August 2022 to replace Attendance Policy)*

### Announcements & Email

The Announcement feature on Canvas is one way that I will communicate and provide feedback for the class, so pay attention to both Announcements on Canvas and your email. **You are responsible for any class/assignment information provided in Canvas Announcements or through email.**

### 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* (7<sup>th</sup> ed.) unless otherwise noted in the assignment. 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, may be graded down on this basis alone.

### 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 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 may be reported to Student Affairs.

### 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 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. However, it is still up to the

discretion of the teacher whether an incomplete will be granted. 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, 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. Acknowledge you have done so by placing an asterisk next to the name. For example, "I have a friend, Bob\*, who has dealt with a similar situation."

### 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 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 10<sup>th</sup> day of the semester.

## Assignment Policies, Descriptions, and Grading Scale

### Deadline for Submission of Assignments

Assignments are due as scheduled by the instructor. Typically, I will not grant extensions, but let me know you are having problems as soon as possible and sometimes rare exceptions can be made.

**Discussion Boards and Quizzes cannot be submitted late under any circumstances and will receive zero points if they are late.**

**Late Assignments:** Other than the Discussion Boards and Quizzes mentioned above, unless specified on the assignment, I will accept late work as long as I haven't finished grading the assignment for your particular section of the class. As tempting as this might make it for you to turn things in late, I recommend you plan on turning everything in on time. Sometimes I surprise even myself with my efficiency.

**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.

*The instructor reserves the right to waive one or more of the policies listed in this syllabus in rare but special circumstances.*

## Group Work

You will be assigned to a group of your colleagues to do peer review of papers this semester. You will also work with a partner in the Nursing Program for another project towards the end of the semester.

Any partner/group work requires that you coordinate schedules with others. I expect you to meet deadlines and work with your colleagues as professionals. If group work is assigned, that means it is a required component of the class, not something optional you can choose to do or not do. Please feel free to reach out to me if you are in a pair/group that is struggling with connecting and working together. In the case of group work, if you lack integrity regarding the submission of assignments, you are not just affecting your own grade, but also the grade of others in your class.

Not everyone loves group work, but we all have to learn how to work with others, so please go into this with a good attitude and willingness to learn and it should go pretty well for everyone.

## Assignment Descriptions & Submission

Assignment descriptions and drop boxes will be available on Canvas. Any changes in assignments will be provided on Canvas through the Announcement feature. Submit your assignments on Canvas by their due date.

## Semester Assignments

Assignment	Points Possible
Discussion Board	15 x 10 = 150
Class Tips & Expectations Quiz	20
Syllabus & Canvas Quiz	20
Chapter Review Quiz (Chapters 1-2)	35
Group Collaboration Plan	20
Opposing Viewpoints Paper Draft	50
Opposing Viewpoints Final	75
Position Paper Draft	50
Position Paper Final	75
Writing Feedback Statements (2)	4 x 15 = 60
Case Studies (5)	5 x 50 = 250
Social Work Competency Review	45

<b><u>Interprofessional Education (IPE) Project</u></b>	Total = 150
<b>Interview</b>	50
<b>Project Case Study</b>	50
<b>Reflection</b>	50
<b>Total Possible Points</b>	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

The calendar below describes the timeline of topics and assignments we will work on this semester. It is tentative, so changes may need to occur along the way, although that is unlikely. Modifications will be posted on Canvas and communicated through Announcements.

Date	Topic/Reading	Assignments
Week 1 January 15	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Class Tips &amp; Expectations</li> <li>Chapters 1-2 (Review)</li> <li>Rokeach Values</li> <li>Group Work</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> <li>Quiz: Syllabus &amp; Canvas</li> <li>Quiz: Class Tips &amp; Expectations</li> </ul>
Week 2 January 22	<ul style="list-style-type: none"> <li>Chapter 1-2 (Review continued)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> <li>Quiz: Chapter Review</li> <li>IPE Acknowledgement Due</li> </ul>
Week 3 January 29	<ul style="list-style-type: none"> <li>Chapter 6: Middle Childhood</li> <li>Case Study Example (Review of CS from last semester)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> </ul>
Week 4 Feb 5	<ul style="list-style-type: none"> <li>Chapter 6 Continued</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> <li>Case Study #1</li> </ul>
Week 5 Feb 12	<ul style="list-style-type: none"> <li>Chapter 7: Adolescence</li> <li>Canvas Group Tools</li> <li>Opposing Viewpoints Ideas</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> <li>Group Collaboration Plan</li> </ul>



Week 6 Feb 19	<ul style="list-style-type: none"> <li>• Chapter 7 Continued</li> <li>• Summary Tips</li> <li>• Evaluating Research Sources</li> <li>• Appointment w/Librarian Recommended</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Case Study #2</li> <li>• Opposing Viewpoints Paper (OVP) Draft Due</li> </ul>
Week 7 Feb 26	<ul style="list-style-type: none"> <li>• OVP Writing Feedback Work (meet with group)</li> <li>• APA Tips Video</li> <li>• Optional Meeting w/Prof for Extra Credit (Weeks 7-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Writing Feedback Statements (OVP) Due (Turn in 2)</li> </ul>
Week 8 March 5	<ul style="list-style-type: none"> <li>• How to Write a Thesis Statement</li> <li>• Optional Meeting w/Prof for Extra Credit (Weeks 7-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Opposing Viewpoints Final Paper Due</li> </ul>
Week 9 March 12	<ul style="list-style-type: none"> <li>• Chapter 8: Emerging and Young Adulthood</li> <li>• Optional Meeting w/Prof for Extra Credit (Weeks 7-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Position Paper (PP) Draft Due</li> </ul>
Week 10 March 19	<ul style="list-style-type: none"> <li>• Chapter 8 Continued</li> <li>• PP Writing Feedback Work (meet with group)</li> <li>• Optional Meeting w/Prof for Extra Credit (Weeks 7-10)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Case Study #3</li> <li>• Writing Feedback Statements (PP) Due (Turn in 2)</li> </ul>
Spring Break March 26	Work on Position Paper!	
Week 11 April 2	<ul style="list-style-type: none"> <li>• Chapter 9: Middle Adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Position Paper Due</li> </ul>
Week 12 April 9	<ul style="list-style-type: none"> <li>• Chapter 9 Continued</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Case Study #4</li> </ul>
Week 13 April 16	<ul style="list-style-type: none"> <li>• Chapter 10: Late and Very Late Adulthood</li> <li>• IPE Groups &amp; Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• IPE Interview Due</li> </ul>
Week 14 April 23	<ul style="list-style-type: none"> <li>• Chapter 10 Continued</li> <li>• Social Work Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Case Study #5</li> <li>• Social Work Competency Review Due</li> </ul>
Week 15 April 30	<ul style="list-style-type: none"> <li>• Wrapping up</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• IPE Project Case Study Due</li> </ul>



Week 16	Finals Week
May 7	IPE Reflection Due (date TBA)
Weekly	Review all information provided in Canvas Modules each week!