



SW322: Human Behavior in the Social Environment II

Course Information

Semester: Spring 2023

Semester Hours: 3

Classroom Location: DeArmond Room 216

Class Time: Wednesday 1:30pm to 4:00pm

Instructor Information

Instructor: Tiffany Renner, LMSW

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Office Location: Harbor Center Suite 140

Office Hours: Tuesday 10:00am-3:00pm; or by Appointment

Required Textbooks

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

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.

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 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

COMPETENCY	DESCRIPTION
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

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).

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.
 - a. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to complete a Contract for Adjusted Assignment Due Date Form. This will result in an automatic 10% grade reduction for that assignment.
2. Extra Credit: There are no extra credit assignments for this course.

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.

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.

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

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

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 questions. Tests are located on CANVAS on the date specified in the course outline.
2. **Attendance (350 points):** This is an engaging class, we will be doing in class assignments, it is important that you attend to be a part of the process and to be a part of the group.
3. **Debate (75 points):** These points get added to the attendance points for participation and demonstration of preparation.
4. **Case Studies (200 points):** Four case studies will be posted on CANVAS with direction.
5. **The Developmental Theory Paper (100 points):** The purpose of this assignment is to apply two theories of human behavior to your own current stage of development. You are to apply the psychosocial (Erikson) model and then select one other theory. Select one of

the following theories: psychosexual, social role theory, gender role theory, or moral development. You may use the textbook as the source of information for the psychosocial model; correctly cite these references. Locate at least 5 peer-reviewed articles on the theories. Integrate the information from the peer-reviewed articles into the body of the paper. As these papers are highly personal reflections, all information in the paper is confidential and the instructor will treat the paper accordingly.

Using the textbook identify your current psychosocial stage of development and address the following points in an 8-10-page paper using correct APA formatting:

- Apply the psychosocial model to your current stage of development.
 - Discuss how you are experiencing each of the developmental tasks of the stage.
 - Discuss your resolution of the psychosocial crisis.
- Briefly discuss the key elements of the second theory and apply these elements to your current level of development.
- What are the similarities and differences between the two models in explaining your current situation?
- Which model do you believe more realistically reflects who you are at this point in your life? Explain.

The paper will be graded as follows:

- Quality of research: 15 points
- Thoroughness: 15 points
- Application of Theories (depth and detail): 55 points
- APA and grammar: 15
- Total points: 100

Tentative Class Schedule

Week & Date	Readings	Activity	Assignments – Points
Week 1 January 18		Syllabus	25-points Attendance and Participation
Week 2 January 25	Ch.6		25-points Attendance and Participation
Week 3 February 1	Ch. 6		25-points Attendance and Participation
Week 4 February 8	Ch.6		25-points Attendance and Participation Case Study-50 points Ch. 6 Test 50 points
Week 5 February 15	Ch. 7		25-points Attendance and Participation

Week 6 February 22	Ch. 7	25-points Attendance and Participation
Week 7 March 1	Ch. 7	25-points Attendance and Participation Case Study-50 points Ch. 7 Test 50 points
Week 8 March 8	Ch. 8	25-points Attendance and Participation
Week 9 March 15	Debate (topics to be announced)	75-points Attendance
Week 10 March 22	Ch. 8 Love	25-points Attendance and Participation Case Study-50 points Ch. 8 Test 50 points
March 27-31	Spring Break	
Week 11 April 5	Ch. 9	25-points Attendance and Participation
Week 12 April 12	Ch. 9	25-points Attendance and Participation Case Study-50 points Ch. 9 Test 50 points
Week 13 April 19	Ch. 10	25-points Attendance and Participation
Week 14 April 26	Ch. 10	25-points Attendance and Participation
Week 15 May 3	Ch. 10	25-points Attendance and Participation Ch. 10 Test 50 points
May 8-11	Finals Week	150-points Developmental Theory Paper Due. Attendance-250 1100 Total Points